QRIS REVISION
Community Engagement Themes and Summaries

Community engagement was conducted from March through September 2016 to hear from audiences familiar with the Quality Rating and Improvement System (QRIS) to inform the revision process. Question for audiences focused on standards, supports/incentives, rating/process, monitoring, and consumer education. Target outreach were made to a diverse groups of child care providers, early childhood program staff, child care resource and referral staff, child care licensing staff, health partners, and parents.

This document will capture the strong reoccurring themes from 29 of the sessions and provide some details to the focused areas for questions. It will also include some highlights of recommendations we've heard on standards and language support.

QRIS Community Engagement Sessions:

3/10	Central Oregon Community, Redmond	
	(cohost: NeighborImpact Child Care Resources) – Child Care Providers	
3/10	Columbia Gorge Community, The Dalles	
	(cohost: Child Care Partners) – Child Care Providers	
3/28	Eugene Community, Eugene	
	(cohost: AFSCME, Child Care Resource & Referral) – Union, DHS, and Family Child Care Providers	
3/29	African American Community, Portland	
	(cohost: Child Care Resource & Referral of Multnomah County) – Child Care Providers	
3/29	Montessori Programs, Portland	
	(cohost: Oregon Montessori Association) – Child Care Providers	
3/30	African American Community, NE Portland	
	(cohost: Portland Community Reinvestment Initiatives) – Child Care Providers	
3/31	Teen Parent Programs, Webinar	
	Infant Toddler/Teen Parent Providers	
4/7	Coos Bay Community, Coos Bay	
	Child Care Providers	
4/7	Russian Speaking Community, Portland	
	(cohost: Child Care Resource & Referral of Multnomah County) – Russian Speaking Child Care Providers	
4/9	Southern Oregon Community, Medford	
	(cohost: Child Care Resource Network) – Spanish Speaking Child Care Providers	
4/11	Multnomah County, Portland	
	(cohost: Child Care Resource & Referral of Multnomah County) – English Speaking Child Care Providers	
4/12	Washington County, Hillsboro	
	(cohost: Child Care Resource & Referral in Washington & Columbia) – Spanish Speaking Child Care Providers	
5/3	Health Partners, Portland	
	(cohost: Oregon Health Authority) – Early Childhood and Health Partners	
5/9	School Age Programs, Wilsonville	
	(cohost: Oregon Ask) – School Age Providers and Program Staff	
5/21	Chinese Community, NE Portland	
	(cohost: Child Care Resource & Referral of Multnomah County) – Cantonese Speaking Non-engaged Providers	
5/21	Vietnamese Community, NE Portland	
	(cohost: Child Care Resource & Referral of Multnomah County) – Vietnamese Speaking Non-engaged Providers	
5/25	Eastern Oregon Community, La Grand	
	English Speaking Child Care Providers	
5/26	Eastern Oregon Community, Vale	
	Spanish Speaking Child Care Providers	
5/26	School Age Programs, Eugene/Webinar	
	School Age Providers and Program Staff	
7/13	Oregon Center for Career Development, Portland	
	Center Staff	
8/8	Early Learning Child Care Team – Gresham	

8/10   Early Learning Child Care Team – Eugene
Child Care Licensing Staff

8/16   Early Learning Child Care Team – Tualatin
Child Care Licensing Staff

8/29   Faith-Based Programs (cohost: CCR&R of Marion, Polk & Yamhill Counties), Salem
(cohost: Child Care Resource & Referral of Marion, Polk & Yamhill Counties) – Faith-Based Child Care Providers

8/30   Early Learning Child Care Team – The Dalles, Milton-Freewater, and Redmond, Webinar
Child Care Licensing Staff

8/31   Early Learning Child Care Team – Medford
Child Care Licensing Staff

9/7   Early Learning Child Care Team – Salem
Child Care Licensing Staff

QRIS Revision Feedback Engagement Session:

4/20   QRIS Spring Meeting, Monmouth
Child Care Resource & Referral Staff

Web-based Surveys:

4/14   Quality Improvement Specialists Survey, Online
6/30   QRIS Revision Survey, Online

Parent Engagement Sessions:

5/24   Portland Public Schools, N Portland
(cohost: Head Start) – English and Spanish Speaking Parents

5/26   Portland Public Schools, SE Portland
(cohost: Head Start) – Cantonese, English, Spanish and Vietnamese Speaking Parents

Notes Unavailable:

4/7   Early Learning Partner Forum, Wilsonville
Statewide Early Learning Partners

5/26   Eastern Oregon Community, Hermiston/Webinar
English and Spanish Speaking Child Care Providers

QRIS
Oregon's Quality Rating and Improvement System

THEMES

- **Domains and standards are important**
- **Simplify standards**
- **Align QRIS standards with licensing requirements and other types of standards**
- **Materials written in plain language and available in more languages**
- **QIS are critical supports**
- **Cohort/Group moving through one section at a time**
- **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 and domains**
- **Personnel Qualifications: How can we account for experience?**
- **Personnel Qualification: Experience and Education**
- **9-12 months for process with support**
- **Site visits/Observation to relieve some written documentation**
- **Sample of submissions**
- **Online electronic submission and paper options**
- **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 quality and star rating**
- **Advertise for public understanding of QRIS**

SUMMARIES

Standards

- Domains are well rounded
- Standards are important
- Clarify and simplify standards
- Explanation for standards: Why?
- Don't have standards that are too broad
- Consistency across other standards, practices, programs, policies
- Needs to be written in plain language
    - Steep learning curve for most not expose to academic language
    - Consider lowering reading level
    - Provider friendly language
- Align licensing requirements and QRIS standards
    - RF, CF, CC licensing requirements duplicated by LD7/LD8 standards
- Increase number of preapproved curriculum
    - Limited training for pre/package curriculum
    - Need time to individualize curriculum
- Increase translation of materials
- Too much time spent on lessons that weren't used in portfolios
- Reduce duplication in documentation
- Level of education may not determine quality of program
    - Documentation of time (e.g. 25 years in business)
- Once you meet standards: how to continue to grow
- Not the bare minimum

Highlights for Standard Specific Recommendations:

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
- Take into consideration school age curriculum encompass a combination of sources
- Include Common Core Standards for school age programs

Health and Safety
- Too general – encourage 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
- Surveys create open conversations with parents
- Use multiple forms of communication to reach families (email, verbal, newsletters, posting, flyers, etc.)
- Provide food at parent nights to help with attendance
- Offer but don't force involvement. They are very busy. Their children are in care for parents to be able to go to work or school. Ask the questions. No response is not necessary bad, accept as everything is okay.

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 show be allowed for advancement in the Registry.
- Grandparent 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
- Acknowledge Head Start performance standards
- Even when a program has great relationships and a close knit team atmostphere, it can be hard to meet standard/expectations for regular team building activities outside of work hours and regular staff meetings.

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
    - PD/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 with racial/ethnic groups

Supports/Incentives
- QIS support crucial
- QIS support with a possible list of community supports would be helpful
- Coaching and trainings are important
- Consistent support
- Peer mentoring
- Not an accessible program for all providers, consider:
    o Other languages (e.g. Chinese and Vietnamese)
    o Bilingual materials
    o Learning styles
- All materials release at the same time, all or none
- Materials a jumping off point for cultural responsiveness
- Support for providers in curriculum
- More ORO trainings and trainings spread out over dates, times, and formats
- Substitutes or paid time off to attend trainings
- Continuing education hours for QRIS
- Add consultations and include them as training hours
- Want certification to count towards degree
    o College credit – Early Childhood 300 level
- Money was important to raise quality, would not have otherwise been able to improve quality
    o Incentive money not as important as ongoing support money
- More money to make improvements
- Annual account of training dollars for staff
- Anything to offset hourly wages, fees and materials
- Cohort, move through pieces together
- Family child care home visiting and more observation

Highlights for Language Support Recommendations:

Spanish
- Trouble understanding translation of materials
- Clearer instructions for portfolio. Questions don't reflect what they are actually doing with children.
- Clearer instruction on how to write up experience? What type of evidence is needed?
- Need explanation for why training didn't count
- Difficult for providers to take photos when they are busy caring for their children
- 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
- Need more access to curriculum in Spanish for family child care
- Not enough set 2 classes offered; Need set 2 for Spanish providers to advance
- More than 100 hours rejected
- More communication!
- When to renew and instructions

Russian
- Not enough information in Russian about educational plans and how to write them
- TA in Russian for all standards, especially professional development
- More materials and classes on how to manage behaviors and address mental health
- Need more materials in Russian general
- English language supports to learn English would be helpful

Vietnamese (non-engaged providers) 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

Chinese (non-engaged providers) 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
- Clarify of process and instructions for submission
- Electronic/digital/online submission
    - Being able to send in pieces of portfolio via PDF would significantly cut down time/cost for Montessori programs
    - Submit one section at a time to get feedback before moving on
- Reservation for submitting portfolio, difficult to submit hard work to see if they meet standards
- Concerns for how long it takes to process applications and receive communication back about missing documents
- Need more consistent feedback and process by QRIS and reviewers
- Transparent with process clarification/grievances/appeals
- With support 9 months for center and family for first submission
- Stage out domains LD, AB, PQ
- Nice to be recognized
- Want to share achievements
- Self-reflection was very valuable
- Feel professional
- Examples of other programs submissions
- Documentation takes the most time
- QIP not super helpful
- No self-assessment at beginning of first quarter, if you do QIP

Rating/Monitoring
- 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
- Parents don't care about rating
- Parent and community education of quality and star rating
- Advertise to the public to increase understanding of quality and star rating
- Information for parents and communities about QRIS (flyers, posters, brochures)
- Show photos of star rated facilitates
- QRIS has potential to raise child care to a professional level