County Data Facts

All data as of August 31, 2016

QRIS ★

Central Coordination Child Care Resource Referral

Benton
County QRIS Participation
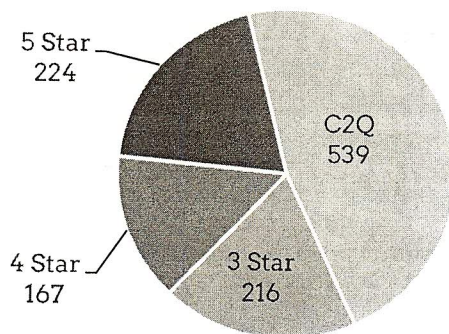
12 Star Rated Programs

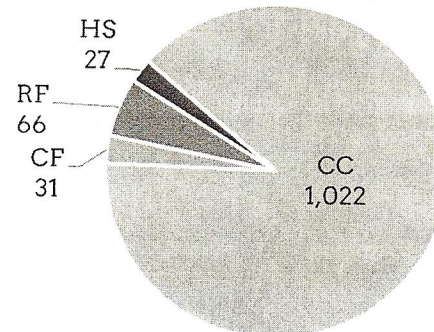|	# Licensed	C2Q	3-Star	4-Star	5-Star
CC	30	8	3	2	3
CF	8	2	0	0	0
RF	26	5	1	1	0
HS	3	0	2	0	0
Totals	67	15	6	3	3

CC = Certified Center; **CF** = Certified Family; **RF** = Registered Family; **HS** = Head Start

Children in QRIS Programs: 1,146

Children by Designation
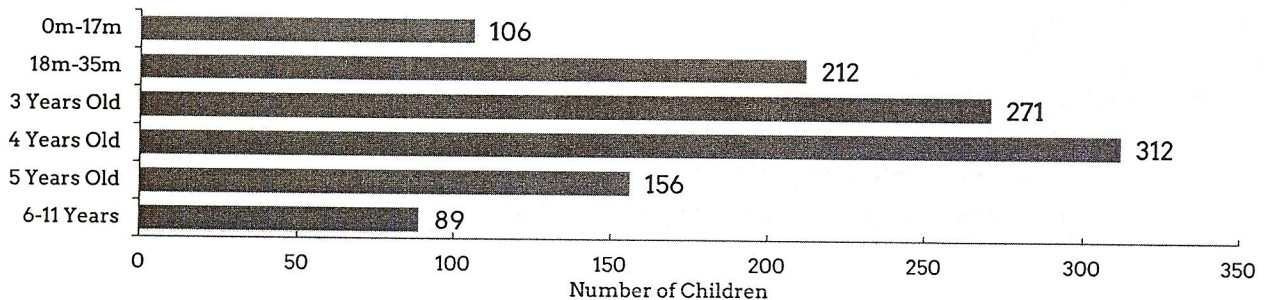
- 5 Star 224
- C2Q 539
- 4 Star 167
- 3 Star 216

Children by Program Type

- HS 27
- RF 66
- CF 31
- CC 1,022

Children by Age

Age	Number of Children
0m-17m	106
18m-35m	212
3 Years Old	271
4 Years Old	312
5 Years Old	156
6-11 Years	89

SDA25

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County Data Facts

All data as of August 31, 2016

QRIS ★

Central Coordination Child Care Resource Referral
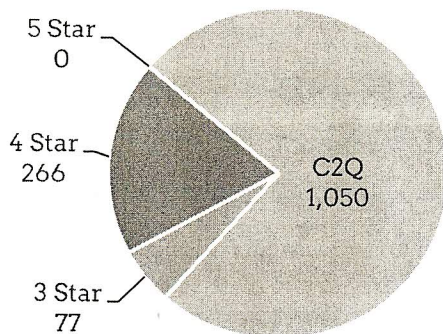
Linn

County QRIS Participation

★ 9
Star Rated Programs

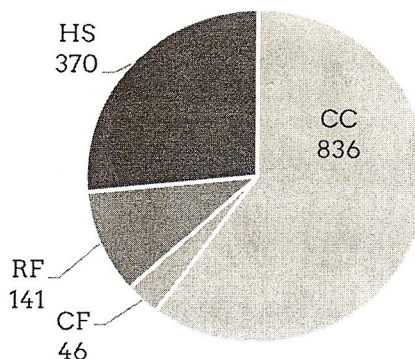|	# Licensed	C2Q	3-Star	4-Star	5-Star
CC	21	13	1	0	0
CF	4	2	0	1	0
RF	67	11	4	0	0
HS	6	3	0	3	0
Totals	98	29	5	4	0

CC = Certified Center; **CF** = Certified Family; **RF** = Registered Family; **HS** = Head Start

Children in QRIS Programs: 1,393

Children by Designation
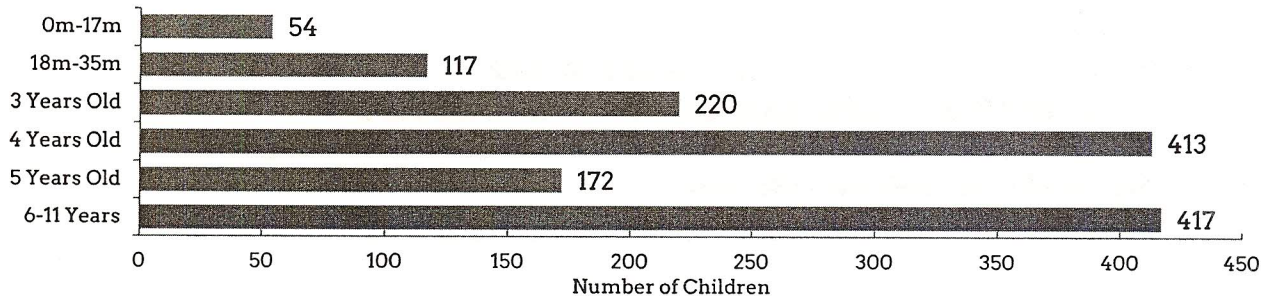
- 5 Star: 0
- 4 Star: 266
- 3 Star: 77
- C2Q: 1,050

Children by Program Type

- HS: 370
- CC: 836
- RF: 141
- CF: 46

Children by Age

Age	Number of Children
0m-17m	54
18m-35m	117
3 Years Old	220
4 Years Old	413
5 Years Old	172
6-11 Years	417

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SDA25

County Data Facts

All data as of August 31, 2016

QRIS ★

Central Coordination Child Care Resource Referral

Lincoln
County QRIS Participation

★ 2 Star Rated Programs

	# Licensed	C2Q	3-Star	4-Star	5-Star
CC	8	4	0	0	1
CF	2	1	0	0	0
RF	13	4	1	0	0
HS	0	0	0	0	0
Totals	23	9	1	0	1

CC = Certified Center; **CF** = Certified Family; **RF** = Registered Family; **HS** = Head Start
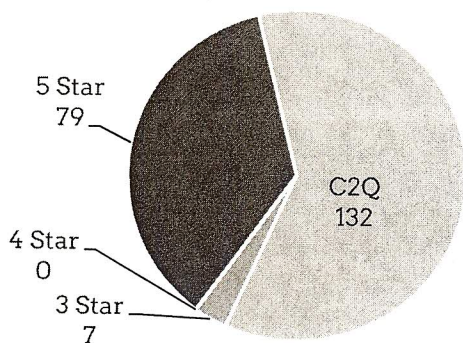
Children in QRIS Programs: 218

Children by Designation
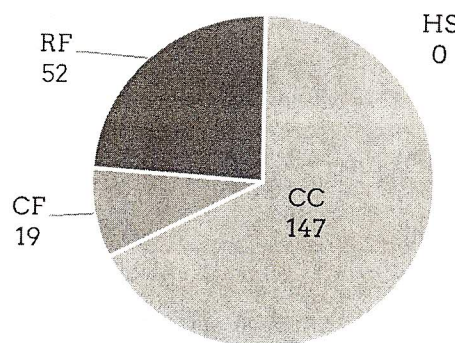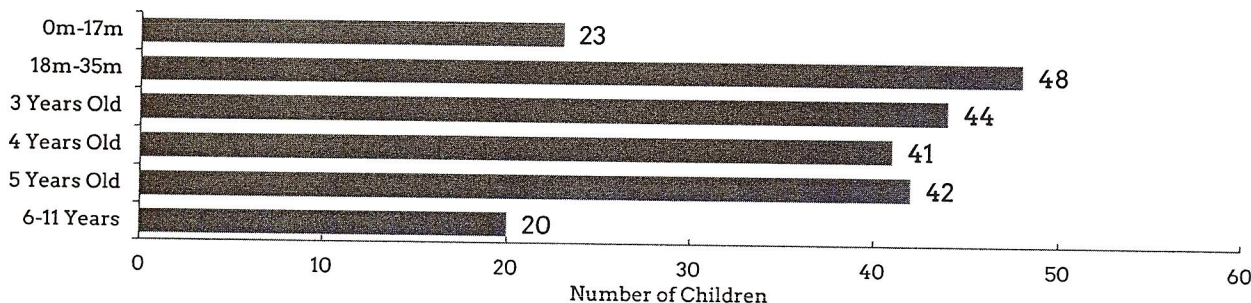
- 5 Star 79
- 4 Star 0
- 3 Star 7
- C2Q 132

Children by Program Type

- RF 52
- HS 0
- CF 19
- CC 147

Children by Age

Age	Number of Children
0m-17m	23
18m-35m	48
3 Years Old	44
4 Years Old	41
5 Years Old	42
6-11 Years	20

SDA4

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Oregon's Quality Rating and Improvement System (QRIS) Revision

Oregon's Revised QRIS will:

- Ensure inclusion of diversity of cultures, communities of color, ethnicities, languages and abilities using the Oregon Equity Lens
- Be comprehensive but not cumbersome for providers
- Be sustainable and prioritize resources to increase access to quality care for children, families and communities furthest from opportunity
- Increase professionalism of the Early Learning field by encouraging continuous quality improvement across all levels of the system (system, workforce, program)
- Be efficient, effective and build upon existing systems
- Build upon the rich knowledge and expertise of Oregon's families and communities to support families as they choose child care
- Provide objective and understandable standards in accessible formats
- Be understood and valued by all stakeholders

Vision:
All of Oregon's children will have access to quality care and education that promotes each child's development, school readiness, and continued success in academics and life.

Mission:
Oregon's Quality Rating and Improvement System supports and incentivizes continuous quality improvements for care and education programs and their 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.

The revision process will:

Be transparent and inclusive
The inclusive process means that all perspectives will be sought after and included: parents, providers, and system partners, with intentional inclusion of individuals from diverse communities including communities of color, communities with high rates of poverty, individuals who speak diverse languages, rural communities, multiple cultural and ethnic backgrounds, persons with disabilities.

The revision process will ensure transparency by communicating time lines, points of input, decisions and implementations plan in a timely manner.

Partners will come to the table with the intention of creating a system that is best for everyone and be willing to work for true collaboration.

Recognize and value all stakeholders
The review process will keep children and families at the forefront of decisions. Providers, programs, the workforce, and partners will be valued stakeholders.

Be data driven and vision focused
The revision process will use multiple data sources including evaluation data, input from the early learning field, authentic community engagement, national TA and best practice to create a principle based, mission driven revised system. Decisions will be made to ensure child furthest from opportunity are priority for investments, resources, and access.

Explicitly focus on equity and reflecting diversity of cultures, communities of color, ethnicities, languages and abilities
The revision process will challenge institutionalized bias and ensure that the QRIS partners reflect and include children and families from diverse backgrounds. The revision process will also drive the professional development system to build out deeper supports for providers from diverse backgrounds, ensuring that training necessary for quality improvement and to advance levels on QRIS is available in English, Spanish, Russian, Vietnamese, Chinese, and other languages as resources allow.

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* priority of children furthest from opportunity.
- 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

QRIS ★
Oregon's Quality Rating and Improvement System

OREGON DEPARTMENT OF EDUCATION
EARLY LEARNING DIVISION

QRIS Revision Timeline Summary

Purpose statement:

Capitalize on current Race To the Top Early Learning Challenge funding to revise the current QRIS to be a more effective, sustainable system with full implementation scheduled for Spring, 2017. This document was created to be a working draft of the timeline for revisions. As adjustments are made or dates become more specific, details will be added. Other early learning system changes are added in italics to give more context to the QRIS revisions.

Estimated timeline for revisions:

Fall 2015
- QRIS Revision timeline created
- *HB2015 Employment Related Day Care ERDC changes go into effect*
- *Head start expansion of Preschool Promise*

December 2015
- Themes for solution focused community engagement identified
- QRIS Revision timeline distributed

January 2016
- Dates for community engagement opportunities set; will use equity lens and guiding principles to ensure wide engagement
- Quality Advisory Board created
- Quality Improvement Specialist input survey distributed

February – May 2016
- Solution focused community engagement sessions across the state
- Initial validation study findings shared

April – June 2016
- Revision work groups meet to draft revisions to:

Process	Supports
Incentives	Rating and Monitoring
Consumer Education	Standards

- Branding work completed
- *Tiered reimbursement rollout*

June – September 2016
- Revisions are shared with the field for input

September – December 2016
- Final validation study findings shared
- Final revisions are created
- Implementation and transition plan created
- Early Learning Information System (ELIS) goes live
- *Preschool Promise rolls out in community placements*
- *Monitoring of licensed exempt programs begins*

January – June 2017
- Implementation phase in begins
- Ongoing feedback loops implemented

Revised 3/2016

QRIS ★
Oregon's Quality Rating and Improvement System

OREGON DEPARTMENT OF EDUCATION
EARLY LEARNING DIVISION

Pollywog News

We have a name!
And a look

pollywog
Prepared parents. Healthy families.

Updates

Name and Branding:

Madison Avenue Collective (MAC) will continue working on materials for Pollywog and development of of the website, all to be completed near the end of December.

The staff at MAC is working with Vistalogic to determine the optimal method for creating an access point on the site for the public.

Database:

We engaged VistaLogic for a discovery phase, and LBCC has signed the contract. VistaLogic will provide a Functional Specifications Document Preparation, to include:

Functional Requirements - Identification of functional requirements of the system based on target user groups, project workflows, features, reporting, etc.

Configuration, Training, Testing, and Deployment - Outlining of the configuration, training, testing and deployment strategy that will be used to define the release schedule.

System Access and Fee Structure - Addressing of the VistaLogic user license and account structure, as well as transactional fee structure, if appropriate to the project.

Technical Requirements - Identify the technical requirements of the system including hosting, server maintenance, security and technical support.

We began working with workflows and modules (data tables) September 8. At this time we have identified 9 modules to customize for use in Pollywog.

Awareness and partnerships:

Currently working with the staff at the CCO to ensure optimal resource use with and between Pollywog and other innovation projects as well as sustainability.

The Evaluation Team:

We created a team of partners to help guide the development of Pollywog's growth and goals. We applied to technical assistance funds and had a facilitator from Oregon Public Health Institute meeting with the team on September 20, 2016. The

outcome of that meeting is to assist us in creating a document describing the goals and evaluation for the project; and an evaluation and communication plan.

The Evaluation Team consists of key stakeholders from the community:

- Healthcare Provider
  - Initial representative - Carissa Cousins
- Universal Service & Rural specialty
  - Initial representative - Paul Smith
- Community Partner
  - Initial representative - Renee Smith
- Multiple Program Oversight
  - Initial representative - Bettina Schempf
- Public Health
  - Initial representative - Patty Parson
- Hospital Services (Discharge planning, MCC, Social Work)
  - Initial representative - Laurie Barajas
- Early Learning Hub leadership
  - Initial representative - Kristi May
- CCO
  - Initial representative - Klint Peterson

Thank you for all your support,

Kris

Indicators of Hub Effectiveness for Biennial Monitoring Visit

Measuring Hub Effectiveness

An Early Learning Hub functions as the coordinating body identifying early learning resources and services, coordinating and aligning the delivery of those resources and services to children 0 through 6 and their families in order to achieve kindergarten readiness, stable and attached families and system coordination.

An Early Learning Hub has several key functions that demonstrate they are meeting their purpose and making progress in their communities. These functions are:

- The hubs coordinating body is inclusive of every system partner including and not limited to health, DHS, business, K-12, early learning providers, parents, home visiting, relief nurseries, local tribes
- The hubs coordinating bodies are contributing members whose input and feedback is included in all decisions and actions the hub takes
- The hub with its partners identifies, analyzes and utilizes regional data to understand and clearly articulate their priority populations and disparities for these populations.
- They engage their communities, families, and partners to assess what specific needs these identified populations have.
- They develop strategies and activities to address the disparities within these populations and make specific investments to produce positive outcomes for these populations.
- Partners have a clear role in implementing strategies and activities that are focused on these outcomes.
- Investments are clearly aligned to strategies and activities for priority populations.
- The hub uses a process of continuous data analysis and community engagement to measure and evaluate their activities and make adjustments accordingly.
- The hub region is demonstrating through data positive outcomes for children and families furthest from opportunity.
- The hub can readily demonstrate it meets contractual and fiscal obligations as outlined in the contract with the ELD