Coordinated Monitoring in Early Care and Education: Benefits and Strategies

National Webinar
December 1, 2016
Welcome!
Introductions

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Outline

- Setting the Stage
- Coordinated Monitoring
- State Strategies
Setting the Stage

- Child Care and Development Fund (CCDF) Requirements
- Joint Monitoring Policy Statement
2016 CCDF Final Rule

- Requires monitoring to cover health and safety standards and training
- Allows differential monitoring or a risk-based approach
- Encourages coordination with other monitoring entities
- Allows alternative monitoring requirements for care in the child’s home
2016 CCDF Final Rule

- Requires prelicensure and annual unannounced visits for all licensed CCDF providers
- Requires annual visits for all license-exempt CCDF providers
- States must ensure the following:
  - Licensing inspectors are qualified; and
  - The ratio of inspectors to providers is sufficient to inspect in a timely manner.
Stakeholder Feedback

- More user friendly regulations, plain language
- Inspectors who are knowledgeable, fostering a culture of mutual respect
- Seamless monitoring across programs with a shared core (e.g., health and safety requirements)
- Common forms where possible
- More coordination and consistency
- Greater transparency (publicly post inspector checklists)
- Monitors and programs want to feel supported
Joint Monitoring and Oversight Policy

Statement Purpose

- Improve efficiency and cost effectiveness of monitoring across ECE programs
- Create a culture of health and safety
- Enable States to be successful in meeting Child Care and Development Block Grant (CCDBG) broader inspection requirements
- Move from “compliance only” to continuous quality improvement
Joint Monitoring and Oversight Policy Statement

- Provides federal and state monitoring models
- Includes recommendations for moving toward more effective monitoring models
Coordinated Monitoring

- Multiple monitoring systems
- Goals for a coordinated monitoring system
- Approaches to coordinated monitoring
- Framework for coordinated monitoring
- Mapping the monitoring landscape
The resources described in this presentation were developed as part of the Child Care and Early Education Policy and Research Analysis project, which is funded through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families and managed through a contract with Child Trends.

Two Resources From OPRE

Coordinated Monitoring Systems for Early Care and Education

Mapping the Early Care and Education Monitoring Landscape
Multiple Monitoring Systems

- CCDF: Licensing
- CCDF: Subsidy
- Quality rating and improvement systems (QRIS)
- State-funded prekindergarten
- Head Start/Early Head Start
- Individuals with Disabilities Education Act, Part B and C
- Child and Adult Care Food Program
- Accreditation
Goals of a Coordinated Monitoring System

- Improve consistency across programs or funding streams
- Reduce the burden on providers
- Increase efficiency
- Support continuous quality improvement
Approaches

Coordinate standards

Coordinate monitoring
Coordinate standards

• Align standards across monitoring systems
• Use or develop a single set of standards
Approaches

Coordinate monitoring

• Staff in one agency monitor multiple programs within the agency
• Multiple agencies share responsibility for monitoring the same standards in different settings
• Monitoring data from one program are used by monitoring staff in another program
• One agency is responsible for monitoring all program standards
Framework for Coordinated Monitoring

- Goals/purposes
- Stakeholder engagement
- Governance
- Standards
- Measurement tools/procedures

- Planning and implementation
- Monitoring staff
- Data systems
- Accountability
- Sustainability
- Evaluation/continuous quality improvement
1. Who is monitoring ECE providers?
2. What is the role of licensing in various monitoring systems?
3. What is monitored?
4. How is monitoring conducted?
5. How are monitoring staff supported?
6. What data systems are used in monitoring?
7. What are some next steps?
Example: Excel-Based Mapping Tool

Mapping the Early Care and Education Monitoring Landscape

This tool is designed to help state and territory leaders document current early care and education (ECE) monitoring systems as they evaluate opportunities for alignment and integration. The tool is designed as a companion to *Coordinated Monitoring Systems for Early Care and Education* (Maxwell, Sosinsky, Tout, & Hegseth, 2016).

This tool is divided into seven sections. Leaders can choose to complete all sections or only those that are most relevant to their planning discussions. For links organized by monitoring systems, please see the index.

Follow the links below to access the sections:

1. Who Is Monitoring ECE Providers?
2. What Is the Role of Child Care Licensing in Various Monitoring Systems?
4. Tools and Procedures: How Is Monitoring Conducted?
5. Qualifications, Training, and Oversight: How Are Monitoring Staff Supported?
6. What Data Systems Are Used in Monitoring?
7. What Are Some Next Steps?
Polling

How much was your understanding of approaches to coordinated monitoring improved?

- Not improved
- A little improved
- Moderately improved
- Significantly improved
State Strategies

- Ohio
- New Mexico
Coordinated Monitoring Systems in Early Care and Education
State Agency Oversight

- Ohio Department of Job and Family Services
  - Licensing and monitoring child care centers and family child care operated by the following:
    - Individuals owners;
    - Corporations;
    - Nonprofit entities;
    - Faith-based entities; and
    - School-age day camps.
State Agency Oversight

- Ohio Department of Education
  - Licensing and monitoring of preschool and school-age programs operated by the following:
    - School districts;
    - Educational service centers;
    - Developmental disabilities;
    - Joint vocational schools; and
    - Chartered nonpublic schools.
Purpose of Alignment

- Early Learning Challenge Grant
  - Created a five-star QRIS
  - Established one definition and measure of quality for all program types in the State
  - Implemented a joint data system to track and monitor outcomes

- Statutory requirements
  - QRIS participation
  - Eligibility

- Influence from the provider community
Process of Alignment

- **State leadership support and vision**
  - Shared vision among leadership team

- **Understanding each agency’s work**
  - Dispelling myths
  - Recognizing and respecting differences
  - Forming and maintaining relationships

- **Working together**
  - Developing policies, procedures, and standards
  - Combined trainings for staff
Process of Alignment

- Maintaining internal communication
  - Intentional communication
    - Daily leadership calls
    - Several weekly leadership meetings
    - Combined biannual staff meetings
    - Sharing consistent questions/answers
    - Fostering relationships with agency support teams

- External communication process
  - Review process
  - Joint branding
Achievements and Challenges

- **Achievements**
  - Established one measure of quality for all early learning programs
  - Presented a united front to providers and stakeholders
  - Created efficient procedures
  - Shared a data system
  - Improved communication

- **Challenges**
  - Statutory differences
  - Agency structural differences
  - Support from other agency staff
  - Time commitment
Licensing and QRIS Functions

- **Previous structure**
  - One licensing section
    - Five district offices
  - One QRIS section
    - One centralized unit

- **Strengths**
  - One unit dedicated to a specialty area

- **Challenges**
  - Inefficient
  - Lack of continuity for providers
  - Frequent miscommunication
Licensing and QRIS Functions

- **Current structure**
  - One licensing and monitoring bureau
    - Nine units in five district offices
    - Combination of licensing and QRIS functions

- **Strengths**
  - Better stewards of state resources
  - Team approach
  - Continuity for providers
  - Staff understand the full scope of a program

- **Challenges**
  - Shifting the philosophy
    - Staff wearing two hats
  - Integrated visit for higher ratings
Licensing and QRIS Functions

- Achieving the integrated model
  - Created a vision and plan
  - Communicated frequently
    - Obtained feedback
    - Explained purpose
    - Impacted their work
  - Evaluated at each phase
    - Altered plan as appropriate
  - Developed a training plan
    - Phase-in approach
  - Began with small groups
Licensing and QRIS Functions

Next steps

• Finalizing team caseload concept
  • Work units
• Establishing consistent caseloads
• Continuing evaluation and feedback
• Integrating new background check unit
  • Implement CCDBG requirements
  • Allow more time for licensing and QRIS visit for staff
New Mexico Early Childhood Ongoing Monitoring System

Providing accountability and support for early learning programs to improve the quality of life for our New Mexico children
Accountability and Support

★ New Mexico Children, Youth and Families Department (CYFD) Operating Principles
  ★ Aligned within all CYFD programs
  ★ CYFD Early Childhood Services (CYFD-ECS) cross sector approach
    ★ Integrated process for monitoring, technical assistance and consultation
    ★ Regardless of funding stream
    ★ Simplifying processes to ensure positive outcomes
  ★ Coordination with other New Mexico Early Learning Sectors
    ★ Ensure system alignment
    ★ Eliminate duplications
    ★ Address gaps in services
Early Childhood Services
Early Learning Programs

- Child Care Regulatory Services for License-Exempt Providers
- Child Care Licensing
- Child Care Assistance
- Home Visiting
- Early PreK (3 year olds)
- PreK (4 year olds)
- Quality Rating and Improvement System – FOCUS
- Head Start Collaboration Office
- Child and Adult Care Food Program

New Mexico
Accountability and Support: Ensuring Program Success

★ CYFD – ECS Child Care Specialists provide site visits to License-Exempt providers
  ★ Health and Safety Standards
  ★ Basic Child - Classroom Management
  ★ Environments
  ★ Compliance with Child Care Assistance requirements
  ★ Coordination with CACFP Sponsors to ensure support and compliance with USDA requirements
  ★ Provide technical assistance to programs as needed
CyFD – ECS Child Care Licensing Monitors provide site visits to Licensed Providers

- Health and Safety Standards
- Child - Classroom Management
- Social-Emotional Supports
- Environments
- Compliance with Child Care Assistance requirements
- Coordination with CACFP Sponsors to ensure support and compliance with USDA requirements
- Provide technical assistance to programs as needed
- Includes Head Start Programs
Accountability and Support: Ensuring Program Success

★ CYFD – ECS PreK Monitors provide site visits to CYFD Contracted programs to ensure compliance with PreK Standards
  ★ Coordinated Case Management meeting with Licensing and Quality staff to ensure alignment and support for PreK Programs
    ★ Eliminate duplication of efforts by all partners
    ★ Ensure consultation and support is relevant to the needs of programs

★ CYFD – ECS Home Visiting Monitors provide site visits to CYFD Contracted programs to ensure compliance with Home Visiting Standards
  ★ Coordinated Case Management meeting with Consultation and Quality staff to ensure alignment and support for PreK Programs
    ★ Eliminate duplication of efforts by all partners
    ★ Ensure consultation and support is relevant to the needs of programs
Accountability and Support: Ensuring Program Success - Next Steps

★ Developing and Integrated-Responsive Early Learning Monitoring and Verification System

★ Utilizing the “OIR” (to hear) approach
  ★ **Observe** onsite environment, activities, strategies, utilizing the CYFD approved observation tool
  ★ **Interview** directors, administrators, coordinators, educators, parents and community partners utilizing the CYFD approved interviewing protocol
  ★ **Review** health and safety documents, lesson plans, child portfolios CQI goal setting records, family participation, etc. utilizing the CYFD approved record review

New Mexico
Accountability and Support: Ensuring Program Success - Next Steps

★ Developing an Integrated-Responsive Early Learning Consultation and Support System
  ★ Recruitment and Orientation for Child Care Licensed and License-Exempt in targeted communities
  ★ Tiered Quality Rating and Improvement System for Licensed-Exempt programs
  ★ Enhanced Support to high needs programs
    ★ Implementation of responsive practices to meet the needs of individual programs
★ Training, Technical Assistance, Consultation and Coaching to all Child Care Programs
  ★ Heath and Safety practices
  ★ Inclusion of children with disabilities and developmental delays
  ★ Social- Emotional Support
  ★ Support for Dual Language Learners
  ★ New Mexico Early Learning Guidelines
Polling

How likely is it that you will use at least one of the ideas or strategies mentioned today?

- Won’t
- Probably not
- Will consider
- Definitely
- Already doing all of this
- Not applicable to my work

And

Which of the following strategies are you most likely to consider using?

- Sharing staff
- Sharing data
- Improving communication
- Combining staff trainings
- Simplifying monitoring processes
Questions and Reflections
Resources


Resources


Resources


Thank you!
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Please tell us what was useful – and how we could improve the webinar.