



Capital Quality Framework Webinar

Infant and Toddler Only

Aug. 28, 2019



Agenda

- Revised Timeline for 2018-2019 Capital Quality Rating and Designation Process
- Capital Quality Rating and Designation
- Next Steps



Revised Timeline for 2018- 2019 Capital Quality Rating and Designation Process



Revised Timeline

OSSE will complete the 2018-2019 Capital Quality rating and designation process for all child development facilities participating in Capital Quality (i.e., Pilot, Group Two, Group Three and Group Four) according to the revised timeline shown in Table 1. For reference, the previous timeline is also shown in Table 1 marked with ~~strikethrough~~.

Table 1. Revised Timeline

Action	Pilot and Group Two	Group Three	Group Four
Capital Quality designation determined		Spring/Summer 2019 Fall 2019	
Tiered reimbursement changes only if facility designation is higher		Spring/Summer 2019 Fall 2019	
Hold harmless policy ends; tiered reimbursement aligns to facility designation whether higher or lower	Fall 2020	Fall 2021	Fall 2022



Capital Quality Rating and Designation



Capital Quality Rating and Designation Definitions

Framework

- The Capital Quality category based on the type of setting (home or center) and the age groups of children served (birth-to-five). The framework is then used in combination with the metric and informs the way in which the rating is calculated to determine a Capital Quality designation.

Metric

- Instruments or indicators used to assess performance in each area defined, commonly known as measures.

Floor

- The minimum value for which any points are awarded (for all metrics), indicating the minimum level of performance acceptable for a program to receive points in the Capital Quality rating system.

Target

- The value at which the maximum points for a metric are awarded, indicating the desired level of performance in achieving the stated outcome in the Capital Quality rating system.

Rating

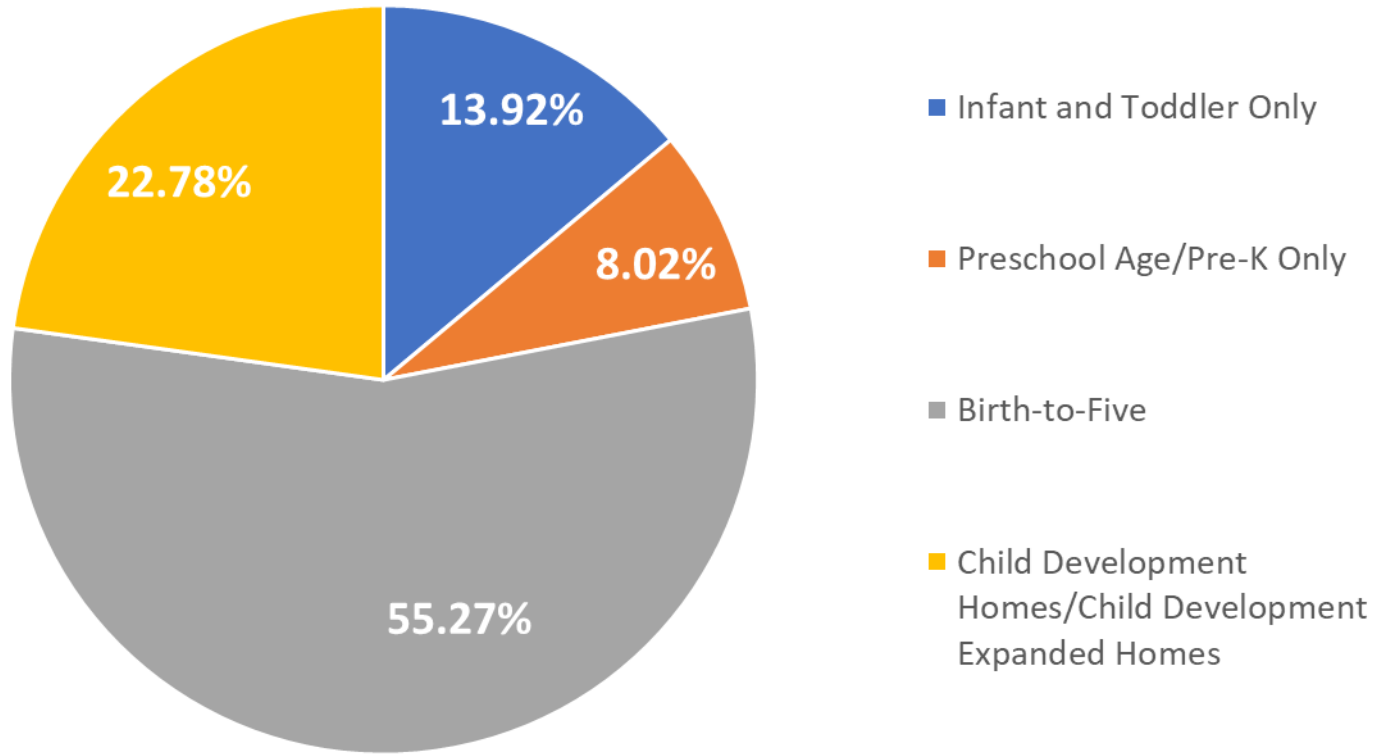
- Refers to the numeric score earned each year upon calculating the facility's scores from each of their metrics according to the formula for their framework.

Designation

- A facility's level of quality based on points earned – Developing, Progressing, Quality or High-Quality.
 - Note: Facilities can also be designated Preliminary when they are still in the process of being rated to determine their Capital Quality designation of Developing, Progressing, Quality or High-Quality.



Program Distribution by Framework

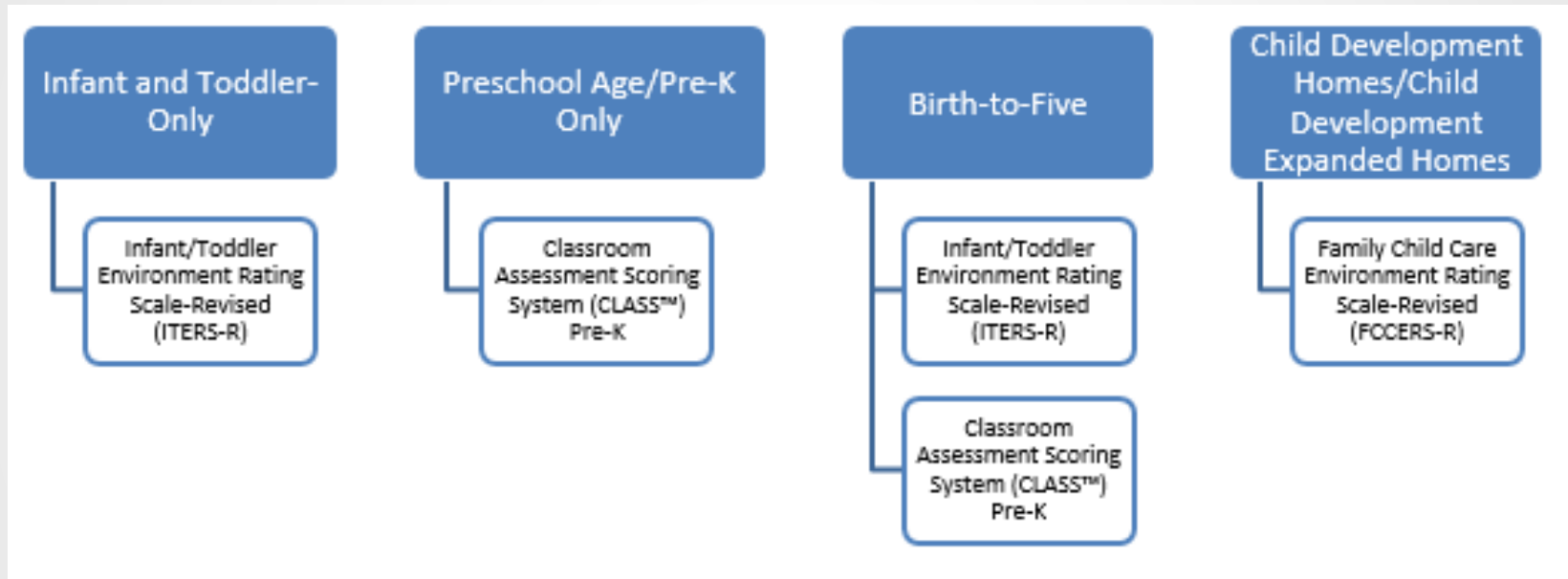


N = 237

Program Year: 2018-2019



Capital Quality Frameworks and Metrics





Capital Quality Rating Metrics

Environment Rating Scales (ERS):

- Infant/Toddler Environment Rating Scale-Revised (ITERS-R)
- Family Child Care Environment Rating Scale-Revised (FCCERS-R)

Classroom Assessment Scoring System for Pre-K (CLASS™ Pre-K)

Floors and targets are **research-based**.



ERS Overview

- **ITERS-R/FCCERS-R** items measure the extent to which the early care and education environments promote children's health and safety and stimulate children through language and activities and warm, supportive interactions with providers
- The ITERS-R and FCCERS-R metrics utilize **six subscales**, which are then used in the calculation of the total score used in the rating:
 - Space and Furnishings
 - Personal Care Routines
 - Listening and Talking
 - Activities
 - Interaction
 - Program Structure

Note: The Parents and Staff subscale scores are not included in overall scores
- Each item is scored on a scale of **1 to 7**
 - With higher scores indicating higher quality



What do the ERS floors and targets represent?

FCCERS-R and ITERS-R capture indicators of children’s safety, health, stimulation in activities and interactions with the provider

	How do they differ?	What does the Floor Score represent? Score: 3	What does the Target Score represent? Score: 6
FCCERS-R	<ul style="list-style-type: none"> Designed for use in family child care settings 	Indicates <i>minimal</i> quality <ul style="list-style-type: none"> Books are in good repair Occasional smiling, talking, affection with children Schedule meets the needs of <i>most</i> of the children Attention is on caregiving Moderate amount of talking 	Indicates <i>good to excellent</i> quality <ul style="list-style-type: none"> Books are set-up for independent and shared use Frequent interaction that is responsive to child’s mood and needs Schedule is modified to meet children’s needs Supervision is individualized Wide range of vocabulary used/verbal play with children
ITERS-R	<ul style="list-style-type: none"> Designed for use in infant and toddler classrooms 		



CLASS Overview

- **CLASS™ Pre-K** measures the quality of teacher-child interactions in preschool classroom settings
- The CLASS metric is comprised of **three domains**, each with its own floor and target:
 - Emotional Support
 - Classroom Organization
 - Instructional Support
- Each domain is comprised of dimensions that are scored on a scale of **1 to 7**
 - Higher scores for each domain indicate higher quality



What do CLASS™ Pre-K floors and targets represent?

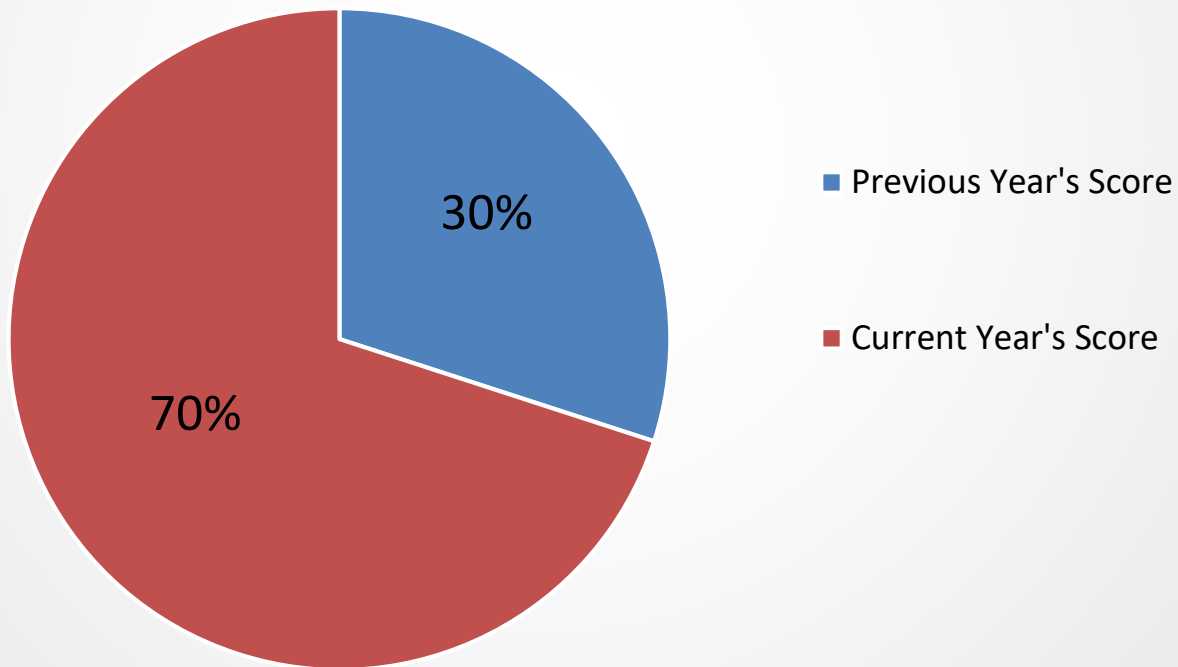
CLASS™ Pre-K Domain	What does it measure?	What does the Floor Score represent?	What does the Target Score represent?
Emotional Support	Measures teachers' efforts to support children's social and emotional functioning (e.g., teacher sensitivity, emotional connection)	Score: 4.5 Some evidence that the teachers and children share warm, supportive relationships, yet teachers are only sometimes aware of children who need support or attention	Score: 6.0 Evidence of frequent positive communication between teachers and children; teachers consistently are flexible, go along with child's ideas and organize instruction around child interests
Classroom Organization	Measures classroom-level organization (e.g., behavior management, routines)	Score: 4.5 Some evidence that rules/expectations may be stated clearly, but are inconsistently enforced by the teachers	Score: 6.0 Consistent evidence that teachers are proactive, monitor the classroom effectively to prevent problems from developing; they focus on positives and making use of subtle cues
Instructional Support	Measures the ways in which teachers effectively support cognitive and language development in their classrooms (e.g., language modeling, asking open-ended questions)	Score: 2.0 Evidence that teachers rarely provide scaffolding and ignore problems in understanding; feedback to children is often perfunctory (yes/no that's right/wrong)	Score: 4.0 Evidence of occasional use of discussions that promote analysis and reasoning; sometimes feedback loops promote exchanges, other times not



Capital Quality Rating

- 70 percent of the rating is calculated using metric scores from the current year
- 30 percent of the rating is calculated using metric scores from the previous year

Capital Quality Rating

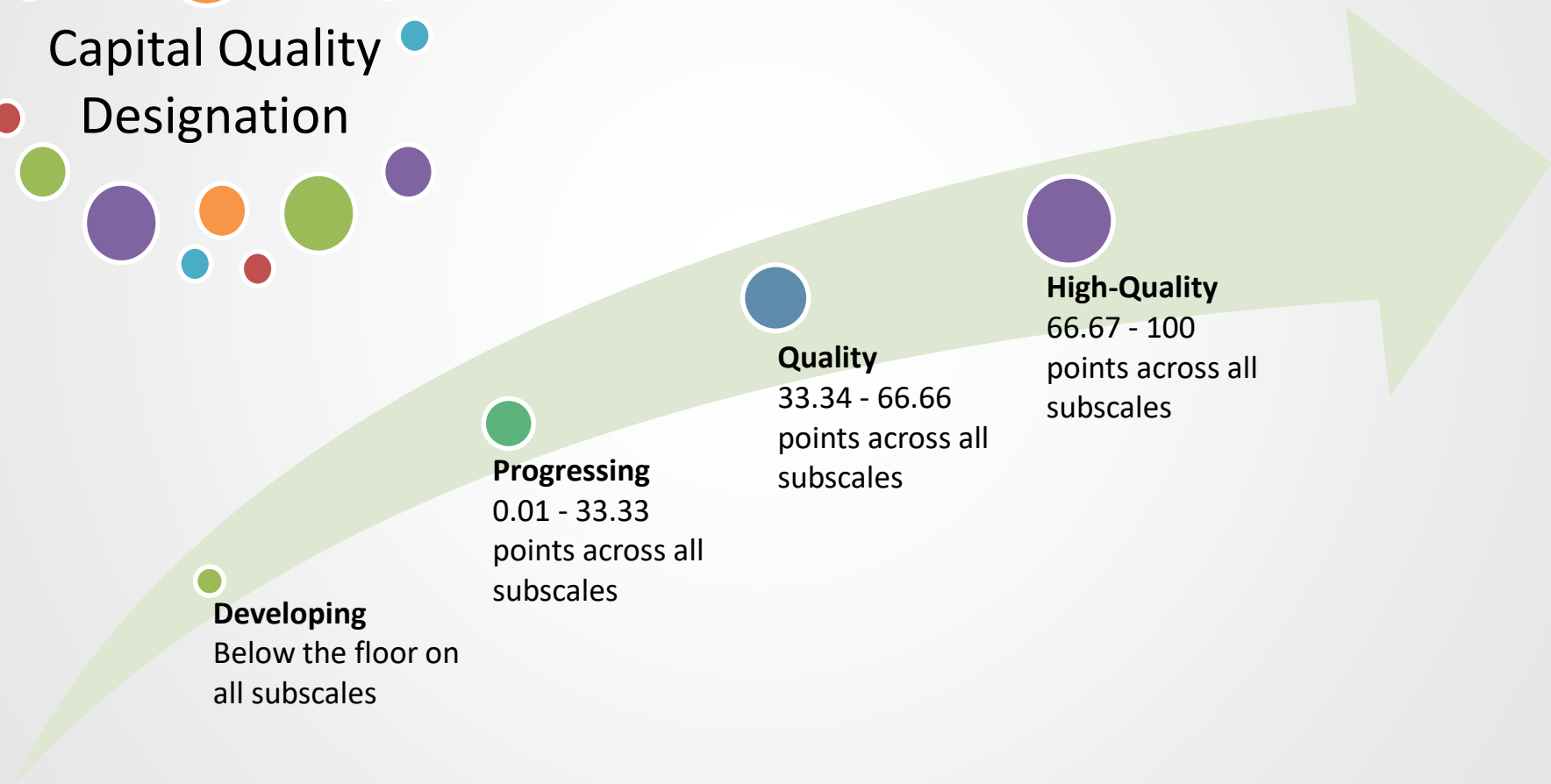




Determining Designations



Capital Quality Designation



Developing
Below the floor on all subscales

Progressing
0.01 - 33.33 points across all subscales

Quality
33.34 - 66.66 points across all subscales

High-Quality
66.67 - 100 points across all subscales



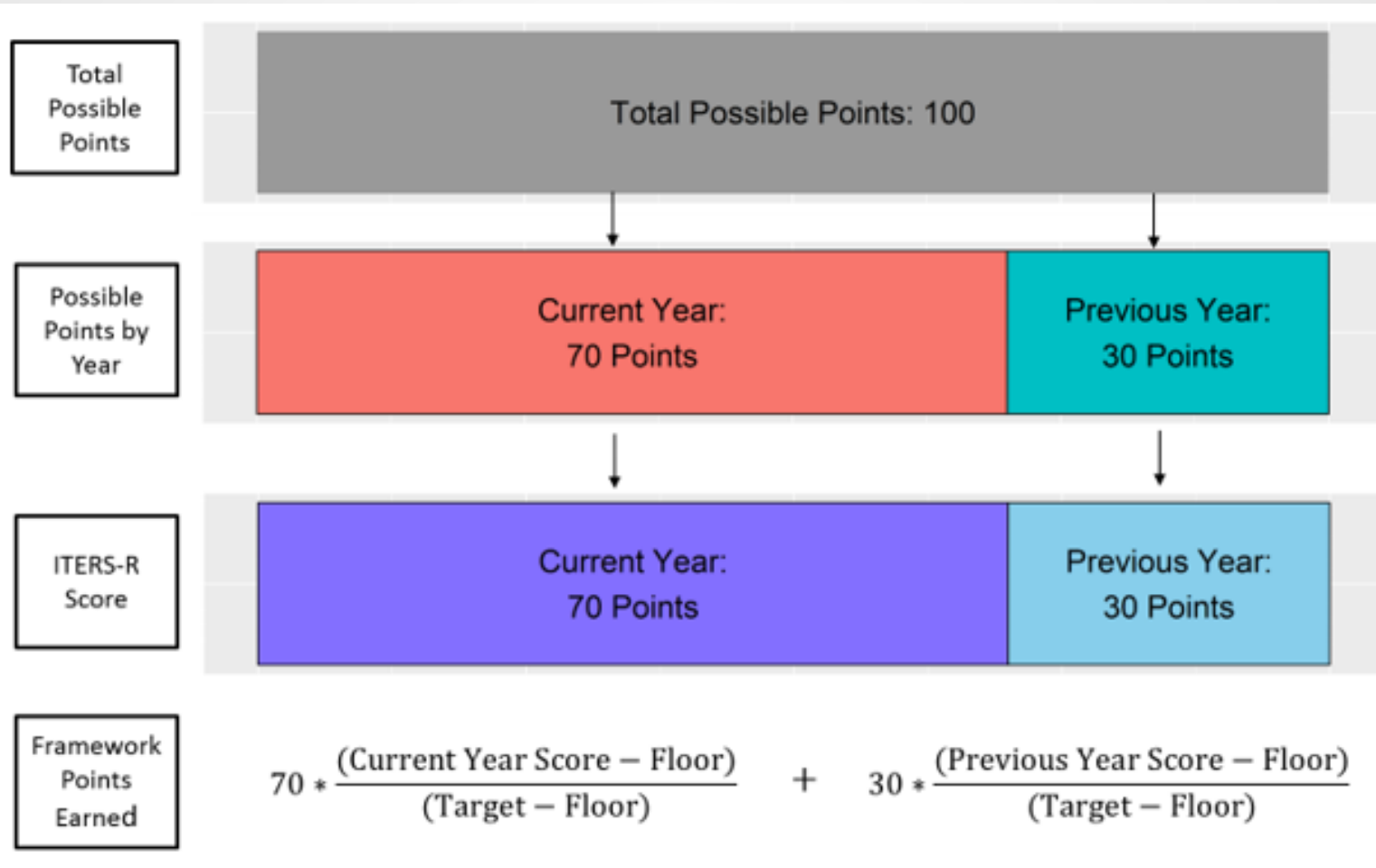
Capital Quality Rating Infant and Toddler Only

- The Capital Quality rating for the infant and toddler only framework is determined using the total ITERS-R score* for the current year and previous year relative to the target and the floor.
- Using an example facility, the following slides demonstrate how the ITERS-R score translates into a Capital Quality designation.

* Note: Parents and Staff subscale is excluded.



Capital Quality Rating Infant and Toddler Only





Capital Quality Rating Infant and Toddler Only

In this example, this Infant/Toddler-Only facility earned a score of 5.5 for the current year and 5.0 for the previous year on ITERS-R. For ITERS-R, the floor is a 3 and the target is a 6.

Current year's score: 5.5

Previous year's score: 5.0

Target: 6

Floor: 3

The following formula is used to calculate the framework's Capital Quality rating:

Framework Points Earned

$$70 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right) + 30 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$



Capital Quality Rating Infant and Toddler Only

To simplify calculating the framework points earned, the current year's points and previous year's points are calculated separately.

$$70 \times \left(\frac{\text{Current Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

Insert the current year's score (5.5), floor (3) and target (6) into the equation. Then, calculate.

$$70 \times \left(\frac{5.5 - 3}{6 - 3} \right)$$

$$70 \times \left(\frac{2.5}{3} \right) = \mathbf{58.33}$$

$$30 \times \left(\frac{\text{Previous Year's Score} - \text{Floor}}{\text{Target} - \text{Floor}} \right)$$

Insert the previous year's score (5.0), floor (3) and target (6) into the equation. Then, calculate.

$$30 \times \left(\frac{5.0 - 3}{6 - 3} \right)$$

$$30 \times \left(\frac{2}{3} \right) = \mathbf{20.00}$$

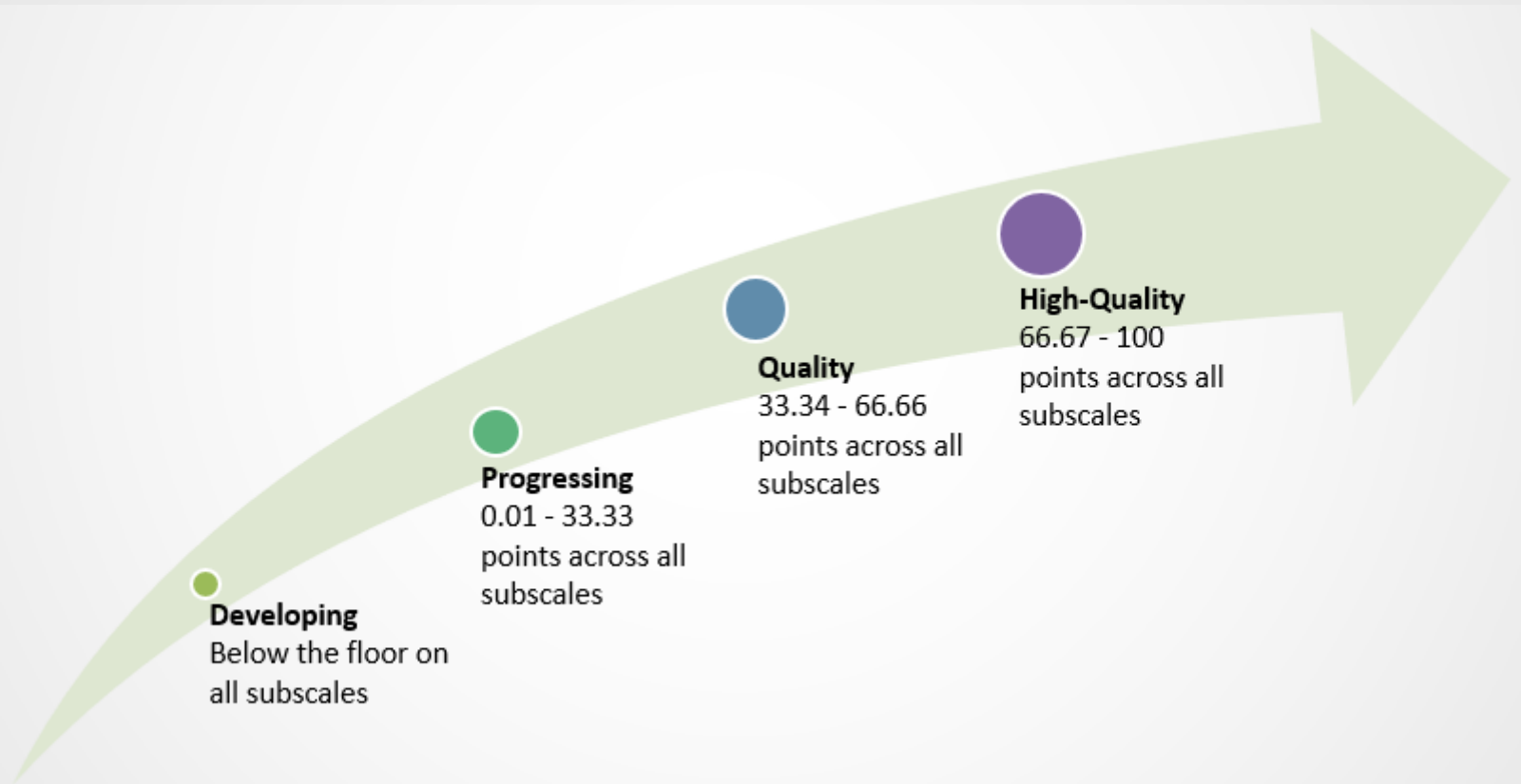
Then add the current year's points earned (58.33) and previous year's points (20.00) into the formula to calculate the total number of points earned by this facility.

$$58.33 + 20.00 = 78.33 \text{ points}$$

This rating of 78.33 points translates to a High-Quality designation, meaning this facility would earn a Capital Quality designation of High-Quality.



Capital Quality Rating Infant and Toddler Only



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This rating of 78.33 points translates to a High-Quality designation, meaning this facility would earn a Capital Quality designation of High-Quality.



Next Steps



Next Steps

- **Capital Quality framework-specific rating calculation webinars** will be posted on <https://osse.dc.gov/page/capital-quality-qr> once recorded.

Validation

- **Sept. 16-Sept. 30, 2019**
 - Providers have an opportunity to validate 2018-2019 Capital Quality ratings, designations and other information that may be shared on the Capital Quality profile.
- **5 p.m. on Sept. 30, 2019**
 - Submissions of concerns about accuracy of information or the calculation of the Capital Quality rating are due.
- **Oct. 15, 2019**
 - OSSE will respond no later than this date to all concerns raised.

Notes

- It is critical that providers adhere to the Sept. 30 deadline to submit concerns; OSSE will not respond to concerns raised after Sept. 30, 2019.
- Validation is a passive process, so no submissions of concerns are required.



Next Steps: Available Technical Assistance

- Ensure your contact information is accurate on file with OSSE.
 - If you need to update your contact information, contact your respective licensing specialist.
- Sign up for technical assistance during the validation time period.
 - Review the validation guide (available in September 2019).
 - Quality facilitators and education service monitors (ESMs) can support assigned facilities during the validation time period.
 - Attend webinars on the validation process and Quick Base app during the week of Sept. 9-13, 2019.
 - Attend office hours (schedule forthcoming).



Q&A



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| Thank you!