

**OREGON'S
QUALITY RATING AND
IMPROVEMENT SYSTEM**

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Oregon's Quality Rating and Improvement System Overview



QRIS

SESSION OUTCOME

- Participants will understand Oregon's Quality Rating and Improvement System including:
 - How it was developed
 - The content of the Standards of Quality
 - The process for participating
 - The current field testing
 - The potential collaborations for providers of EI/ECSE

Oregon's Quality Rating and Improvement System Overview

WHAT IS QRIS?
A FEW WORDS OR A SHORT PHRASE

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WHAT IS QRIS?

Oregon's Quality Rating and Improvement System (QRIS) is an independent expert resource for child care and preschool programs to strengthen their offerings for greater positive impact on young children's lives.

The Quality Rating System:

- Helps early childhood professionals build on what they're already doing well and expand their businesses so that more children can benefit from high quality care.
- Connects child care and education providers with tools, financial incentives and professional advice.
- Gives parents expert, unbiased information to make more informed decisions about their options.

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DESIGNED TO:



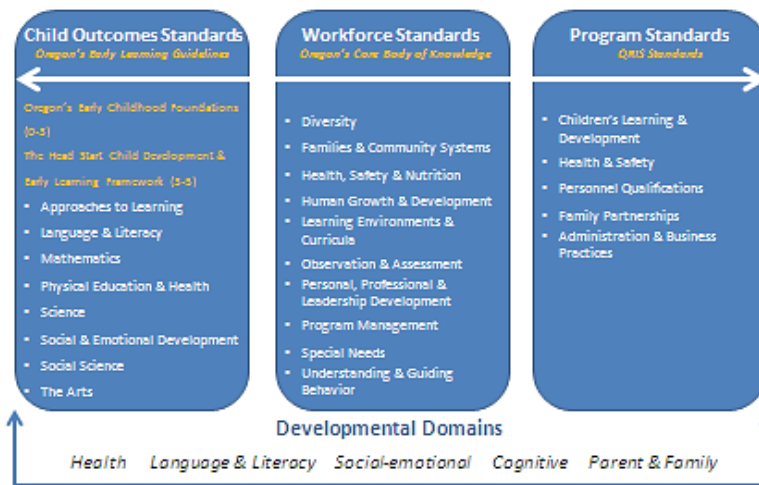
Support early learning and development, and assist programs in providing high-quality care and education by offering supports and incentives.

Help parents and caregivers find high-quality learning and development programs that fit their needs with an easy to understand rating system.



Ensure that children have high-quality learning opportunities that help them develop the skills they need to be successful in life.

Oregon's Early Learning & Development Standards



HOW WAS THE QUALITY RATING SYSTEM DEVELOPED



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HOW DID WE GET HERE?

Targeted Research

Education Awards

Quality Indicators

Oregon Programs of Quality

National QRISs

Licensing

QRIS COLLABORATION

- Development by Center on Inclusion and Early Childhood at The Teaching Research Institute (TRI) at Western Oregon University.
- Aligns with the Race to the Top and the governor's plan for Early Childhood for Oregon
- Leadership and initiative throughout each phase of development by The Child Care Division (CCD)
- Close collaboration with the Oregon Center on Career Development at Portland State University and resource and referral agencies across the state.

SOURCES OF INPUT TO THE STANDARDS REFINEMENT

- Focus Groups of 250 child care and early education providers and programs across Oregon
- Focus Groups of 13 Child Care Resource and Referral agencies
- Focus Groups of Oregon's licensing specialists
- Focus Groups of health and nutrition specialists across Oregon
- Focus Groups of child care union members
- Focus Groups of Oregon's Professional Development Committee
- Standards Workgroup of Statewide Partners

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HOW DOES THE QUALITY RATING SYSTEM WORK



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OVERVIEW OF THE QUALITY RATING SYSTEM

The Quality Rating System uses a set of progressively higher program standards to evaluate the quality of an Early Learning and Development Program and to support program improvement.

- Building Block Approach
- 5 tiers
- Portfolio system of documentation
- Family and Center languaged versions

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5 TIER BUILDING BLOCK SYSTEM



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PORTFOLIO SYSTEM

- ★ For a *Commitment to Quality* designation programs complete an application.
- ★ For a 3, 4 or 5 *Star* designation programs develop and submit a Program Portfolio.
 - Balance of evidence
 - Data
 - Documentation
 - Report
 - Observation
 - Reviewed by experts

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WHAT ARE THE STANDARDS



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QRIS DOMAINS

- *Children's Learning and Development*
- *Health & Safety*
- *Personnel Qualifications*
- *Family Partnerships*
- *Administration & Business Practices*

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CHILDREN'S LEARNING AND DEVELOPMENT

Overview

This is the largest domain and covers the learning environment – both the physical environment and the curriculum or program of learning. It emphasizes having an intentional philosophy and program of learning which requires planning and input from child screening and assessment. It also covers optimizing children's social and emotional health through appropriate adult-child interactions and having an environment that is optimal in terms of size, arrangement and equipment, accessible to all children and culturally appropriate.

Key Standards

- The program is guided by a written statement of philosophy.
- The program uses a curriculum that supports all children's learning and development.
- The program uses information from screening and assessment to measure development and learning in order to make referrals and do program planning.
- The program facilitates and supports appropriate adult-child interactions including: social and emotional support; organization and management of children's behavior, time and attention; and instructional support.
- The program facilitates and supports children's positive social and emotional development.

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HEALTH & SAFETY

Overview

This domain focuses on health and safety items that are beyond what is required in licensing. Health and hygiene instruction is given in a positive way and covers toileting, germ transmission and tooth brushing. In addition to healthy eating and fitness habits being encouraged, staff are required to address individual health needs of children if needed and consult with other professionals. Screen time limits have been included here as it relates to health as opposed to curriculum or learning.

Key Standards

- Children are provided instruction and support to independently manage health and hygiene practices.
- Children are provided instruction and support on safety rules and expectations.
- Healthy eating and fitness habits are supported and encouraged.
- Program personnel collaborate with health and related service professionals to address the individual health needs of children as applicable.
- Program provides appropriate use and modeling on children's "screen" viewing time.

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PERSONNEL QUALIFICATIONS

Overview

This domain is focused the need for highly qualified staff receiving ongoing advancement of their knowledge and skills. The Oregon Registry is used to measure personnel qualifications and ongoing professional development. This domain requires action on the part of employees to submit their information to the Registry as well as time to participate in the professional development.

Key Standards

- The program's leader is presently qualified to serve in their position through education, training and experience.
- The program's head teacher(s) and teacher(s) are presently qualified to serve in their position through education, training and experience.
- The program's assistant II(s) (Family) and aide II(s) (Center) are presently qualified to serve in their position through education, training and experience.
- Program personnel continue to advance their knowledge and skills through participation in training and/or college course credits annually that are part of a professional development plan.

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FAMILY PARTNERSHIPS

Overview

This domain focuses on reciprocal relationships with families. It requires that programs use the provided "Family Survey" which asks questions about how families feel their input is solicited, how open the communication is and if they are encouraged to participate in the program. It also asks how well the program provides information to families both about the program and outside resources.

Key Standards

- The program uses family input and feedback to guide all aspects of program planning and implementation.
- The program meets the individual need of children through mutually respectful, two-way communication.
- Families are encouraged to be regular and frequent participants in the program.
- The program provides support and information to assist the family in meeting their child's needs and goals.

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ADMINISTRATION & BUSINESS PRACTICES

Overview

This domain focuses on good business practices and professionalism which are important not only to stay in business, but to retain personnel which impacts continuity of care. It also covers program evaluation which helps to promote quality and continuous improvement.

Key Standards

- The program follows sound business practices, policies, and procedures which support fiscal sustainability.
- In programs where there are multiple employees, the program assures a professional working climate, promotes positive working relationships and professionalism.
- A comprehensive program evaluation process is developed and performed on an annual basis.

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REFLECTION ON STANDARDS

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OREGON QRIS PROCESS

Attend Increasing Quality Training

Learn about the Program.

Submit Application

Decide where you are and where you want to go.

Receive support

Assistance and money available for the QRIS process.

Submit Portfolio

Get a financial incentive to help support your quality and a QRIS rating that you can use to show off your program to parents and the community!

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BASICS OF THE QRIS PROCESS

- QRIS Increasing Quality Training
- Application
- Self-assessment.
- Quality Improvement Plan
- Quality Improvement Support/Assistance
- Portfolio Development Assistance
- Portfolio submission and review
- Incentives

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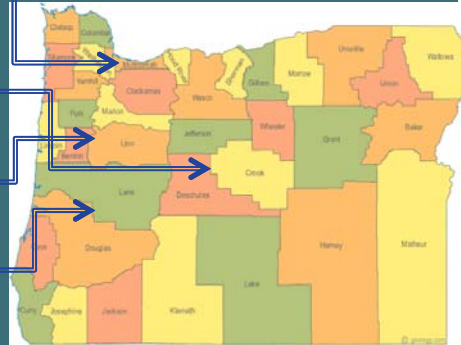
CCR&R FIELD TEST SDAS

- Multnomah County

- Crook/Deschutes/
Jefferson Counties

- Linn/Benton Counties

- Lane/Douglas Counties



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FIELD TEST

- Process evaluation

- WOU

- Looks at QRIS
process

- Validation Study

- OSU and PSU

- Study of difference
in quality between
each star level

- Will have a child
outcome study in the
future

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HOW CAN EI/ECSE PROGRAMS COLLABORATE



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QRIS AND INCLUSION

- QRIS is a step toward stronger infrastructure for Oregon's child care and early learning systems. If it is understood that the infrastructure is for all children and families, enhancing it increases access to care.
- Inclusion is embedded throughout the standards.
- QRIS planners placed emphasis on having "the few and the mighty" standards that are "effective and strong."

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POTENTIAL IMPACT OF QRIS ON INCLUSION

- Increased availability of quality programs.
- Assistance in identifying quality programs.
- Provides an additional incentive for child care programs to collaborate with ECSE providers.
- Provides a way for programs to be recognized for efforts to collaborate and provide inclusive services.



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COLLABORATIONS

- EI/ECSE educators deliver specialized instruction in early learning and development programs through collaborative consultation and coaching.
- ECE implement strategies and techniques to that support all children including Positive Behavior Supports and Instruction, and Response to Intervention.
- Cross-training to EI/ECSE and ECE to increase knowledge of shared practices and understanding of common terminology.

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THANK YOU



CENTER ON INCLUSION
And Early Childhood Care & Education

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