Let’s Talk
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A Multi-Level CQI Approach: Using QRIS Participation Data to Inform System and Program Improvements

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Multi-Level CQI

System Level

Participating Programs

QRIS
Oregon’s Quality Rating and Improvement System

Quality Improvement Specialists
Intentional Feedback Loops

Evaluator

Analysis

QRIS Administrators

Review

TA Logs

Surveys

Portfolio

QIS

Coaching

Feedback

Programs

Technical Assistance

Data Updates

Portfolio Feedback
CQI in Oregon

- Overview of our system
- Integration of CQI throughout portfolio system
- Data driven CQI for system revisions
- CQI in the field-changing TA system and program experiences

QRIS
Oregon’s Quality Rating and Improvement System
Oregon’s QRIS Timeline

- February 2013 field test rollout
- March 2014 rollout of statewide field test
- January 2016 revision timeline for 2.0 developed
- December 2016 RTT funding ends
- January 2017-July 2017 2.0 rollout
Guiding Principle

Supporting programs | Rating programs

QRIS
5 Tier Building Block System

- Portfolio to achieve Star Ratings
- Commitment to Quality
- Licensed

Technical Assistance for Quality Improvements
Oregon’s QRIS Components

Quality Improvement

Building block with 5 Tiers

33 Standards
5 Domains

Available in 3 languages

2 Versions of Materials

Quality Improvement Plans

Self-Assessments

TA and Financial Supports

Quality Rating

Portfolio System of Documentation

Incentives
Portfolio System

• Balance of evidence
  – Data
  – Documentation
  – Report
  – Observation
• Reviewed by experts
• Available in 3 languages
Improvement — not just a phase

Continuous Improvement

Rating → Monitoring → Messaging → Feedback
Portfolio Scoring and Program Rating for CQI

- Indicator and evidence level feedback given to every program
The program uses basic curriculum activities that support children's learning and development that include (requires 4 of 5 to pass):

- adaptations that allow all children, including those with disabilities, to participate
- activities designed to promote understanding of cultures represented in the program
- opportunities for children to use books independently
- reading by adults to groups of children daily
- opportunities for children to use writing materials

Evidence:
Written description of activities that demonstrates the criteria above.
Copy of lesson plan or schedule that supports the written description for all age groups and classrooms, if applicable.

If a child with disabilities attends the program, written description of curriculum activities developed in consultation with the IFSP/IEP team to meet the needs of a child with a disability.

Reviewers' Feedback:
Reviewer was unable to locate a written description. The lesson plan included did not address all of the criteria. Reviewer was unable to find evidence related to curriculum activities for infants or adaptations for the child with a disability.
Change the message change the system

Initial feedback from Programs and QIS
- Cumbersome
- Scary
- Feeling judged
- Don’t want to turn it in

Change in messaging
- Turn in your draft!
- Let us help you!
- Feedback for your use!

Shift in feedback
- Feedback helpful
- I can do this
Resubmission and CQI

- Resubmit at any time
- Simplified resubmission process
- Full feedback provided on each resubmission
- Encouraging data
Unique CQI Opportunities in Oregon

- CQI Philosophy used in development and creating revisions
- Portfolio model lends to CQI throughout system
- Lengthy field test creates opportunity for systemic CQI
- Integration of evaluation team and implementation team
Questions, Reflections, Comments
Intentional Feedback loops
How easy to understand was the Summary Score Sheet with feedback that you were provided with...

- Very easy to understand: 50.6%
- Somewhat easy to understand: 30.8%
- Neutral: 13.5%
- Not very easy to understand: 4.5%
- Not at all easy to understand: 0.6%
Resubmission

How easy to understand is the resubmission process and resubmission form that you were provided...

<table>
<thead>
<tr>
<th>Very Easy/Somewhat Easy</th>
<th>Neutral</th>
<th>Not Very Easy/Not at all Easy</th>
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</thead>
<tbody>
<tr>
<td>67 (60%)</td>
<td>33 (29%)</td>
<td>12 (11%)</td>
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N=112
## Resubmission

<table>
<thead>
<tr>
<th></th>
<th>Total Initial</th>
<th>Stayed C2Q</th>
<th>Re-applied</th>
<th>Achieved Star Rating</th>
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<tr>
<td><strong>Center</strong></td>
<td>309</td>
<td>157 (50.8%)</td>
<td>67 (42.7%)</td>
<td>57 (85.1%)</td>
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<tr>
<td><strong>Large Family</strong></td>
<td>139</td>
<td>57 (41.0%)</td>
<td>25 (43.9%)</td>
<td>21 (84%)</td>
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<tr>
<td><strong>Small Family</strong></td>
<td>97</td>
<td>50 (51.5%)</td>
<td>22 (44%)</td>
<td>21 (95.5%)</td>
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</tbody>
</table>

**Total initial Portfolios: 545**
Data driven Systemic CQI

- During first 6 months: QIS reports showed >47% time spent on QIP (Sept 2013)
- Revamp of materials, and unveiled March 2014
- End of June 2014, time spent on QIP down to 8.3%
Program assessment of QIP

• Data from Post-Portfolio survey
• Programs were asked to rate materials for use in QRIS
• Statistically significant changes
• \( N_{\text{original}} = 51, N_{\text{revamp}} = 94 \)
Data Driven TA

TRI identifies ELDPs at priority QRIS stages and sends to CCR&Rs

CCR&R QIS TA logs

TRI tracks efforts by CCR&Rs through TA logs

TRI staff to collaborate with CCR&Rs (as appropriate)

TRI tracks progress from logs and TRI staff information

Learn and adjust

TRI staff to collaborate with CCR&Rs (as appropriate)
Data impacting process

Average # of Contacts

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<thead>
<tr>
<th></th>
<th>CC</th>
<th>CF</th>
<th>RF</th>
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<tbody>
<tr>
<td>CC</td>
<td>4.88</td>
<td>2.14</td>
<td>2.22</td>
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<tr>
<td>CF</td>
<td>12.63</td>
<td>6.03</td>
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<tr>
<td>RF</td>
<td>4.38</td>
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Not Achieved Rating  Achieved Rating

CC = Certified Center (N=56); CF = Large Family (N=54); RF = Small Family N=61)
QRIS TA Model

**QRIS Introductory training**
Web-based TA provided by TRI

**Universal**

**Work Sessions**
Trainings

**Targeted**

**Individualized Support**
On-site Visits

**Intensive**
### Effort: Total Time spent (in minutes)/# of Programs

<table>
<thead>
<tr>
<th>Type</th>
<th>Average Time To Prepare</th>
<th>Average Training Time</th>
<th>Average Effort (Total Time/# of Programs)</th>
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<tr>
<td>Intensive</td>
<td>40.49</td>
<td>98.66</td>
<td>137.73</td>
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<tr>
<td>Targeted</td>
<td>137.16</td>
<td>146.64</td>
<td>60.72</td>
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<tr>
<td>Universal</td>
<td>32.67</td>
<td>69.42</td>
<td>39.01</td>
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### ANOVA Table

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<tr>
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<th>Df</th>
<th>SSE</th>
<th>MSE</th>
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<td>1624607</td>
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Total N=2078 contacts
Data and CQI

• Data has helped inform and drive change at every level of Oregon’s QRIS

• The analyses relies on all partners providing information to fully inform the process

• Data will continue to play an integral role as Oregon begins to revise its QRIS
Questions, Reflections, Comments
2013: The beginning of the field test showed us that we needed to grow as an agency.

- The QRIS process allowed us to identify gaps in our training.

- Encouraged us to offer more high level, in-depth training to address authentic implementation of QRIS standards.

- Began partnering with area community college to encourage providers to participate in college coursework.
Partners in Practice is Born

Our Scholarship:

- serves about 90 providers a term
- offers education class in Spanish
- flexible times and locations
- courses target identified knowledge gaps from QRIS data
Value of Specific Feedback

- More than half of central Oregon programs did not receive a rating on their first attempt.
- This encourages programs to work on something they were more reluctant to before they received the feedback.
- Programs using specific feedback from TRI implement targeted improvements.
Example CQI Program

Commitment to Quality to 5 star

Jana’s Journey:

• Over two years applied for first 3 star, then 4 star, and finally 5 star

• Used portfolio score sheet and feedback to identify areas for growth and increase quality

• Became 2nd registered family 5 star program in the state

Through a cycle of Continuous Quality Improvement between the Early Learning Program, coaching from the Quality Improvement Specialist, increased education & training, and detailed feedback from The Research Institute, more and more programs become quality rated.
Growing Leaders

We brought a group of 5-star rated providers to the NeighborWorks Community Leadership Institute in Louisville, Kentucky. These providers are now serving in local leadership positions and are implementing a grant project to support the personal and professional growth of providers in our area.

Tammie Birkeland
QRIS Ambassador, Serves on Early Childhood Council

Lisa Mathis
Partners in Practice Peer Mentor, Child Care Resources Advisory Board Member

Ofelia Hoyt
Partners in Practice Peer Mentor, Latino Community Association Member

Julie VanSant
Master Trainer, Central Oregon Montessori Liaison
Questions, Reflections, Comments
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