

Spark Tiers and Standards
Draft for Ad Hoc Input
4/18/17



Spark Revision Document

Introduction:

We were tasked with intentionally designing the rating structure of Spark to achieve the revised QRIS mission and vision as outlined in the revision guiding principles document. Specifically, the revisions to the rating system will:

- Create a more equitable and accessible system
- Meet the needs of families looking for child care
- Further differentiate the tiers
- Provide achievable, meaningful rating for providers furthest from opportunity, including those facing structural barriers and lack of access to other resources

Proposed Spark Tier Overview

Self-Study Phase

Program engages in self-study process to assess their readiness to achieve 3-Star standards and has access to resources to improve quality and meet standards.

3-Star

Program demonstrates meeting 5 Foundational Quality Standards (focused on family priorities and Continuous Quality Improvement) via online submission¹.

4-Star

Program meets additional essential quality standards via online submission¹ and passes standards based upon observations of adult child interactions (Proposed tools are the Infant, Toddler and PreK CLASS and selected items from the SACERS or the YPQA).

5-Star

Program adds to Portfolio demonstrating higher quality standards.

Spark Entry Requirements

To enter the Spark Self-Study phase programs must:

- Be serving children
- Be willing to submit an application and engage in the process

Field Test Requirements	Proposed Spark Changes
Only licensed programs could participate.	Any program serving children can enter into Spark, access resources, and participate in CQI process. At 3-Star level programs need to meet licensing requirements.

¹ Paper versions will always be available

Field Test Requirements	Proposed Spark Changes
Programs had to be in business for 2 years to achieve C2Q.	<p>Any program serving children can enter into Spark, access resources, and participate in CQI process.</p> <p>At 3-Star level, proposed 6 months in business or other measure of longevity.</p>
Programs needed to meet basic compliance requirements to achieve C2Q.	<p>Any program serving children can enter into Spark, access resources, and participate in CQI process.</p> <p>At 3-Star level and higher, compliance requirements in place.</p>

Self-Study Phase

The Self-Study phase is the entry point for Spark and the place where any program in Oregon can begin their quality improvement journey. The Self-Study phase will include these basic elements:

- **Application and Statement of Commitment:** Programs make an intentional step to join.
- **Self-Assessment and Continuous Quality Improvement Plan:** Programs self-assess using the 3-Star standards to help them start their quality improvement process. Programs fill out a CQI plan based on self-assessment results. Programs also have access to CQI plan with 4- and 5-Star standards.
- **Access to resources:** By entering Spark, the program will have access to resources to help support them in their CQI processes and with Spark requirements. Resources could include: Quality Improvement Specialists (QISs), support funds, online resources, and specialized trainings.
- **Interactive dashboard for tracking progress:** ELIS will contain the CQI plan, application, links to resources, and the self-assessment and will provide the program with a dashboard to track their progress and help them decide when they are ready to apply for a 3-Star rating.
- **Readiness check for 3-Star Standards:** Programs will be able to reassess themselves using the 3-Star standards before moving on to apply for a 3-Star rating. Programs will have access to the criteria they will need to meet to achieve a 3 star rating, so they will know what they need to do to be successful as they move forward.

- **Printable Certificate of Completion:** Programs will be able to move through the Self-Study phase autonomously. When they have finished their readiness check, they will be able to print a Certificate of Completion that will recognize them for their work in the Spark Program.

To qualify to apply for a 3-Star rating, programs must:

- Be serving children.
- Be licensed or meeting licensing standards as determined by OCC.
- Have been in business for 6 months or show other proof of longevity.
- Meet compliance threshold.

Field Test 3-Star Compliance Standards	Spark 3-Star Compliance Standards
No serious valid findings* in the past 12 months, AND No civil penalties in the past 12 months.	Undetermined

3-Star Standards Overview

The Spark 3-Star rating looks at 5 foundational aspects of quality to achieve the following goals.

Goal	Equity Considerations or Rationale
Create an achievable meaningful entry level rating for programs.	Programs and providers facing structural or systemic barriers can achieve a rating. Programs have access to sustainable funding (DHS provider incentives) earlier in their quality improvement process. Increase the supply of 3-Star programs for parents (parents with subsidy can have greater access to reduced copays).
Further differentiates the tiers.	Validation study found no statistically significant variation between 3-4-5 Star tiers.
Create a rating that does not increase the program's operating expenses.	Spark does not have funding to provide ongoing financial support to programs. It is not reasonable to ask programs to increase their expenses and not compensate them.
Reduce the amount of effort programs will spend on documenting quality.	Feedback from programs was that the process was cumbersome. This was especially true for programs with literacy challenges.
Increase similarity between Spark rating and parent/family's perception of quality	Messaging of QRIS ratings was very difficult because the system was complex.

3-Star Spark Standards

1. **Environment:** The program’s indoor and outdoor environments, furnishings, and materials support children’s learning and development.
2. **Experiences:** Program’s daily routines support all children’s learning and development. Routines and schedules are consistent and responsive to children’s needs and provide opportunities for learning with planned activities and materials.
3. **Inclusiveness of children, families, and cultures:** The program welcomes all children and families.
4. **Positive Interactions:** Program staff interacts with children in a warm, positive, and respectful manner.
5. **Educator Qualifications:** Educators are presently qualified to serve in their positions through education, training, and experience.

To qualify to apply for a 4-Star rating programs must:

- Be a 3-Star rated program
- Meet compliance thresholds

Field Test 4-Star Compliance Standards	Spark 4-Star Compliance Standards
No serious valid findings* in the past 24 months, AND No civil penalties in the past 24 months.	Undetermined

4-Star Standards Overview

The 4-Star rating provides some additional standards for programs and also adds the important elements of:

- On-site observation
- Rating of Adult-Child interactions and teaching

4-Star Rating Goals

Goal	Equity Consideration/Rationale
Tie rating to child outcomes.	Research shows interactions and education to be indicative of child outcomes.
Simple messaging for parents about meaning of ratings.	Parents can understand and value Spark. Parents know that these programs have been observed.
Create a way to use observations to recognize quality in programs that have	Programs will be able to show that they are able to have high quality interactions

Goal	Equity Consideration/Rationale
structural barriers to achieving registry steps.	even if they have barriers that mean they are unable to meet the educator qualifications.

Spark 4-Star Standards

1. **Environment:** The indoor and outdoor environments are purposefully arranged and organized to support current interests, developmental stages, and routines.
2. **Inclusiveness of children, families and cultures:** Programs partner with families to support children’s learning and development.
3. **Support for Social and Emotional Development:** Program staff support the social and emotional development of children through consistent and appropriate adult-child interactions.
4. **Support for Learning:** Program staff support child engagement in learning opportunities through consistent and appropriate adult-child interactions.
5. **Educator Qualifications:** Educators are presently qualified to serve in their positions through education, training, and experience.

To qualify to apply for a 5-Star rating programs must:

- Be a 4-Star rated program
- Meet compliance thresholds

Field Test 5-Star Compliance Standards	Spark 5-Star Compliance Standards
No serious valid findings* in the past 24 months, AND No civil penalties in the past 24 months. (Same as 4-Star)	Undetermined

5-Star Standards Overview

The 5-Star rating is for the highest quality programs.

5-Star Spark Standards

1. **Family Engagement:** Program provides opportunities for families to be engaged in program planning, develop relationships, with other families, and access parenting resources.
2. **Individualized Curriculum:** Program uses planned curriculum that supports children’s learning and development. Program uses information from multiple sources (assessments, child observations, child’s interests, and family input) to individualize curriculum for each child.

3. **Supporting Relationships:** Program practices support children and families in building positive relationships with staff, other children, and families in the program.
4. **Educator Qualifications:** Educators are presently qualified to support children's learning and development. Aides and assistants are actively engaged in obtaining the necessary professional development to enhance their work in supporting children's learning and development.

3-Star Spark Standards

1. **Title: Environment (3-Star)**

2. Standard: The program's indoor and outdoor environments, furnishings, and materials support children's learning and development.

3. Description:

- Equipment, materials, and learning supplies are clearly organized and easily accessible to children to promote independent selection, use, and clean up.
- Furniture is appropriate for the ages and development levels for all children and sufficient for routine care, play and learning activities.
- Children and families in the program are represented through photos and/or print (family boards, name labels, etc.).
- The environment provides enough space for adults and children, including children with special needs, to move around freely.
- Some space is divided or arranged into interest or play areas.
- A quiet, comfortable area is available for a child to be alone.
- Indoor and outdoor arrangement and equipment provide opportunities for all children's gross motor development.

Specific Considerations:

Infant/Toddler:

- Includes a comfortable place for adults to sit, hold, and feed infants.

Preschool:

- Space is arranged for children to play individually, in small groups, and in large groups.

School Age:

- A quiet area is available for doing homework.

Family Child Care:

- Typical home furnishings can be adapted or made suitable to the needs of children.
- Multiple rooms can be used to organize materials and furnishings into interest or play areas and to provide some separation of quiet and active areas.

4. Possible Evidence:

- Family Survey Scores on selected items.
- Captioned photos of spaces used by children.
- Captioned photos of materials.
- Written description of spaces used by children.

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
<p>LD3 LD4 LD5 LD6</p>	<p>Community Engagement Feedback indicating a need for simplified language and documentation.</p> <p>Reviewer Feedback indicating all age groups were not specifically represented in the standards as written previously.</p> <p>QIS Feedback indicates that standards LD3,4,5,6 were indicators of program quality and supported program improvement.</p>	<p>This standard is designed to recognize programs for providing appropriate activities, materials, routines and schedules for children without the need to purchase a curriculum or do lesson planning. This change makes it achievable for programs that have barriers to using a standardized curriculum, such as limited English language proficiency.</p> <p>Programs in multiple settings can more easily meet the standard.</p> <p>This standard incorporates essential, quality practices that should be in place for any program serving young children. This supports all providers, including those serving children receiving ERDC, to demonstrate initial levels of quality and to achieve a star rating.</p>

1. Title: Experiences (3-Star)

2. Standard: The program's daily routines support all children's learning and development. Routines and schedules are consistent and responsive to children's needs and provide opportunities for learning with planned activities and materials.

3. Description:

- Experiences, schedules, and routines demonstrate an awareness of children's diverse language, social, emotional, cognitive and/or physical needs.
- Activities and materials are representative of the families in the program and community.
- Daily schedule and routines are consistent and responsive to children's ages and developmental level. Transitions are purposeful and limited.
- Activities and materials support cognitive, social, emotional, language, literacy, fine and gross motor development.
- Activities and materials support individual exploration as well as small and large group interaction.
- Activities and materials are appropriate for children's ages and interests.

Specific considerations:

Infant/Toddler:

- Infants have ample floor and tummy time.
- The use of confining equipment such as swings, bouncers, saucers and walkers, is limited, purposeful, and planned with the child's family.
- Infants and toddlers have access to age appropriate books and are read to daily.

Preschool:

- Children have uninterrupted blocks of time for play, investigation, exploration, and interaction (with adults and peers).
- There is a balance of adult-directed and child-initiated activities.
- Children have access to books and are read to daily.

School Age:

- Schedule includes time for homework help and enrichment activities.
- Opportunities for self-directed activities and interactions with peers.

Mixed-Age

- Children of all ages are reflected in the schedules, routines, and experiences provided.

4. Possible Evidence:

- Copy of daily schedule or written description of daily routine.
- Captioned photos of activities for each age group.
- Captioned photos of materials for each age group.

Rationale for Standards Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
LD2 LD6 LD7 LD8 HS1 HS4	<p><i>Recommended Inclusion of Infants and Toddlers Standards in Oregon’s QRIS – best practice standards for infants and toddlers.</i></p> <p>Community Engagement Feedback indicating a need for simplified language and documentation. LD7 Duplication of some licensing requirements in previous version. LD2 curriculum requirements created significant barriers for some programs.</p> <p>Reviewer Feedback indicating all age groups were not specifically represented in the standards as written previously.</p> <p>Validation Study indicated that LD7 presented challenges in its previous format.</p> <p>School age recommendations reflect Youth Program Quality Interventions (YPQI)</p>	<p>This standard is designed to recognize programs for providing appropriate experiences for children without the need to purchase a curriculum or do lesson planning, which makes it achievable for all programs.</p> <p>This standard incorporates essential, quality practices that should be in place for any program serving young children.</p> <p>This supports all providers, including those serving children receiving ERDC, to demonstrate initial levels of quality and to achieve a star rating.</p> <p>Focus on experiences and routines rather than formal curriculum at this level allows greater access to a 3-Star rating for programs.</p>

1. Title: Inclusiveness of Children, Families, and Cultures (3-Star)

2. Standard: The program welcomes all children and families.

3. Description:

- Children and families of all races, ethnic groups, religions, family structures, cultures, and abilities are included and respected.
- Families are greeted during drop off and pick up times in a positive and friendly manner.
- Staff has frequent and ongoing conversations with all families, including sharing positive information about the child's day. Communication is respectful and confidential.
- Families are encouraged to visit, and there are opportunities for families to participate in the program.
- Families are encouraged to share family photos and/or other items reflecting their interests, skills, and traditions with the program.

Specific Considerations:

Infant/Toddler:

- Families are provided details about their child's day.
- Staff provide information and support to families whose child may be experiencing separation anxiety.

School Age:

- Additional efforts are made for frequent and ongoing conversations with all families who are not picking up and/or dropping off children (i.e. written notes, calls, texts or e-mails).

4. Possible Evidence

- Family Survey Scores on selected items.
- Copy of Family Handbook.
- Written example of ongoing communications with families.
- Captioned photos showing individual families and families' culture in the program's environment.

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
<p>LD1 LD3 LD4 LD6 LD7 HS5 FP2 FP3</p>	<p>Community Engagement Feedback indicating a need for simplified language and documentation.</p> <p>Reviewer Feedback indicated challenges regarding how culture, inclusion and special needs are understood and documented by programs as well as how to represent children and families in programs.</p> <p>68 % of respondents to the ELD Community Engagement Survey indicated FP2 was of high importance.</p> <p>82% of QISs indicated that FP2 created quality improvements in programs.</p>	<p>This standard recognizes programs for providing a welcoming and inclusive environment without the need for additional resources.</p> <p>This standard supports authentic engagement of diverse families and children.</p> <p>This standard supports families in finding quality care which reflects their culture.</p>

1. **Title: Positive Interactions (3-Star)**

2. Standard: Program staff interacts with children in a warm, positive, and respectful manner.

3. Description:

- Adults show appropriate affection and respect for children and model positive, culturally sensitive ways to communicate.
- There is laughing, smiling, and positive communication between adults and children.
- Adults interact frequently with children throughout the day, using their names and interacting at the children's level.
- Staff is actively and positively engaged with children during mealtime, diapering/toileting, and rest time (if age applicable). Routines are unhurried, individualized as needed, and positive.

Specific Considerations:

Infant/Toddler:

- Primary caregivers intentionally use routines to promote positive interactions and relationships.
- Warm and responsive physical affection is frequent and throughout daily routines.

Preschool:

- Adults join in children's activities and focus interactions on children's interests.
- They engage in frequent turn-taking conversations.

School Age:

- Adults engage in frequent conversations for social interaction and to exchange information, including talking about the challenges and successes of the school day.

Mixed Age:

- Adults balance and prioritize responding to children's needs and requests for attention based on ages and abilities of children.

4. Possible Evidence:

- Family Survey Scores on selected items.
- Letter of Support from families.
- Written description of a routine or interaction for each age group.

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
<p>LD10 LD11 LD12 FP2</p>	<p>Community Engagement Feedback indicating a need for simplified language and documentation.</p> <p><i>Recommended Inclusion of Infants and Toddlers Standards in Oregon’s QRIS – best practice standards for infants and toddlers.</i></p> <p>Reviewer Feedback indicating all age groups were not specifically represented in the standards as written previously.</p> <p>Validation Study indicated documentation required for LD11 as previously written created challenges for programs.</p> <p>LD11 evidence required did not effectively demonstrate program quality in this area per Process and Validation Studies.</p> <p>82% of QIS indicate standards LD10,11 and 12 are conducive of quality and 82% indicated that FP2 created quality improvements.</p> <p>School age recommendations reflect Youth Program Quality Interventions (YPQI)</p>	<p>Suggested required evidence could demonstrate presence of behavior regardless of cultural variations.</p> <p>This standard is achievable for all programs.</p> <p>Including family input in evidence allows families to identify quality based on their own experiences and preferences.</p> <p>This standard incorporates essential, quality practices that should be in place for any program serving young children. This supports all providers, including those serving children receiving ERDC, to demonstrate initial levels of quality and to achieve a star rating.</p>

1. Title: Educator Qualifications (3-Star)

2. Standard: Educators are presently qualified to serve in their positions through education, training, and experience.

3. Description:

- Early Educator has achieved an Oregon Registry Step 7.5
- Or -
- Early Educator demonstrates a passing score on the Early Educators Qualifications Worksheet through the following:
 - Oregon Registry Step
 - Years of experience working in the field of Early Childhood Care and Education
 - Completion of Set 2 trainings
 - Demonstration of professional development planning

Specific Considerations:

Family Child Care:

- Provider must meet this standard.
- If the provider identifies other early educators who implement programs curriculum and/or routines, those individuals must also meet the criteria.
- Assistants are generally not included.

Center-Based Child Care:

- The program director, teachers, and head teachers must meet the standard.
- Program aides are not included.

4. Possible Evidence

- QRIS PQ Report Early Educators Qualifications Worksheet.
- Early Educators Qualifications Worksheet.

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
<p>PQ1 PQ2 PQ4</p>	<p>Providers shared that they wanted their experience in the field honored and recognized.</p> <p>Field test assumptions regarding staffing configurations and the reliance on licensing titles proved to be problematic for many programs.</p> <p>The validation study concluded that at Step 9 and above high quality adult-child interactions consistently occurred. The current proposal provides incremental growth across each star level to ultimately reach a Step 9.</p> <p>Success with alternative evidence methods for PQ1 and PQ4 during the field test.</p>	<p>Structural barriers exist which have caused undue burden for some communities.</p> <p>Increasing access to ERDC incentive payments enables providers to utilize these funds to offset professional development costs.</p> <p>Programs that utilize better ratios than licensing requires and/or recruit parents to teaching teams will no longer be hindered by these beneficial practices.</p> <p>Relying on a scoring approach that honors ongoing professional development better reflects and assesses the personnel qualifications of staff throughout programs in Oregon.</p>

4-Star Spark Standards

1. Title: Environment (4-Star)

2. Standard: The indoor and outdoor environments are purposefully arranged and organized to support current interests, developmental stages, and routines.

3. Description:

- Program uses information from observations and/or assessments to plan and arrange the environment.
- Interest areas and materials reflect current interests, routines, and activities.
- Environment and materials reflect the cultures of families and the community.

Specific Considerations:

Infant and Toddler:

- Outdoor spaces provide appropriate opportunities for emerging gross motor skills such as crawling, walking, climbing, etc.

Mixed Age:

- Environment addresses the needs of all age groups present.

4. Possible Evidence:

- Captioned photos.
- Written description of how observation and/or assessment information support the adjustments in the environment.

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
LD3 LD4 LD5 LD6 LD9	Community Engagement Feedback indicating a need for simplified language and documentation. Reviewer Feedback indicating all age groups were not specifically represented in the standards as written previously.	This standard is designed to recognize programs for providing appropriate experiences for children without the need to purchase a curriculum or do lesson planning which makes it achievable by programs that have barriers, including limited English language proficiency.

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
	<p>QIS Feedback indicates that standards LD3,4,5,6, 9 were indicators of program quality and supported program improvement.</p> <p>Community Feedback indicated the requirement for formal assessment at this level created significant barriers for programs.</p> <p><i>Recommended Inclusion of Infants and Toddlers Standards in Oregon's QRIS – best practice standards for infants and toddlers.</i></p> <p>Reviewer Feedback indicating all age groups were not specifically represented in the standards as written previously.</p>	<p>This standard moves toward individualizing the environment based on observation/ assessment of children.</p> <p>This standard is intentional in representing the cultures of children and families in the program.</p> <p>Assessment options rather than specific formal assessment requirements allow successful completion of this standard, as most formal assessment tools are not available in multiple languages, culturally responsive, or accessible to all program types.</p>

1. Title: Inclusiveness of children, families, and cultures (4-Star)

2. Standard: Programs partner with families to support children's learning and development.

3. Description:

- The environment, activities and materials reflect the traditions, interests, and cultures of the enrolled families and the community.
- Program reflects the home languages of enrolled children through singing, storytelling, books, print, and/or verbal language.
- Initial and on-going discussions with the family to clarify their expectations and preferences regarding their child's care and learning
- Program provides information to families about community events, educational opportunities as well as resources for other family needs
- Programs provide opportunities for families to support their children's learning and development by participating in some or all of the following activities:
 - Meetings held at least once a year to review and discuss children's growth, interests, and needs.
 - Partnering with program staff to complete and review the Ages and Stages Questionnaire (ASQ) developmental screening, and program offers resources and guidance if additional assessments are needed.
 - Regular, on-going communication with families regarding children's development, interests, and needs.

Specific Considerations:

Infant/Toddler:

- Staff engages families in frequent, specific conversations about their infant's feeding, sleeping, diapering, and/or toileting patterns as well as child's interests and experiences during the day.

School Age:

- ASQ is N/A.
- Efforts are made for frequent and ongoing conversations with all families who are not picking up and/or dropping off children such (i.e. written notes, calls, texts or e-mails.)
- Program staff collaborate with families and school personnel to support individual needs of children.

4. Possible Evidence:

- Captioned photos of the environment.
- Parent handbook (highlight sections on parent involvement).
- Written description of how program has partnered with families addressing the above criteria.

Rationale for Standard Development

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
<p>LD3 LD4 LD5 LD6 LD7 LD8 LD9 FP1 FP2 FP3 FP4 HS1 HS5</p>	<p>Community Engagement and QIS feedback indicate support for the value of the information gleaned from the ASQ.</p> <p>Community Feedback indicated some challenges regarding partnering with parents to complete the ASQ.</p> <p>QIS Feedback indicates that standards LD3,4,5,6, and 9 were indicators of program quality and supported program improvement.</p> <p>68% of respondents to the ELD Community Engagement Survey indicated FP2 was of high importance.</p> <p>82% of QIS indicated that FP2 created quality improvements in programs.</p> <p>Community Engagement Feedback indicating a need for simplified language and documentation.</p> <p>Reviewer Feedback indicating all age groups were not specifically represented in the standards as written previously.</p>	<p>Requiring the ASQ created equity issues, as it is not available in all languages. ASQ will continue to be an option but not required for all programs.</p> <p>This standard is intentional in representing the cultures of children and families in the program.</p> <p>This standard is intentional in guiding programs to respect and incorporate the values and beliefs of families into the caregiving practices.</p> <p>This standard supports authentic engagement of diverse families and children.</p>

1. **Title: Positive Interactions: Support for Social and Emotional Development (4-Star)**
2. Standard: Program staff support the social and emotional development of children through consistent and appropriate adult child interactions.
3. Description:
 - Positive interactions are evident by verbal and nonverbal behavior of program staff.
 - Program staff is aware of and responsive to the needs of children, enabling them to actively explore and learn.
 - Children are provided with opportunities and encouragement to explore their interests and develop responsibility and autonomy, as appropriate.
 - Program staff provides clear expectations, redirection, and prevention techniques to manage behavior.

Specific Considerations:

Infant/Toddler:

- Primary caregivers will provide warm and responsive interactions during caregiving routines.
- Primary caregivers are aware of and responsive to is children's individual needs and cues.

Preschool:

- Adults acknowledge and validate children's emotions.

School Age:

- Youth voice and choice is supported.

Mixed Age:

- Adults balance and prioritize responding to children's needs and requests for attention based on age and abilities of children.

4. Possible Evidence:
 - Classroom Assessment Scoring System: Infant.
 - Classroom Assessment Scoring System: Toddler.
 - Classroom Assessment Scoring System: Pre-K.
 - School Age Care Environmental Rating Scale.

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
<p>LD11 LD12 FP2 FP3</p>	<p>Community Engagement feedback indicates programs desired to show or demonstrate their quality.</p> <p>Rated as high importance in ELD Community Engagement survey.</p> <p>QIS feedback indicated LD11 and LD12 was correlated to quality.</p> <p><i>Recommended Inclusion of Infants and Toddlers Standards in Oregon’s QRIS – best practice standards for infants and toddlers.</i></p> <p>Reviewer Feedback indicating all age groups were not specifically represented in the standards.</p> <p>Validation Study indicated documentation required for LD11 as previously written created challenges for programs.</p> <p>LD11 evidence required did not effectively demonstrate program quality in this area per Process and Validation Studies.</p> <p>School age recommendations reflect Youth Program Quality Interventions (YPQI).</p>	<p>Observers will have to be culturally and linguistically diverse.</p> <p>Enables providers to demonstrate skills and abilities regardless of documented qualifications (Oregon Registry Step level attainment).</p> <p>The proposed tool (CLASS) has demonstrated efficacy across cultures and languages.</p> <p>On-site observation removes the burden of documentation from the program.</p>

1. Title: Support for Learning (4-Star)

2. Standard: Program staff support child engagement in learning opportunities through consistent and appropriate adult-child interactions.
3. Description:
 - Program staff is actively involved with children in play and routines.
 - Program staff incorporates opportunities for learning into routines and activities.
 - Program staff encourage and extend children's interests and activities.
 - Program staff uses strategies support and encourage language.

Specific Considerations:

Infant/Toddler:

- Primary caregivers model turn taking during conversations with young children.

Preschool:

- Program staff is able to embed and intentionally focus children's attention on learning objectives.
- Discussions and activities promote higher order thinking skills and understanding.
- Program staff provides feedback that promotes understanding and engagement in activities.

School Age:

- Program staff are able to embed and intentionally focus children's attention on learning objectives.
- Discussions and activities promote higher order thinking skills and understanding.
- Program staff provide feedback that promote understanding and engagement in activities.

Mixed Age:

- Primary caregivers model turn-taking during conversations with young children and are able to embed and intentionally focus children's attention on learning objectives.
- Discussions and activities promote higher order thinking skills and understanding.
- Program staff provide feedback that promote understanding and engagement in activities.

4. Possible Evidence:

- Classroom Assessment Scoring System: Infant.
- Classroom Assessment Scoring System: Toddler.
- Classroom Assessment Scoring System: Pre-K.
- School Age Care Environmental Rating Scale.

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
<p>LD2 LD3 LD4 LD6 LD7 LD8 LD11</p>	<p>Rated as high importance in ELD Community Engagement survey.</p> <p>QIS feedback indicated LD11 and LD12 was conducive to and indication of quality</p> <p><i>Recommended Inclusion of Infants and Toddlers Standards in Oregon’s QRIS – best practice standards for infants and toddlers.</i></p> <p>Reviewer Feedback indicating all age groups were not specifically represented in the standards as written previously.</p> <p>Validation Study indicated documentation required for LD11 as previously written created challenges for programs.</p> <p>LD11 evidence required did not effectively demonstrate program quality in this area per Process and Validation Studies.</p>	<p>Observers will have to be culturally and linguistically diverse.</p> <p>Enables providers to demonstrate skills and abilities regardless of documented qualifications (Oregon Registry Step level attainment).</p> <p>The proposed tool (CLASS) has demonstrated efficacy across cultures and languages.</p> <p>On-site observation removes the burden of documentation from the program.</p>

1. Title: Educator Qualifications (4-Star)

2. Standard: Educators are presently qualified to serve in their positions through education, training, and experience.

3. Description:

- Early Educator has achieved an Oregon Registry Step 8
- Or -
- Early Educator demonstrates a passing score on the Early Educators Qualifications Worksheet through the following:
 - Oregon Registry Step
 - Years of experience working in the field of Early Childhood Care and Education
 - Completion of Set 2 trainings
 - Demonstration of professional development planning

Specific Considerations:

Family Child Care:

- Provider must meet this standard.
- If the provider identifies other early educators who implement programs curriculum and/or routines, those individuals must also meet the criteria.
- Assistants are generally not included.

Center-Based Child Care:

- The program director, teachers, and head teachers must meet the standard.
- Program aides are not included.

4. Possible Evidence

- QRIS PQ Report Early Educators Qualifications Worksheet.
- Early Educators Qualifications Worksheet.

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
<p>PQ1 PQ2 PQ4</p>	<p>Providers shared that they wanted their experience in the field honored and recognized.</p> <p>Field test assumptions regarding staffing configurations and the reliance on licensing titles proved to be problematic for many programs.</p> <p>The validation study concluded that at Step 9 and above high quality adult-child interactions consistently occurred. The current proposal provides incremental growth across each star level to ultimately reach a Step 9.</p> <p>Success with alternative evidence methods for PQ1 and PQ4 during the field test.</p>	<p>Structural barriers exist which have caused undue burden for some communities.</p> <p>Programs that utilize better ratios than licensing requires and/or recruit parents to teaching teams will no longer be hindered by these beneficial practices.</p> <p>Increasing access to ERDC incentive payments enables providers to utilize these funds to offset professional development costs.</p> <p>Relying on a scoring approach that honors ongoing professional development better reflects and assesses the personnel qualifications of staff throughout programs in Oregon.</p>

5-Star Spark Standards

1. Title: Family Engagement (5-Star)

2. Standard: Program provides opportunities for families to be engaged in program planning, develop relationships with other families, and access parenting resources.

3. Description:

- Programs offer families the opportunity to provide input on program decisions during program meetings and/or events.
- The program addresses the parenting needs of families by providing parenting education opportunities or provides resources.
- Program facilitates social opportunities between families.
- Information, resources, and invitations are offered to families in their preferred language when possible and demonstrate an awareness of the family’s culture.

Specific Considerations: None

4. Possible Evidence:

- Copy of completed Family Survey.
- Examples of parenting education opportunities/resources.
- Copy of invitation to or agenda from advisory group, parent meetings and/events.
- Written description of specific parent input on a program decision.

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
FP1 FP2 FP3 FP4	<p>Process evaluation/Providers survey indicate a belief that FP1 is an important measure of quality.</p> <p>Process evaluation/Reviewer survey indicate FP1 to FP4 evidence may not capture implementation.</p> <p>Process evaluation/Provider survey indicated a lack of clarity regarding how to document opportunities extended to families for</p>	<p>Programs serving culturally and linguistically families may have limited access to community resources.</p> <p>Standard creates the opportunity for families to be connected to resources they may not have been aware of.</p> <p>Standard addresses the ways in which different program types engage families for input.</p> <p>Programs serving culturally</p>

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
	<p>involvement.</p> <p>Process evaluation/QIS survey indicated FP3 & FP4 creates improvement.</p> <p>Community Engagement Feedback indicating a need for simplified language and documentation.</p>	<p>and linguistically families may have challenges in communicating with families in their preferred language.</p>

1. **Title: Individualized Curriculum (5-Star)**

2. Standard: Program uses planned curriculum that supports children’s learning and development. Program uses information from multiple sources (assessments, ongoing child observations, child’s interests, and family input) to individualize curriculum for each child.

3. Description:

- Program uses a curriculum that is based on child development theory and research and addresses all age groups and areas of development.
- Assessment information is used to individualize materials, activities, environment and instruction for each child.
- Formal and/or informal observation and assessment of children is conducted on an ongoing basis.
- Assessment tools are developmentally appropriate and used in a culturally sensitive manner.
- Goals are developed and monitored for each child to guide planning.

4. Possible Evidence:

- Written description of a curriculum used or completed curriculum worksheet.
- Written description of assessment/observation process.
- Written description of how the assessment is used to individualize for children and tied to planning.

Specific Considerations: None

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
LD2 LD3 LD4 LD5 LD6 LD7 LD8 LD9 LD10	QIS feedback indicated LD11 and LD12 was correlated with quality. <i>Recommended Inclusion of Infants and Toddlers Standards in Oregon’s QRIS – best practice standards for infants and toddlers.</i>	This approach to curriculum allows programs to demonstrate intentionality in individualized curriculum without requiring a specific, formal curriculum. This removes barriers for culturally and linguistically diverse programs.

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
<p>LD11 LD12 FP2</p>	<p>Reviewer Feedback indicating all age groups were not specifically represented in the standards as written previously.</p> <p>Validation Study indicated documentation required for LD11 as previously written created challenges for programs. LD11 evidence required did not effectively demonstrate program quality in this area per Process and Validation Studies.</p> <p>QIS Feedback indicates that standards LD3,4,5,6, 9 were indicators of program quality and supported program improvement.</p> <p>68% of respondents to the ELD Community Engagement Survey indicated FP2 was of high importance.</p> <p>82% of QIS indicated that FP2 created quality improvements in programs.</p> <p>Community Feedback indicated the requirement for formal assessment at this level created significant barriers for programs.</p>	<p>Flexibility in the choice of assessment strategies removes the barriers of expense and accessibility related to some formal assessment tools and related training.</p> <p>The practice of individualizing for all children addresses each child's unique needs and strengths.</p> <p>This standard is intentional in representing the cultures of children and families in the program.</p> <p>Assessment options rather than specific formal assessment requirements allow successful completion of this standard, as most formal assessment tools are not available in multiple languages, culturally responsive or accessible to all program types.</p>

1. Title: Supporting Relationships (5-Star)

2. Standard: Program practices support children and families in building positive relationships with staff, other children, and families in the program.

3. Description:

- Programs establish relationships with children and their families upon enrollment by offering opportunities for home and or program visits.
- Each child has consistent contact with one adult for the majority of their day.
- Individual program staff remains the consistent caregivers for children throughout their enrollment in the program (i.e. infant caregivers move with children to toddler room as they transition each year).
- Program prepares children and families for changes to the program community that impact relationships between program staff, children and families.
- Program facilitates social events that support children and their families developing relationships with other children and families in the program.
- Program activities and environment support relationships between children.

Specific Considerations:

Infant/Toddler:

- Caregiving routines (such as diapering and/or toileting, feeding and sleeping) are consistently carried out by primary caregivers

Preschool:

- Caregiving routines (such as mealtime and personal care and/or and resting) are consistently carried out by primary caregivers

School Age:

- Community building activities are included in routines.

Center:

- Intentional daily planning for consistency in staffing patterns to support relationships.
- Program maintains classroom communities (as opposed to moving children to another classroom when they are mobile, toilet trained, etc.)

4. Possible Evidence:

- Policies and Procedures
- Written Descriptions
- Family Surveys
- Staff Surveys

Rationale for Standard Development:

Which field test standards are included in this standard?	What data and resources were used?	What are the equity considerations?
<p>LD10 FP2</p>	<p>68% of respondents to the ELD Community Engagement Survey indicated FP2 was of high importance.</p> <p>82% of QIS indicated that FP2 created quality improvements in programs.</p> <p><i>Recommended Inclusion of Infants and Toddlers Standards in Oregon’s QRIS</i> – best practice standards for infants and toddlers.</p> <p>Reviewer Feedback indicated concern that the intent of LD10, which was to support children’s social and emotional development by maintaining a consistent caregiver, was not congruent with evidence required.</p>	<p>This standard recognizes and supports relationships on multiple levels that enhance the experience of children, families and staff and creates strong communities.</p> <p>Positive and consistent relationships mitigate other risk factors that may be experienced by children and families, particularly those furthest from opportunity.</p>

1. Title: Educator Qualifications (5-Star)

2. Standard: Early Educators are presently qualified to support children's learning and development. Aides and assistants are actively engaged in obtaining the necessary professional development to enhance their work in supporting children's learning and development.

3. Description:

- Early Educator has achieved an Oregon Registry Step 9.
- Or -
- Early Educator demonstrates a passing score on the Early Educators Qualifications Worksheet through the following:
 - Oregon Registry Step
 - Years of experience working in the field of Early Childhood Care and Education
 - Completion of Set 2 trainings
 - Demonstration of professional development planning
- And-
- Assistant II/Aide IIs have achieved an Oregon Registry Step 3.
-Or-
- Early Educator demonstrates a passing score on the Early Educators Qualifications Worksheet through the following:
 - Oregon Registry Step
 - Years of experience working in the field of Early Childhood Care and Education
 - Completion of Set 2 trainings
 - Demonstration of professional development planning

Specific Considerations:

Family Child Care:

- Provider is the Early Educator.
- Assistant II and/or additional program staff that implement programs curriculum and/or routines are also considered the Early Educators.

Center-Based Child Care:

- Early Educators includes program director, teacher, head teachers, aide IIs.

4. Possible Evidence:

- QRIS PQ Report Early Educators Qualifications Worksheet.
- Early Educators Qualifications Worksheet.

Early Educators Personal Qualifications Worksheet

(Example- point weight will be determined later)

Experience	
<u>Years of experience</u>	<u>Points</u>
1 – 4 years	1
5 – 9 years	2
10 + years	3

Professional Development Planning (PDP)	
<u>Action completed</u>	<u>Points</u>
Completed PD Plan	1
Professional Development Plan “With Support”	3

Oregon Registry Step	
<u>Step achieved</u>	<u>Points</u>
Step 1	1
Step 2	2
Step 3	3
Step 4	4
Step 5	5
Step 6	6
Step 7	10
Step 7.5	12
Step 8	14
Step 8.5	16
Step 9	20
Step 10	25
Step 11	25
Step 12	25

Continued Professional Development (CPD) Based on previous year Set 2 PD hours	
<u>Set 2 PD hours</u>	<u>Points</u>
1-5 hours	1
5-15 hours (1 College credit)	2
16-20 hours (2 College credits)	3
25-45 (3 College credits)	4
45+ hours or 4 or more college credits	5

Early Educators Personal Qualifications Worksheet

Early Educator	Licensing Title	Experience	PDP	ORO Step	CPD 3 Star-NA	Early Educator Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
Early Educators Total						

Early Educators Personal Qualification Score

Early Educators Total:		Divide	Number of Early Educators		=	Early Educators Personal Qualifications Score	
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Rationale for Standard Development:

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