



Washington State Department of
Early Learning

Kids' Potential, Our Purpose.

**“Together, with
parents and
partners, we offer
children world-
class learning
opportunities so
they reach their
full potential.”**

**Quality Rating &
Improvement System
History**

Juliet Torres
June 4, 2008



Early Learning Council QRIS Technical Advisory Committee

- ❑ Created in Sept 2005
- ❑ Provider Forums & Surveys
- ❑ Provided recommendations to the Early Learning Council



Key Lessons from History

- ❑ *What did we learn?*
- ❑ Desire to improve quality of care
- ❑ Concerns about how that will be measured
- ❑ Unanimous responses regarding supports



QRIS: Design to Implementation

- ▣ Building on Previous Work
- ▣ Standards Derived from Data-Driven, Research Based Information
- ▣ “Community-Up” Approach



What Does Success Look Like for Children and Families?

- ❑ Our goals for children, families, and educators
- ❑ Learning from communities
- ❑ Committing to *learn* together for the Pilot Field Test Year



System of Attraction

Pilot Sites told us:

- ❑ Make it Simple
- ❑ Be Inclusive of All Programs
- ❑ Easy to Navigate
- ❑ Supports so that the Model is Feasible





Build on Success

- ☐ Quality Standards and the Model built on Encouraging Success
- ☐ Evaluation
- ☐ Adjusting as we Learn Together





Quality Standards

- ❑ How were they built?
- ❑ Universal elements of quality
- ❑ Supported by training
- ❑ Based on a continuum of skill development
- ❑ Using flexible criteria



PROPOSED VOLUNTARY QUALITY RATING AND IMPROVEMENT SYSTEM STANDARDS



BLOCK ONE

All those who care for young children can volunteer to register with the Washington State Quality Rating and Improvement System.

- This includes but is not limited to:
- License-exempt programs
- Preschools
- Family, friend & neighbor care
- Any other provider who cares for children



BLOCK TWO

Program compliance with government-established standards, licensing requirements or certifications.

Agreement to complete *Tools of the Mind* training.

Agreement to complete research-based early childhood guidelines training.



CURRICULUM & LEARNING



BLOCK THREE

BLOCK TWO PLUS IN GOOD STANDING WITH ESTABLISHED STANDARDS

Learning areas contain materials that are age appropriate and are organized and accessible for children's use.

Learning activities are centered around play and cultural awareness and involve the use of multiple senses. Children are read to daily for at least 20 minutes.

Observe and document children's progress (e.g., work sampling) and play to assess growth. Daily written communication for children birth to 18 months to encourage conversations about developmental milestones.

Educator observes and listens to each child responding in ways that are respectful, specific and make sense to the individual child.

Educators model and encourage empathy and compassion in all children.



BLOCK FOUR

PREVIOUS BLOCKS PLUS IN GOOD STANDING WITH ESTABLISHED STANDARDS

Learning areas are organized to stimulate children to make choices and explore interests consistent with current lesson

Topics and materials are related to children's interests and culture. Opportunities exist for children's interests to guide the learning process.

Educators perform individualized learning and progress reports and share with parents at least twice per year.

Educators help children negotiate and problem solve effectively.

Educators help children to understand the link between choices and consequences. Educators have a working knowledge of appropriate behavior based on child age and development.



BLOCK FIVE

PREVIOUS BLOCKS PLUS IN GOOD STANDING WITH ESTABLISHED STANDARDS

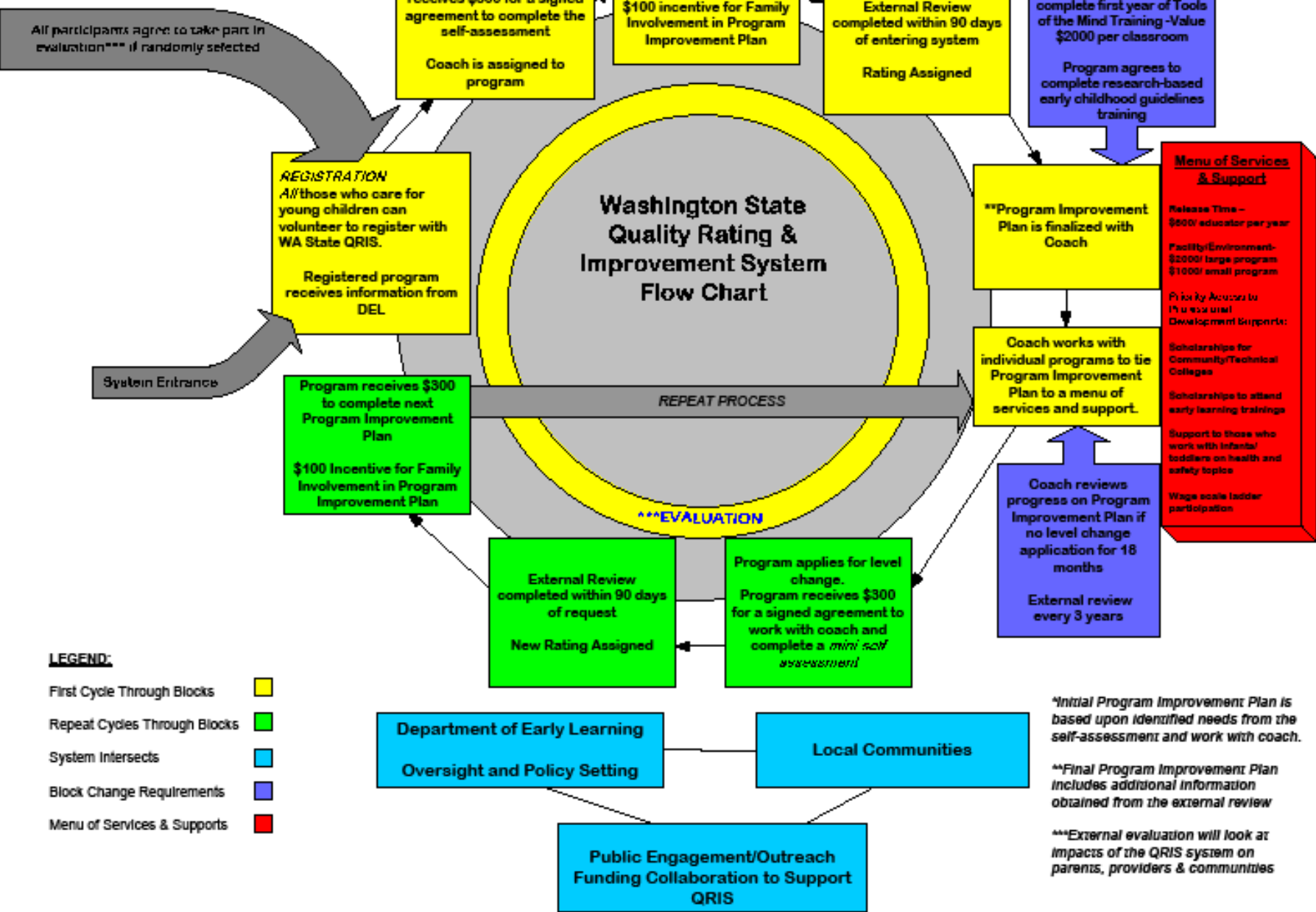
Materials, including children's work, are displayed and used to reflect and extend children's experiences and cultures.

Educators understand and have evaluated developmental goals for each child and use the curriculum to support these goals.

Educators integrate learning and progress reports into individual and classroom curriculum/ approaches.

Allow children to take risks by testing out some of their own ideas. Educators work from the philosophy that children can be challenged to grow and respond with appropriate guidance according to the individual child.

Educators understand and apply knowledge of how behavior guidance techniques can be adjusted for children with disabilities. Educators stay current on research-based best practices related to behavior guidance.





Roles in QRIS

- ❑ Coaches
- ❑ Reviewers
- ❑ Evaluators
- ❑ Rating Team
- ❑ Other:
- ❑ DEL, Pilot Sites, Licensors





Tools of the Mind

- ❑ Builds Social-Emotional Skills as a Foundation
- ❑ Emphasis on Play as Learning to Build Cognitive Skills
- ❑ Training and Coaching
- ❑ Build Local Capacity





One Statewide Model

- ❑ Improving Quality for All
- ❑ Support with Incentives and Training
- ❑ Use and Build on Local Resources
- ❑ Provide Coaches for Guidance
- ❑ Ensure Clear and Distinct Roles





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