

# THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



## Oregon Child Care Quality Indicators Program

**QRS Profile**

**April 2010**



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Policy Research, Inc.



# **Oregon Child Care Quality Indicators Program**

## **QRS Profile**

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**Prepared for:**

**Office of Planning, Research and Evaluation**

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**MATHEMATICA**  
Policy Research, Inc.



# Child Care Quality Rating System (QRS) Assessment Study

## PROFILE

<b>Site:</b>	<b>Oregon</b>
<b>Program Name:</b>	<b>Child Care Quality Indicators Program</b>
<b>Respondents:</b>	<b>Bobbie Weber, Oregon Child Care Research Partnership, Oregon State University</b>
<b>Information Reviewed and Finalized:</b>	<b>March 31, 2010</b>

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## Oregon – Child Care Quality Indicators Program

The Quality Indicator Program (QIP) provides measurement of research-based quality indicators for all regulated child care and education facilities in Oregon. QIP provides assessment and accountability for the Education and Quality Investment Partnership (EQUIP), a broad quality improvement effort that focuses on the child care and education workforce as well as facilities. QIP provides accountability at the facility level while accountability at the person level will be provided through TED (Training and Education Database), a web-based database expected to include all persons who work in licensed child care facilities and those unlicensed providers of care subsidized through the state's CCDF program. TED is currently in development. The two systems are being designed to operate together -- with TED's verified education and training data providing the data for the QIP facility education and training quality indicators. Together, TED and QIP provide the foundation for accountability, data systems that enable Oregon to measure the effectiveness of its investments in childhood care and education.

Oregon's Quality Indicator Program (QIP) is:

**Research-based:** QIP measures structural indicators of child care quality that research has shown to be associated with more positive child outcomes (see <http://www.hhs.oregonstate.edu/hdfs/sites/default/files/2003-Improving-ChildCare.pdf> for the research base)

**Universal:** QIP links data collection with licensing renewal visits and thus data collection from all licensed facilities. Facilities are asked to voluntarily release findings to the public. By having data on all facilities, Oregon is able to measure levels of quality at the county level and compare individual facilities to the county level.

**Sustainable:** QIP is built upon two parts of the child care system infrastructure—licensing and child care resource and referral. Use of existing systems avoids the addition of administrative structures and keeps costs of data collection and reporting manageable. Oregon's goal is that resources are invested in quality improvements rather than data collection.

**Objective:** QIP provides comparative findings (comparisons to national standards and county averages). Use of comparisons eliminates the need to select threshold levels which research has not yet been able to identify. An important empirical question is how parent and community impacts vary depending on delivery by ratings or comparisons.

Quality investments are focused on child care facilities and members of the workforce. Current improvement efforts include:

- The Child Care Enhancement Project (CCEP) and the Child Care Community Fund (CCCF) are multi-focused quality improvement efforts operating in select counties serving facilities, individual child care workers, and low-income families. The projects are funded with Oregon's Child Care Contribution Tax Credit which is managed by the Child Care Division.
- The Community Child Care Initiative (CCI), a Portland quality improvement effort is funded by Portland's Children's Initiative, a city tax-funded effort to improve child outcomes. CCI provides technical assistance and financial awards to child care facilities whose QI levels indicate they need to

improve quality. CCI also provides financial assistance to low-income families whose children receive care in facilities whose QI levels indicate above average quality.

- EQUIP is in the process of developing a system for family and center-based childhood care and education facilities to achieve Oregon Program of Quality designation for meeting specific quality structural standards. The process will include a review process for verification of this designation along with financial supports to assist facilities to meet the standards. The process will be field tested in late fall 2009. Designation will mark facilities as meeting the accreditation standard for the QIP. The goal is for facilities to achieve 'partner ready' levels for Oregon Head Start Prekindergarten (Head Start and Oregon's prekindergarten program) child care partnerships, Early Intervention/Early Childhood Special Education placements, and CCDF-funded infant/toddler, school-age, and other hard-to-find child care slots.
- The John and Betty Gray Community College Scholarship Program and the John and Betty Gray Training and Certification Scholarship Program award scholarships to members of the child care and early education workforce for both community college course work and community-based training. The scholarships are funded by Oregon Ready to Learn, The Oregon Community Foundation Early Childhood Program. They are named for OCF donors who launched the scholarships.
- Oregon's Registry Campaign, a technical assistance effort to help members of the child care workforce enroll in the Oregon Registry and achieve higher placement through increased education and training, was launched in July 2009.
- Education Awards are provided to recognize and reward accomplishments of members of the childhood care and education workforce who have achieved designated milestones in the Oregon Registry. The first awards were granted in spring 2009.

## Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, and goals.

<b>Site name:</b>	Oregon
<b>Program name:</b>	Child Care Quality Indicators Program
<b>Service area:</b>	Statewide
<b>Pilot:</b>	Pilot completed in Multnomah, Coos, and Curry Counties.
<b>Pilot time frame:</b>	Spring 2006 through December 2008 for centers January 2008 through December 2008 for family child care
<b>Date full program launched:</b>	Statewide roll-out for centers and certified (large) family child care homes was launched in 2009, with data collection beginning in January 2009 and first Quality Improvement reports to be mailed in spring 2010.  Statewide roll-out for registered family child care homes began with data collection in January 2009 and reports will be mailed in spring 2011 (licensing renewals of registered homes is biennial).
<b>Voluntary:</b>	No. Data is collected on all licensed facilities. Data analyzed and reports for all facilities and sent to them. Release of data to the public is voluntary.
<b>Website:</b>	An overview of EQUIP is at: <a href="http://www.employment.oregon.gov/EMPLOY/CCECC/popularity_boxes/EQUIP_Summary_7-15-09.pdf">http://www.employment.oregon.gov/EMPLOY/CCECC/popularity_boxes/EQUIP_Summary_7-15-09.pdf</a>  The website at which parents and the public will access Quality Indicators Program individual facility-level findings is in development. It is being built as a part of the Oregon Child Care Resource and Referral's more extensive website providing child care access to Oregon parents and communities.
<b>Eligible programs:</b>	Center-based programs, Head Start/Early Head Start, pre-kindergarten / comprehensive early childhood programs, licensed family child care, and all school-aged programs. All programs must be licensed.
<b>Source of funds for eligible public program:</b>	State
<b>Total numbers of programs participating:</b>	Data collected on all 235 centers in pilot area in 2008.
<b>Number of participating child care centers:</b>	100% of centers that have operated for a year or more. Data is not collected during the center's first year.
<b>Percent of total programs enrolled in QRS:</b>	100% The QRS is not voluntary.
<b>Percent of programs at each rating level:</b>	N/A. There are no rating levels.
<b>Goals:</b>	<i>Parents will have more information in making their child care choices. They will be able to use quality indicator reports to compare the different characteristics that affect child outcomes.</i>

**Child care providers** will be able to compare themselves to others on these quality indicators. They will identify areas in which they are outstanding and others in which they want to improve. As such, it's a strategic planning, marketing and fundraising tool.

**Community members and funders** will have increased levels of accountability. Areas in need of investment will be clearer, and impacts of investments can be measured. The community will invest in child care centers with increased confidence that outcomes will improve.

**Language from statute:** N/A

## Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

<b>Rating structure:</b>	Oregon is comparing facility measures to county averages and AAP/APHA standards. Oregon is not rating facilities.
<b>Number of levels:</b>	N/A
<b>Length of time rating is valid:</b>	Certified centers and certified (large) family child care homes data are collected, analyzed, and reported annually. Registered family child care home data are collected, analyzed and reported biennially.
<b>Rating process/Method of combining points:</b>	<p>Data collection varies by the quality indicator. The goal is to have verified data whenever possible.</p> <p>Ratio, group size, education and credentials, training, and compensation are collected by Licensing Specialists at time of licensing renewal visits. Teacher retention is computed from the hire dates at facility reported to the child care licensing agency. Accreditation status is collected from the accrediting bodies. Data is input into a project-developed database by staff at the Oregon Child Care Resource and Referral Network (OCCRN). The data is exported to an excel database and sent to Oregon State University where appropriate variables are created and then transferred into Stata Software for statistical analyses. Findings are then merged into WORD format reports which OCCRRN mails to providers.</p> <p>Once the Training and Education Database (TED—a web-based collaborative effort of child care partners) is fully operational education,</p>



	<p>credentials, and training data will be verified by the Center for Career Development (OCCD) and downloaded for QI. Licensing Specialists will continue to collect the ratio, group size, compensation, and staff retention data. Accreditation data will continue to be collected from the accrediting body. OSU will continue to analyze the data and complete reports. OCCRRN will mail reports. OCCRN will post findings from facilities that have released their data for public use on the OCCRRN web page. An RFP is currently out to identify an organization to design the web page so that it can easily and meaningfully be accessed by parents and other members of the public. They will also develop a marketing plan.</p>
<b>Method used to assess programs for infants/toddlers:</b>	A different method is not used.
<b>Method used to assess programs for school-aged children:</b>	A different method is not used.
<b>Different process used to assess family child care:</b>	Registered (small) family child care home data collection is slightly different due to differences in how they are licensed.
<b>Different process used to assess Head Start/Early Head Start:</b>	No
<b>Different process used to assess accredited programs:</b>	No
<b>Events that trigger re-rating:</b>	License renewal
<b>Description of re-rating trigger:</b>	There is an annual license renewal for centers and large family child care homes, biennial for small family child care homes
<b>Appeal process:</b>	No. Upon request, reported findings are compared with reported data to confirm report accurately represents what was reported.
<b>Availability of technical assistance for rating process:</b>	Yes
<b>Description of technical assistance for rating process:</b>	Training has been developed for and delivered to centers and is under development for family child care homes. The Resource and Referrals have specialists are now providing direct assistance to centers and family child care homes for both the Quality Indicators Project and enrollment in the Oregon Registry.
<b>Availability of technical assistance for preparatory process:</b>	Yes

## Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs.



The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

<b>Number of site-specific indicator categories:</b>	7
<b>Site-specific names of categories used in the QRS:</b>	<ul style="list-style-type: none"> <li>-Ratio of Children per Adult</li> <li>-Group Size</li> <li>-Education and credentials of teachers and directors</li> <li>-Training of teachers</li> <li>-Teacher compensation level (only for centers)</li> <li>-Teacher/provider retention or stability in caregiver child relationship</li> <li>-Accreditation</li> </ul>

### Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	Yes
<b>Licensing equivalent to the first level:</b>	N/A
<b>Licensing compliance referred to within:</b>	N/A

### Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Ratio and group size indicators included:</b>	Yes
<b>Description:</b>	<p><b>Ratio:</b></p> <p><b><u>Nationally Recommended Standard for Quality Care:</u></b></p> <p><b>6 weeks to under 30 months</b>  3 to 1 for birth-12 months  4 to 1 for 13-30 months</p> <p><b>30 months to attending kindergarten</b>  5 to 1 for 31-35 months</p>

7 to 1 for 36-47 months  
 8 to 1 for 4-5 years  
**Attending kindergarten and older**  
 10 to 1 for 6-8 years  
 12 to 1 for 9-12 years

**State Requirement Minimum**  
 6 weeks to under 30 months: 4 to 1  
 30 months to kindergarten: 10 to 1  
 Kindergarten and older: 15 to 1

**Group Size:**

**Nationally Recommended Standard for Quality Care:**

**6 weeks to under 30 months**  
 6 or fewer for birth-12 months  
 8 or fewer for 13-30 months  
**30 months to kindergarten**  
 10 or fewer for 31-35 months  
 14 or fewer for 36-47 months  
 16 or fewer for 4-5 years  
**Attending kindergarten and older**  
 20 or fewer for 6-8 years  
 24 or fewer for 9-12 years

**State Requirement Minimum:**  
 6 weeks to under 30 months: 8  
 30 months to kindergarten: 20  
 Kindergarten and older: 30

<b>Ratio and group size referred to within:</b>	Ratio of Children per Adult and Group Size
<b>Source of evidence:</b>	Provider self report, collected by Licensing

### Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales, which are used in some QRSs.

<b>Health and safety indicators included:</b>	No
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### Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an

early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place.

<b>Curriculum indicators included:</b>	No
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## Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Environment indicators included:</b>	No
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## Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	No
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## Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
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<b>Indicators for staff include:</b>	Education and Training
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### Description:

Data is collected on education, credentials, and training of teachers and directors, center averages are computed and compared to county averages and AAP/APHA standards. Currently data is verified in line with licensing requirements. When the Training and Education Database is fully operational (expected to be in 2011) education, credentials, and training will be verified by the Center for Career Development.

### Training

Nationally Recommended Standards of Quality Care:

Minimum of 24 clock hours in each year, including:

- 16 hrs in child development
- 8 hrs in child health, safety, and staff health

State Required Minimum:

Minimum of 15 clock hours in each year, including:

- 8 hrs in child development

**Teacher Retention:**

More stable staff

**Education:**

Nationally Recommended Standards of Quality Care:

Director: Minimum of Bachelors degree (BA/BS) in Early Childhood Education (ECE) or child related field

Teacher: Minimum of Bachelors degree(BA/BS) in Early Childhood Education (ECE) or child related field

**Referred to Within:**

Training, Teacher Retention, Education

## Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Family partnership indicators included:</b>	No
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## Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Administration and management indicators included:</b>	Yes
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<b>Description</b>	Compensation: Higher paid teaching staff
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<b>Referred to within:</b>	Compensation
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## Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSSs.

<b>Cultural/linguistic diversity indicators included:</b>	No
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## Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

<b>Accreditation included:</b>	Accreditation status is collected from the accrediting bodies that have met standards established by the Oregon's Training and Quality Committee.
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## Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Community involvement indicators included:</b>	No
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## Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	No
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## Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

<b>Number of site-specific indicator categories:</b>	6
<b>Site-specific names of categories used in the QRS:</b>	-Ratio of Children per Adult -Group Size -Education and credentials of teachers and directors -Training of teachers

-Teacher/provider retention or stability in caregiver child relationship  
-Accreditation

## Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	Yes
<b>Licensing equivalent to the first level:</b>	N/A
<b>Licensing compliance referred to within:</b>	N/A

## Ratio and Group Size (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Ratio and group size indicators included:</b>	Yes
<b>Description:</b>	Not available
<b>Ratio and group size referred to within:</b>	Ratio of Children per Adult and Group Size
<b>Source of evidence:</b>	Provider self report, collected by Licensing

## Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales, which are used in some QRSs.

<b>Health and safety indicators included:</b>	No
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## Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place.

<b>Curriculum indicators included:</b>	No
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## Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Environment indicators included:</b>	No
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## Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	No
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## Staff Qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
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<b>Indicators for staff include:</b>	Education and Training
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**Description:**

<b>Referred to Within:</b>	Training, Teacher Retention, Education
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## Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Family partnership indicators included:</b>	No
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## Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Administration and management indicators included:</b>	No
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## Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality



indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Cultural/linguistic diversity indicators included:</b>	No
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## Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

<b>Accreditation included:</b>	Accreditation status is collected from the accrediting bodies that have met standards established by the Oregon's Training and Quality Committee.
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## Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Community involvement indicators included:</b>	No
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## Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	No
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## Application Process – N/A

Programs do not apply for the Quality Indicators Project.

## Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

<b>Outreach to parents:</b>	Yes
<b>Method of outreach to parents:</b>	Website
<b>Outreach to providers:</b>	Yes
<b>Method of outreach to providers:</b>	Website and mailing. A Quality Indicator Report,

which compares indicator values from a child care facility to the community average and national standards of the American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care (2002) is sent to centers. Mailing includes cover letter, detailed description of indicators.

<b>Outreach to public:</b>	Yes
<b>Method of outreach to public:</b>	Website and information disseminated via system contractors/partners.
<b>Percent of budget dedicated to marketing:</b>	Design of marketing plan is included in outstanding RFP for QIP Website Design.

## Use of Observational Tools- N/A

## Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

<b>Training available that is linked to QRS:</b>	Yes
<b>Content of linked training:</b>	Quality Indicators Project training focuses on research base for the quality indicators, relationship to quality care, and the process of data collection and reporting. The focus is on helping facilities use the process and report to improve quality.
<b>Total duration of training:</b>	Less than 5 hours
<b>Trainer approval process:</b>	Yes
<b>Target population for training:</b>	All providers
<b>Onsite assistance available that is linked to QRS:</b>	Yes
<b>Content of linked onsite assistance:</b>	Specialists working through the Child Care Resource & Referral system are now providing individual and group training/support for both Quality Indicators Project and Oregon Registry.
<b>Onsite assistance frequency</b>	Varies
<b>Length of onsite sessions</b>	Varies
<b>Total duration of onsite assistance:</b>	Varies
<b>Formal approval for onsite assistance provider:</b>	Yes. Approval is provided by Resource and Referral staff who must meet Resource and Referral qualifications.
<b>Target population for onsite assistance:</b>	All providers who request services.

## Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

<b>Tiered reimbursement:</b>	No
<b>Quality award/bonus:</b>	No
<b>Startup award:</b>	No
<b>Scholarship (T.E.A.C.H)</b>	The John and Betty Gray Community College Scholarship Program and the John and Betty Gray Training and Certification Scholarship Program award scholarships to members of the child care and early education workforce for both community college course work and community-based training. The scholarships are funded by Oregon Ready to Learn, The Oregon Community Foundation Early Childhood Program. They are named for OCF donors who launched the scholarships.
<b>Wage enhancement</b>	Education Awards are provided to recognize and reward accomplishments of members of the childhood care and education workforce who have achieved designated milestones in the Oregon Professional Development Registry. The first awards were granted in spring 2009.
<b>Retention bonus:</b>	No
<b>Improvement grants:</b>	Available now in counties where quality improvement projects are in place. Will be available statewide when EQUIP facilities project is through design and testing.

## Administration Details

This section provides details about the QRS administration and funding.

<b>QRS lead :</b>	Child Care Division and Oregon Child Care Resource and Referral
	EQUIP Partners: Center for Career Development in Childhood Care and Education, Portland State University Child Care Division, Oregon Employment Department Child Care Unit, Oregon Department of Human Services Children's Institute Children's Investment Fund, City of Portland Head Start Collaboration Project, Oregon

Department of Education  
 Oregon Child Care Research Partnership, Oregon State University  
 Oregon Child Care Resource and Referral Network  
 Oregon Commission for Child Care  
 Oregon Community Foundation

<b>QRS lead type:</b>	State government agency and local government agency
<b>Overall funding amount for most recent fiscal year:</b>	\$1,999,000
<b>Overall funding sources:</b>	Child Care and Development Fund, Foundation, State, and Oregon Child Care Contribution Tax Credit
<b>Administration funding for most recent fiscal year:</b>	\$252,800
<b>Administration funding source:</b>	Child Care and Development Fund, Foundation, State
<b>Quality improvement funding for most recent fiscal year:</b>	\$1,667,000 (EQUIP projects)
<b>Quality improvement funding source:</b>	Not available
<b>Evaluation funding for most recent fiscal year:</b>	\$69,152
<b>Evaluation funding source:</b>	Not available

## Partners

This section provides information about the roles and responsibilities of partners in the QRS.

<b>Partner 1 type :</b>	University
<b>Partner 1 name:</b>	Oregon State University
<b>Partner 1 function:</b>	Provide technical assistance, data analysis and report creation.
<b>Work plan in place:</b>	Yes
<b>Partner 2:</b>	University
<b>Partner 2 name:</b>	Center for Career Development in Childhood Care and Education, Portland State University
<b>Partner 2 function:</b>	Provide technical assistance and quality improvement services, provide financial incentives (education awards), and manage Oregon Registry including collection and verification of education and training.
<b>Work plan in place:</b>	Yes
<b>Partner 3 type :</b>	University
	Teaching Research Institute, Western Oregon

<b>Partner 3 name:</b>	University
<b>Partner 3 function:</b>	Develop and test EQUIP facilities improvement process
<b>Work plan in place:</b>	No
<b>Partner 4 type :</b>	State agencies
<b>Partner 4 name:</b>	Child Care Division (licensing specialists)
<b>Partner 4 function:</b>	Collect and validate/information/documentation to assign ratings, provide technical assistance and quality improvement services, provide financial incentives (Child Care Contribution Tax Credit funded quality enhancement projects), and evaluation
<b>Work plan in place:</b>	Yes
<b>Partner 5 type :</b>	Resource and Referral Agencies or similar
<b>Partner 5 name:</b>	Oregon Child Care Resource and Referral Network
<b>Partner 5 function:</b>	Provide technical assistance and quality improvement services, manage communication or information dissemination, evaluation, data input and management
<b>Work plan in place:</b>	Yes
<b>Partner 6 type :</b>	Resource and Referral Agencies
<b>Partner 6 name:</b>	Child Care Resource and Referral of Multnomah County, Mt Hood Community College Community Childcare Initiative
<b>Partner 6 function:</b>	Provide financial incentives to facilities, provide stipends to providers based on step on Oregon Registry, provide financial assistance to parents, system navigation support, and evaluation.
<b>Work plan in place:</b>	Yes

## Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

<b>Child care subsidies :</b>	No
<b>Professional development:</b>	Yes
<b>Description</b>	Oregon Professional Development System is housed at Portland State University. Portland State University manages Oregon Registry including the collection and verification of

education and training. This is the future source of QI data on education and training.

**Incorporation of other standards:**

Yes

**Description:**

The EQUIP facilities standards being developed are an alignment of Head Start performance standards, EI/ECSE standards, and QIP indicators.

## Evaluation

**Status of evaluation :**

Periodic

**List research questions for periodic evaluation:**

Process evaluation of QIP done by Shannon Williams, Zetetic Associates and is listed below.

Research Questions included:

1. What are the strengths of the QIPP?
2. What are the challenges of the QIPP?
3. To what extent and how should the QIPP continue?
4. How can the QIPP be improved?

**Evaluator type:**

External

**Evaluator name (if external)**

NPC Research

Zetetic Associates, Inc.

Shannon Williams, Ph.D., Independent Consultant

**If external, was RFP issued:**

Yes

**Published reports to date :**

An external evaluation of the whole EQUIP project is currently underway and is being conducted by Shannon Williams, Ph.D., Independent Consultant. She also is conducting an evaluation of the Child Care Initiative in Portland.

Published evaluation reports to date:

Lambarth, C. H., Worcel, S., & Green, B. L. (2008, August). Child Care Community Fund, Year 1: Evaluation report. A report to the Oregon Employment Department, Child Care Division, NPC Research. Available for download at:

[http://www.npcresearch.com/publications\\_early\\_childhood.php](http://www.npcresearch.com/publications_early_childhood.php)

Williams, S.T. (2008, January). *Quality Indicator Pilot Project. Process evaluation: Successes, challenges, and recommendations.* Report to the Oregon Child Care Resource and Referral Network. Zetetic Associates, Inc. Available upon request from the Oregon Child Care Resource and Referral Network.

Worcel, S., & Green, B. (2008, September). Child care enhancement project, Final Report: An evaluation of three years of the Child Care Enhancement Project in Lane County. A report to the Oregon Employment Department, Child Care Division, NPC Research. Available

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for download at:  
<http://www.oregon.gov/EMPLOY/CCD/docs/CCEPYear3FinalReport.pdf>

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## Key Contacts

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**Category :**

**Contact name:**

**Organization:**

**Email:**

**Phone:**

### Overall management

QIP is collaboration between the Child Care Division, Oregon Employment Department, and the Oregon Child Care Resource and Referral Network (OCCRRN). A Steering Committee composed of public and private stakeholders guides the QIP. The QIP coordinator reports to the OCCRRN director.

Name: Heidi McGowan

Title: Coordinator, Quality Improvement Program,  
Oregon Child Care Resource and Referral Network

Phone: 541.760.7625

E-Mail: [heidi@hbsaa.com](mailto:heidi@hbsaa.com)

EQUIP is a public/private collaboration which is lead by a Steering Committee. Individual components have organizational/individual leadership. Heidi McGowan staffs the EQUIP Workgroup.

EQUIP partners and contact information follows:

Center for Career Development in Childhood Care  
and Education,

Portland State University

Name: Pam Deardorff

Title: Director, Oregon Center for Career  
Development in Childhood Care and Education,  
Portland State University

Email: [deardops@pdx.edu](mailto:deardops@pdx.edu)

Phone: 503.725.8527

Child Care Division, Oregon Employment  
Department

Name: Tom Olsen

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Title: Oregon Child Care Administrator, Child Care  
Division, Oregon Employment Department  
Email: Tom.L.Olsen@state.or.us  
Phone: 541.947.1409

Child Care Unit, Oregon Department of Human  
Services  
Name: Rhonda Prodzinski  
Title: Child Care & Refugee Program Manager  
Department of Human Services  
E-mail: rhonda.prodzinski@sate.or.us  
Phone: (503) 945-6108

Children's Institute  
Name: David Mandell, Ph.D.  
<http://www.childinst.org> Title: Research Director,  
Children's Institute  
E-mail: [david@childinst.org](mailto:david@childinst.org)  
Phone: 503.219.9036

Children's Investment Fund, City of Portland  
Name: Alissa Keny-Guyer  
E-mail: [Alissakg@comcast.net](mailto:Alissakg@comcast.net)

Head Start Collaboration Project, Oregon  
Department of Education  
Name: Dell Ford  
E-mail: [dell.ford@state.or.us](mailto:dell.ford@state.or.us)  
Phone: (503) 378-3600 Ext. 2601

Oregon Child Care Research Partnership, Oregon  
State University  
Name: Bobbie Weber  
Title: Coordinator OCCRP, Faculty Research  
Associate  
E-mail: [Bobbie.Weber@oregonstate.edu](mailto:Bobbie.Weber@oregonstate.edu)  
Phone: 541.737.9243

Oregon Child Care Resource and Referral Network  
Name: Mark Anderson  
Title: Director  
E-mail: [manderson@oregonchildcare.org](mailto:manderson@oregonchildcare.org)

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Oregon Commission for Child Care  
 Name: Rosetta Wangerin  
 Title: Chair  
 E-mail: [occc.chair@state.or.us](mailto:occc.chair@state.or.us)

Oregon Community Foundation  
 Name: Mary Louise McClintock  
 Title: Early Childhood Program Director  
 E-mail: [MLMcClintock@oregoncf.org](mailto:MLMcClintock@oregoncf.org)  
 Phone: 503. 227.6846

**Category :** **Data Analysis and Reporting**  
**Contact name:** Bobbie Weber  
**Organization:** Oregon State University  
**Email:** [Bobbie.Weber@oregonstate.edu](mailto:Bobbie.Weber@oregonstate.edu)  
**Phone:** 541.737.9243

**Category :** **Distribution of financial incentives**  
**Contact name:** Pam Deardorff  
 Director, Oregon Center for Career Development  
 in Childhood Care and Education  
**Organization:** Portland State University  
**Email:** [deardops@pdx.edu](mailto:deardops@pdx.edu)  
**Phone:** 503.725.8527

**Category :** **Quality improvements and support**  
 Oregon has multiple quality improvement projects serving limited parts of the state. The three major projects are:  
 Child Care Enhancement Project, Lane County  
 Child Care Community Fund, Neighborhood House, Metro  
 The Community Child Care Initiative, Child Care Resource and Referral of Multnomah County, Mt Hood Community College  
  
 The statewide EQUIP facilities process initiative is in development and the organization that will administer the program will be decided in 2010.

**Category :** **Data systems, monitoring and evaluation**  
 Data collection and management is a joint effort of the Child Care Division and the Oregon Child

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Care Resource and Referral Network. Final responsibility resides with Tom Olsen for the Child Care Division and Mark Anderson for the Oregon Child Care Resource and Referral Network.

Name: Mark Anderson

Title: Director, Oregon Child Care Resource and Referral Network

Email: [manderson@oregonchildcare.org](mailto:manderson@oregonchildcare.org)

Phone: 503.375.2644

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## References

Quality Indicator Report. (2007). Report based on center characteristics reported to the Child Care Division in 2007.

EQUIP Summary. (2009, July). Sent via email , January 25, 2010.

## QUALITY INDICATOR REPORT

Report based on center characteristics reported to the Child Care Division in 2007

### WHAT DOES RESEARCH TELL US ABOUT CHILD CARE QUALITY INDICATORS?

The most important indicator of child care quality is the relationship between the care provider and an individual child. Children benefit when stable, loving care providers are clear and consistent in how they guide children. Frequent one to one adult-child interactions simulate development of language and social skills needed for success in school and life. Over the past 30 years, research has shown that these kinds of interactions are more frequent in centers that have particular “structural indicators”. These indicators are called “structural indicators” because each describes a characteristic of the center, not of the direct relationships that providers have with individual children. When a child care center is positive on these structural indicators, children are more likely to receive the attention, care and learning opportunities that they need to develop language, social skills and knowledge needed for success in school and in life.

Name of Center:

CCD License Number:

Child Care Quality Indicator	What does research tell us about why this indicator is important?	Nationally Recommended Standard for Quality Care <sup>1</sup>	State Minimum Requirement	Multnomah County Rate on this Quality Indicator	Center Report on this Quality indicator
<b>Ratio: Child to Adult</b>	<p>Children need adult attention to thrive. In child care setting fewer children per adult means that each child is more likely to have the opportunity to gain one on one attention.</p> <p>Research and national pediatrics and child care organizations confirm that the child to adult ratios influence the quality care that children receive.<sup>2</sup></p> <p>Lower child to adult ratios are especially important for infants and children under age 3.</p>	<p><b>6 weeks to under 30 months</b> 3 to 1 for birth-12 months 4 to 1 for 13-30 months</p> <p><b>30 months to attending kindergarten</b> 5 to 1 for 31-35 months 7 to 1 for 36-47 months 8 to 1 for 4-5 years</p> <p><b>Attending kindergarten and older</b> 10 to 1 for 6-8 years 12 to 1 for 9-12 years</p>	<p><b>6 weeks to under 30 months</b> 4 to 1</p> <p><b>30 months to kindergarten</b> 10 to 1</p> <p><b>Kindergarten and older</b> 15 to 1</p>	<p><b>6 weeks to under 30 months:</b> <b>4% of reporting centers have a better ratio than the state requires (fewer children per adult)</b> <i>(62% of centers reported for this age group)</i></p> <p><b>30 months to kindergarten:</b> <b>19% of reporting centers have a better ratio than the state requires (fewer children per adult)</b> <i>(63% of centers reported for this age group)</i></p> <p><b>Kindergarten and older:</b> <b>15% of reporting centers have a better ratio than the state requires (fewer children per adult)</b> <i>(66% of centers reported for this age group)</i></p>	<p><b>6 weeks to under 30 months:</b> <b>4 children to 1 adult</b> This center meets state requirements</p> <p><b>30 months to kindergarten:</b> <b>10 children to 1 adult</b> This center meets state requirements</p> <p><b>Kindergarten and older:</b> <b>15 children to 1 adult</b> This center meets state requirements</p>

## QUALITY INDICATOR REPORT

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Child Care Quality Indicator	What does research tell us about why this indicator is important?	Nationally Recommended Standard for Quality Care		Multnomah County Rate on this Quality Indicator	Center Report on this Quality indicator
<b>Group Size</b>	<p>When children are cared for in smaller groups, each child is more likely to get positive individual adult attention.<sup>3</sup></p> <p>Small group care is especially important for infants and children under age 3 years.</p>	<p><b>6 weeks to under 30 months</b> 6 or fewer for birth-12 months 8 or fewer for 13-30 months</p> <p><b>30 months to kindergarten</b> 10 or fewer for 31-35 months 14 or fewer for 36-47 months 16 or fewer for 4-5 years</p> <p><b>Attending kindergarten and older</b> 20 or fewer for 6-8 years 24 or fewer for 9-12 years</p>	<p><b>6 weeks to under 30 months</b> 8</p> <p><b>30 months to kindergarten</b> 20</p> <p><b>Kindergarten and older</b> 30</p>	<p><b>6 weeks to under 30 months:</b> <b>12% of reporting centers have a smaller group size than the state requires</b> <i>(62% of centers reported for this age group)</i></p> <p><b>30 months to kindergarten:</b> <b>25% of reporting centers have a smaller group size than the state requires</b> <i>(63% of centers reported for this age group)</i></p> <p><b>Kindergarten and older:</b> <b>42% of reporting centers have a smaller group size than the state requires</b> <i>(41% of centers reported for this age group)</i></p>	<p><b>6 weeks to under 30 months:</b> <b>4 children per group</b> This center has a smaller group size than the state requires</p> <p><b>30 months to kindergarten:</b> <b>20 children per group</b> This center meets state requirements</p> <p><b>Kindergarten and older:</b> <b>30 children per group</b> This center meets state requirements</p>

## QUALITY INDICATOR REPORT

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Child Care Quality Indicator	What does research tell us about why this indicator is important?	Nationally Recommended Standard for Quality Care		Multnomah County Rate on this Quality Indicator	Center Report on this Quality indicator
<b>Training</b>	In addition to education, child care providers are more effective when they have up-to-date training in child development and child health and safety. <sup>4</sup>	<b>Minimum of 24 clock hours in each year, including:</b> <ul style="list-style-type: none"> <li>• 16 hrs in child development</li> <li>• 8 hrs in child health, safety, and staff health</li> </ul>	<b>Minimum of 15 clock hours in each year, including:</b> <ul style="list-style-type: none"> <li>• 8 hrs in child development</li> </ul>	<p>Teachers at centers for more than one year averaged <b>17</b> hours of training, of which <b>11</b> were in child development</p> <p>In <b>67%</b> of centers, teachers averaged more than the 15-hour state training requirement</p> <p>Within the total hours, teachers at <b>67%</b> of centers averaged more than the 8-hour state requirement for child development training</p>	<p>Teachers at this center more than one year averaged more than the state-required 15 total hours.</p> <p>Within their total hours, these teachers averaged more than the 8 state-required child development hours.</p> <p>All centers meet the training requirement before receiving a license, but not all centers reported all training hours to this project.</p> <p>(At least some training hours were reported for 10 of 10 teachers who have been at this center for more than one year)</p>
<b>Teacher Retention</b>	<p>Research demonstrates that children benefit when they have stable relationships with care providers.<sup>8</sup></p> <p>Lower staff turnover contributes to more stable relationships and more positive child outcomes.</p>	<b>More stable staff</b>		<p>In the average center, <b>73%</b> of teachers were at their center for more than one year</p> <p><i>(94% of centers reported)</i></p>	<p><b>91%</b> of teachers have been at this center for more than one year</p>

## QUALITY INDICATOR REPORT

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Child Care Quality Indicator	What does research tell us about why this indicator is important?	Nationally Recommended Standard for Quality Care	Multnomah County Rate on this Quality Indicator	Center Report on this Quality indicator
<p><b>Education</b></p>	<p>When caregivers have higher levels of education they are more likely to talk with children in ways that stimulate development of language and other skills.</p> <p>A college degree in early childhood education or a child-related area best prepares child care professionals to teach young children in their care.</p> <p>In addition to education, credentials have been shown to effect outcomes. Teachers with a Child Development Associate credential (CDA) are more effective than those with only a high school diploma.<sup>5</sup></p> <p>Research also demonstrates that skilled center directors are associated with more positive outcomes for children.</p>	<p><b>Director:</b> Minimum of Bachelors degree (BA/BS) in Early Childhood Education (ECE) or child related field</p> <p><b>Teacher:</b> Minimum of Bachelors degree(BA/BS) in Early Childhood Education (ECE) or child related field</p>	<p><b>In 40% of centers, the director has a bachelor's degree or higher in Early Childhood Education or a related field</b> (76% of centers reported education on all directors)</p> <p><b>In 49% of centers, at least one teacher has a bachelor's degree or higher in Early Childhood Education or a related field</b> (56% of centers reported education on all teachers)</p>	<p><b>The director has a high school diploma or general equivalency diploma (GED)</b></p> <p><b>The director does not have a director's certificate</b></p> <p><b>This center has at least one teacher with a bachelor's or higher in Early Childhood Education or a related field</b></p> <p>This center reports <b>11</b> teacher(s)</p> <p><b>2</b> have a bachelor's degree or higher in Early Childhood Education or a child related field</p> <p><b>1</b> has a bachelor's degree or higher in other or unreported field</p> <p><b>1</b> has an associate's degree in Early Childhood Education or a child related field</p> <p><b>0</b> have an associate's degree in other or unreported field</p> <p><b>1</b> has earned some college credit or a foreign degree</p> <p><b>6</b> have a high school diploma or general equivalency diploma (GED)</p> <p><b>0</b> did not report education</p> <p><b>1</b> teacher at this center has a child development associate credential (CDA)</p>



## QUALITY INDICATOR REPORT

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Child Care Quality Indicator	What does research tell us about why this indicator is important?	Nationally Recommended Standard for Quality Care	Multnomah County Rate on this Quality Indicator	Center Report on this Quality indicator
<b>Compensation</b>	<p>Research demonstrates association between higher salaries and benefits and more positive child outcomes.<sup>7</sup></p> <p>When child care providers receive salaries and benefits that are commensurate with their skills and duties, they are more likely to provide higher quality care and more likely to remain in the profession.</p>	<b>Higher paid teaching staff</b>	<p><b>Average wage range for teachers \$8.50 to \$14.00</b> (51% of centers reported)</p> <p><b>49% of centers that were asked reported that they contribute some amount toward medical benefits for teachers</b></p> <p><b>52% of centers that were asked reported that they provide other benefits for teachers</b> (72% of centers were asked about benefits)</p>	<p>Teacher wages range from <b>\$8.50 to \$14.25</b></p> <p>This center <b>does</b> contribute some amount toward medical benefits for teachers</p> <p>This center <b>does</b> provide other benefits for teachers</p>
<b>Accreditation</b>	<p>Child care centers that are currently accredited have met demanding standards and are likely to produce positive outcomes for children.<sup>6</sup></p> <p>There are national accrediting agencies for group and family child care. Accreditation requires a lengthy application process and onsite visit. Accreditation must be renewed periodically.</p> <p>To be accredited, a child care center must demonstrate superior facilities &amp; teaching materials, teaching plans and activities that are appropriated to the age of children in care, staff who are well-trained, strong relationships with parents, and adequate organizational and business practices.</p>	<p><b>Current national accreditation</b> demonstrates that a child care center has met or exceeded the standards of a national accrediting agency.</p> <p>Licensing by the state of Oregon is not the same as national accreditation. National accreditation holds centers to higher standards than does state licensing.</p>	<b>7% of centers have been accredited by a nationally recognized accrediting organization</b>	<p>This center <b>is NOT</b> nationally accredited, but is licensed by the State of Oregon.</p>

<sup>1</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care (2002). *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, 2nd edition*. Elk Grove Village, IL: American Academy of Pediatrics and Washington, DC: American Public Health Association. Also available at <http://nrc.uchsc.edu>.

<sup>2-8</sup> Research that demonstrates the association between each indicator and positive child outcomes is listed by indicator at <http://www.hhs.oregonstate.edu/familypolicy/occrp/publications/2003-Improving-ChildCare.pdf>, pp. 38-41

# QUALITY INDICATOR REPORT

Report based on center characteristics reported to the Child Care Division in 2007

P I L O T R E P O R T



*A partnership between Oregon Child Care Resource and Referral Network  
and the State of Oregon Child Care Division*