



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

**Capital Quality
DC's Enhanced Quality Rating and Improvement System (QRIS)
Frequently Asked Questions (FAQ)**

Overview:

The Office of the State Superintendent of Education (OSSE), Division of Early Learning (DEL) has developed a Frequently Asked Questions (FAQ) document in response to inquiries from home and center-based providers about the process of transitioning from Going for the Gold to Capital Quality, the District of Columbia's enhanced Quality Rating and Improvement System (QRIS). These questions were captured during a series of orientation meetings OSSE held with child development providers who provide subsidized child care services. The orientation provided an overview of Capital Quality.

For additional information regarding these responses, please contact OSSE.Delcommunications@dc.gov.

Group Determination:

1. What are the factors that determine if a program is in group two, three, or four?

Based on feedback received from subsidy providers, OSSE allowed subsidy providers to self-select the group in which they would like to participate in. Providers received an email notification on February 16 to register for a group of their choice, which determines the timeframe for participation. Each group had a set number of slots for centers and homes. Providers that did not sign-up by the deadline were assigned to a group by OSSE staff. Please reference Table 1 for the Capital Quality implementation schedule.

Table 1: Capital Quality Implementation Schedule

Group	Start Date	Capital Quality Rating Date
Group 1 (Pilot) and Group 2	March 2017	Fall/Winter 2018
Group 3	January 2018	Fall/Winter 2019
Group 4	January 2019	Fall/Winter 2020

2. Can a provider change the group they participate in?

For planning and implementation purposes, once providers are registered for a specific group, they must remain in that group.

Rating Determination:

3. How are the quality ratings and tier levels determined for each program?

The rating for Capital Quality will be based on the results of an independent evaluation using the Classroom Assessment Scoring System™ (CLASS™) and the Environmental Rating Scale (ERS). Additionally, the attendance rate of pre-K children enrolled in center-based programs will be included in the overall program rating.

The tier level is determined by the total number of points a program receives on the rating indicators. Capital Quality has four tier levels: 1) High-Quality, 2) Quality, 3) Progressing, and 4) Developing. The cutoff scores for each tier level will be set once OSSE collects CLASS™, ERS, and attendance data for all programs. Please see the tables below for the quality rating indicators for specific facility types and ages of children served.

Table 2: Center-based Programs Serving Infants and Toddlers Only

Rating Indicators	Measure	Description
Infant and Toddler Environmental Rating Scale-Revised (ITERS-R)	The Seven Subscales of ITERS-R: <ul style="list-style-type: none">• Space and Furnishing• Personal Care Routines• Listening and Talking• Activities• Interaction• Program Structure• Parent and Staff	ITERS-R organizes 39 items into seven subscales and is designed to measure spatial, programmatic, and interpersonal features of the program environment.

Table 3: Center-based Programs Serving Preschool and Pre-K Children Only

Rating Indicators	Measure	Description
Classroom Assessment Scoring System for Pre-K (CLASS™ Pre-K)	The three domains of CLASS™ Pre-K: <ul style="list-style-type: none"> • Emotional Support • Classroom Organization • Instructional Support 	CLASS™ measures teacher-child interaction. The CLASS™ is composed of ten dimensions organized into three domains of classroom experience. The <u>Emotional Support</u> domain is designed to capture teachers' attempts to support children's social and emotional functioning in the classroom; the <u>Classroom Organization</u> domain measures classroom-level regulation processes that take place throughout the day; and the <u>Instructional Support</u> domain captures the ways in which teachers effectively support cognitive and language development in their classrooms.
Attendance Log (Pre-K only)	Attendance ¹	In-seat attendance or chronic absenteeism.

Table 4: Family Child Development Homes

Rating Indicators	Measure	Description
Family Child Care Environmental Rating Scale-Revised (FCCERS-R)	The Seven Subscales of FCCERS-R: <ul style="list-style-type: none"> • Space and Furnishing • Personal Care Routines • Listening and Talking • Activities • Interaction • Program Structure • Parent and Provider 	FCCERS-R is an observation instrument designed to assess family child care programs conducted in a provider's home for children from infancy through school-age. It measures spatial, programmatic, and interpersonal features of the program environment. This instrument contains 37 items and seven subscales.

¹ OSSE will consider both in-seat attendance and chronic absenteeism as part of preschool/ pre-K Capital Quality Rating indicator.

- In-Seat attendance does not count excused absences as if students are present (i.e. the total number of days present ÷ total number of days enrolled).
- The current definition of chronic absenteeism, in accordance with the Every Student Succeeds Act and supported by Attendance Works, involves a measure of how many students miss 10 percent (18 days) of instructional days of the school year (180 days), including excused and unexcused absences and suspensions.

Table 5: Center-based Programs Serving Children Birth - Pre-K

Rating Indicators	Measure	Description
Classroom Assessment Scoring System for Pre-K (CLASS™ Pre-K)	The three domains of CLASS™ Pre-K: <ul style="list-style-type: none"> • Emotional Support • Classroom Organization • Instructional Support 	The CLASS™ measures teacher-child interaction. The CLASS™ is composed of ten dimensions organized into three domains of classroom experience. The <u>Emotional Support</u> domain is designed to capture teachers' attempts to support children's social and emotional functioning in the classroom; the <u>Classroom Organization</u> domain measures classroom-level regulation processes that take place throughout the day; and the <u>Instructional Support</u> domain captures the ways in which teachers effectively support cognitive and language development in their classrooms.
Infant and Toddler Environmental Rating Scale-Revised (ITERS-R)	The Seven Subscales of ITERS-R: <ul style="list-style-type: none"> • Space and Furnishing • Personal Care Routines • Listening and Talking • Activities • Interaction • Program Structure • Parent and Staff 	ITERS-R organizes 39 items into seven subscales and is designed to measure spatial, programmatic, and interpersonal features of the program environment.
Attendance Log (Pre-K only)	Attendance ²	In-seat attendance or chronic absenteeism.

Migration to Capital Quality:

4. How will a program's current rating change in the new system if they are currently participating in the previous QRIS (Going for the Gold)?

OSSE has a three-year plan to support all licensed subsidy providers in moving from Going for the Gold to Capital Quality. In Fall/Winter 2018, the QRIS rating for all licensed, subsidy child development facilities in DC will transition to the Capital Quality

² Ibid

rating tiers, as illustrated in Figure 1 below. This rating will continue until the program receives its official rating under Capital Quality (reference Table 1).

Figure 1: Fall/Winter 2018

Going for the Gold Tiers		New Tiers Under Capital Quality
		High-Quality
Gold	—————▶	Quality
Silver	—————▶	Progressing
Bronze	—————▶	Developing

Subsidy Reimbursement:

5. Will a program’s subsidy rate change based on their Capital Quality rating?

The subsidy reimbursement amount per child will align with the program’s tier level. Rates will remain the same for programs that maintain their current tier level in Going for the Gold until migration in Fall/Winter 2018.

Rating:

6. When will the Capital Quality ratings become available?

The ratings become available to the public in Fall/Winter 2018.

Accreditation:

7. Will a program need to get accredited within Capital Quality? Does accreditation help in ratings?

Accreditation will not be a part of the Capital Quality rating, however, national accreditation is and will continue to be an effective strategy for providing quality early care and education. National accreditation is a recognizable achievement and is encouraged if programs are interested. The continuous quality improvement plan that is at the heart of Capital Quality is aligned with the National Association for the Education of Young Children (NAEYC) and the National Association for Family Child Care (NAFCC) accreditation standards. The Capital Quality public-facing profile will indicate a program’s accreditation status.

8. Should a program continue to work towards accreditation?

While accreditation will not be a part of the Capital Quality rating, a program’s accreditation status will be included on the program’s Capital Quality profile and

available for families to see when choosing a child care facility that best meets their child's needs.

Funding:

9. Will there be funding available for materials needed for achieving goals towards quality?

In the fiscal year 2018 (beginning Oct. 1, 2017), OSSE will provide incentives and supports to programs participating in Capital Quality in increasing quality through the purchase of materials and supplies. More information about available supports to programs in the form of technical assistance, coaching, mentoring, and professional development will be forthcoming in the coming months.

Support:

10. What is the difference between the education services monitor and the quality facilitator?

Education service monitors conduct site visits to observe the learning environment, use of materials, and equipment, and to monitor the structural and process quality of programs for providers participating or seeking to participate in DC's subsidized child care program. Their responsibilities include, but are not limited to the following:

- Conduct annual unannounced site visits to evaluate compliance to the subsidy agreement and perform attendance audits as needed;
- Observe the child-adult interactions and how the environment supports growth and learning; and
- Provide technical assistance as needed.

Quality facilitators will assist center directors and owners with improving the overall learning environment of their program based on the focus areas they identify. They will work with providers to address their areas of need by providing support in understanding the assessment tools, staff training based on the needs of the staff, discuss goals that will be achievable and beneficial, help develop templates and background research, and assist in the quality improvement planning and implementation.

11. How often are programs required to meet with the quality facilitators?

Quality facilitators schedule meetings based on the needs and availability of the center director and/or owner.

12. Will there be quality facilitators for providers who are limited English proficient or non-English proficient?

There are currently quality facilitators that speak Spanish and are available for support. Quality facilitators will be working directly with program directors. OSSE continues to support culturally and linguistically diverse populations. The DC Language Access Act obligates the DC government to provide equal access and participation in public services, programs, and activities for residents of the District of Columbia who cannot (or have limited capacity to) speak, read, or write in English.

Additional Inquiries:

13. How will Capital Quality affect licensing?

Capital Quality does not affect licensing; it enhances the quality of the program beyond compliance.

14. How will programs in groups three and four be able to follow the process over the next two years to help them prepare for Capital Quality?

Throughout the transition process, communications will be shared with all providers in the DEL Bulletin and OSSE's website. Additionally, the monthly community of practice and webinars will be recorded and made available for all interested providers.

15. Will there be a parent communication component so parents are aware of Capital Quality?

Information regarding Capital Quality will be publicly available on OSSE's website. The ratings become available to the public in Fall/Winter 2018 based on the Capital Quality rating (for groups 1 and 2 only) and the migrated Going for the Gold standards (for groups 3 and 4). The ratings will also be included on the District's consumer education website in Fall/Winter 2018. This website will provide transparent information about health and safety practices, licensing monitoring results, and a public facing profile listing providers' QRIS rating, language considerations, hours of operation, government-funded assistance programs, and state-specific eligibility requirements, etc. for all child development providers in the District. Families can search age-appropriate providers by quadrant, ward, and zip code.

16. Is Capital Quality nationally recognized?

Capital Quality is DC's enhanced quality rating and improvement system (QRIS). Forty-one states are using QRIS to measure program quality and communicate levels of quality for consumer education purposes. QRIS is a part of a national movement. Click [here](#) to learn more about the National QRIS Compendium. Capital Quality standards are research-based and a part of OSSE's licensing regulations.