



**QUALITY RATING IMPROVEMENT SYSTEM
REVISION PROCESS:
COMMUNITY ENGAGEMENT**

June 23, 2016

Solution-Focused Engagement

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What is the purpose of the QRIS engagement?

To ensure that the Revision meets the QRIS's mission:

Oregon's Quality Rating and Improvement System supports and incentivizes continuous ongoing quality improvements for care and education programs and *its* workforce. The QRIS partners with families and communities to highlight the importance of early learning experiences and to connect families and quality learning programs. Investments and resources are prioritized to increase access to quality care for children, families, and communities furthest from opportunity.

What do we hope to achieve with engagement?

Receive meaningful suggestions/solutions that address the concerns that have been brought forward about the components of the QRIS.

Guiding Principles

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Oregon's QRIS Revision process will:

- Be transparent and inclusive
- Recognize and value all stakeholders
- Be data driven and vision focused
- Explicitly focus on equity and reflecting diversity of cultures, communities of color, ethnicities, languages and abilities

Acknowledged Points of Tension

The following tension points are acknowledged:

- Focus on early learning and inclusion of school age programs
Importance of high quality early childhood experiences and the subjective nature of “quality”
- Inclusion of all children and prioritize children of color, children experiencing poverty, and children experiencing developmental delay or disability
- Scope of involvement of licensed programs and increasing focus on full continuum of care
- Goal of school readiness and importance of whole child.
- Desire to provide information to/educate families and partner with them as experts and decision makers
- Higher rewards and higher stakes
- Needs of rural communities and larger populations of children in the I-5 Corridor

Revision Process



Target Audiences

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- Child Care Providers
 - Unionized
 - Accredited
 - Family-based
 - Center-based
 - Rural & Urban
 - Providers of Color
 - Culturally & Linguistically diverse
- School Age Programs
- Teen Parent Programs
- Portland Public Schools
- Faith-based Programs
- Health Care Partners
- Families

Topics Covered

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□ Standards

- Adult Child Interactions
- Curricula
- Equity/Diversity/Cultural Responsiveness
- Family Partnerships
- Health and Safety
- Personnel Qualifications

Topics Covered

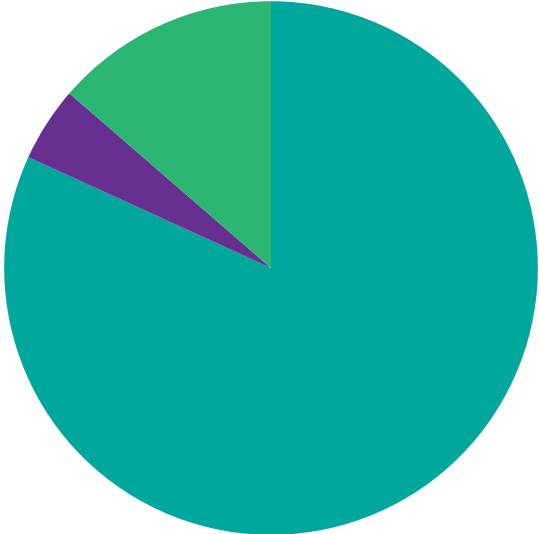
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- ❑ **Supports/Technical Assistance**
- ❑ **Incentives/Money**
- ❑ **Process**
- ❑ **Rating/Accountability/Monitoring**
- ❑ **Consumer Education**

Engagement Sessions

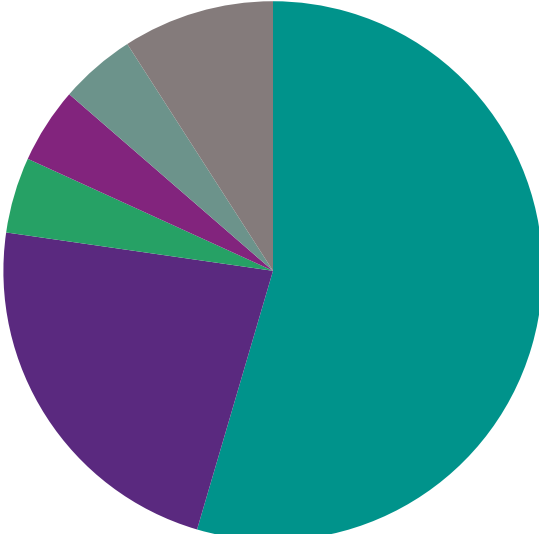
22 engagements sessions to date.
Over **160** early learning professionals engaged in
5 different languages in **3** different formats.

Formats



■ In-person ■ Online ■ Hybrid

Languages



■ English ■ Spanish ■ Russian
■ Vietnamese ■ Cantonese ■ Combined

March-April Engagements

March	3/10	Central Oregon Community	Redmond	Providers
	3/10	Columbia Gorge Community (cohost: Child Care Partners)	The Dalles	Providers
	3/28	Eugene Community (cohost: AFSCME, CCR&R)	Eugene	Union, DHS, and Family Providers
	3/29	Montessori Programs (cohost: Oregon Montessori Association)	Portland	Providers
	3/29	African American Community (cohost: Multnomah CCR&R)	Portland	Providers
	3/30	African American Community (cohost: Portland Community Reinvestment Initiatives)	NE Portland	Providers
	3/31	Teen Parent Programs	Webinar	Infant Toddler/Teen Parent Providers
April	4/7	Early Learning Partner Forum	Wilsonville	Statewide Early Learning Partners
	4/7	Russian Speaking Community (cohost: Multnomah CCR&R)	Portland	Russian Speaking Providers
	4/9	Southern Oregon Community (cohost: Child Care Resource Network)	Medford	Spanish Speaking Providers
	4/11	Multnomah County	Portland	English and Spanish Speaking Providers
	4/12	Washington County (cohost: CCR&R in Washington/Columbia)	Hillsboro	Spanish Speaking Providers

May-June Engagements

May	5/3	Health Partners (cohost: Oregon Health Authority)	Portland	Early Childhood and Health Partners
	5/9	School Age Programs (cohost: Oregon Ask)	Willsonville	School Age Providers and Program Staff
	5/21	Vietnamese Community (cohost: Multnomah CCR&R)	NE Portland	Vietnamese Speaking Providers
	5/21	Chinese Community (cohost: Multnomah CCR&R)	NE Portland	Cantonese Speaking Providers
	5/24	Portland Public Schools (cohost: Head Start)	N Portland	English and Spanish Speaking Parents
	5/25	Eastern Oregon Community	La Grand	English Speaking Providers
	5/25	Eastern Oregon Community	Vale	Spanish Speaking Providers
	5/26	Portland Public Schools (cohost: Head Start)	SE Portland	Chinese, Vietnamese, Spanish & English Speaking Parents
	5/26	Eastern Oregon Community	Hermiston/ Webinar	English and Spanish Speaking Providers
	5/26	Eugene School Age Programs	Eugene/ Webinar	School Age Providers and Program Staff
June	6/29	Northwest Regional Community (cohost: Northwest Early Learning Hub)	Tillamook	Child Care Providers
	TBD	<i>Faith-based Early Learning Programs</i>	TBD	<i>Child Care Providers</i>

Standards

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- Domains are well rounded
- Standards are important!
- Clarify and simplify standards
- Explanation for standards: why?
- Need standards to be written in plain language
 - Steep learning curve for most not expose to academic language
 - Consider lowering reading level
 - Use provider friendly language
- Align licensing requirements and QRIS standards
- Increase number of preapproved curriculum
- Increase translation of materials
- Reduce duplication for documentation
- Once you meet standards: how to continue to grow

Specific Standards Recommendations

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Children's Learning & Development

- Need an observation tool that reflects and recognizes quality in a variety of contexts.
- How providers modeling adult-child interactions trickles down.
- Adult-child interactions in a great opportunities for coaching.
- Need more social emotional curriculum



Specific Standards Recommendations

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Health and Safety

- Too general – more on good eating habits/nutrition.
- Less focus on child instruction and more on provider practice, especially for those standard that don't account for child developmental stages (e.g. teaching safety).
- Consistency across other standards used by other programs.
 - Nutrition standards alignment with WIC, CACFP, etc. Are families and child care providers receiving consistent messages?
- Add mental health and/or health/safety consultation as a star level for child care providers – would help to address provider and program variation, and individual nature of children in care.

Family Partnerships

- Relation with families = long term impact for child

Specific Standards Recommendations

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Personnel Qualification

- Balance of both experience and education. Sometimes experience is almost better than education. You can have education but no skills.
- Verifiable employment experience based on years of experience in specific age or type of program should be allowed for advancement in the Registry.
- Grandfather clause to recognize experience already in place during transition to the QRIS.
- If someone has been involved in previous programs that are following standards they should be able to get credit for prior experience.

Administrative Business Practice

- Rating scales for family-based businesses are a challenge, need alternative sources/access.
 - Overly burdensome too much evaluation.

Specific Standards Recommendations

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Equity/Diversity/Cultural Responsiveness

- Need more explanation regarding diversity.
- Cultural responsiveness embedded in approach (e.g. programmatic philosophy).
- Cultural responsiveness start with building adult capacity.
- Professional development/training on equity/culturally responsive practice for teaches need to be more than just “Diversity 101”. It needs to get at professional practice.
- Adults who are culturally responsive familiarize themselves with the culture of the families they serve and are not afraid to talk about culture and ask questions.
- When re-writing the standards deliberately use language to reflect equity, diversity and cultural responsiveness for each standard.
- Recognize diversity within racial/ethnic groups.

Supports and Incentives

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- Quality Improvement Specialists are crucial supports
- We love our Quality Improvement Specialist
- Quality Improvement Specialist plus a possible list of community supports would be helpful
- Consistent support
- Coaching and trainings are important
- Peer mentoring
- Not an accessible program of all providers, consider:
 - Other languages (e.g. Chinese and Vietnamese)
 - Bilingual materials
 - Learning styles

Supports and Incentives

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- All materials release at the same time – all or none
- Materials a jumping off point for cultural responsiveness
- Supports for providers in curriculum
- More ORO trainings
- More trainings spread out over dates and time
- Substitutes or paid time off to attend trainings
- Continuing education hours for QRIS
- Add consultations and include them as training hours

Supports and Incentives

- Want certification to count towards degree
 - College credit – Early Childhood 300 level
- Money was important to raise quality, would not have otherwise been able to improve quality
- More money to make improvements
- Annual account of training dollars for staff
- Anything to offset hourly wages, fees and materials
- Cohort model, move through pieces together
- Family child care home visits and more observation

Supports and Incentives

Spanish Language Supports:

- Trouble understanding translation of materials
- Clearer instruction on how to write up experience: What type of evidence is needed?
- Need explanation for why training didn't count
- Some don't have the 2 year necessary to advance
- Need to have a way to document prior experience (e.g. experience in the field, experience from another county, etc.) and have that count

Supports and Incentives

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- Need more access to curriculum in Spanish for family child care
- Not enough set 2 classes offered
- More than 100 hours rejected
- More communication!
- When to renew and instructions

Supports and Incentives

Russian Language Supports:

- Need more information in Russian about educational plans and how to write them
- Could use technical assistance in Russian for all standards, especially for professional development
- More materials and classes on how to manage behaviors and address mental health
- Can generally use more materials in Russian
- English language supports to learn English would be helpful

Supports and Incentives

Vietnamese Input for Consideration

- Financial support to purchase educational toys and book for children
- Financial support for nutritional foods
- Vietnamese specialist to help with applying for QRIS
- Flexible trainings schedule – prefer to have two or more classes on Saturdays
- What training in the following areas:
 - Emergency Preparedness
 - Healthy learning environments
 - Working with children with special needs
 - How speak with parents regarding child with special needs

Supports and Incentives

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Chinese Input for Consideration

- Prefer to have teachers who speak Cantonese/Taishanese, instead of an interpreter
- Child developments materials (e.g. what should children know at 2-years-old? at 3-year-old?)
- Coaching for child behavior
- Easy instructions they can follow to do activities with children
- Information they can share with children's parents



Process

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- Appreciated being recognized
- Want to share achievements
- Self-reflection was very valuable
- Examples of other programs submissions
- Documentation takes the most time

Process

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- Clarify of process and instructions for submission
- Electronic online submission
- Need consistent feedback during process and review
- Transparency with process fro clarification/grievance/appeal
- With support 6-9 months for center and family for first submission
- Stage out domains LD, AB, PQ

Rating and Monitoring

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- Hybrid system with observation/site visits
- Site visits especially important for resubmissions
- Observe rather than document
- Evidence shown with photos
- Streamline resubmission – not resending whole portfolio for resubmission

Consumer Education

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- Parent education of star rating
- Advertise to the public to increase understanding of star ratings
- Information for parents and communities about QRIS (flyers, posters, brochures)
- Show photos of star rated facilities
- QRIS has potential to raise child care to a professional level



QRIS Matters

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- Domains and standards are important!
- QRIS professionalizes the child care field
- Self-reflection is valuable for improvements
- Recognition has been empowering
- Quality Improvement Specialists are important supports
- Cohort/group going through one section at a time help individuals to pace and get the supports they need
- Spanish and Russian language supports are good – want more!

Topline Themes

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- Simplify standards and align with licensing requirements
- Materials written in plain language and available in more languages
- More curriculum with realistic application
- Need curriculum development support for individualization
- Cultural responsiveness is not just training but professional practice
- Cultural responsive language integrated in the standards
- Personnel Qualifications: Experience should count
- 9 months for process

Topline Themes

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- Site visits/Observation to relieve some written documentation
- Sample of submissions
- Online and paper options for submission
- Simplify resubmission process
- Get feedback of portfolio along the way
- QRIS count for continuing education hours or towards college degree
- Parent and community education on star rating
- Photos of programs to show what they do



Questions?

