RACE TO THE TOP–EARLY LEARNING CHALLENGE (RTT-ELC): DESCRIPTIVE STUDY OF TIERED QUALITY RATING AND IMPROVEMENT SYSTEMS (TQRIS)

MASTER DATA COLLECTION PROTOCOL

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RACE TO THE TOP–EARLY LEARNING CHALLENGE (RTT-ELC): DESCRIPTIVE STUDY OF TIERED QUALITY RATING AND IMPROVEMENT SYSTEMS (TQRIS) IN NINE ROUND 1 STATES

MASTER DATA COLLECTION PROTOCOL

I.   TQRIS Administration and Implementation

A.   Organizational Structure

1.   **Which is the RTT-ELC lead agency (full name, including department/division)?**

2.   **Provide information for an RTT-ELC lead agency contact including name, role or position, phone number, and email.**

3.   **What type of agency is the RTT-ELC lead agency?**

    ☐   Department of Education

    ☐   Department of Early Learning

    ☐   Department of Human or Social Services

    ☐   Other (specify) _____

4.   **Is the TQRIS lead agency different from the RTT-ELC lead agency? If yes, which is the TQRIS lead agency (full name, including department/division)?**

    ☐   Yes (TQRIS lead agency name)

    ☐   No, the TQRIS and RTT-ELC agencies are the same → **SKIP TO QUESTION 7 BELOW.**

5.   **Provide information for a TQRIS lead agency contact including name, role or position, phone number, and email.**

6.   **What type of agency is the TQRIS lead agency?**

    ☐   Department of Education

    ☐   Department of Early Learning

    ☐   Department of Human or Social Services

    ☐   Other (specify) _____

7.   **What are the roles and responsibilities of the TQRIS lead agency?**

8.   **Are any agencies other than the TQRIS lead agency responsible for the rating process, including on-site observations? If yes, please specify (full name, including department/division).**

    ☐   Yes (agency or agencies responsible for rating process)

    ☐   No

9.   **Are any agencies other than the TQRIS lead agency responsible for quality improvements and support? If yes, please specify (full name, including department/division).**

☐   Yes (agency or agencies responsible for quality improvements and support)
☐   No

10.   **Are any agencies other than the TQRIS lead agency responsible for the TQRIS data system? If yes, please specify (full name, including department/division).**

☐   Yes (agency or agencies responsible for quality improvements and support)
☐   No

B.   TQRIS Stages and Breadth of Implementation

1.   **Was the TQRIS piloted? If yes, when did the pilot take place (month[s]/year[s])?**

☐   Yes [month/year]
☐   No

2.   **What were the top three lessons learned from the pilot and how did these lessons influence broader implementation?**
[Note: Enter 0, 1, 2, 3 as number of lessons reported; text will be coded iteratively as interviews are concluded]

3.   **Does the TQRIS currently operate statewide? If yes, in what year was it implemented statewide?**

☐   Yes (year of statewide implementation)
☐   No

4.   **If not statewide, describe the geographic area(s) currently targeted for TQRIS participation.**

☐   Region of state (specify)
☐   Counties (specify number and names)

5.   **If not statewide, are there plans to expand the TQRIS statewide, and if so, what is the projected timeframe for this expansion?**

☐   Yes (projected timing)
☐   No

C.   Rating Structure

1.   **What is the official name of the state's TQRIS?**

2.   **How many tiers does the TQRIS have (for center-based ECE programs) and what are the state-specific names for these tiers?** *For example, a state's TQRIS may have 2, 3, or 4 tiers, and these tiers are often assigned names that denote ascending quality (e.g., 1, 2, 3, or 4 "stars," or bronze, silver, and gold for tiers 1, 2, and 3, respectively).*

Number of tiers: _____

Names of tiers: _____

3.   **What is the structure of the state's TQRIS? Select one.***

☐   Building block → **SKIP TO SECTION D BELOW.**

☐   Points

☐   Hybrid

*A **building-block approach** requires a program to meet all quality indicators in all categories of standards at a given tier before receiving the rating for that tier; a **points approach** allows the program to earn points in each category of standards, with the total number of points determining the rating tier of the program; a **hybrid approach** includes building blocks for some tiers and points for others.*

4.   **If the state uses a points or hybrid approach, describe the state's TQRIS rating approach. (For example, for a hybrid approach—does the state specify blocks for some tiers and points for others?)**

5.   **Since when have the current standards been in place? [month/year]**

D.   Eligibility Criteria

1.   **Which of the following types of center-based ECE programs are currently eligible to participate in the TQRIS (select all that apply)?**

☐   School-sponsored preschool programs (if needed, clarify, programs with public school oversight)

☐   Head Start programs

☐   Licensed center-based child care programs

☐   License-exempt center-based child care programs
      (License-exempt programs do not have to comply with state licensing regulations in order to operate.)

☐   Other (describe) _____

2.   **Is participation in the TQRIS voluntary or mandatory? If mandatory, which types of eligible center-based ECE programs are required to participate currently?**

☐   Voluntary

☐   Mandatory (describe the types of center-based ECE programs required to participate)

II.   TQRIS Components and Indicators for Center-based ECE Programs

A.   Data Collection for Indicators, by Component Category

Instructions: For each component included in the state's TQRIS, list the indicators that are currently included; the tiers in which each indicator is included; the types of programs to which each indicator applies; the name of the state-specific component in which the indicators are included; and the process by which the state collects and verifies information on the indicator. Options for data collection process include:

- Self-report, unverified = program self-reports on paper or online forms and no check by TQRIS program is conducted

- Documentation submitted = program provides documentation in support of indicator or component requirements (such as staff credentials, or curriculum)

- Self-report, verified = program self-reports on paper or online forms and TQRIS program verifies information based on checks (systematic for all, or random) of associated documents, systems (such as professional development registry) or observation

- Observation = indicator observed on-site by TQRIS staff

- Other = description needed.

If a component is not included in the state's TQRIS, enter "NA" in the first cell.

1.   **Describe the indicators included in the state's TQRIS related to *child care licensing.* [Add a row for each indicator.]**

Licensing compliance indicators	Tier(s) in which indicator is included	Types of center-based ECE programs for which indicator applies	TQRIS component in which indicator is included	Data collection process	Verification process, if applicable
Indicator 1					
Indicator 2					
Indicator 3					

2.   **Describe the indicators included in the state's TQRIS related to *health promotion and safety.* [Add a row for each indicator.]**

Health promotion indicators	Tier(s) in which indicator is included	Types of center-based ECE programs for which indicator applies	TQRIS component in which indicator is included	Data collection process*	Verification process, if applicable
Indicator 1					
Indicator 2					
Indicator 3					

3. **Describe the indicators included in the state's TQRIS related to *adult-child ratio and group size.* [Add a row for each indicator.]**

Adult-child ratio and group size indicators	Tier(s) in which indicator is included	Types of center-based ECE programs for which indicator applies	TQRIS component in which indicator is included	Data collection process*	Verification process, if applicable
Indicator 1					
Indicator 2					
Indicator 3					

4. **Describe the indicators included in the state's TQRIS related to *curriculum.* [Add a row for each indicator.]**

Curriculum indicators	Tier(s) in which indicator is included	Types of center-based ECE programs for which indicator applies	TQRIS component in which indicator is included	Data collection process*	Verification process, if applicable
Indicator 1					
Indicator 2					
Indicator 3					

5. **Describe the indicators included in the state's TQRIS related to *child assessment.* [Add a row for each indicator.]**

Child assessment indicators	Tier(s) in which indicator is included	Types of center-based ECE programs for which indicator applies	TQRIS component in which indicator is included	Data collection process*	Verification process, if applicable
Indicator 1					
Indicator 2					
Indicator 3					

6. **Describe the indicators included in the state's TQRIS related to *environment*. [Add a row for each indicator.]**

Environment indicators	Tier(s) in which indicator is included	Types of center-based ECE programs for which indicator applies	TQRIS component in which indicator is included	Data collection process*	Verification process, if applicable
Indicator 1					
Indicator 2					
Indicator 3					

7. **Describe the indicators included in the state's TQRIS related to *workforce qualifications and credentials*. [Add a row for each indicator. Capture detail for separate indicators that address experience, education level, ECE credits or degree, credential, continuing education or in-service training requirements, as appropriate.]**

Workforce qualifications and credentials indicators (indicate level of staff such as director, lead teacher, assistant teacher, etc.)	Tier(s) in which indicator is included	Types of center-based ECE programs for which indicator applies	TQRIS component in which indicator is included	Data collection process*	Verification process, if applicable
Indicator 1					
Indicator 2					
Indicator 3					

8. **Describe the indicators included in the state's TQRIS related to *family engagement*. [Add a row for each indicator.]**

Family engagement indicators	Tier(s) in which indicator is included	Types of center-based ECE programs for which indicator applies	TQRIS component in which indicator is included	Data collection process*	Verification process, if applicable
Indicator 1					
Indicator 2					
Indicator 3					

9.   **Describe other indicators included in the state's TQRIS that have not already been covered above. [Add a row for each indicator. Indicators may include provisions for children with special needs or practices that respond to cultural and linguistic diversity.]**

Other indicators	Tier(s) in which indicator is included	Types of center-based ECE programs for which indicator applies	TQRIS component in which indicator is included	Data collection process*	Verification process, if applicable
Indicator 1					
Indicator 2					
Indicator 3					

B.   Use of Observational Measures

1.   **Does the state use an observational measure as part of its rating components for center-based ECE programs?**

   ☐   Yes
   -   What observational tools (measures) are used for center-based ECE programs?
   -   Is the measure(s) commercially available or developed by the state?
   -   If developed by the state, how has the measure been validated?

   ☐   No

2.   **Does the TQRIS accept observational scores conducted for other programs in place of conducting TQRIS-directed observations (such as CLASS scores for Head Start programs, or ERS scores for accredited programs)?**

   ☐   Yes (specify what type of scores, for which programs)
   ☐   No

3.   **Are program observations scheduled in advance?**

   ☐   Yes
   ☐   No

4.   **How many classrooms are typically observed per center-based ECE program?**

   ☐   Only one classroom is observed → **SKIP TO QUESTION 6 BELOW.**
   ☐   Multiple classrooms are observed (specify minimum and maximum numbers, and/or proportion of total number of classrooms)

5.   **How are classrooms selected for observation?**

   ☐   Random selection across the center
   ☐   Random selection within each age group
   ☐   Other selection (specify)
   ☐   None specified

6. **If multiple classrooms are observed, how are ratings combined across classrooms for a center-based ECE program's rating? [Specify in particular how scores for classrooms serving children of different ages are utilized in a center-level rating.]**

    ☐   Average across all classrooms

    ☐   Average by age group

    ☐   Each classroom observed must meet standard

    ☐   Other, specify

7. **Who conducts the observations?**

    ☐   State-certified observers/raters

    ☐   Center/program staff [principals or teachers]

    ☐   Other [specify]

8. **How many observers, on average, conduct observations for TQRIS participating programs? Approximately how many observations do they conduct per month?**

9. **What educational qualifications are required for classroom observers?**

    ☐   Less than BA

    ☐   BA required; in early care and education, preferred

    ☐   BA in early care and education required

    ☐   MA degree required or preferred (specify in ECE)

10. **What other qualifications are required for classroom observers?**

    ☐   Experience in early education (specify type/length)

    ☐   Other classroom experience (specify)

    ☐   Skills or qualifications beyond experience (specify)

11. **How are observers trained on use of the observational tools?**

    a. How many scales can one observer be trained to conduct (i.e., what is the maximum)?

    b. How many scales are observers, on averaged, trained on?

12. **What is the required level of reliability for observers? How does the state determine that an observer has reached this required level of reliability?**

    a. Specify the average initial reliability (typically 85 percent) across how many observations (3, 5, etc.)

    b. Reliability measured against anchor or other

13. **How does the state determine that observers *remain* reliable over time?**

   a.   Specify level for number of observations, and with whom

   b.   Specify frequency of ongoing checks
      ☐   Quarterly
      ☐   Bi-annually
      ☐   Every number of observations (specify number)
      ☐   Other, specify

14. **Do observers conduct observations across the full range of participating center-based ECE programs or do they specialize by program type?**

   ☐   Observers conduct observations for all types of programs
   ☐   Observers specialize by program type

## III.		Process for Determining Overall Rating Level

**A.		Requirements for Raters**

1.	**Who is responsible for assigning ratings to each program component (aside from observational measures)? If this varies by component, describe the process for the individual TQRIS components.**

2.	**How many raters support the rating process? What is the approximate number of programs they evaluate per month?**

3.	**Do raters evaluate programs across the full range of participating center-based ECE programs or do they specialize by program type? Please specify.**

	☐	Raters evaluate all types of programs

	☐	Raters specialize by program type

4.	**What educational qualifications are required for raters?**

	☐	Less than BA

	☐	BA required; in early care and education, preferred

	☐	BA in early care and education required

	☐	MA degree required or preferred (specify in ECE)

5.	**What other qualifications are required for raters?**

	☐	Experience in early education (specify type/length)

	☐	Other classroom experience (specify)

	☐	Skills or qualifications beyond experience (specify)

6.	**What process is used to train raters?**

	☐	Protocols or procedures documents are provided to raters

	☐	Training protocol is in place and includes

	☐	Group or individual training sessions

	☐	Shadowing current rater (specify frequency/length of time)

7.	**What process is used, if any, to assess inter-rater reliability, both initially and on an ongoing basis?**

	a.	Required initial reliability threshold (if applicable)

	b.	Required ongoing reliability threshold (if applicable)

	c.	Frequency of ongoing reliability checks (if applicable)

B.   Process Used to Generate Overall Ratings

1.   **If the state uses a points approach or a hybrid approach, how are points on individual indicators combined to obtain component ratings for center-based ECE programs?** *[Specify whether calculated by the rater or automated.]*

    ☐   Component ratings are calculated by rater or other TQRIS staff

    ☐   Component ratings are automatically calculated

    ☐   Some component ratings are automatically calculated and some are calculated by raters/other TQRIS staff

2.   **How are ratings on individual components combined to obtain the final rating for center-based ECE programs?** *[Specify whether calculated by the rater or automated.]*

    ☐   Overall rating is calculated by rater or other TQRIS staff

    ☐   Overall rating is automatically calculated

3.   **Are TQRIS components weighted equally?**

    ☐   Yes

    ☐   No

4.   **How are individual TQRIS components weighted?**

5.   **Why are components weighted differently (i.e., why are higher/lower weights assigned to particular components)?**

6.   **Does the process (or weighting) to determine the final rating differ for different types of center-based ECE programs or are ratings calculated the same way across programs?**

    ☐   Process differs by type of program

    ☐   Process is the same across types of programs

7.   **For what period of time are center-based ECE ratings valid before renewal is required?**

    ☐   One year

    ☐   Two years

    ☐   Three years

    ☐   Other period (specify)

8.   **Are observational scores repeated for every renewal or do those scores remain valid for a different period of time than the rating?**

    ☐   Observational scores required for each rating

    ☐   Observational scores can be used for up to a certain period for renewal at the same rating level (specify period)

9.   **Does the frequency of ratings differ across types of center-based ECE programs?**

☐   Yes (specify how) _____

☐   No

10.   **What events may trigger re-evaluation of a center-based ECE program before the next scheduled rating?**

☐   Licensing compliance issue

☐   Change in program director

☐   Change in physical location of program

☐   Other

C.   Entry Into and Progression Within the TQRIS

1.   **Can center-based programs apply to enter the TQRIS at a specific rating level or must all programs enter at Tier 1?**

☐   All programs can apply for a specific rating level

☐   All programs must enter at Tier 1

☐   Some programs can apply for a specific rating level, explain:

_____

2.   **After initial entry, can programs apply to receive a specific higher rating (not necessarily the next highest) or must all programs progress through each rating level in turn?**

☐   Programs can apply for a specific higher rating level

☐   All programs must progress through each rating level

☐   Some programs can apply for a specific higher rating level, explain:

_____

3.   **Is there a minimum amount of time that a center-based ECE program must spend at a particular rating level?**

☐   Yes, specify minimum time and for which level/s: _____

☐   No

4.   **How long does it typically take a center-based ECE program to progress from one rating level to another?**

☐   One year

☐   Two years

☐   Three years

☐   Other (specify) _____

5. **What percentage of participating center-based ECE programs that serve preschool age children improve their rating level within one year? Within two years? Within three years?**

  a. Does this vary by type of program?

6. **Between which levels do you typically see the most movement—is it between levels at the lower end, from lower to middle, or middle to high?**

  ☐ Between levels at the lower end

  ☐ From lower to middle ratings

  ☐ From middle to high ratings

  ☐ Movement is similar across levels

7. **What percentage of participating center-based ECE programs that serve preschool age children experience a decrease in their rating level? For what reasons?**

  a. Does this vary by type of program?

8. **Is there a particular rating level at which most center-based ECE programs tend to remain for a prolonged period of time? Why?**

  a. Does this vary by type of program?

  b. Are programs penalized for remaining at one rating level for some period of time?

9. **Is there a maximum amount of time that a center-based ECE program can spend at a particular rating level?**

  ☐ Yes, specify maximum time and for which level/s: _____

  ☐ No

10. **Are there indicators or components that are particularly difficult for center-based ECE programs to meet in order to improve their rating level? Explain.**

  a. Does this vary by type of program?

11. **Which TQRIS components have the greatest variation in values, points, or scores for center-based ECE programs? Which components have the least variation among these programs?**

12. **Does the TQRIS provide tiered reimbursement rates by rating level to providers that serve children receiving subsidized child care?**

  ☐ Yes

    ☐ Rates increase with each higher level (specify % if possible)

    ☐ Increased rates provided only at higher levels (specify)

    ☐ Higher rates based on rating level and proportion of subsidized children served

    ☐ Other (specify) _____

  ☐ No

13. **What financial incentives (such as awards or grants), if any, are given to TQRIS participating center-based ECE programs?**

     a.   What is the intent of the incentive (to encourage entry, to promote quality improvement, to reward achievement of a specific rating level)?

     b.   What is the amount of the incentive? How does it vary across rating levels?

Type of incentive	Intent of incentive	Amount of incentive	Variation by rating level
1.			
2.			
3.			
4.			
5.			

14. **What other supports, such as technical assistance or professional development grants, are provided to TQRIS participating center-based ECE programs?**

     a.   Do the supports vary by rating level? [Specify by level, as applicable]

Type of support	Type of recipient (program, director, teacher)	Variation by rating level

D.   **Alternative Pathways to TQRIS Ratings for Center-based ECE Programs**

1. **Does the state have alternative pathways (that is, a different assessment process) to assign TQRIS ratings to particular types of center-based ECE programs?**

     ☐   No → **SKIP TO SECTION IV BELOW.**

     ☐   Yes

2. **Are there alternative pathways to assign TQRIS ratings to each of the types of center-based ECE programs that serve preschool age children? If yes, describe the alternative rating process for the programs and the rating that is assigned. In addition, indicate the percentage of programs that enter the TQRIS through the alternative pathway.**

Alternative Pathways by Program Type

	Briefly describe alternative rating process and automatic rating assigned (if applicable)	Percentage of participating programs that enter TQRIS through alternative pathway
School-sponsored preschool programs		
Head Start programs		
Accredited programs		
Licensed center-based programs		
License-exempt center-based programs		
Other types of center-based ECE programs serving preschool-age children		

3. **Why did the state include an alternative pathway for the programs noted above? And how was the automatic (initial) rating level to assign determined?**

   a. Did the state develop a crosswalk or alignment between the TQRIS standards and the standards of other programs noted above? [If yes, please describe what was concluded from this analysis.]

4. **Once a program enters through an alternative pathway, what is the timing and process for revisiting a rating, or assessing improvement for a higher rating?**

IV.   Revisions to TQRIS that Apply to Center-Based ECE Programs that Serve Preschool Age Children

We are interested in learning about ways the state has revised its TQRIS policies and procedures *in the past three years* (i.e., since the start of its RTT-ELC grant) for center-based ECE programs that serve preschool-age children. We will first explore specific categories of potential revisions and then pursue other notable, substantive changes that are relevant.

For each category of revision, ask the following:

1.   **Has the state revised the TQRIS [*insert category*] that apply to center-based ECE programs that serve preschool age children in the past three years? If yes, describe:**

- The revisions made to the TQRIS standards that apply to center-based ECE programs,

- When (month[s]/year[s]) the revisions were implemented

- Whether some programs were grandfathered in and for how long, and

- Reasons for revision.

Revisions to the TQRIS in the past three years

Category of revision	Description of revision	Month/year revision implemented	Programs grand-fathered in (and for how long)	Reasons for revision
1a. TQRIS standards				
1b. Eligibility requirements				
1c. Process to assign component and overall ratings				
1d. Process to collect and verify data for ratings				
1e. Incentives, grants, or awards for different rating levels				
1f. Technical assistance or supports provided				

2.   **Has the state made other notable, substantive changes to the TQRIS ratings, policies, or procedures that apply to center-based ECE programs in the past three years? If yes, describe these changes, when (month[s]/year[s]) the changes were implemented, and reasons why.** *[Clarify that we mean to focus on changes that affect the meaning of the ratings over time, not every refinement they have made.]*

3.   **Which, if any, of the changes discussed were specifically in response to the RTT-ELC program, and why?**

4.   **What, if any, substantial changes are you contemplating for the future? Why does the state consider such changes to be important to make?**

5.   **Thinking specifically about center-based ECE programs, which TQRIS policies and procedures have required the most substantial changes or been revisited most often since the state received its RTT-ELC grant (i.e., in the past three years)? [Describe up to three.] Why have these TQRIS elements required more extensive refinements?**

V.   School-Sponsored and State-Funded Preschool Programs in the State

1.   **How many school-sponsored preschool programs (that is, programs with public school oversight) are there currently?**

2.   **How many children do these programs serve in total?**

3.   **How many school-sponsored preschool programs will there be by fall 2015?**

4.   **Do your current school-sponsored preschool programs serve children younger than age 4, in addition to 4-year-olds?**

☐   Yes (How many of the children served by state-funded preschool programs are younger than age 4?)

☐   No (Do you expect these programs to be serving children younger than age 4 by fall 2015?)

5.   **How many school districts in your state offer school-sponsored preschool programs?**

6.   **Would you be able to send me a list of districts that offer school-sponsored preschool programs?**

☐   Yes

☐   No

7.   **Do all elementary schools in each of those districts offer preschool programs?**

☐   Yes

☐   No (On average, how many elementary schools per district offer public preschool programs?)

8.   **Would you be able to provide the number of elementary schools in each district that offer preschool program?**

☐   Yes

☐   No

9.   **Roughly what percentage of children enrolled in school-sponsored preschool programs go on to attend public kindergarten?**

10.   **What percentage of children who attend school-sponsored preschool programs go on to attend public kindergarten in the same district?**

11.   **By fall 2015, how many school-sponsored preschool programs do you expect there to be?**

12.   **Is state preschool funding given to community-based centers that do not receive public school oversight?**

☐   Yes (How many?)

☐   No

13.   **By fall 2015, how many community-based centers do you expect will receive state preschool funding?**

VI.	TQRIS Participation

A.   TQRIS Participation of School-Sponsored and State-Funded Preschool programs

ASK QUESTIONS 1-7 IF RESPONDENT ANSWERED "YES" TO QUESTION V.1, ELSE SKIP TO QUESTION 8.

1.   **List the total number of school-sponsored preschool programs in the state and the number participating in the TQRIS for each of the past three years (2012–2014). What number is projected for 2015?** *[Note: Indicate year—calendar or school—based on TQRIS response]*

	Circle One: [Calendar Year] OR [School Year]			
	2012	2013	2014	2015*
Number of programs in the state				
Number of programs participating in TQRIS				

 *Projected.

2.   **Do school-sponsored preschool programs from all school districts participate in the TQRIS? If no, which districts do not participate?**

☐   Yes

☐   No (list districts that do not participate)

3.   **Do you anticipate that all school-sponsored preschool programs will be participating in TQRIS by fall 2015?**

☐   Yes

☐   No

4.   **List the number of school-sponsored preschool programs at each tier of the TQRIS for each of the past three years.** *[Note: Indicate year—calendar or school—based on TQRIS response]*

	Circle One: [Calendar Year] OR [School Year]		
	2012	2013	2014
Number of programs at Tier 1			
Number of programs at Tier 2			
Number of programs at Tier 3			
Number of programs at Tier 4			
Number of programs at Tier 5			

5. **Would it be possible for us to obtain a table showing,** *by school district***, how many school-sponsored preschool programs are at each TQRIS rating level?**

    ☐   Yes (Indicate if follow up is necessary to obtain these data)

    ☐   No

6. **What have been the successes or challenges in gaining the participation specifically of school-sponsored preschool programs in the TQRIS? Why do some programs choose not to participate?**

7. **Are there any special TQRIS rules, standards, or procedures that apply to school-sponsored preschool programs? In particular:**

    a.   Is there a separate set of standards that applies to these programs?

    [If yes] How do these standards differ from those that apply to other center-based ECE programs?

    b.   Is the timeline for applying for, or renewing, ratings different for school-sponsored preschool programs? For example, do these programs apply for ratings at the beginning of the school year or on a rolling basis throughout the year?

    c.   Will any of these special rules, standards, or procedures change by fall 2015?

    d.   Will you be introducing new TQRIS rules, standards, or procedures for school-sponsored preschool programs between now and fall 2015? If so, why?

QUESTIONS 8-12 IF RESPONDENT ANSWERED "YES" TO QUESTION V.13, ELSE SKIP TO SECTION VI.B.

8. **List the total number of** *state-funded preschool programs located in community-based centers* **in the state and the number of preschool programs participating in the TQRIS for each of the past three years (2012–2014). What number is projected for 2015?** *[Note: Indicate year—calendar or school—based on TQRIS response]*

	Circle One: [Calendar Year] OR [School Year]			
	2012	2013	2014	2015*
Number of programs in the state				
Number of programs participating in TQRIS				

 *Projected.

9. **Do you anticipate that all** *state-funded preschool programs located in community-based centers* **will be participating in TQRIS by fall 2015?**

    ☐   Yes

    ☐   No

10. **List the number of *state-funded preschool programs located in community-based centers* at each tier of the TQRIS for each of the past three years. *[Note: Indicate year—calendar or school—based on TQRIS response]***

	Circle One:	[Calendar Year] OR	[School Year]
	2012	2013	2014
Number of programs at Tier 1			
Number of programs at Tier 2			
Number of programs at Tier 3			
Number of programs at Tier 4			
Number of programs at Tier 5			

11. **What have been the successes or challenges in gaining the participation specifically of *state-funded preschool programs located in community-based centers* in the TQRIS? Why do some programs choose not to participate?**

12. **Are there any special TQRIS rules, standards, or procedures that apply to *state-funded preschool programs located in community-based centers*? In particular:**

    a. Is there a separate set of standards that applies to these programs?

        [If yes] How do these standards differ from those that apply to other center-based ECE programs?

    b. Is the timeline for applying for, or renewing, ratings different for these programs?

    c. Will any of these special rules, standards, or procedures change by fall 2015?

    d. Will you be introducing new TQRIS rules, standards, or procedures for these programs between now and fall 2015? If so, why?

B.   TQRIS Participation Rates by Other Types of Center-based ECE Programs Serving Preschool-Aged Children

1.   **List the total number of *Head Start programs* in the state and the number participating in the TQRIS for each of the past three years.   What is the number projected for 2015? [Note: Indicate year—calendar or school—based on TQRIS response]**

	Circle One: [Calendar Year] OR [School Year]			
	2012	2013	2014	2015*
Number of programs in the state				
Number of programs participating in TQRIS				

 *Projected.

2.   **Do Head Start programs everywhere in the state participate in the TQRIS? If no, which programs do not participate?**

☐   Yes

☐   No (specify programs that do not participate)

3.   **List the number of Head Start programs at each tier of the TQRIS for each of the past three years. *[Note: Indicate year—calendar or school—based on TQRIS response]***

	Circle One: [Calendar Year] OR [School Year]		
	2012	2013	2014
Number of programs at Tier 1			
Number of programs at Tier 2			
Number of programs at Tier 3			
Number of programs at Tier 4			
Number of programs at Tier 5			

4.   **What have been the successes or challenges in gaining the participation specifically of Head Start programs in the TQRIS? Why do some programs choose not to participate?**

5.   **List the total number of *licensed, center-based ECE programs* in the state and the number participating in the TQRIS for each of the past three years. *[Note: Indicate year—calendar or school—based on TQRIS response]***

	Circle One: [Calendar Year] OR [School Year]			
	2012	2013	2014	2015*
Number of programs in the state				
Number of programs participating in TQRIS				

 *Projected.

6.   **Do licensed, center-based ECE programs everywhere in the state participate in the TQRIS? If no, which programs do not participate?**

□   Yes

□   No (specify programs that do not participate)

7.   **List the number of licensed center-based ECE programs at each tier of the TQRIS for each of the past three years.** *[Note: Indicate year—calendar or school—based on TQRIS response]*

	Circle One: [Calendar Year] OR [School Year]		
	2012	2013	2014
Number of programs at Tier 1			
Number of programs at Tier 2			
Number of programs at Tier 3			
Number of programs at Tier 4			
Number of programs at Tier 5			

8.   **What have been the successes or challenges in gaining the participation specifically of licensed center-based ECE programs in the TQRIS? Why do some programs choose not to participate?**

9.   **List the total number of** *license-exempt center-based ECE programs* **in the state and the number participating in the TQRIS for each of the past three years. Note which types of center-based ECE programs are license-exempt.** *[Note: Indicate year—calendar or school—based on TQRIS response]*

	Circle One: [Calendar Year] OR [School Year]			
	2012	2013	2014	2015*
Number of programs in the state				
Number of programs participating in TQRIS				

*Projected.

10.   **Do license-exempt center-based ECE programs everywhere in the state participate in the TQRIS? If no, which programs do not participate?**

□   Yes

□   No (specify programs that do not participate)

11.   **List the number of license-exempt center-based ECE programs at each tier of the TQRIS for each of the past three years.** *[Note: Indicate year—calendar or school—based on TQRIS response]*

	Circle One: [Calendar Year] OR [School Year]		
	2012	2013	2014
Number of programs at Tier 1			
Number of programs at Tier 2			
Number of programs at Tier 3			
Number of programs at Tier 4			
Number of programs at Tier 5			

12.   **What have been the successes or challenges in gaining the participation specifically of license-exempt center-based ECE programs in the TQRIS? Why do some programs choose not to participate?**

13.   **List the total number of accredited programs in the state and the number participating in the TQRIS for each of the past three years. Accredited programs are those that meet the standards of a national or state entity recognized by the TQRIS, for example the National Association for the Education of Young Children.** *[Note: Indicate year—calendar or school—based on TQRIS response]*

	Circle One: [Calendar Year] OR [School Year]			
	2012	2013	2014	2015*
Number of programs in the state				
Number of programs participating in TQRIS				

*Projected.

14. **Do accredited center-based ECE programs everywhere in the state participate in the TQRIS? If no, which programs do not participate?**

   ☐   Yes

   ☐   No (specify programs that do not participate)

15. **List the number of accredited center-based ECE programs at each tier of the TQRIS for each of the past three years. [Note: Indicate year—calendar or school—based on TQRIS response]**

	Circle One:	[Calendar Year] OR	[School Year]
	2012	2013	2014
Number of programs at Tier 1			
Number of programs at Tier 2			
Number of programs at Tier 3			
Number of programs at Tier 4			
Number of programs at Tier 5			

16. **What have been the successes or challenges in gaining the participation specifically of accredited center-based ECE programs in the TQRIS? Why do some programs choose not to participate?**

C.   Distribution of Preschool-Age Children in Center-Based ECE Participating Programs

1. **What is the total number of preschool-age children in the state?**

   a.   What is the total number of preschool-age children served by center-based ECE programs participating in the TQRIS?

   b.   What is the total number of preschool-age children served by center-based ECE programs not participating in the TQRIS?

   c.   What is the number of preschool-age children in participating center-based programs by program type (state preK, Head Start, community-based, etc.)?

   d.   What is the number of preschool-age children in participating center-based programs at each TQRIS rating level?

2. **What is the total number of low-income preschool-age children in the state?**

   a.   What is the total number of low-income preschool-age children served by center-based ECE programs participating in the TQRIS?

   b.   What is the total number of low-income preschool-age children served by center-based ECE programs *not* participating in the TQRIS?

   c.   What is the number of low-income preschool-age children in participating center-based programs by program type (state preK, Head Start, community-based, etc.)?

   d.   What is the number of low-income preschool-age children in participating center-based programs at each TQRIS rating level?

D.   Scaling-Up the TQRIS

1.   **Is the state working to increase the number of center-based ECE programs that participate in the TQRIS, overall and/or by program type? If yes, what efforts are underway to increase participation?**

☐   Yes (describe efforts underway to increase TQRIS participation among center-based ECE programs, overall and/or by type)

☐   No

2.   **Is the state expanding TQRIS participation to new types of center-based ECE programs? If yes, what types of programs and what efforts are underway to increase participation among these programs?**

☐   Yes (describe efforts to expand participation to new types of center-based ECE programs)

☐   No

3.   **Is the state working to expand TQRIS participation to new geographic areas? If yes, what new areas is it expanding to and what efforts are underway to increase participation among programs in these new areas?**

☐   Yes (describe geographic areas targeted and efforts underway to expand TQRIS to new geographic areas)

☐   No

4.   **How many new programs have participated in the TQRIS in each of the past three years? In what ways has the state's participation in the RTT-ELC grant program contributed to (supported) this growth?**

5.   **What does the state consider to be its greatest successes in increasing TQRIS participation among center-based ECE programs over the past three years?**

6.   **What have been the greatest challenges encountered by the state in its efforts to expand TQRIS participation among center-based ECE programs over the past three years?**

VII.   TQRIS Data Collection and Data Systems

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1. **How are TQRIS data stored?**

    ☐   Single statewide TQRIS database; what type of database?

    ☐   Multiple TQRIS databases exist in the state; what type and how many?

2. **Will there be changes in the way TQRIS data are stored by fall 2015? Explain.**

3. **Which agency/s maintain(s) the TQRIS database(s)? If more than one entity, clarify role of each one.**

4. **Does the database contain overall TQRIS rating levels for each participating program?**

    ☐   Yes (How many years of overall ratings are stored in the TQRIS database?

    ☐   No (Will these data be available by fall 2015?)

5. **Does the database indicate when the current TQRIS rating was awarded and when it will expire?**

    ☐   Yes

    ☐   No (Will these data be available by fall 2015?)

6. **Does the TQRIS database contain component-level ratings?**

    ☐   Yes:
    - o   How are component-level data entered into the system?
        - ▪   Data entry on-site
        - ▪   Later data entry [by whom]
        - ▪   Pulled from another data system [specify, such as licensing, professional development registry]
        - ▪   Other, specify
        - ▪   If varies by component, explain
    - o   Are these data entered as specific values (raw data), points, yes/no or checklist responses?
        - ▪   If varies by component, explain.
    - o   Are component-level data complete for each program? That is, does each program have values assigned for each component or are values entered only to the degree that is necessary to determine a rating?
        - ▪   If varies by component, explain.
    - o   How many years of component-level ratings are stored in the TQRIS database?

    ☐   No (Will these data be available by fall 2015?)

7.   **Does the TQRIS database contain indicator-level ratings?**

☐   Yes
  o   How are indicator-level data entered into the system?
      ▪   Data entry on-site
      ▪   Later data entry [by whom]
      ▪   Pulled from another data system [specify, such as licensing, professional development registry]
      ▪   Other, specify
      ▪   If varies by indicator, explain
  o   Are these data entered as specific values (raw data), points, yes/no or checklist responses?
      ▪   If varies by indicator, explain.
  o   Are indicator-level data complete for each program? That is, does each program have values assigned for each indicator or are values entered only to the degree that is necessary to determine a rating?
      ▪   If varies by indicator, explain.
  o   How many years of indicator-level ratings are stored in the TQRIS database?

☐   No (Will these data be available by fall 2015?)

8.   **Specifically considering data on observational measures:**
a.   **What data are stored in the TQRIS database on observational measures?**

☐   Total scores
☐   Subscale scores
☐   Item-level values

b.   **Are individual classroom scores entered and stored separately in the TQRIS database or is one summary score entered for each program?**

☐   Classroom scores are stored separately
☐   One summary observational score is entered and stored

c.   **If complete data are not stored in the TQRIS database, does the state maintain a separate system that contains detailed data on observational measures at the program level?**

d.   **How many years of data on observational measures are stored in the TQRIS database, or other system?**

9.   **How are data on program characteristics entered (such as name, location, licensing status)?**

a.   **Does the TQRIS database automatically populate any of these data from the licensing system database?**

10. **Who is responsible for maintaining and monitoring the quality of TQRIS data? What procedures are in place for ensuring data quality?**

11. **Is there a variable (or set of variables) that denotes what type of program a TQRIS participant is (for example, school-sponsored preschool, licensed center-based provider, family child care provider, Head Start,)?**

    ☐   Yes (What program categories are noted in the database?)

    ☐   No (Will this variable be available by fall 2015?)

12. **Is there a variable that denotes whether a licensed center-based program receives state preschool funds?**

    ☐   Yes

    ☐   No (Will this variable be available by fall 2015?)

13. **Does the TQRIS database contain a program ID or school ID that would allow us to link a program's TQRIS data with child-level data (KEA and/or demographics) from the state department of education?**

    ☐   Yes (Specify which types of programs)

    ☐   No (Will such an ID be available by fall 2015?)

14. **Does the TQRIS database contain a program ID or school ID that would allow us to link a program's TQRIS data with child-level data (KEA and/or demographics) from a district or LEA (local education agency)?**

    ☐   Yes (Specify which types of programs)

    ☐   No (Will such an ID be available by fall 2015?)

15. **For each of the school-sponsored preschool programs in the TQRIS database, is it possible to obtain enrollment rosters (by school year) that contain student IDs that can be matched to student IDs in the state department of education database?**

    ☐   Yes

    ☐   No (Would enrollment rosters with student IDs be available by fall 2015?)

16. **For each of the school-sponsored preschool programs in the TQRIS database, is it possible to obtain enrollment rosters (by school year) that contain student IDs that can be matched to student IDs in a district or LEA database?**

    ☐   Yes

    ☐   No (Would enrollment rosters with student IDs be available by fall 2015?)

17. **What is the process, and what are the requirements, for gaining access to the TQRIS data that we've discussed? Do we need to submit a formal data request? To whom?**

18. **What is the typical turnaround time (after submitting a request) for receiving TQRIS data?**

19. **Who should be our main contact person for collecting TQRIS data?**

VIII.   Kindergarten Entry Assessment and Data Availability

1.   **What is the name of the kindergarten entry assessment currently being used in the state?**

2.   **How long has the current kindergarten entry assessment been in use?**

3.   **Are there any plans to change this assessment by fall 2015?**

☐   Yes

☐   No → **SKIP TO QUESTION 6 BELOW.**

4.   **Is the assessment that will be in place in fall 2015 state-developed, commercially available, or other (such as a modified or adapted version of a commercially available assessment)?**

☐   State-developed

☐   Commercially available

☐   Other (describe) _____

5.   **What domains of school readiness are covered by the assessment that will be in place in fall 2015? (select all that apply)**

☐   Language and literacy

☐   Cognition and general knowledge (including early mathematics and early scientific development)

☐   Approaches toward learning

☐   Physical well-being and motor development (including adaptive skills)

☐   Social and emotional development

☐   Other (specify) _____

6.   **Are there separate scores for each domain of school readiness covered by the assessment?**

☐   Yes

☐   No

7.   **Was the assessment piloted? If yes, when did the pilot take place?**

☐   Yes (indicate when pilot took place)

☐   No

8.   **When was the assessment first implemented? [month/year]**

9.   **Have any notable changes or revisions been made to the assessment since it was first implemented? If yes, describe the changes or revisions made, the motivation for them, and when they were made.**

☐   Yes (indicate changes or revisions made, rationale, and timing)

☐   No

10.   **Is the assessment mandatory for all kindergarteners in the state?**

☐   Yes (Month/year it become mandatory)

☐   No (are there plans to make the assessment mandatory for all kindergarteners? If so, by when will the state implement a statewide kindergarten entry assessment?)

11.   **If not mandatory for all kindergarteners:**

a.   Is there a certain number of kindergarteners selected to take the assessment from each school and/or district? If so, how many? How is the number determined?

b.   Are children randomly selected to take the assessment?

☐   Yes

☐   No

12.   **In total, how many kindergarteners take the assessment? Does the number vary substantially from year to year? For context, about how many incoming kindergarteners are there in the state each year?**

13.   **When is the assessment typically administered?**

☐   Within the first week of school

☐   Within the first month of school

☐   Beyond the first month, specify: _____

☐   Varies by district or school (specify range): _____

14.   **What happens if a child misses the assessment administration?**

15.   **Under what circumstances would a child be exempted from taking the assessment?**

16.   **Are all districts in the state currently implementing the kindergarten assessment?**

☐   Yes → **SKIP TO QUESTION 21 BELOW.**

☐   No

17.   **Can we obtain a list of districts that administer the kindergarten assessment?**

☐   Yes

☐   No

18.   **Will additional districts be implementing the assessment by fall 2015?**

☐   Yes

☐   No

19.   **Can we obtain a list of districts that do not currently administer the assessment but will be doing so by fall 2015?**

☐   Yes

☐   No

20. **Are there districts that use an assessment other than the state assessment for their KEA?**

    ☐ Yes

    ☐ No

21. **Can we obtain a list of districts that use an assessment other than the state assessment?**

    ☐ Yes

    ☐ No

22. **Are KEA data currently stored in the state longitudinal data system or any other state database?**

    ☐ Yes (In which database are the data stored?)

    ☐ No (Will these data be stored in a state database by fall 2015? In which database?)

23. **Does the state database that includes the kindergarten assessment data contain student ID numbers?**

    ☐ Yes
    - How/when are students assigned a student ID?
    - Are state student IDs stable over time? Under what circumstances, if any, would a child's state ID change?
    - Would children assigned a state student ID when they enroll in state-funded preschool have the same state ID when they go on to kindergarten?

    ☐ No

24. **Do children get assigned student ID numbers during preschool:**

    ☐ Only if they attend a school-sponsored preschool program,

    ☐ Even if they attend another preschool program that's not in or affiliated with a public school. (specify type of program if not all types)

25. **Are state student IDs identical to those used at the district level?**

    ☐ Yes

    ☐ No

26. **If a kindergartener attended a school-sponsored preschool program, would we be able to identify which program they attended using the KEA state data or another state database?**

    ☐ Yes

    ☐ No

27. **Do any state databases contain data on kindergarteners' previous school history (meaning whether the child attended a center-based ECE program and where)?**

    a. Does the state database contain data on all previous schools or center-based ECE programs the child attended or just the last school attended?

    b. How is a child's previous school/s identified in the database? Is there a program ID, program name, or school name in the database?

28. **Would it be possible to obtain enrollment rosters for all school-sponsored preschool programs (that is, lists of students who attended each program in the district) from school year 2014–2015? If it is currently not possible to identify the preschool programs that kindergarteners attended or obtain preschool enrollment rosters, will it be possible to do so by fall 2015?**

29. **Roughly what percentage of students with kindergarten assessment data were previously enrolled in a school-sponsored preschool program that participated in the prior year's TQRIS?**

30. **Does the KEA state database or any other state database contain the following child-level data? (select all that apply)**

    ☐   Gender

    ☐   Socioeconomic status (for example, free and reduced-price lunch status)

    ☐   Race/ethnicity

    ☐   English language learner status

    ☐   Special education status

    ☐   Maternal education

    ☐   Preschool and kindergarten attendance

31. **Will the KEA state database or any other state database contain the following child-level data by Fall 2015? (select all that apply)**

    ☐   Gender

    ☐   Socioeconomic status (for example, free and reduced-price lunch status)

    ☐   Race/ethnicity

    ☐   English language learner status

    ☐   Special education status

    ☐   Maternal education

    ☐   Preschool and kindergarten attendance

32. **Can we obtain statewide kindergarten assessment data from the state department of education/another state entity, or do we need to obtain the data from individual school districts? If not currently available, would we be able to obtain statewide kindergarten assessment data from the state by fall 2015?**

33. **If at least some data can be obtained from state, what is the process, and what are the requirements, for obtaining the kindergarten assessment data from the state? Do we need to submit a formal data request? To whom?**

34. **How many years of KEA data using the current assessment are available? In what month do KEA results typically become available each year?**

35. **What is the turnaround time (after submitting a request) for receiving KEA data?**

36. **Who should be our main contact person for collecting student-level data (including kindergarten assessment data)?**

IX.   TQRIS Evaluation

1.   **What is the status of TQRIS evaluation in the state? [Check all that apply]**

☐   No evaluation to date

☐   Conducted periodic evaluations to date

☐   An ongoing evaluation is currently underway

☐   Plans for future evaluation are developing

2.   **Describe as applicable the following details for TQRIS evaluation efforts (or components of evaluation efforts) being conducted to meet the evaluation requirements of the RTT-ELC program.**

Evaluation/Component	1. _____	2. _____
Type of study (implementation, outcome, validation, cost)		
Who is conducting		
Research questions		
Start/end dates		
Actual/projected dates for reports		
Number of sites, programs, children included		
Types of programs included (center, family, other)		
Types of data collected		
Number of periods (or waves) of data collection		
Outcome measures		
Explanatory variables		
Analytic strategy/ies (e.g. qualitative, descriptive statistics, multivariate)		

3.   **Describe as applicable the following details for future TQRIS evaluation efforts.**

Evaluation/Component	1. _____	2. _____
Type of study (implementation, outcome, validation, cost)		
Who is conducting		
Research questions		
Start/end dates		
Actual/projected dates for reports		
Number of sites, programs, children included		
Types of programs included (center, family, other)		
Types of data collected		
Number of periods (or waves) of data collection		
Outcome measures		
Explanatory variables		
Analytic strategy/ies (e.g. qualitative, descriptive statistics, multivariate)		