• Quality Ratings
• Coaching & Professional Development
• Research & Evaluation
• School Age & Youth Development
QRIS Logic Model

Assessment: Quality Standards

Output: Level Ratings

Demand for Quality

Quality Improvement

Improved child Well-being
Individualized Teaching and Learning for Every Child

- Curriculum & Learning Opportunities aligned with Washington State Early Learning Guidelines
- Family Engagement and Partnership
- Screening and Ongoing Child Assessment in collaboration with families

Engaging Interactions and Environments
- Well organized
- Social Emotional Support
- Instructional Interactions

Professional Development and Training
- Mentoring
- Planning
- Communities of Practice
The overarching purpose of this validation study was to determine the extent to which Early Achievers’ quality indicators and ratings are associated with measurable gains in children’s outcomes across developmental domains.
THE RESEARCH QUESTIONS ADDRESSED INCLUDE:

Do children who attend higher-rated Early Achievers sites show greater gains than children who attend lower-rated Early Achievers sites?

Are the Early Achievers’ Quality Standards associated with children’s learning?

What is the association between Early Achievers observational measures of quality and children’s learning?
QUESTION 1: Do children who attend higher-rated Early Achievers sites show greater gains than children who attend lower-rated Early Achievers sites?

• Yes! Children in higher rated care do better than children in lower rated care in some areas
  • Receptive language (preschoolers)
  • Expressive language (infants/toddlers)
  • Fine motor (infants/toddlers)
QUESTION 2: Are the Early Achievers’ Quality Standards associated with children’s learning?

• Yes! Professional Development standard area was positively related to letter word knowledge ($p<.10$).
CLASS PK Instructional Support was statistically significant in predicting receptive language, early writing, and letter word knowledge (cut point).

CLASS Toddler Engaged Support for Learning was related to fine motor (cut point, curious at upper ends).

CLASS Toddler Emotional and Behavioral Support was significant in predicting social-emotional skills, though in an unexpected direction.
Ongoing Studies

• FIND

• New measures (E3)

• Seattle Preschool Program Evaluation
Other efforts

• Coaching companion
• Institutes
• Teacher Time
• Online degree