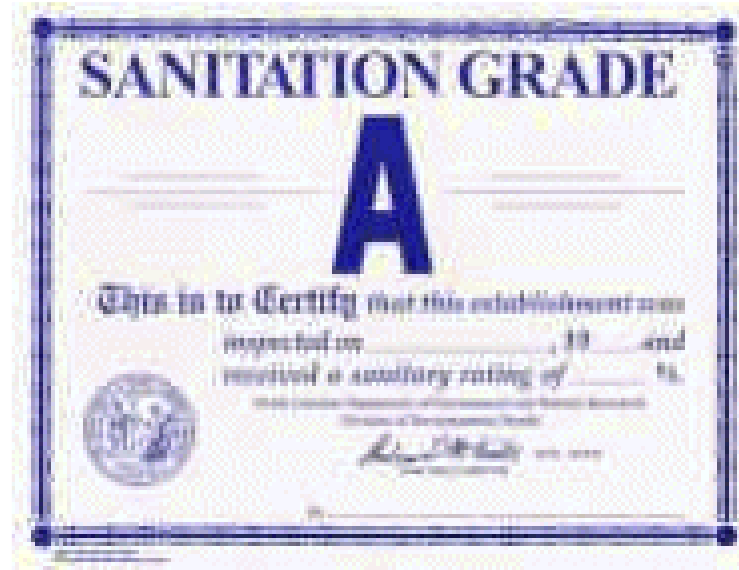


Accounting for Quality in the Early Childhood Workforce: The Role of Quality Ratings and Improvement Systems

Michal Perlman

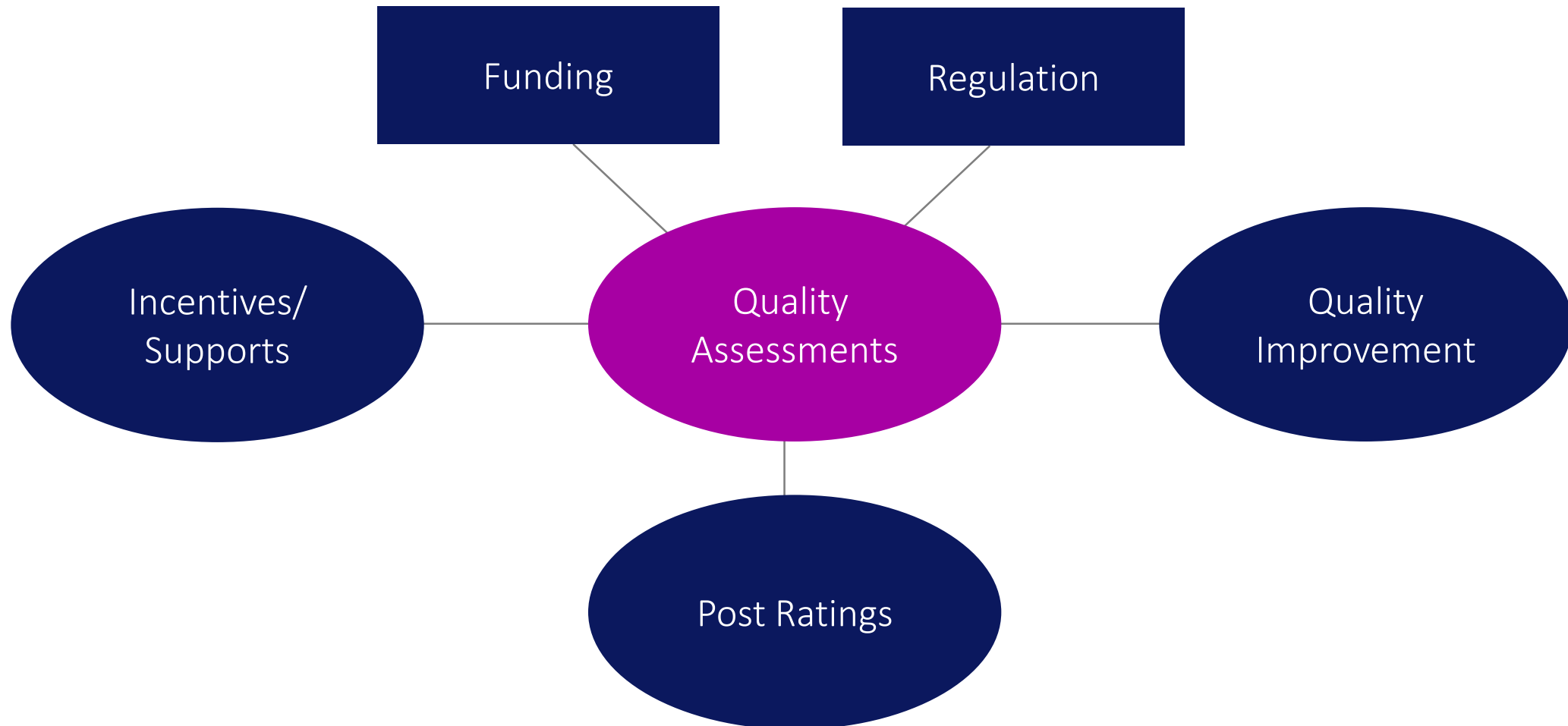
Applied Psychology and Human Development,
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Quality Assurance in ECEC: Quality Ratings Systems

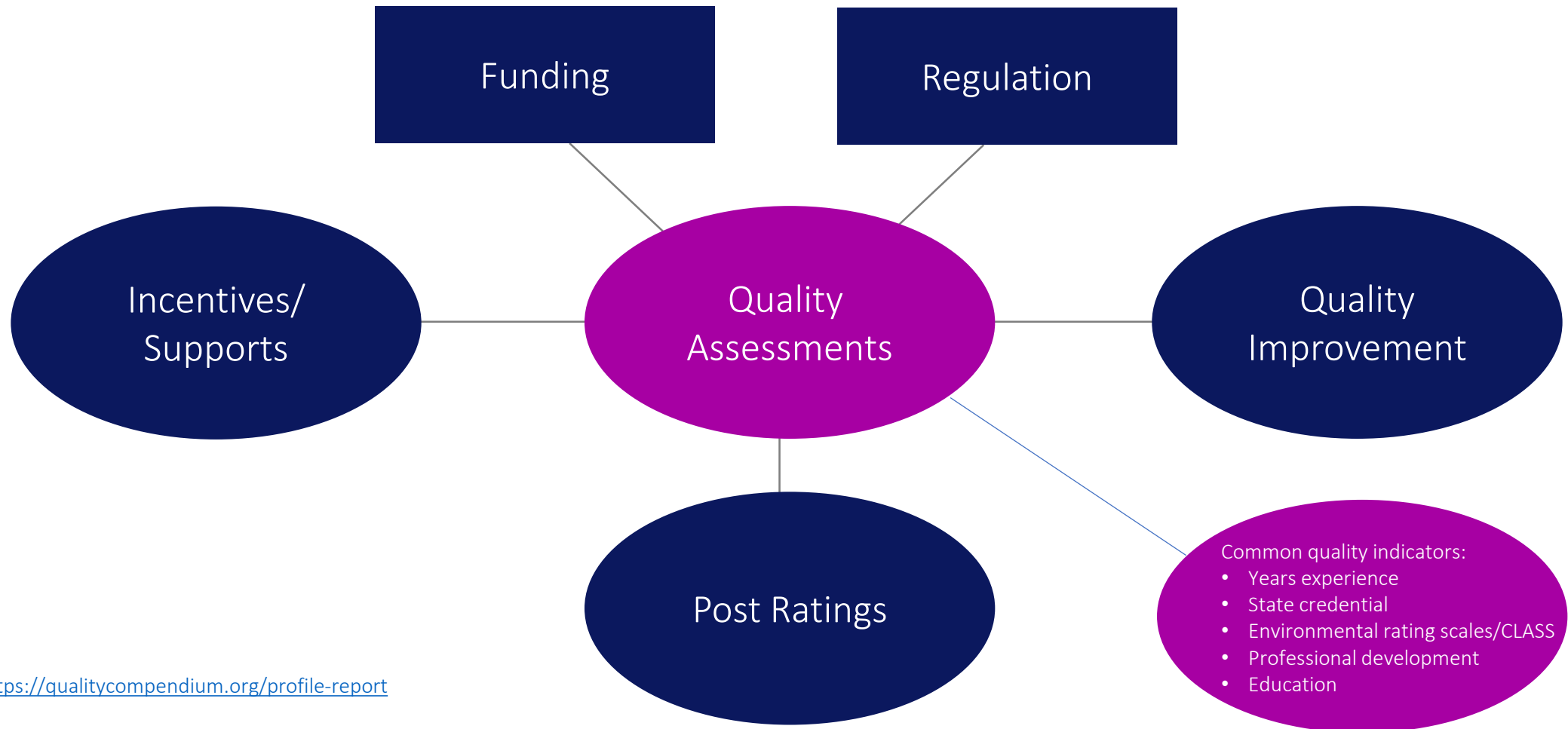


Common restaurant rating system

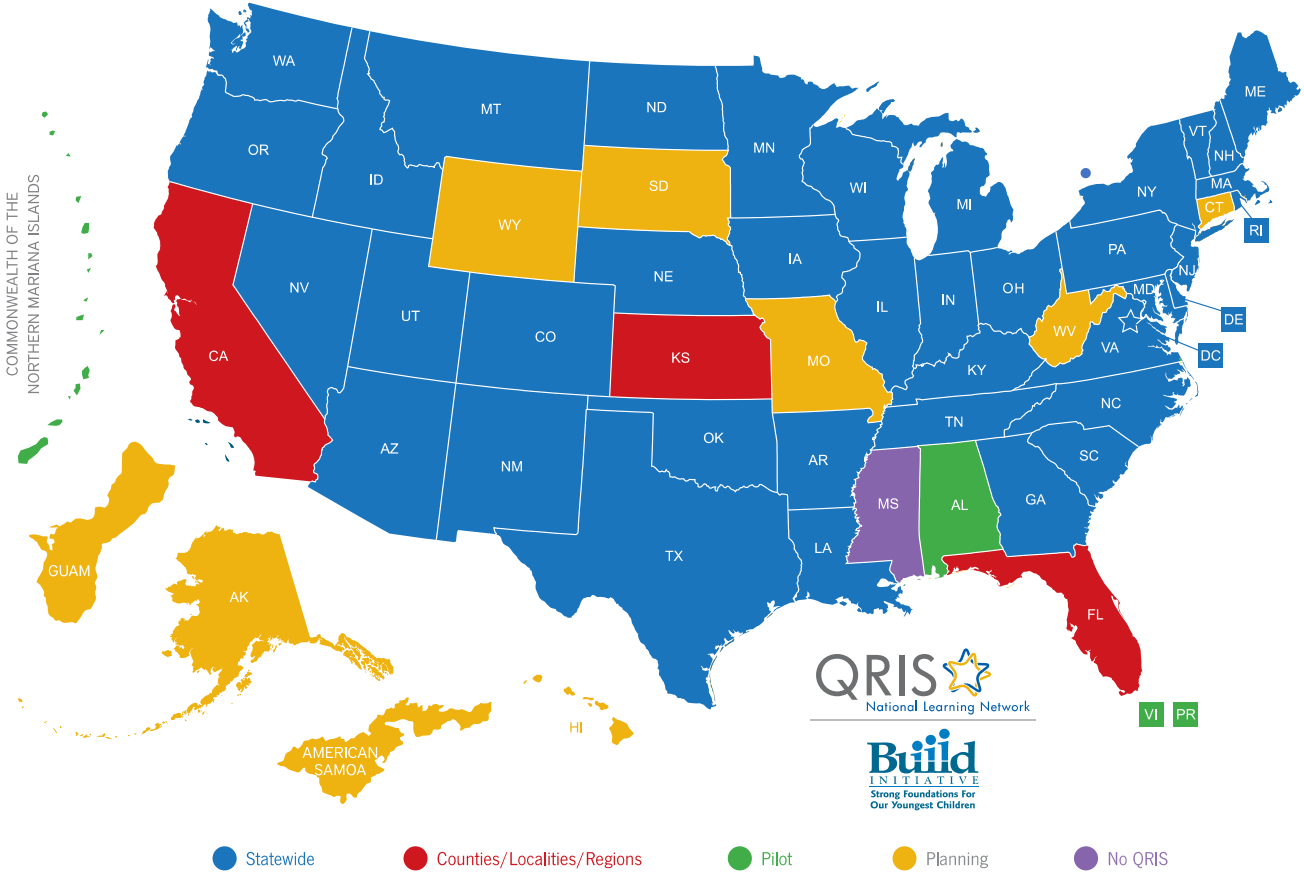
Quality Assurance in ECEC: Quality Ratings and Improvement Systems



Quality Assurance in ECEC: Quality Ratings and Improvement Systems

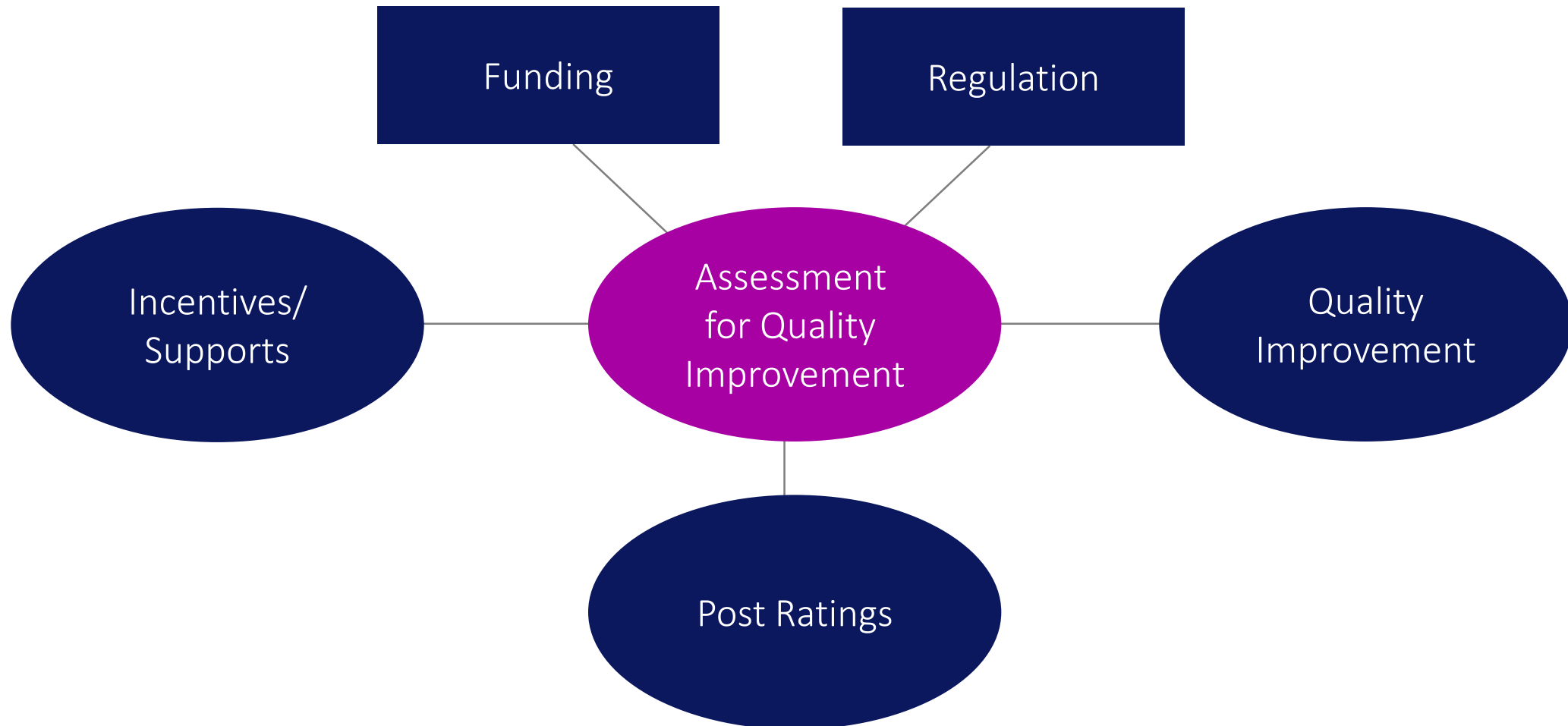


Current status of QRIS in the United States



Quality Assurance in ECEC

Quality Ratings and Improvement Systems



Assessment for Quality Improvement

Perlman, Brunsek, Hepditch,
Gray, & Falenchuck, (2016)

Perlman & Falenchuk (2010)



Preschool

Early Learning and Care Assessment
for Quality Improvement

Assessment for Quality Improvement (AQI)

- Global measure of structural and process quality
- Three versions:
 - Preschool
 - Infant/Toddler
 - Home Child Care
- Range from 24 – 43 items
- Currently on 5-point scale (validation work for preschool version was done on a 4-point scale)
- Approximately 90-minutes to administer per classroom, so more efficient than other measures (e.g., ECERS-R or CLASS)

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
14. Dramatic Play	<ul style="list-style-type: none"> <input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled <input type="checkbox"/> Accessories and equipment are in poor condition <input type="checkbox"/> Accessories and equipment are not developmentally-appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Accessories and equipment encourage three or more role-playing possibilities that reflect the Program Plan focus <input type="checkbox"/> Accessories and equipment reflect cultural diversity <input type="checkbox"/> Mirror is accessible in the dramatic area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more dramatic prop boxes are available for rotation <input type="checkbox"/> Dramatic play area includes real items that are developmentally-appropriate <input type="checkbox"/> Three or more accessories are culturally diverse <input type="checkbox"/> Child's full body-length mirror is accessible in the room <input type="checkbox"/> Literacy is incorporated into the dramatic play area <input type="checkbox"/> Accessories are added and built upon daily <input type="checkbox"/> Children create props and accessories for the dramatic play area. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

Concurrent Validation Study of the AQI in Centres

- A sample of 240 centres per version, randomly selected
- IRT Analyses, Strong psychometric properties

	ECERS-R Total	CLASS Emotional Support	CLASS Classroom Organization	CLASS Instructional Support
AQI Preschool	.61**	.39**	.36**	.47**

** p<.01

Challenges

- Some of the constructs we are most interested in measuring are very hard to measure
- Tensions between measurement for accountability purposes and for quality improvement
- Stressful for ECEC workforce

Advantages

- Makes standards explicit
- Gives everyone a common language
- Helps guide quality improvement
- Makes aspects of quality that are hard to “see” more visible to parents and other stakeholders
- Helps with planning and other policy decisions