

Reaching for the Stars, Oklahoma's Quality Rating Improvement System

A FRAMEWORK OF QUALITY



Child Care Services Vision Statement

Assuring Oklahoma families have access to licensed, affordable, quality child care by developing sufficient and adequate services for child care in the community and assisting child care facilities in achieving maximum standards.

Goals of QRIS

- ▶ Increase education and competency levels of child care providers, thereby improving overall quality.
- ▶ Raise DHS reimbursement rates thus increasing the number of subsidy slots.
- ▶ Provide a system for parents to evaluate the quality of child care.

QRIS Structure

- ▶ Designed using quality criteria and tiered reimbursement
- ▶ Includes licensed CCC, OST programs, FCCH, Head Start programs, Tribal child care, military child care
- ▶ Block structure built on minimum licensing requirements
- ▶ All programs are rated

One Star

- ▶ Meets minimum licensing requirements

One Star Plus

- ▶ Meet One Star and additional quality criteria
 - ▶ Increased professional development
 - ▶ Reading to children daily
 - ▶ Family engagement
 - ▶ Program assessment

Two Star

- ▶ Meets all 1 and 1+ criteria and additional quality criteria
 - ▶ Increased Master Teachers or FCCH provider qualifications with professional development in Oklahoma Early Learning Guidelines
 - ▶ Oklahoma Early Learning Guidelines or Oklahoma Academic Standards used for lesson planning
 - ▶ Additional criteria for family engagement and program assessment

Three Star

- ▶ Meets all 1, 1+, and 2 star criteria
AND
- ▶ National accreditation from Oklahoma approved source or Head Start

Support Resources for QRIS (Quality Initiatives)

- ▶ Oklahoma Regents for Higher Education Scholars for Excellence
- ▶ Oklahoma Child Care Resource and Referral Association and regional agencies
- ▶ University of Oklahoma Center for Early Childhood Professional Development
- ▶ Technology Centers

Restructuring QRIS

- ▶ No significant changes since 2012
- ▶ Change to 5 level system (currently 4 levels)
- ▶ Increase participation
- ▶ Increase provider commitment to continuous quality improvement
- ▶ Simplify paperwork process
- ▶ Criteria that can be monitored and are measurable
- ▶ No or low cost to industry

Areas of Focus

- ▶ Social and emotional development of children
- ▶ Caring and nurturing relationships
- ▶ Transitions
- ▶ Family engagement
- ▶ Care of infants and toddlers
- ▶ Serving vulnerable populations (special needs, non-English speaking families, families experiencing homelessness)
- ▶ Adverse childhood experiences and trauma

Gathering Research and Ideas

- ▶ Technical Assistance from the National Center on Early Childhood Quality Assurance
- ▶ Participation in State Systems Peer Learning Community on Family Engagement (National Center on Parent, Family and Community Engagement)
- ▶ Participation in Out-of-School Time Social Emotional Peer Learning Group (National Center on After School and Summer Enrichment)
- ▶ Research other states QRIS
- ▶ Review “Caring for Our Children” best practice document

Gathering Research and Ideas

- ▶ Licensing Staff survey and in-person meeting responses
- ▶ 2018 Oklahoma State Child Care Plan Survey responses from parents and providers
- ▶ OK Futures Needs Assessment (focus groups and interviews with parents and providers)
- ▶ Provider Satisfaction Survey responses
- ▶ Feedback from QRIS Standing Subcommittee
- ▶ Feedback from Out-of-School Time taskforce
- ▶ Feedback from FCCH focus group

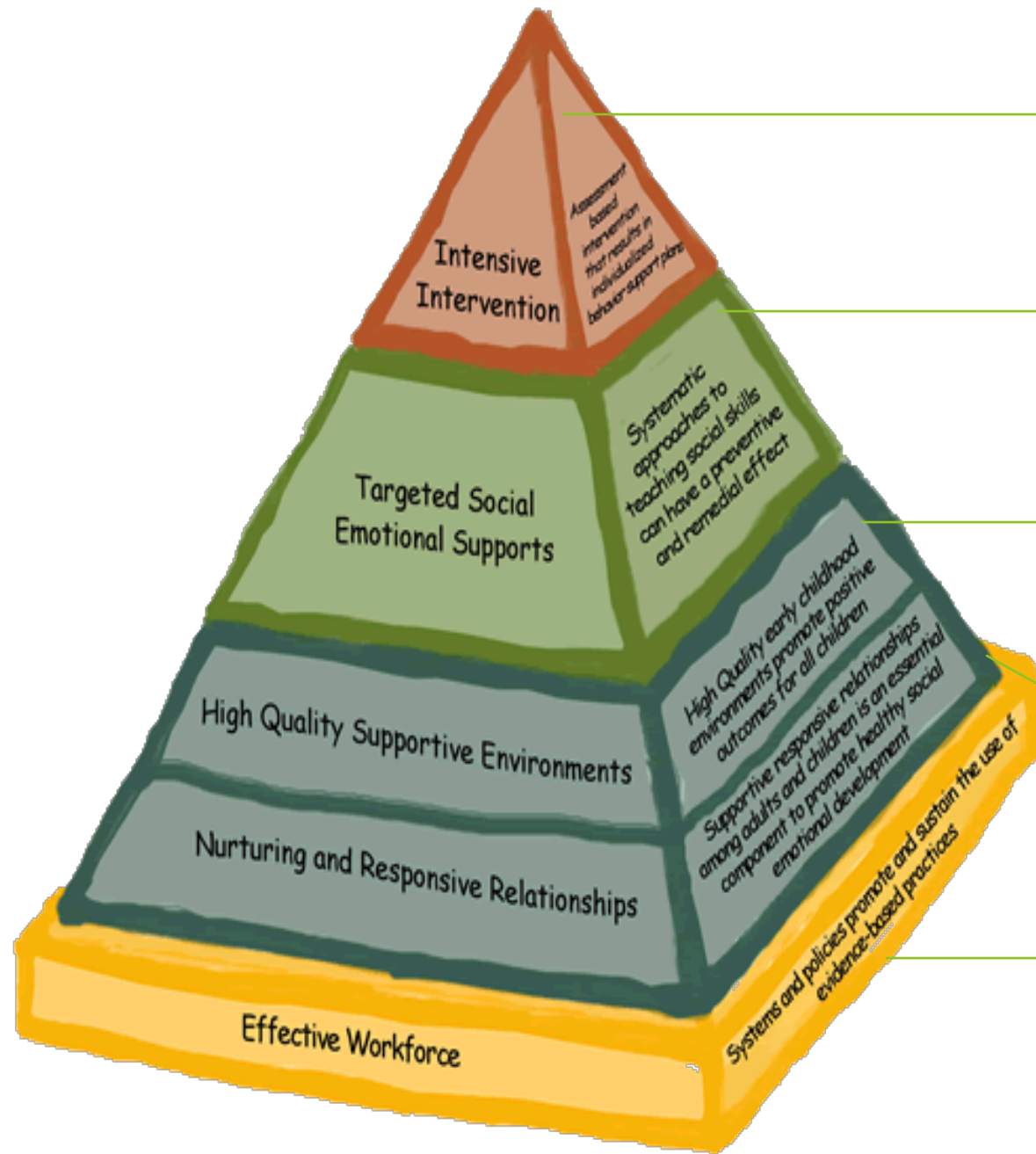
Major Changes Effective 11-1-21

- ▶ Five level system
- ▶ Alternate pathway to national accreditation
- ▶ Transitions
- ▶ Staff retention
- ▶ Developmentally appropriate written curriculum or lesson plans that align with Oklahoma ELG-covers all developmental domains and reviewed by Director or MT (for higher levels: individualized and enrichment activities)
- ▶ Continuity of care
- ▶ Family partnerships-Children's home language and culture considered
- ▶ Additional Professional Development at 4 and 5 Star
- ▶ Introduction to Pyramid Model

Pyramid Model

(Included in QRIS Effective 11-1-22)

- ▶ Multi-tiered framework of positive behavior support
- ▶ Evidence based practices
- ▶ Strategies and supports designed to improve the social, emotional, and behavioral outcomes of children
- ▶ Emphasis on strong relationships, supportive and nurturing environments, and preventing and addressing challenging behaviors



Planning with others for how to support individual children that need additional help beyond steps 1-4

Planning for how to respond to children's behavior

Setting up an environment to prevent problems before they start: Room Arrangement, Predictable Schedule and Routines.

Positive relationships with children, families and other providers

Better trained staff, Supportive Policies and Procedures are the foundation

Pyramid Model

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graph TD; A[Pyramid Model] --> B[Professional Development (Training)]; A --> C[Technical Assistance (Practice Based Coaching)]; A --> D[Assessment (TPITOS and TPOT)];
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Professional Development
(Training)

Technical Assistance
(Practice Based
Coaching)

Assessment
(TPITOS and TPOT)

How Pyramid Helps With Our Goals

- ▶ Builds on a system already in place
- ▶ Improves the quality of care
- ▶ Addresses all areas of focus
- ▶ Aligns with DHS' True North goal of being a trauma informed agency
- ▶ Supports CCDF focus on reducing suspensions and expulsions, serving vulnerable populations, engaging families, improving quality
- ▶ Aligns with the vision and work of OkFutures

Pyramid Work in Process

- ▶ Receiving technical assistance from the Pyramid Consortium
- ▶ Building supports
 - ▶ Online training modules
 - ▶ Intensive training of coaching staff
 - ▶ Assessment training
 - ▶ Various resources

Pyramid State Leadership Team

- ▶ Collaborative cross-agency team
- ▶ Guides statewide implementation
- ▶ Ensures structures and resources are available
 - ▶ Training
 - ▶ Coaching
 - ▶ Data systems
 - ▶ Demonstration programs
 - ▶ Behavior specialists
 - ▶ Financial
 - ▶ Technical assistance