Transcript for TRS 4-Year Review CLI Study Summary

Presented by Texas Workforce Commission’s Department of Child Care and Early Learning

### Slide 1

The Children’s Learning Institute (CLI) provided TWC with an interim summary of their findings from the Strengthening Texas Rising Star Implementation Study.

This is a review of the information they provided, that helped guide some of the proposed changes for the TRS 4-year review.

### Slide 2

TWC provided funding to CLI to conduct the Strengthening TRS Implementation Study.

The project had three initiatives within it. First being the analysis of the validity and reliability of the TRS assessment tool. Second is the development of the certification program for TRS staff. The third prong is the delivery of specialized TRS technical assistance.

This overview covers how CLI brought these 3 quality initiatives together within their recommendations.

### Slide 3

#### CLI spent the last year collecting data from a balance of providers across socio-economic statuses in Houston and Dallas by observing the number of classrooms denoted.

#### Slide 4

CLI formulated their recommendations in the following three topic areas

* Adjusting Category Weights
* Improving the accuracy of scores and,
* Strengthening quality improvement plans

##### Slide 5

Recommendation number 1 is to adjust the relative weight of categories so that measures most closely related to children’s outcomes have a larger impact on the TRS rating.

Currently all categories are equally weighted in determining the overall star level for a provider, as are each measure.

These adjustments would be to have measures, such as, Caregiver-child interactions and instructional formats and approaches to learning, being more heavily weighted than those with programming components that have weak functioning scales such as lesson planning and category 5.

##### Slide 6

Recommendation number 2 is to improve the accuracy of scores.

CLI had 3 indicators of reliability for determining the recommendations for each of the TRS categories as well as the TRS system overall.

Those indicators are Internal consistency, inter-rater agreement and generalizability coefficient.

### Slide 7

The key findings from the data CLI collected that informed the recommendations for Category 1 are:

That many of the key elements for scoring this category can be done by using the TECPDS Workforce Registry individual profile report.

Additionally, several indicators for scoring measures are difficult to consistently capture based on typical personnel files. This included the years of experience within a TRS center, nationally recognized center and or a licensed or registered facility and the staff’s current job status.

### Slide 8

This category would be strengthened by removing the measure-level criteria that are inconsistently captured and to increase the integrity of category 1 by utilizing the TECPDS Workforce Registry.

### Slide 9

The key findings for Category 2 recommendations are

* with rigorous training the assessment team was able to reach reliability on all measures
* that all measures are strong in all 3 indicators of reliability
* CLI created alternate scoring for some measures and the study showed that this scoring resulted in greater reliability for frequency-based measures
* And additionally, alternate scoring provided a more meaningful reflection of quality when scoring for classroom ratio

### Slide 10

This category would be strengthened by using the alternate scoring for those frequency-based measures. Instead of counting how many times the caregiver is observed implementing the criteria for that measure, the assessor would score based on the pre-defined consistency of the interactions across the entirety of the observation.

Also, classroom ratio would be better scored based on attendance and not enrolled number of children.

### Slide 11

For Category 3 the key findings are;

* the instructional formats and approaches to learning measures are strong across all 3 indicators of reliability but lesson planning was not. However, there was an exception to preschool lesson planning.
* That the ratings system for the lesson planning and curriculum measures (LPC) do not capture a wide enough range of quality.
* And the special needs and respecting diversity measures are too often denoted as not applicable to reflect quality.

### Slide 12

Therefore Category 3 can be strengthened by removing or rewriting the lesson plan measures, as well as the special needs and respecting diversity items.

Additionally, these measures could be better addressed through a continuous quality improvement plan, which integrates the third prong of the Strengthening TRS Implementation project, specialized technical assistance.

### Slide 13

The key findings for Category 4 are:

* That the rating system for nutrition doesn’t capture a wide enough range of quality and contains too few measures to able to fully assess reliability and
* The indoor environment for all ages shows reliability as does the outdoor learning environment with the exception of the infant measures.

### Slide 14

To improve and strengthen this category CLI recommends removing or rewriting the nutrition measures and the infant outdoor learning environment measures.

### Slide 15

Category 5’s key findings are that these measures typically were scored at the extreme high or low score and several of the measure criteria do not involve an objective review of evidence as they rely too heavily on self-report.

### Slide 16

CLI recommends to have the weight of this category be adjusted when determining overall star level.

### Slide 17

For the System Level recommendations CLI’s key findings were that out of the 17 nationally accredited providers that participated in the study, none were scored at the 4-star level.

### Slide 18

Therefore, it is recommended that the procedure for providing nationally accredited providers with an automatic 4-star (pending screening form compliance) should be revised to include observation of at least category 2 and the instructional formats measures of category 3 prior to certification.

### Slide 19

Additionally, CLI recommends rigorous training and a reliability monitoring process for TRS staff to ensure accurate star ratings across the state. This folds into the second initiative of the TRS Strengthening Implementation project – TRS assessor and mentor certification.

This process would include training TRS staff to reliability and require them to complete a minimum of classroom observations to maintain reliability. CLI also recommends the centralization of TRS assessors and having specific notetaking and documentation procedures to strengthen ratings and communication of scores to other TRS staff and providers.

### Slide 20

The final recommendation garnered from the study is the addition of establishing a continuous quality improvement framework. This would ensure that providers are receiving the targeted technical assistance they need to be in alignment with their current star level.

This framework would include video exemplars, sample documents, course and lesson recommendations on TRS provider reports and training and support to Texas Rising Star mentors to implement these plans with providers.

### Slide 21

CLI will provide a final report in August 2019 to TWC in regards to this project as a whole – including all 3 initiatives.

TWC has reviewed the data and information CLI has provided currently, including recommendations, to begin the process of revising TRS and garnering feedback on proposed changes to not only strengthen TRS but to streamline it for providers and TRS staff.

We look forward to gathering feedback from local focus groups and the state workgroup as we move through the TRS 4-year review process.