



# Quality Counts: Measuring What Matters in Early Learning and Child Care (ELCC) for Accountability and Quality Improvement

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UNIVERSITY OF  
**TORONTO**

## Talk Outline

- What aspects of ELCC should we measure?
- Why should we measure ELCC quality?
- What makes ELCC quality measures good?
- Two made-in Canada ELCC quality measures
- How can we use the scores from ELCC quality measures?



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# **What Aspects of ELCC Should We Measure?**

## Developmental Theories: Attachment

- Long, enduring, emotionally meaningful tie to a particular individual
- Is the foundation for the ability to form relationships
- Highlights the importance of the quality of interactions
- More recent research highlights the importance of sustained interactions that involve back-and-forth interactions for child development

Source: Bowlby and others



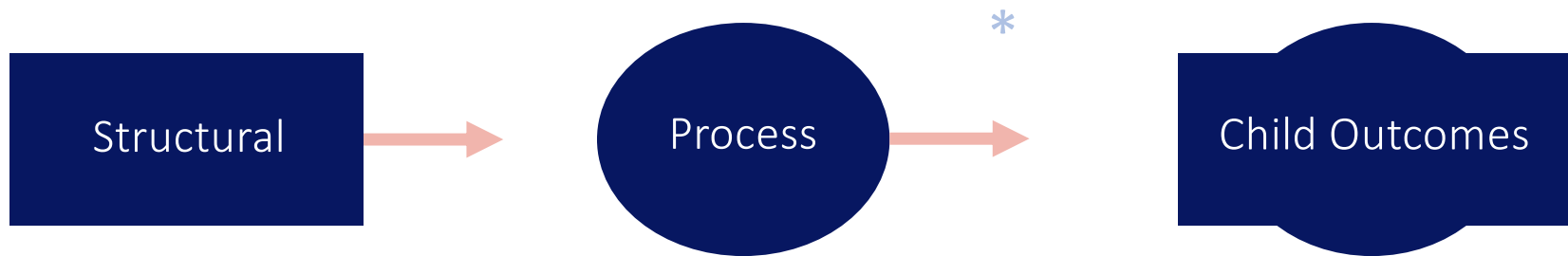
# Developmental Theories: **Zone of Proximal Development**



Source: Vygotsky and others



## Background: Defining Quality



- Educator/Child Ratios
- Formal Education
- EC Specialization
- Years of Experience
- Professional Development

- ECERS/ECERS-R
- CLASS
- AQI
- RIFL-Ed

- Language
- Social & Emotional
- Early academic
- Many others

Licensing is not the same as quality  
Process quality is hard to measure

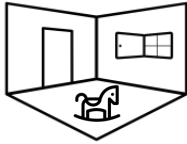
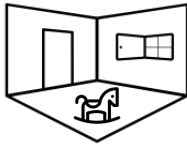


# Capture Quality at Multiple Levels: **Educators and Classrooms**

Centre



Classroom



Educator



Children



A solid red background with a yellow triangular corner in the top right. The text is centered in white.

**How can we use the  
scores from ELCC quality  
measures?**

# Why Measure Quality? For Accountability Purposes

**Shows the number of stars earned (shaded) out of the number of stars possible (blank)**

**Shows the name and physical location of the program**

State of North Carolina  
Department of Health and Human Services  
Division of Child Development

**Three Star Child Care License**

**ABC CHILD CARE CENTER**  
123 ANYWHERE ST  
RALEIGH, NC 27777

**In each area rated, this facility earned:**

- Staff Education: 4 out of 7 points
- Program Standards: 4 out of 7 points
- Quality Point: 1 out of 1 point
- Total: 9 out of 15 points**

**ID Number: 92999999**  
**Type of Facility: Center**  
**Issued to: CHILD CARE, SUZIE**

Age Range: 0 - 12 years  
Capacity: 1<sup>st</sup> shift: 50; 2<sup>nd</sup> shift: 0; 3<sup>rd</sup> shift: 0  
Effective Date: July 1, 2007  
Restrictions:  
Daytime care only  
Children in care on ground level only

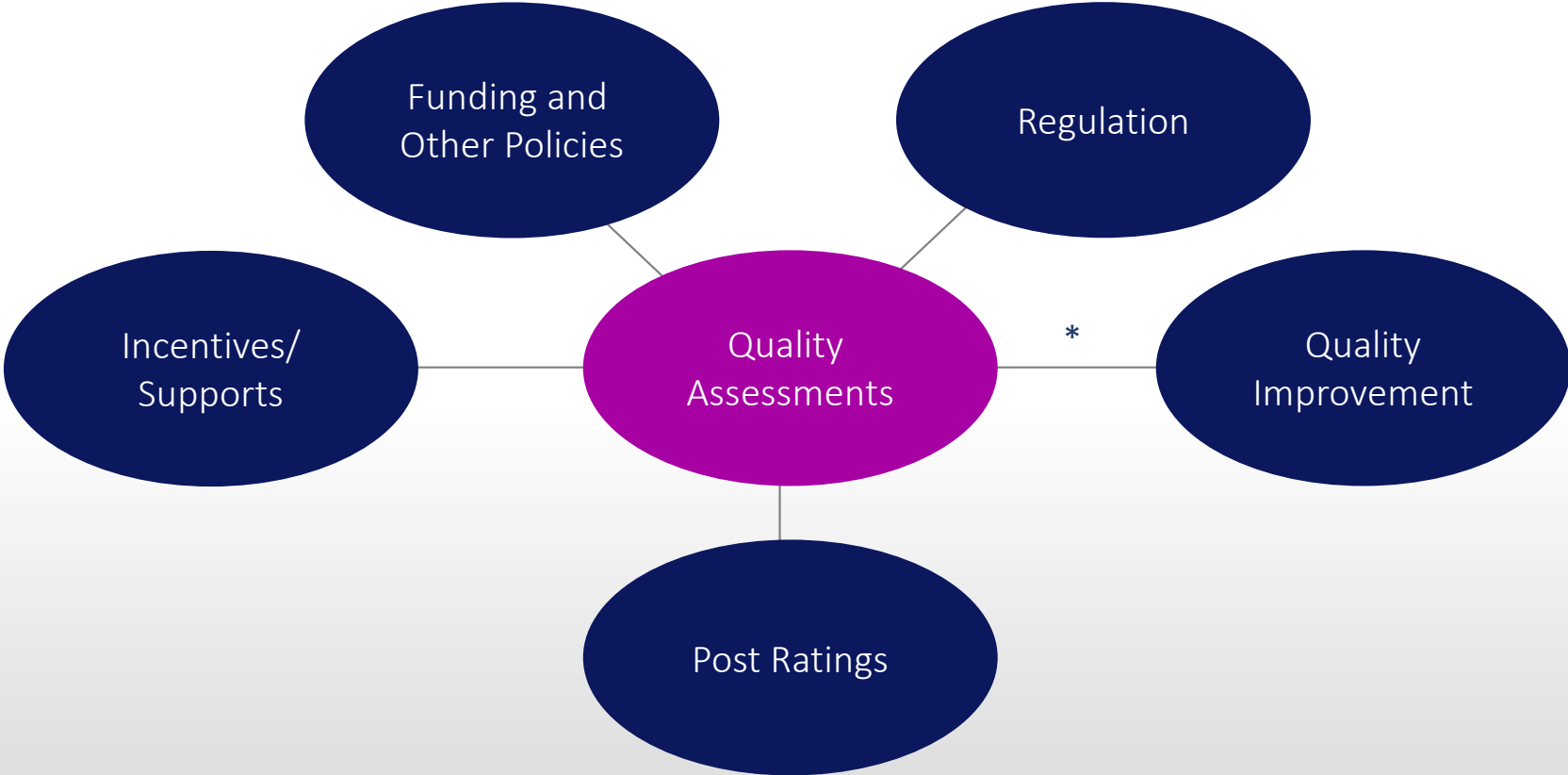
**Shows how many points the program earned in each of the two components**


**Shows basic licensing information such as number of children allowed, ages allowed and any restrictions**

Rate and “run” is not a good model for ELCC



# Why Measure Quality? For Accountability and Improvement Purposes



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# What Makes ELCC Quality Measures Good?

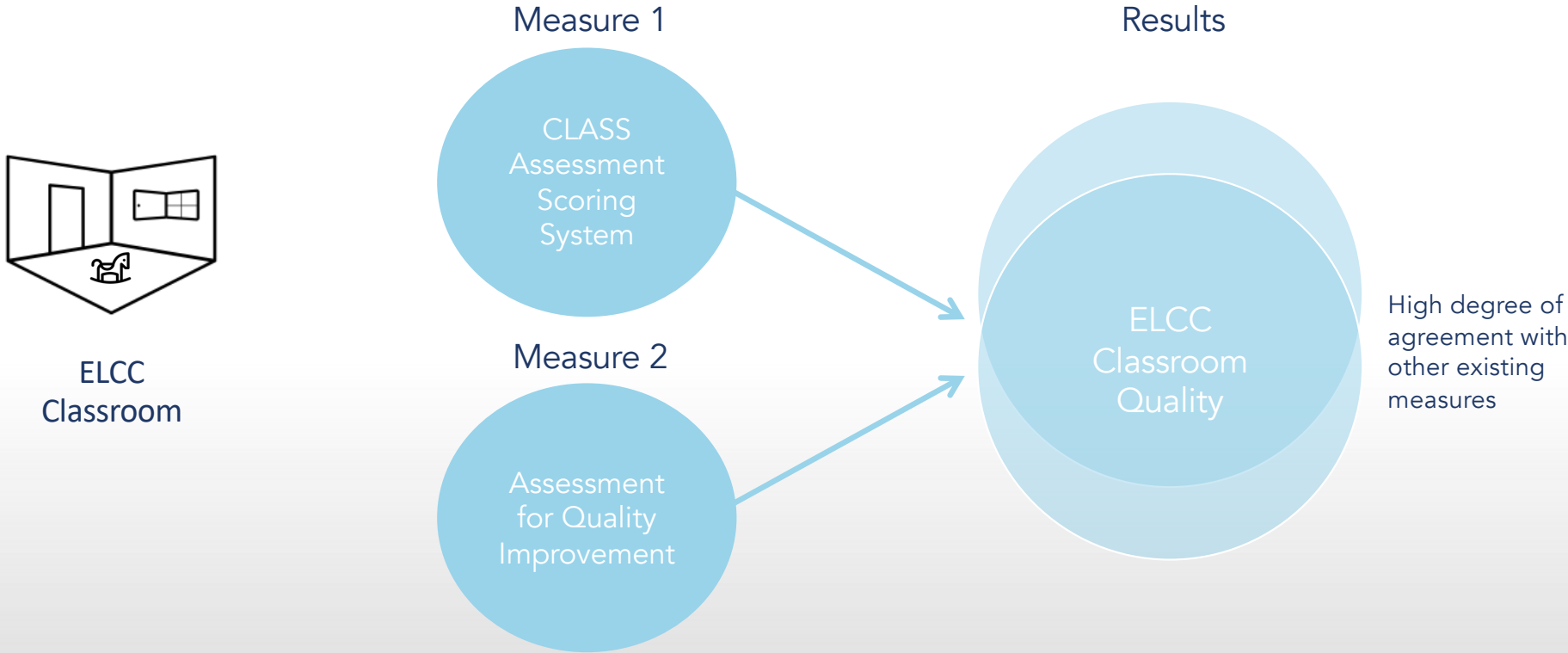
## What Makes Measures Good?

### Measures must be:

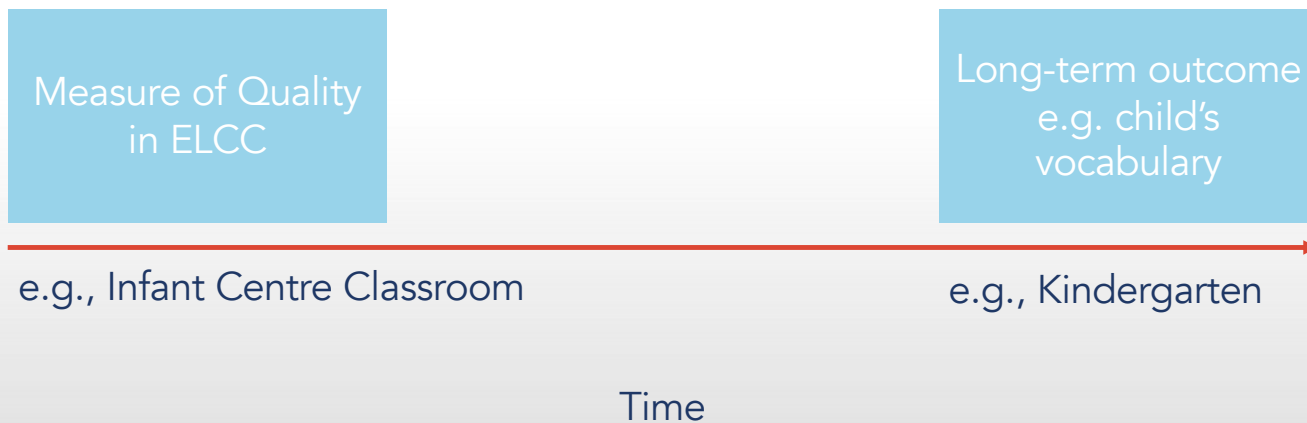
- Observational
- Efficient
- Generate Feedback for Improvement
- Fair => Valid and Reliable



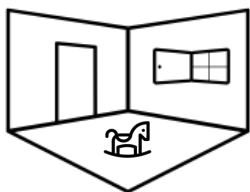
# Validity: Convergent With Other Measures



## Validity: Predictive of Expected Outcomes



# Reliability: Consistent Across Assessors and Time



ELCC Classroom



(Requires ongoing training for calibration)



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# **Two Made-in Canada ELCC Quality Measures**

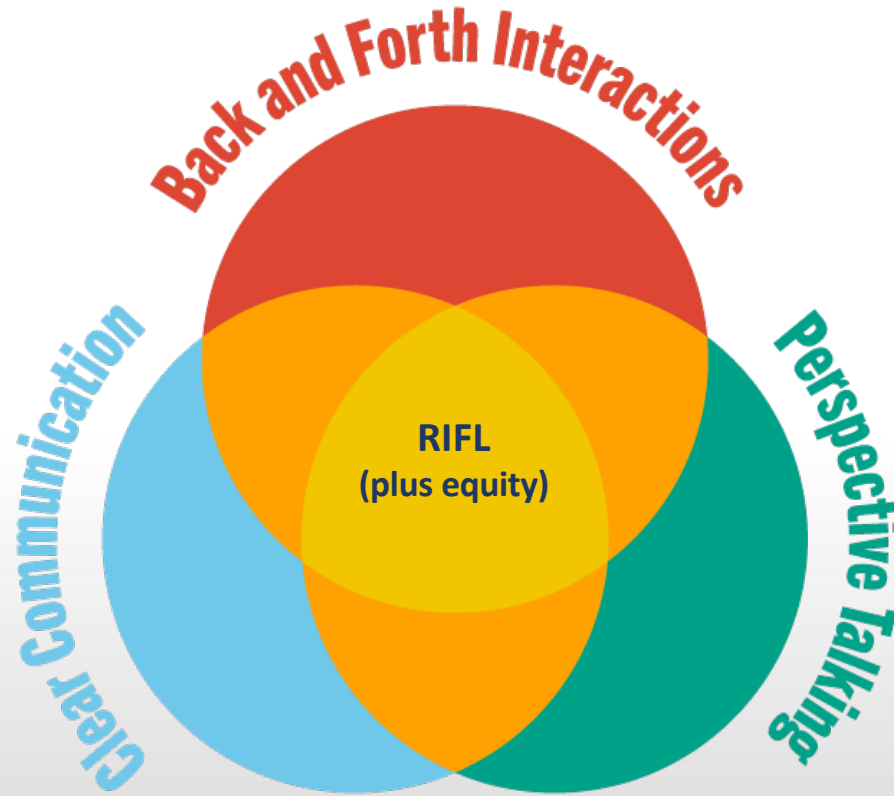
**Responsive Interactions  
for Learning – Educator  
(RIFL-Ed)**

## RIFL-Ed: **Description**

- Educator level or responsivity
- 5-point scale
- Free online training is available
- Very efficient (5 minutes of video) or based on longer live-observations
- 15 items



# RIFL-Ed: Description



Sokolovic et al. (2021)  
Pauker, et al. (2018)  
Prime et al., (2013)



## Responsive Interactions - Educator

### Instructions for thin-slice coding:

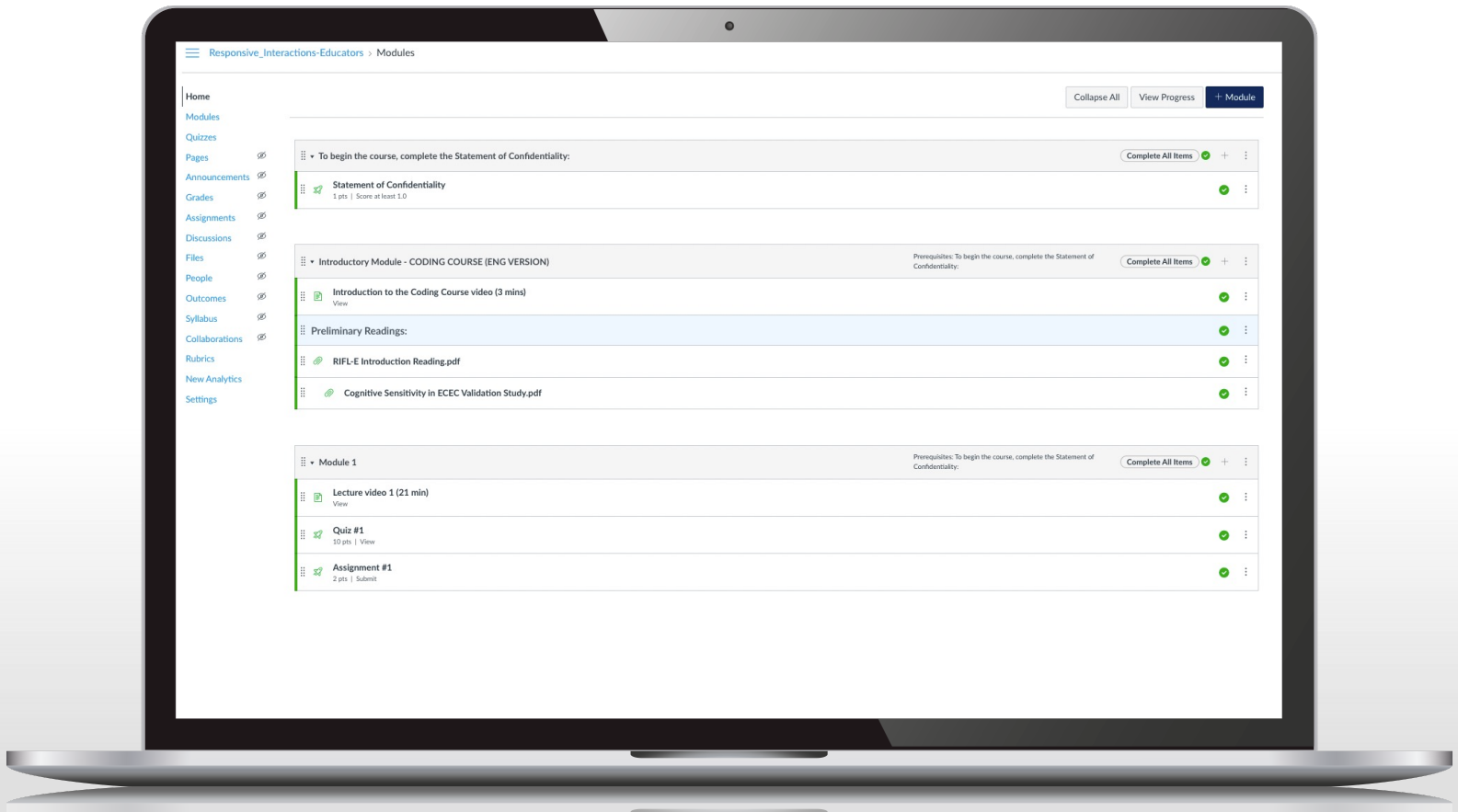
- Watch 5 minutes only. Code based on your gut reactions; don't over think any of the items; code quickly.
- Use all available information to form a reaction, including non-verbal behaviours.
- Try to use the entire 5-point scale.
- Do not leave any item blank. Give each item your best guess.



Give your impression of how this person would interact with toddlers on a day-to-day basis, based on what you have seen:	Not at all true					Very true
<b>COMMUNICATIVE CLARITY</b>						
1. This educator gives clear and specific verbal directions.	1	2	3	4	5	
2. This educator uses constructive nonverbal communication.	1	2	3	4	5	
3. This educator promotes children's language skills using diverse and rich vocabulary.	1	2	3	4	5	
4. This educator connects activity to "bigger picture" by providing additional information.	1	2	3	4	5	
<b>BACK AND FORTH INTERACTIONS</b>						
5. This educator is warm and affectionate.	1	2	3	4	5	
6. This educator gives positive feedback to reinforce children's behaviour.	1	2	3	4	5	
7. The educator promotes back-and-forth interactions with children.	1	2	3	4	5	
<b>PERSPECTIVE TAKING</b>						
8. This educator is responsive to children's verbal and nonverbal requests for help.	1	2	3	4	5	
9. This educator is responsive to cues of children that are confused, lost, or disengaged but are not seeking help.	1	2	3	4	5	
10. This educator is responsive to children's wants and interests.	1	2	3	4	5	
11. This educator is responsive to what children know and understand.	1	2	3	4	5	
<b>EQUITY</b>						
12. This educator distributes his/her attention such that all children get what they need from the interaction.	1	2	3	4	5	
13. This educator attempts to maintain all children's interest in the interaction.	1	2	3	4	5	
14. This educator tailors activities to accommodate for children's different ability levels.	1	2	3	4	5	
15. This educator tailors his/her language to accommodate for children's different levels of understanding.	1	2	3	4	5	



# RIFL-Ed: Free, Efficient to Train/Use



## RIFL-Ed: **Versions**

- We have validated versions of the RIFL for:
  - Child Care Centre classrooms (Pauker et al., 2019; Sokolovic et al., 2022)
  - Home childcare (Perlman et al., 2023)
  - Outdoor environments (Yu et al., 2025)
  - Educator-Child Dyads in toddler classrooms (Burns et al., 2024)
- Used with infants, toddlers and preschool aged children
- Validation in Canada, cultural adaptation/validation is currently underway in China
- Only concurrent validity so far



# Average RIFL-Ed Scores in Toronto

Setting	Average RIFL-Ed Score
Centre Classrooms	2.9
Home Child Care	3.1
Centre Playgrounds	2.7



## RIFL-Ed: **Conclusions**

- Valid and reliable
- Efficient (and flexible)
- Highlight that there is lots of room for improvement in RIFL
- With videos can generate useful feedback



# RIFL-Ed: Evidence Based Examples

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https://doi.org/10.1080/10420209.2023.240638



## Assessing Educator Responsivity in Outdoor Early Childhood Education and Care Settings: Validating the Outdoor Environment Version of the Responsive Interactions for Learning Measure

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**ABSTRACT**  
Research findings: Outdoor time is essential in early childhood education, yet quality assessments that are specifically focused on outdoor settings remain limited. Existing indoor measures primarily evaluate environment level quality while neglecting educator-child interactions and the educator's central role in children's central learning. This study evaluates the psychometric properties of the Responsive Interactions for Learning – Outdoor Environment (RIFL-Ed), designed for efficient assessment of outdoor interactions. Across 161 educators in 68 outdoor settings, the mean responsivity score was 2.74 on a 5-point scale, which is lower than RIFL scores in indoor classrooms. Confirmatory factor analysis supported a unidimensional model and the measure demonstrated high internal consistency ( $\alpha = 0.90$ ). Small but significant correlations were found with the Preschool Outdoor Environment Measurement Scale's interaction subscale ( $r = 0.27, p < .001$ ) and total score ( $r = 0.24, p = .002$ ). Item response theory analyses showed good item discrimination and high information across levels of responsivity. RIFL-Ed offers an efficient way for practitioners to evaluate educator-child interaction quality in outdoor settings, providing insights to enhance outdoor learning environments and inform policies on outdoor education practices.

### Introduction

Early childhood, largely defined as children between the ages of zero to six, is understood as a critical developmental period that is predictive of long-term health development (Tierney & Nelson, 2009). Globally, most young children spend a large portion of their day in some form of early childhood education and care setting (ECEC; OECD, 2019). When of high quality, ECEC settings have the potential to support a myriad of positive developmental outcomes, both short and long term (Burchinal et al., 2020; Dietrichson et al., 2020; van Huizen & Plantinga, 2018). Short term, access to high quality ECEC settings has been associated with key developmental outcomes such as language and literacy, social and emotional outcomes, and school readiness (Burchinal et al., 2009; Clarke-Stewart et al., 2002; Côté et al., 2013; Peisner-Feinberg et al., 2001). Long term, quality ECEC has been associated with higher educational achievement (McLeod et al., 2018) and lower incarceration (Reynolds et al., 2007). In addition, the benefits of accessing high quality ECEC settings have been found to be greater in children of lower socioeconomic status (McCoy et al., 2019; Reynolds et al., 2018). Given these important associations, it is not surprising that governments have continued to invest in the expansion of access to quality ECEC (Government of Canada,

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## Can a Brief Professional Development Improve Early Childhood Educators' Responsivity and Interaction Quality in Child Care Centers? A Cluster Randomized Controlled Trial

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\*Ontario Institute for Studies in Education (OISE), University of Toronto; School of Social and Community Services, George Brown College

**ABSTRACT**  
High-quality early childhood education and care (ECEC) – particularly care defined by highly responsive interactions between educators and children – has the potential to have lasting positive impacts on children's development. While there is variability in the level of quality among early education and care settings, professional development for early childhood educators has been shown to be an effective means to improve both ECEC quality and child outcomes. As many professional development programs are time- and resource-intensive, we sought out to test the efficacy of a 4-hour (1) professional development program that included a workshop, individual coaching, video feedback, and test messaging. **Assessing Findings:** Results of a cluster randomized controlled trial with 91 educators indicated that the program improved educator responsivity three months after intervention ( $d = 0.60, p = .035$ ), but not classroom-wide levels of emotional support or instructional quality. Trend analysis revealed the greatest improvements occurred after the workshop and first coaching session and leveled off over time. Practice or Policy: Preliminary evidence suggests brief professional development programs may improve interaction quality with effect sizes comparable to those of longer programs. Well-powered studies using multiple arms or sequential randomization will help optimize the efficiency and effectiveness of professional development.

The demand for Early Childhood Education and Care (ECEC) services around the globe is on the rise, with an estimated 40% of children worldwide needing but not having access to child care (Doverelli & Roston-Drey, 2020). As awareness grows about both the importance of the early years for lifelong development and the potential benefits of quality ECEC programs, particularly for lower-income families (Dakar et al., 2019; Burchinal et al., 2011; Noree & Barnett, 2010), there is also growing demand for quality ECEC settings (Gordon et al., 2018). Unfortunately, research suggests that many children in ECEC settings currently experience care that is of variable quality (Vermeer et al., 2016). While governments across the world work to expand access to child care for families (e.g., Canada-Wide Early Learning and Child Care Agreement), they are also faced with the question of how to maximize the quality of those settings in a cost-effective and scalable way. The purpose of this study was to test the efficacy of the Responsive Interactions for Learning (RIFL) professional development program for early childhood educators (ECEs) using both educator- and classroom-level measures of quality.

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### Assessing Quality Quickly: Validation of the Responsive Interactions for Learning - Educator (RIFL-Ed.) Measure

Nina Sokolovic, Ashley Brunsek, Michelle Rodrigues, Sahar Borani, Jennifer M. Jenkins & Michal Perlmán

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
To link to this article: <https://doi.org/10.1080/10420209.2021.1922851>

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International Review of Research in Open and Distributed Learning  
Volume 22, Number 3

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## Development and Evaluation of an Open-Source, Online Training for the Measurement of Adult-Child Responsivity at Home and in Early Childhood Education and Care Settings

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Department of Applied Psychology and Human Development, University of Toronto, NSO Alts Paris and Independent Consultant, Lima, Peru  
\*First authorship shared

### Abstract

Efforts to monitor and improve responsive caregiving for young children, because of its importance for child development, are part of the United Nations Sustainable Development Goals. Two brief observational measures of responsive caregiving have been developed and validated (Responsive Interactions for Learning – parent (RIFL-P) and educator (RIFL-Ed) versions), with the RIFL-P available in English, Portuguese, and Spanish. The aim of the current study was to present and evaluate two online training programs for the RIFL measures. These distance learning courses were designed as open-source and asynchronous to enable their use in low- and middle-income countries and remote areas. The following course components are used: readings, lectures, observation of interactions on video, coding practice with automated feedback on item coding, and quizzes. Of the 93 trainees who registered for one of the online courses, 88 (95%) completed all theoretical module components. Student performance was generally high. Marks on quizzes ranged between 83%–100%. Ninety percent of those who took the reliability tests passed (40/44). Student satisfaction during and after the course was high. The effective online training programs are available free of charge and the RIFL suite of measures is efficient to implement. Implications for research and practice are discussed.

**Keywords:** responsive caregiving, parental sensitivity, online learning, observational measurement, low- and middle-income countries



# Assessment for Quality Improvement (AQI)

## AQI: Description

- Global measure of structural and process quality
- 5-point scale
- Training through an online workshop and three assessments with a trained observer (“gold standard”)
- Approximately 60-90 minutes to administer per classroom
- Different versions range from 24 – 31 domains
- All available free of charge on the City of Toronto’s website





# Playground

## Early Learning and Care Assessment for Quality Improvement

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# **Infant** Early Learning and Care Assessment for Quality Improvement

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## **Toddler**

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## **Preschool**

### Early Learning and Care Assessment for Quality Improvement

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# AQI Example Domain: **Dramatic Play**

Toronto Children’s Services, Early Learning and Care Assessment for Quality Improvement 2014

## Assessment|Preschool

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



# AQI: Posting Scores

## A & A Daycare Centre

<b>A &amp; A Daycare Centre (1288)</b>			
3380 Midland Ave ,22 (Midland / Finch E.)			Ward: Scarborough-Agincourt
<b>Child Care Centre Contact</b>			
Phone: Angela McAloney, 416-298-4489			
<p>This non-profit, licensed child care, serves children 0 to 6 years.          A child care <b>fee subsidy</b> may be available to help you with the cost of child care.          This location participates in the <b>Canada-Wide Early Learning and Child Care</b> system.</p>			
<b>Program Offerings and Quality Ratings</b>			
<b>Early Years Programs</b>	<b>Capacity</b>	<b>Vacancy*</b>	<b>Quality Rating</b>
Infant	20	No	<b>4.67</b> / 5
Toddler	40	No	<b>4.51</b> / 5
Preschool	72	Yes	<b>4.34</b> / 5
* Vacancies change regularly. Please contact centre for the most current information.			
<b>More Information*</b>			
<b>Languages spoken by staff:</b>			
<ul style="list-style-type: none"> <li>Cantonese, Dari, Mandarin, Spanish, Tagalog (Pilipino, Filipino) and Tamil</li> </ul>			
<b>Dietary services:</b>			
<ul style="list-style-type: none"> <li>Food Prepared on Premises</li> <li>Halal Food Option Available</li> <li>Peanut-Free Menu</li> <li>Vegetarian Food Option Available</li> </ul>			
*This information has been provided by the child care. Please contact the centre for the most current information.			

<https://www.toronto.ca/data/children/dmc/webreg/gcreg1288.html>



# AQI: Evidence Based Examples

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<https://doi.org/10.1080/10409289.2023.2168140>



## Instrument Development and Validation of the Infant and Toddler Assessment for Quality Improvement

Michal Perlman<sup>a</sup>, Ashley Brunsek<sup>a</sup>, Anne Hepditch<sup>b</sup>, Karen Gray<sup>b</sup>, and Olesya Falenchuk<sup>a</sup>

<sup>a</sup>Ontario Institute for Studies in Education, University of Toronto; <sup>b</sup>Children's Services, City of Toronto

### ABSTRACT

**Research Findings:** There is a growing need for accurate and efficient measures of classroom quality in early childhood education and care (ECEC) settings. Observational measures are costly, as their administration generally takes 3–5 hr per classroom. This article outlines the process of development and preliminary concurrent validity testing of the Assessment for Quality Improvement (AQI), a new measure of global quality. The AQI is a classroom-level measure of structural and process quality. It consists of 24 items on a 5-point scale designed for use in ECEC infant and toddler classrooms. At between 60 and 90 min per room, the AQI is a relatively efficient measure. Item response theory modeling was used to ensure logical and coherent ordering of subitems. Exploratory factor analysis supported the use of the AQI total score and the Interactions section as a stand-alone measure. Correlations between the Infant and Toddler versions of the AQI and the Infant/Toddler Environment Rating Scale-Revised were moderate, providing preliminary support for the concurrent validity of both versions. **Practice or Policy:** Our results suggest that the AQI is a promising, efficient measure of global quality in infant and toddler ECEC environments. This may be especially relevant for Quality Rating and Improvement Systems, for which the observational component is a major cost driver.

### Child Care Quality Matters

The early years are critical to children's brain development (Fisher, 2011), cognitive functioning (Landry & Smith, 2010; Whitebook, 2003), social and emotional functioning (Graves & Howes, 2011; McCartney, 1984; Squires, 2012), and the formation of attachment bonds (Read, 2014; Schore, 1994). Early experiences interact with genes to shape child well-being (Yoshikawa et al., 2013). Robust evidence suggests that children who attend higher quality early childhood education and care (ECEC) programs demonstrate better outcomes in these domains than do children in lower quality care (Burchinal, Roberts, Nabors, & Bryant, 1996; Clarke-Stewart, Vandell, Burchinal, O'Brien, & McCartney, 2002; Hamre & Pianta, 2001; Hestenes et al., 2015; Howes, 1986; Jeon & Buetner, 2015; National Institute of Child Health and Human Development Early Child Care Research Network, 2000; Peisner-Feinberg et al., 2001). High-quality care is also related to short-term improvements in children's early language, literacy, and mathematics skills (Camilli, Vargas, Ryan, & Barnett, 2010). ECEC quality is defined in terms of structural and process indicators. Structural quality indicators are related to the physical environment, organization of the space, and staff arrangements. Process quality indicators are related to the availability of learning opportunities for children as well as interactions between staff, between children, and between staff and children. Process quality is thought to impact children directly, whereas structural quality is thought to influence children

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Color versions of one or more of the figures in the article can be found online at [www.tandfonline.com/HEED](http://www.tandfonline.com/HEED).  
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## Instrument Development and Validation of the Home Child Care Version of the Assessment for Quality Improvement

Michal Perlman<sup>a</sup>, Olesya Falenchuk<sup>a</sup>, Samantha Burns<sup>b</sup>, Anne Hepditch<sup>b</sup>, and Karen Gray<sup>b</sup>

<sup>a</sup>Ontario Institute for Studies in Education, University of Toronto; <sup>b</sup>Children's Services

### ABSTRACT

**Research Findings:** Measures of home child care (HCC) quality are limited and tend to be labor intensive. This article presents the measure development process as well as psychometric, construct, convergent and discriminant validity analyses for the HCC version of the Assessment for Quality Improvement (HCC-AQI) measure. The HCC-AQI is part of a suite of observational measures developed by the City of Toronto for use in its early childhood education and care Quality Rating and Improvement System. It takes 60–90 minutes to administer, making it significantly more efficient than other measures. Instrument development involved expert panels and item response theory analyses. Exploratory factor analyses and internal consistency analyses indicate that the HCC-AQI measure can be categorized into two subscales: Physical Space and Experiences and Caregiver/Child Interactions. Moderately strong correlations between these subscales also support computing total HCC-AQI scores. Correlations between the Infant/Toddler and Early Childhood Home Observation for Measurement of the Environment and the Responsive Interactions for Learning scale were moderate, providing evidence for convergent validity. **Practice or Policy:** the HCC-AQI is a promising efficient measure of HCC that can be used for research as well as quality improvement and accountability purposes.

Early childhood education and care (ECEC) includes a range of services in which children are cared for by individuals other than their parents. In Canada, these services range from formal settings such as child care centers, preschools and nursery programs to more informal settings including home child care (HCC) (Varmuza et al., 2019). HCC providers are businesses in which caregivers are paid to provide care for one or more children, usually in the caregiver's own home (Government of Ontario, 2019). In Ontario, as in much of Canada, HCC providers can be licensed but they can also operate legally without a license. Estimates suggest that approximately 11% of Canadian children attend licensed HCC (Varmuza et al., 2019). It is more difficult to estimate the number of children who attend unlicensed HCC because governments have no record of these providers. However, based on a national survey, Varmuza et al. (2019), approximately 17% of Canadian children between 12-months of age and prior to school entry attend unlicensed HCC. Research on HCC in general, and measures of HCC quality more specifically, are very limited.

In this paper, we describe the development and psychometric properties, efficacy, reliability and preliminary concurrent validity of the HCC version of the Assessment for Quality Improvement (HCC-AQI) measure. The HCC-AQI is a new and relatively efficient measure of global quality in HCC. We focus on measuring quality in HCC because it is a relatively understudied form of child care and is an important environmental influence on many children.

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## Some Conclusions For the RIFL-Ed and AQI

- Valid (so far we have only looked at convergent validity) and reliable
- Efficient (RIFL-Ed is very short, AQI is much shorter than comparable measures like the ECERS-R and CLASS)
- No fee charged for use of either the RIFL-Ed or the AQI
- Based on calculations provided by Petr Varmuza the cost of administering the AQI in Toronto is about 10 cents per child
- Generate useful feedback at the classroom and educator levels



The image features a solid red background with a small yellow triangular corner in the top right. Centered on the red background is the text "How Can We Use These Scores?" in a bold, white, sans-serif font.

**How Can We Use  
These Scores?**

## How Can We Use These Scores? RIFL-Ed for Quality Improvement

- Professional development base on the RIFL-Ed:
  - Teach the concept of RIFL
  - Provide hands on exercises to practice RIFL
  - Provide coaching using videos to help early childhood educators improve the ways they interact with children
  - Generally pretty brief (e.g., 3 hour workshop and 4 coaching sessions)



## How Can We Use These Scores? RIFL-Ed for Quality Improvement

- 93 educators from 41 classrooms in 30 centres in Toronto, Canada
- Randomly assigned to a RIFL-Ed intervention of a business as usual control group



# How Can We Use These Scores? RIFL-Ed for Quality Improvement

## Trained Educators in Child Care Centres in Toronto

- Workshop
- 4-coaching sessions based on RIFL videos, over a six week period
- Reminder texts between coaching sessions
- Program improved educators' responsivity three-months after intervention ( $d = 0.60$ ,  $p = .035$ )
- RIFL-Ed scores improved after the first coaching session and remained stable



# How Can We Use These Scores? RIFL-Ed for Quality Improvement

## Trained home visitors in Brazil

- 180 staff who train home visitors (90 control/90 business as usual)
- Interactive, asynchronous and synchronous online training
- Showed learning on the part of the trainers

## Trained home visitors in Newfoundland (not published yet)

- 90 home visitors (45 control/45 business as usual) who support parents with children with special needs across the province
- Three hour workshop directly to parents and 6 coaching sessions delivered to parents
- Showed effects on parent responsiveness and child outcomes

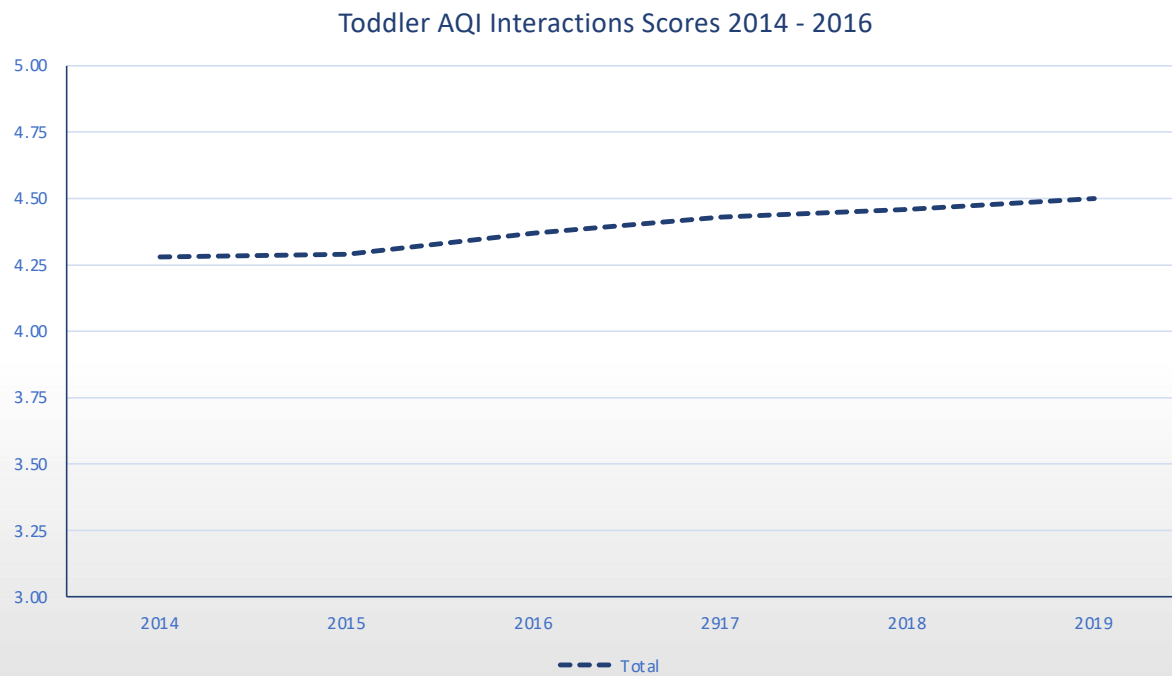


## How Can We Use These Scores? AQI for Quality Improvement and Planning

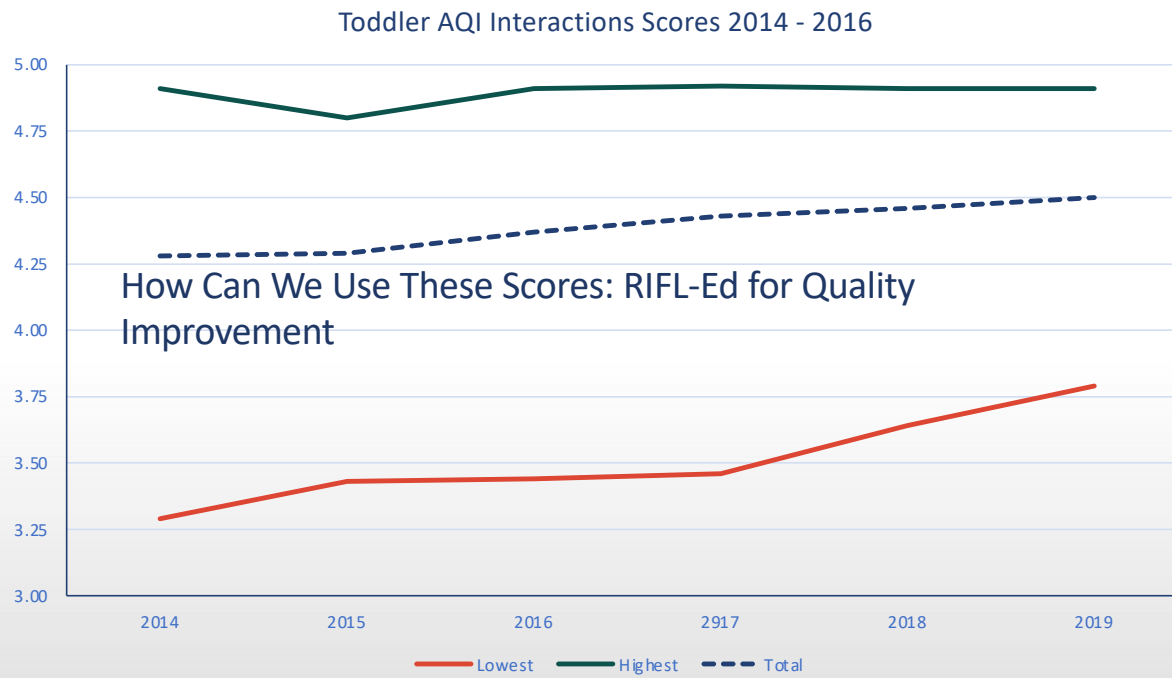
- For Quality Improvement - Use AQI scores as the basis for quality improvement



# Evidence of Improvement in Toddler AQI Over Time



# Evidence of Improvement in Toddler AQI Over Time



## How Can We Use These Scores? AQI for Quality Improvement and Planning

- To decide:
  - Purchase of service agreement standards (in Toronto score must be 3 or higher on the AQI)
  - Which multi site providers to support in expansion
- For Planning and resource allocation:
  - Provide support to centres in areas that need it most
  - Identify model programs in low SES neighbourhoods to show what is possible



The background is a solid red color. In the top right corner, there is a small yellow triangle pointing towards the center, resembling a folded corner of a page.

# Conclusions and Future Directions

## Conclusions

The AQI and RIFL-Ed are:

- Valid
- Reliable
- Efficient
- Free to use
- Provide evidence based, tailored feedback that can be used for quality improvement, resource allocation and planning



## Conclusions

Implementing QRISs is complex and involves a lot of logistics like:

- Who should administer the assessments and how they should be trained?
- Who should have access to the scores? There is reason to make them public, especially with more mature systems
- The City of Toronto has been very generous in sharing their experiences



## Future Directions

- Developing measures that go deeper on key important aspects of quality. For example, we are working on a new measure of Belonging and Inclusion
- Developing AI tools to automate the scoring of videos. This will make interventions more scalable and help reach underserved educators



## Future Directions

- PD works. I am continuing to develop and test PD that is built around these measures as a cost effective way to improve quality
- Some of the work I am most proud of has been done by working with government. I am happy to have follow-up meetings with anyone who is interested ([Michal.Perlman@utoronto.ca](mailto:Michal.Perlman@utoronto.ca))



# Thank you (it takes a village)



Current and former students including Nina Sokolovic, Samantha Burns and many others

Government and U of T colleagues  
Educators, children and parents in our studies

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