

ANNUAL REPORT 2021

SDQPI.ORG

HELPING YOUNGSTERS THRIVE

The San Diego Quality Preschool Initiative (SDQPI) is focused on continuous quality improvement of early education programs, enhancing the development and learning trajectory of children from birth through age five, and supporting providers in linking families to existing community resources. SDQPI is an effort to strengthen San Diego's early learning and care system to support young children and their families.

SDQPI serves as San Diego County's local Quality Rating Improvement System, which operates as part of Quality Counts California (QCC). SDQPI is funded by QCC and First 5 San Diego, and operated by San Diego County Office of Education (SDCOE).

Sites participating in SDQPI can opt to be quality rated using the five-tiered QCC Rating Matrix and/or participate in quality improvement efforts. Quality improvement support for all participating sites includes: individualized leader coaching, professional learning sessions for all site staff, monetary staff stipends, and site incentives (e.g., equipment and learning materials for the site, based on qualification).

2020-21 HIGHLIGHTS



- ▶ Shift toward **Multi-Tiered System of Support (MTSS)** delivery model to support individual program needs, via site leaders
- ▶ Development and implementation of site-based **Quality Improvement Plan (QIP)** and QIP Planning Tools
- ▶ SDCOE and YMCA CRS coaches were integrated into a single team of **SDQPI coaches**
- ▶ 9,600+ duplicated staff who work at SDQPI participating sites, participated in approximately 370 SDQPI **professional learning (PL) opportunities, in an effort to meet the minimum annual 21-hour provider PL established in the QCC Rating Matrix**
- ▶ **Vertical Change**, a QRIS data management system, was adopted and launched to manage aggregate student and provider site-level data. It is now producing reports, critical to data review to monitor and guide improvement efforts and investments
- ▶ Launched a redesigned and revamped **SDQPI website**: www.sdqpi.org

STIPENDS

Early Child-hood Education staff, stipend recipients:
2,300 participants*

Total awarded:
\$3.3 million

COVID stipend recipients:
1,271*

Total awarded:
\$450,000

INCENTIVES

Participating sites given incentives to support their individual programs:
216

Participating sites who received "Welcome Incentive Boxes":
39

Total awarded:
\$181,500



*Approximate



A CLOSER LOOK

IMPLEMENTING A MULTI-TIERED SYSTEM OF SUPPORT DELIVERY MODEL TO SUPPORT INDIVIDUAL SITE NEEDS

In the first quarter of 2021, SDQPI shifted how services were provided, moving from a standard formula of program services for all, to a structure based on individual site needs that are differentiated based on provider (site leader or site leadership team) feedback and delivered through a Multi-Tiered System of Support (MTSS) model.

The MTSS model features three tiers of site leader support, which the SDQPI leadership team and coaching staff continue to define and differentiate. When the MTSS model was launched, they identified baseline criteria for each tier level, based on funding restrictions and focal areas. Going forward, the goal is to identify ways to differentiate levels of need and support beyond program type, funding stream, and QCC tier rating.

At the center of the MTSS model is the Quality Improvement Plan (QIP) process and planning tool, which helps site leaders and coaches identify areas of needs and supports necessary to aid their program's quality improvement efforts, and ultimately informs the development of the site's overall Quality Improvement Plan.



PROFESSIONAL LEARNING

In March 2021 a completely virtual Early Years Conference was held. The theme for the 18th annual conference was: **Systems Change for Child-Centered Learning - An Approach to Multi-Tiered System of Support**. The conference consisted of 800+ participants, 22 informational 'break-out' sessions, eight sponsors, and guest keynote addresses by two MTSS experts from University of Kansas, Dr. Judith Carta and Amy McCart.

The SDQPI Professional Development Catalog was consolidated and formatted, featuring three levels of professional learning offerings to support a variety of learners: 9,600+ participants and more than 370 sessions were offered in 2020-21.



DATA SUPPORT

The Vertical Change QRIS data management system was adopted and users were trained in how to use the system. This digital platform is tailored to SDQPI-specific requirements for success, including user-friendly access and the ability to modify and locally customize program sections based on need.

Testimonials:

“

QUALITY IMPROVEMENT COACH WORKING WITH SITE LEAD

"The feedback I have received has been so positive and embracing the new changes whether they were a tier 2,3,4, or 5. Everyone is excited and motivated about participating. The graph and the detailed information that now can be used for planning the QIP is so valuable!"

SITE LEADER

"Coaches help shift the mindset of site leaders from checking boxes or meeting requirements to understanding why quality practices are important for effective teaching and children's learning."



EXPANDED ACCESS TO INFORMATION AND RESOURCES

SDQPI re-launched www.sdqpi.org with added resources and information, including a provider portal with access to onboarding videos, professional development, and specialized events. Posts to share on all social media platforms were developed by a publicity sub-contractor to attract visitors to the website using the hash-tag #sdqpi.



COACHING AND TRAINING

SDQPI places strong emphasis on developing its coaches, who work with site leaders and providers, to ensure a higher level of quality service for all who participate. During the last year, coaches had access to **behavior, trauma-informed care, and professional development** services at both SDCOE and YMCA, and the new **Coach Affiliate Seal Program** was started to help community-based Early Education leader develop their skills in order to scale out and provide quality job-embedded coaching to teachers and classroom staff.

When working with site leaders, coaches employ a strengths-based approach that identifies and builds on assets already in place. Site leaders appreciated how their SDQPI coaches recognized their strengths, including culture, language, expertise, and hard work. Professional learning opportunities were offered to site leadership based on need and their own capacity to participate. Early Education coaching and professional learning is funded through grants obtained by SDCOE's Early Education department.

PARTICIPATING SITES as of JUNE 2021:

Large, publicly funded centers, like Head Start and California State Preschool Program (CSPP):

158 Sites

Small centers (e.g., independent, faith-based):

106 Sites



Licensed Family Child Cares (FCCs):

235 Sites

Unlicensed Family, Friend, and Neighbor (FFN):

16 Sites

Home Visitor (HV):

22 Programs