

Quality Rating and Improvement System (QRIS) Pilot

Policies & Procedures Manual

Working Draft

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QRIS Background

The Quality Care Program (QCP) is funded by the Hawai'i State Department of Human Services (DHS) and administered by the Center on the Family at the University of Hawai'i. The QCP is a partnership of the Center on the Family (COF), the Hawai'i Association for the Education of Young Children (HAEYC), Honolulu Community College (HCC), and People Attentive to Children (PATCH).

In June 2009, DHS's Child Care Program Administrator requested that QCP review Quality Rating Improvement Systems (QRIS) implemented by other states in order to make recommendations regarding development of a QRIS for Hawai'i. In March 2010, QCP was asked to design a QRIS for licensed child care programs in Hawai'i incorporating stakeholder input. This design proposal was submitted in June 2011 and can be viewed at: <http://hawaii.gov/dhs/self-sufficiency/childcare>

The design proposal identified Hawai'i's system as a Quality Improvement and Rating System (QIRS), emphasizing quality improvement as the primary purpose of the system. After the acceptance of the proposal, the QIRS infrastructure was created in order to pilot the QIRS. These structures include the establishment of the administration of the QIRS, creation of a Quality Improvement Assurance system, and the Quality Improvement Supports for licensed center-based and home-based providers. In order to provide transparency to this process, updates of the QIRS progress were provided at early childhood stakeholder meetings and gatherings including those sponsored by the DHS Childcare Advisory Committee; the Early Learning Council (ELC); Hawai'i Association for the Education of Young Children (HAEYC); Hawai'i Careers for Young Children (HCYC); and Windward Transition Group. In addition, DHS formed a Childcare Advisory Committee's QIRS Subcommittee that is open to any interested participant and, beginning in February 2012, will serve as a venue for stakeholders to discuss issues related to QIRS and provide feedback. In April of 2012, in response to a DHS request, the name of the system was changed from Quality Improvement and Rating System to Quality Rating and Improvement system (QRIS) to align with the national trend. This name change is reflected throughout this document.

QRIS Overview

The following parameters guided the QRIS design:

- The QRIS is limited to DHS-registered Family Child Care Homes (FCC) and DHS-licensed Child Care Centers (CCC) which include Infant & Toddler Child Care Centers (IT), Group Child Care Centers (GCC), and Group Child Care Homes (GCH).
- All types of licensed programs are eligible, including faith-based programs, Head Start programs, private preschools, and for-profit programs.
- The focus is quality improvement.
- Participation is voluntary.

The goals of the QRIS are:

- Improved quality of early childhood programs.
- Increased consumer awareness of the quality of early childhood programs.
- Continuous quality improvement.

Confidentiality is of the utmost importance in the QRIS process. As such everyone involved in the QRIS Pilot and associated processes will sign and abide by a *Confidentiality Agreement* (see Appendix A).

QRIS Pilot Organizational Structure

The QRIS Pilot is funded by the Department of Human Services (DHS). In addition to providing on-going feedback to QRIS implementation strategies, DHS is also responsible for the following:

- Convening the Childcare Advisory Committee's QRIS Subcommittee (to begin in February 2012)
- Selecting the QRIS Pilot sites
- Participating in the QRIS Planning Team meetings

The QRIS Pilot is administered by the Center on the Family (COF) which serves as the governing body responsible for administering, implementing, monitoring, and evaluating the QRIS for DHS-registered/licensed center-based and home-based child care programs. COF is responsible for overseeing the QRIS assessment process, including hiring/contracting and training QRIS assessors. In addition, COF hosts, modifies and maintains the QCP/QRIS database. COF subcontracts or arranges a memorandum of agreement (MOA), as

appropriate, for the following components of the QRIS infrastructure: (a) Quality Improvement Assurance, (b) Quality Improvement Support for Center-based providers and (c) Quality Improvement Support for home-based providers (see Figure 1).

Honolulu Community College (HCC) serves as the Quality Improvement Assurance (QIA) entity which has responsibility for developing a training for a research-based approach to coaching that (a) is relationship-based, (b) is culturally sensitive, (c) uses a strengths-based approach, and (d) focuses on supporting coaches of both center-based providers (i.e., early childhood teachers, assistant teachers, aides and Directors in DHS-licensed early childhood care and education center-based programs), and home-based early childhood care providers (i.e., registered Family Child Care Home providers) who are working toward quality improvement in the QRIS. HCC is also responsible for developing and delivering the QRIS Coach training for QRIS coaches and their coaching coordinators; creating a coaching handbook in consultation with agencies contracted to provide coaching to center- and home-based programs that includes: description of coaching approach; essential activities to include in coaching visits or contacts; knowledge and skills of coach; dosage and intensity; support of coaches; documentation of coaching contact in a standardized fashion; and developing and implementing a plan for supporting QRIS Coaches that may include bi-monthly meetings, phone consultations, and additional training as needed.

Hawai'i Association for the Education of Young Children (HAEYC) provides the Quality Improvement Support for center-based providers by overseeing, managing, and documenting the quality improvement support process and outcomes for center-based participants, incorporating the QIA coaching approach. HAEYC is responsible for hiring/contracting QRIS Coaches, and supporting and evaluating the work of QRIS Coaches whose objective is to improve the quality of the center-based programs with whom they are assigned to work on a regular and on-going basis.

People Attentive to Children (PATCH) provides the Quality Improvement Support for home-based providers by overseeing, managing, and documenting the quality improvement support process and outcomes for home-based participants, incorporating the QIA coaching approach. PATCH is responsible for hiring/contracting QRIS Coaches/QCP Specialists, and supervising and evaluating the work of the QRIS Coaches/QCP Specialists whose objective is to improve the quality of the home-based programs with which they are assigned to work on a regular and on-going basis.

QRIS Planning Team

An implementation goal in developing the QRIS was to connect the many early childhood efforts underway in the state in order to avoid overlap and duplication of services and resources. One of the actions QCP took to facilitate this effort in the design process was the inclusion of representatives from the State's Early Learning Council (ELC), the Governor's Cabinet, and the P-3 project to serve as members of the QRIS Planning Team in conjunction with representatives from the QCP Partners: COF, HCC, HAEYC, and PATCH.

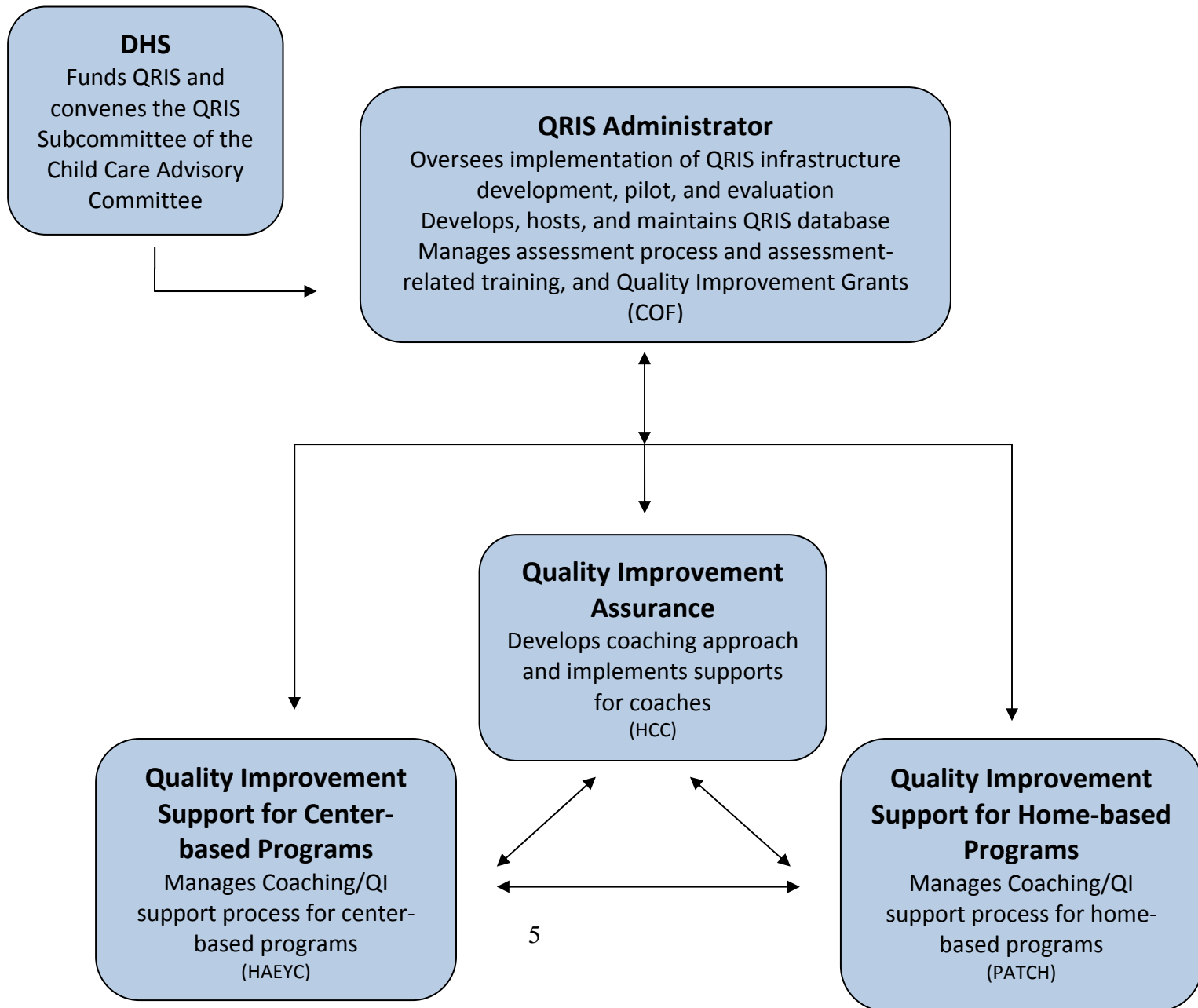
This group meets bi-monthly to:

- Plan the QRIS Pilot and create the QRIS infrastructure
- Monitor the implementation process, all the steps of the way for accountability
- Problem solve and address QRIS related issues
- Create transparency in the process
- Bring different perspectives to the table
- Piece together statewide efforts toward intentional system building
- Engage community – so that it's known that quality is everyone's responsibility
- Create policies related to the implementation of Hawai'i's QRIS.

The QRIS Planning Team operates under the following standard operating procedures:

- When a presentation is made by one person, another person will facilitate the discussion
- A time limit for each agenda item will be added to the agenda
- Everyone is responsible for reviewing materials prior to the meeting in order to facilitate discussion and use of time
- After each meeting, email members any further thoughts for sharing and discussion; if needed, additional discussion will be added as agenda items for the next meeting
- Follow through on commitments made (as stated in the minutes)
- Inform group if you are unable to attend a meeting, send an alternate if possible; if not then send thoughts through email.
- Share with the group any pertinent information that affects the work of the QRIS; encourage/seek feedback
- Provide specific/concrete feedback, distinguishing factual information from opinions
- DHS representative will participate at every meeting, to the extent possible.

Figure 1. QRIS Organizational and Administrative Structure



QRIS Pilot Application and Site Selection Process

The QRIS Planning Team identified various characteristics of early childhood programs in Hawai'i in order to have broad representation of programs in the Pilot. For center-based programs, the goal was to have a variety of programs that represent some combination, but not necessarily all, of the following criteria: is accredited (NAEYC, NAFCC or through another organization, e.g., NECPA, HAIS, Montessori, ACSI, etc.); is enrolled in Hawai'i Early Childhood Accreditation Program (HECAP); has a teacher who serves as the Director; is a 1-classroom program; has more than one classroom; has many classrooms; serves infants and toddlers; is a Pre-Plus site; is for-profit; serves a large percentage of English Language Learners (ELL); serves Free/Reduced Lunch-eligible children; serves children with special needs; serves Native Hawaiian children; is located on neighbor islands; is in rural or urban setting; is funded through Head Start or P-3; is a multi-site provider; is faith-based. For FCC homes, the goal was to have representation that varied in the years someone worked as a FCC provider; educational experience of providers; ages of children served; enrollment in USDA food program; Neighbor Island location; urban/rural settings; and those serving ELL children.

QRIS Pilot Participation Application Forms for CCCs and FCCs are to be distributed beginning in October 2011 and due December 1, 2011 (See Appendix A). They will be distributed through meetings and conferences; mail; and e-mail list serves. Applications are to be submitted to the QRIS Planning team who will forward them to the DHS QRIS Pilot Selection Committee comprised of DHS Child Care Program staff members. The Pilot Selection Committee will verify DHS license status and select programs based on criteria provided by the QRIS Planning Committee. The QRIS Pilot Selection Committee will select 10 Child Care Centers (CCC) located on Oahu (7) and Maui County (3); and 12 Family Child Care Homes (FCC) located on Oahu (6), Kauai (2), Kona (2), and Hilo (2), varying in the previously listed characteristics.

Programs will be notified of selection via phone call and/or mail, and those not selected will be notified by mail. Programs selected to participate in the Pilot will receive a packet of information which will include a letter, a *QRIS Pilot Participation Application/Agreement (for CCC or FCC)* (see Appendix A), a *QRIS Confidentiality Agreement*, and the *QRIS Policies and Procedures Manual*. The signed *QRIS Pilot Participation Agreement (for CCC or FCC)* and *QRIS Confidentiality Agreement(s)* must be returned by mail within 5 working days of receipt to: **QRIS Administration, Center on the Family, University of Hawai'i at Mānoa, 2515 Campus Road, Miller 103, Honolulu, HI 96822.**

The QRIS Process

The steps for moving through the QRIS Process are described in Table 1.

Table 1. Steps for Moving through the QRIS Process

QRIS Acceptance & Orientation	1 st QRIS Assessment*	<i>Quality Assessment Report**</i>	Quality Improvement Planning and Implementation	QRIS Level Advancement or Level Renewal	Level Advancement Assessment Requirements
<p>Within 21 working days after acceptance letter is sent, a QRIS Pilot participant orientation will occur.</p> <p>A program will be assigned a QRIS Coach at the orientation or within 10 working days after it.</p>	<p>Within the next 30-40 working days, the first round of QRIS Assessment will occur.</p>	<p>Within 21 working days after its first round of QRIS assessments are complete, a program will receive its <i>Quality Assessment Report</i> with assigned QRIS Rating Level.</p>	<p>Within 15 working days after <i>Quality Assessment Report</i> is received, QRIS Coach will meet with program to support the creation of the <i>Quality Improvement Plan</i>.</p> <p>A program submits its <i>Quality Improvement Plan</i> and <i>Quality Award Application</i> within 21 working days after the date of the <i>Quality Assessment Report</i>. A <i>Quality Improvement Grant Application</i> is optional.</p> <p>Implementation of the <i>Quality Improvement Plan</i> begins after submission.</p>	<p>Between six months to one year after receiving a QRIS Rating Level, a program may submit an application for QRIS Level Advancement</p> <p>Some programs may not choose to apply for Level Advancement. These programs must then renew their current level.</p>	<p>Within 21 working days after the QRIS Level Advancement Application is received, a second round of QRIS Assessments will occur.</p> <p>The CLASS, PAS/BAS assessments are required in addition to ERS if seeking advancement to Level 3 or higher</p>

*For programs that are currently accredited through NAEYC or NAFCC, the 1st CLASS and PAS/BAS assessments will occur during first Assessment step.

**Accredited programs will receive their Quality Assessment Reports after all required assessments are completed.

Note: For the purposes of the Pilot, the first two steps originally identified in the QRIS design plan are not being implemented: Pre-enrollment Meeting (held twice a year and when QRIS applications will be distributed) & *QRIS Application* (which is due 30 working days following the meeting). Both of these steps were modified during the pilot recruitment and application process.

QRIS Pilot Orientation Session

Within 21 working days after the acceptance letter is sent, a QRIS orientation session will be held for programs that have submitted their signed *QRIS Pilot Participation Agreement* and *QRIS Confidentiality Agreement* forms. Participation in the orientation session is mandatory.

The orientation will cover:

- Overview of QRIS
- Assessment process (tools, timeframe, reports, QRIS Rating Level, level advancement)
- Requirements to complete before the first QRIS assessment
- Suggested preparation before the first QRIS assessment
- Quality Improvement Supports: Quality Improvement Awards, Quality Improvement Grants, Coaching
- Ongoing requirements: *Change of Status Form* (see Appendix A)
- QRIS Data System

First QRIS Assessment

Within 30 to 40 working days following the QRIS Orientation, the first QRIS Assessment will occur. For programs that are not NAEYC or NAFCC accredited, this Assessment will consist of the Environment Rating Scale (ERS) assessment. If a program is NAEYC or NAFCC accredited, then the CLASS and PAS/BAS assessments will occur as well. For the QRIS Pilot, this will occur starting in March or April 2012.

Prior to the assessment occurring, the QRIS Coach assigned to the program will meet with the Director or FCC provider to review and sign the *Coach/Participant Agreement* (see Appendix A), discuss the assessment tools and process, and answer any questions about the assessments.

Dates for assessment visits will be announced. See the *Assessment Visit* section (page 22-24) for more information about the process.

All classrooms within a multi-classroom site will be assessed.

Quality Assessment Report

Within 21 working days after the first round of Assessment is completed, a program will receive its *QRIS Quality Assessment Report* (see Appendix A). The *QRIS Quality Assessment Report* is organized by the five identified QRIS Standard Areas:

- Early Childhood Care & Education
- Family Partnerships
- Diversity and Inclusion
- Staff Qualifications
- Program Design and Management

The *Quality Assessment Report* will indicate the Rating Level assigned to the site (see QRIS Pilot Rating Level section, pages 24-34). A *Rating Level* is effective for a 12 month period.

Scores from the respective assessments will be provided in the *Quality Assessment Report*. For sites with multiple classrooms, each classroom will be assessed and classroom scores will be aggregated and averaged to derive the site's assessment score. For sites with multiple classrooms, the *Quality Assessment Report* (see Appendix A) will be accompanied by *Classroom Assessment Reports* for each classroom assessed and *Consolidated Assessment Reports* which provide aggregated results for classrooms receiving identical assessments. For example, the *Classroom Assessment Report* for the Environment Rating Scale (ERS) assessments will show the assessment scores for individual classrooms and provide details about what was observed for each ERS indicator that resulted in a score below 5 (an ERS requirement). An ERS *Consolidated Assessment Report* will show scores for individual ERS items for all classrooms assessed with the same assessment tool and provide aggregated averages for Items and Subscales.

The *Quality Assessment Report* will be sent to the Director of the CCC or to the FCC provider. After the Director or FCC provider receives the report, s/he will contact the program's QRIS coach to share and discuss the report. In the case of CCCs, the Director will be coached on ways to share the report with staff. After the Director consults with the QRIS Coach, it is up to the discretion of the Director to decide if only the *Quality Assessment Classroom Report* is shared with the respective classroom teacher observed OR the entire *Quality Assessment Report* is shared with all classroom teachers.

Quality Improvement Plan Creation, Submission, and Review

Within 15 working days after the *Quality Assessment Report* is received, a CCC or FCC program representative will meet with its QRIS Coach to collaboratively create and submit a *Quality Improvement Plan* (see Appendix A). The process begins with the center's Director or the FCC provider. The QRIS Coach's role is to facilitate the process, i.e., help the Director and staff or FCC provider to identify priorities, set goals, and identify action steps and timelines.

The QRIS Coach will offer support to the Director or FCC provider in order for the Director or FCC provider to complete their program's *Quality Improvement Plan*. The *Quality Improvement Plan* should:

- Identify at least **three** goals for the upcoming year. For each goal:
 - Identify the QRIS Standard Area and element it addresses
 - If center based, identify which classroom(s) will be affected
 - Describe the current status, including information from self-assessments and *Quality Assessment Report*
 - Describe what progress is expected to be made in one year and if it will be complete or not. Some goals take longer than one year to complete.
 - Describe how the program will know if it is successful in achieving the goal, i.e. how it will be measured.
 - Identify specific actions steps the programs need to do to accomplish goals.
 - For each action step:
 - Identify any resources that will be needed to complete this step
 - List who will be responsible for completing the task
 - The expected date by which the action step will be completed.
- Include a completed a *QRIS Quality Award Budget Summary*.

When the content of the *Quality Improvement Plan* is finalized, the Director or FCC provider will enter, save, and submit the information into the QRIS Data System. Note: Once a report is submitted it cannot be changed, unless authorized.

The finalized plan must be signed by both the Director/Administrator/Owner and the program's QRIS Coach. The signed copy is then submitted, along with a *DHS Quality Award Application*, within 21 working after receiving the *Quality Assessment Report* through the submission process on the QRIS Database or in hardcopy to: **QRIS Administration, Center on the Family, University of Hawai'i at Mānoa, 2515 Campus Road, Miller 103, Honolulu, HI 96822.**

A QRIS Review designee will review each *Quality Improvement Plan* submitted, using the Quality Improvement Plan Assessment Rubric (See Appendix A). A program will be notified within 15 working days of receipt by the QRIS Administration that its *Quality Improvement Plan* has been accepted or is in need of revision. In the event that a program's *Quality Improvement Plan* needs revision, the program will have 15 working days from the time of notification to submit a revised plan. During this period, the program will be able to edit its Quality Improvement Plan in the QRIS Database System.

Upon acceptance of its plan by the QRIS Review designee, a program is eligible for a *QRIS Quality Award* (see page 35-36 for more information on Quality Awards). The QRIS Administration will forward to the fiscal agent a Quality Award Request for Payment and the fiscal agent will make payment of Quality Awards directly to programs.

The Director or FCC provider may choose to submit a *Quality Improvement Grant Application* (see Appendix A). See Quality Improvement Grants section, page 37, for more information.

QRIS Participant Progress Reports

Programs must regularly submit *QRIS Participant Progress Reports* (see Appendix A) to the QRIS Administration. These reports are required, and must show progress towards goals specified in the *Quality Improvement Plan* in order to receive subsequent installments of the QRIS Quality Award, after the initial installment (see Table 2 for report due dates).

Table 2. QRIS Progress Report Due Dates

Reporting Period	Report Due
July 1, 2012-September 30, 2012	October 22, 2012*
October 1, 2012-December 31, 2012	January 23, 2013
January 1, 2013-March 31, 2013	April 19, 2013
April 1, 2013-June 30, 2013	July 22, 2013
Subsequent dates will be established should the Pilot be extended beyond June 30, 2013.	

* In the first year of the QRIS Pilot, programs will submit a total of 3 reports, starting with the report due on January 23, 2013.

Implementation of Quality Improvement Plan

After acceptance of its *Quality Improvement Plan* is acknowledged by the QRIS Administration, the program will implement its plan over the next 12 months. During this period, the program's improvement efforts will be regularly supported by a QRIS Coach. Programs will work with their Coach with the aim of making on-going progress in achieving the goals of their *Quality Improvement Plan*. See QRIS Coaching section, pages 39-45, for more information on coaching.

QRIS Level Advancement or Renewal Decision

Level Advancement Steps. Between six months to one year after receiving an initial QRIS Rating Level, a program may submit an application for advancement to a higher level*. The process includes:

*For the purposes of the initial year of the QRIS Pilot, the six month period will be determined from the date a program's last assessment was completed

- Submission of *QRIS Level Advancement/Renewal Application* (see Appendix A)
- Completion of new round of assessment(s); CLASS and PAS/BAS assessments are required in addition to ERS if seeking advancement to Level 3 or higher
- Receipt of new *Quality Assessment Report (QAR)*
- Development and submission of a new *Quality Improvement Plan*, based on the new Quality Assessment Report
- Submission of new *DHS Quality Award Application*, should a new Rating Level be achieved
- Commitment to engage in on-going QRIS coaching support

Renewal Steps. Some programs may choose not to apply for a QRIS Level Advancement, but prefer to remain at the level they have currently achieved. In order to maintain the current level, certain annual steps must be completed. During the QRIS Pilot, steps are to be completed 11 months after receiving the initial QRIS Rating Level, or one month before its expiration. In order to renew a QRIS Rating Level, the following steps must be taken:

Submit the following to Registry:

- Evidence that FCC providers, teaching staff, and Directors have met the following professional development (PD) requirements (as identified by DHS or HCYC):
 - Current infant/child first aid and infant/child CPR certificate for each staff person
 - Evidence of attendance for clock or credit hours accompanied by evidence such as a copy of the training agenda and sign-in sheet, certificate of attendance, or transcript

Submit the following documents with the Level Advancement/Renewal application to the QRIS Administration:

- NAEYC or NAFCC accreditation certificate, if applicable
- Copy of DHS registration/license
- Annual QRIS Participant Progress Report, or for the programs that have achieved NAEYC accreditation, a copy of the NAEYC Annual Report is an acceptable alternative
- Revised *Quality Improvement Plan* for the next 12 month period.

Change of Status Notification

Programs are required to notify the QRIS Administration of any significant changes to their programs during the Pilot period, using the *Change of Status* form. Examples of changes include, but are not limited to, changes in personnel, DHS licensing status, number of children enrolled, number of classrooms in operation, program closure. This report shall be submitted within 5 working days of the change occurring to: **QRIS Administration, Center on the Family, University of Hawai'i at Mānoa, 2515 Campus Road, Miller 103, Honolulu, HI 96822.**

QRIS Assessment Process

Overview & Responsible Agency

The Center on the Family (COF) is serving as the QRIS Administration and is responsible for conducting QRIS assessments of participating programs and preparing *Quality Assessment Reports* for these programs.

Assessment Tools

The assessment instruments identified for use in the QRIS Pilot based on their reliability, validity, and predictive ability of program quality are:

- Classroom Assessment Scoring System (CLASS)
- Environment Rating Scales (ERS)
 - Early Childhood Environment Rating Scale-Revised (ECERS-R)
 - Infant Toddler Environment Rating Scale-Revised (ITERS-R)
 - Family Childcare Environment Rating Scale-Revised (FCCERS-R)
- Program Administration Scale (PAS)
- Business Administration Scale for Family Child Care (BAS)

Each of these standardized tools is able to measure the elements identified in the Quality Standard Areas (see Table 3). In addition, NAEYC or NAFCC accreditation is required in order to achieve the highest quality Rating Level.

Table 3. The Tools (dimension or subscale) and Assessments that Measure Identified QRIS Quality Standard Areas and Elements

Quality Elements	Early Childhood Environment Rating Scale-Revised (ECERS-R) Infant Toddler Environment Rating Scale-Revised (ITERS-R) Family Childcare Environment Rating Scale-Revised (FCCERS-R)	Classroom Assessment Scoring System (CLASS)	Program Administration Scale (PAS) Business Administration Scale for Family Child Care (BAS)	National Association for the Education of Young Children (NAEYC) Accreditation	National Association for Family Child Care (NAFCC) Accreditation
Quality Standard Area: Early Childhood Care and Education					
Child/Teacher Interactions	<i>Language-Reasoning/ Listening and Talking</i> <i>Interaction</i>	<i>Behavior Management</i> <i>Instructional Learning Formats</i> <i>Quality of Feedback</i>		<i>Teaching (3)</i>	<i>Relationships (Provider with Children)</i>
Curriculum	<i>Personal Care Routines</i> <i>Activities</i> <i>Program Structure</i>	<i>Concept Development</i> <i>Language Modeling</i>		<i>Curriculum (2)</i>	<i>Developmental Learning Activities</i>
Child Assessment			<i>Child Assessment (PAS)</i>	<i>Assessment of Child Progress (4)</i>	<i>Developmental Learning Activities</i>
Mental Health		<i>Positive Climate</i> <i>Negative Climate</i> <i>Teacher Sensitivity</i> <i>Regard for Student Perspectives</i>		<i>Relationships (1)</i>	<i>Developmental Learning Activities</i>

Table 3. (continued)

Quality Elements	Early Childhood Environment Rating Scale-Revised (ECERS-R) Infant Toddler Environment Rating Scale-Revised (ITERS-R) Family Childcare Environment Rating Scale-Revised (FCCERS-R)	Classroom Assessment Scoring System (CLASS)	Program Administration Scale (PAS) Business Administration Scale for Family Child Care (BAS)	National Association for the Education of Young Children (NAEYC) Accreditation	National Association for Family Child Care (NAFCC) Accreditation
Environment	<i>Space & Furnishing</i>	<i>Productivity</i>		<i>Physical Environment (9)</i>	<i>Environment</i>
Quality Standard Area: Family Partnerships					
Policies				<i>Families (7)</i>	<i>Relationships (Provider with Parents & Families)</i>
Resources & Education				<i>Families (7)</i>	<i>Relationships (Provider with Parents & Families)</i>
Communication			<i>Family Partnerships (PAS)</i> <i>Provider-Parent Communication (BAS)</i>	<i>Families (7)</i>	<i>Relationships (Provider with Parents & Families)</i>
Involvement			<i>Family Partnerships (PAS)</i>	<i>Families (7)</i>	<i>Relationships (Provider with Parents & Families)</i>
Outside Family Support Resources			<i>Community Resources (BAS)</i>	<i>Community Relationships (8)</i>	

Table 3. (continued)

Quality Elements	Early Childhood Environment Rating Scale-Revised (ECERS-R) Infant Toddler Environment Rating Scale-Revised (ITERS-R) Family Childcare Environment Rating Scale-Revised (FCCERS-R)	Classroom Assessment Scoring System (CLASS)	Program Administration Scale (PAS) Business Administration Scale for Family Child Care (BAS)	National Association for the Education of Young Children (NAEYC) Accreditation	National Association for Family Child Care (NAFCC) Accreditation
Quality Standard Area: Diversity and Inclusion					
Materials	<i>Space & Furnishing</i>	<i>Productivity</i>	<i>Child Assessment (PAS)</i>	<i>Physical Environment (9)</i>	<i>Relationships</i>
Activities	<i>Activities</i> <i>Program Structure</i>	<i>Concept Development</i>		<i>Teaching (3)</i>	<i>Relationships</i>
Child/Teacher Interactions	<i>Interaction</i>	<i>Positive Climate</i> <i>Negative Climate</i> <i>Teacher Sensitivity</i> <i>Regard for Student Perspectives</i>		<i>Relationships (1)</i>	<i>Relationships</i>
Staff Training				<i>Teachers (6)</i>	<i>Professional & Business Practices</i>
Family Involvement	<i>Program Structure</i>		<i>Family Partnerships (PAS)</i>	<i>Families (7)</i>	<i>Relationships</i>
Quality Standard Area: Staff Qualifications					
Teacher Qualifications			<i>Staff Qualifications (PAS)</i> <i>Qualifications & Professional Development (BAS)</i>	<i>Teachers (6)</i>	

Table 3 (continued)

Quality Elements	Early Childhood Environment Rating Scale-Revised (ECERS-R) Infant Toddler Environment Rating Scale-Revised (ITERS-R) Family Childcare Environment Rating Scale-Revised (FCCERS-R)	Classroom Assessment Scoring System (CLASS)	Program Administration Scale (PAS) Business Administration Scale for Family Child Care (BAS)	National Association for the Education of Young Children (NAEYC) Accreditation	National Association for Family Child Care (NAFCC) Accreditation
Director Qualifications			<i>Staff Qualifications (PAS)</i> <i>Qualifications & Professional Development (BAS)</i>	<i>Teachers (6)</i>	
Individual Professional Development Opportunities			<i>Human Resource Development (PAS)</i>	<i>Teachers (6)</i>	
Quality Standard Area: Program Design and Management					
Classroom Size and Ratios			<i>Personnel Cost & Allocation (PAS)</i> <i>Work Environment (BAS)</i>	<i>Leadership & Management (10)</i>	
Staff Compensation			<i>Human Resource Development (PAS)</i> <i>Income & Benefits (BAS)</i>	<i>Leadership & Management (10)</i>	

Table 3 (continued)

Quality Elements	Early Childhood Environment Rating Scale-Revised (ECERS-R) Infant Toddler Environment Rating Scale-Revised (ITERS-R) Family Childcare Environment Rating Scale-Revised (FCCERS-R)	Classroom Assessment Scoring System (CLASS)	Program Administration Scale (PAS) Business Administration Scale for Family Child Care (BAS)	National Association for the Education of Young Children (NAEYC) Accreditation	National Association for Family Child Care (NAFCC) Accreditation
Self-Assessment Mechanisms			<i>Program Planning & Evaluation (PAS)</i>	<i>Leadership & Management (10)</i>	<i>Professional & Business Practices</i>
Staff Development Plan			<i>Human Resource Development (PAS)</i> <i>Provider as Employer (BAS)</i>	<i>Leadership & Management (10)</i>	<i>Professional & Business Practices</i>
Policies and Procedures			<i>Human Resource Development (PAS)</i> <i>Center Operations (PAS)</i> <i>Fiscal Management (BAS/PAS)</i> <i>Record Keeping (BAS)</i> <i>Risk Management (BAS)</i> <i>Marketing & Public Relations (BAS/PAS)</i>	<i>Leadership & Management (10)</i>	<i>Professional & Business Practices</i>

Assessment of Program Staff Qualifications

Program staff qualifications will also factor into a program's Rating Level determination. Hawai'i's CANOES Registry Framework will be used to assess staff qualifications* (see Tables 7-9). The Registry's Framework has a structure that is similar to the one being used for QRIS, i.e., a block design in which all items must be met before proceeding to the next level). The Registry's Framework is applicable to all practitioners (teachers, directors, assistants); is applicable to both home- and center-based settings; connects to the Attitudes, Skills and Knowledge (ASK) Core Areas¹ of the Practitioner Core Competencies²; has steps within levels which allows for people to progress more quickly and easily; is familiar to practitioners in the state; and is already being used by the DHS to verify the credentials of center-based staff.

* For purposes of the Pilot, a QRIS Pilot Framework that is based on the CANOES Registry Framework will be utilized. See Appendix A for copy of the QRIS Pilot Framework.

Assessors: Training and Professional Obligations

In order to ensure the correct use of the assessment tools, established systematic procedures will be used for training and assessing the reliability of the QRIS Assessors. Training to introduce the observational assessment tools, their content, and the scoring procedures will begin in October 2011 and will continue through Spring 2012. The training on the CLASS is provided by a representative of Teachstone, this tool's publisher. The training for the three ERS scales and PAS/BAS is being conducted by one of the respective scale's authors. To establish reliability on these tools, the QRIS Assessors and one of the scale authors make a series of site visits together, scoring the visits and then comparing their scores to determine the extent of their inter-rater reliability. Reliability certification and re-certification for QRIS Assessors is only granted by Teachstone for CLASS; the McCormick Center for Early Childhood Leadership for PAS/BAS; and Frank Porter Graham Child Development Institute for the ECERS-R, FCCERS-R, and ITERS-R.

All assessors must sign the *QRIS Confidentiality Agreement*. In addition, all QRIS Assessors are:

¹ The *Attitudes, Skills and Knowledge (ASK) Core Areas* describe what early childhood practitioners need to know and be able to do in order to meet the needs of young children and their families.

² The Practitioner Core Competencies provides a framework and foundation for all ECE practitioners in Hawai'i.

- Mandated child abuse and neglect reporters
- Licensing non-compliance reporters
- Accreditation non-compliance reporters (if applicable)

If during the QRIS assessment visit, the QRIS Assessor observes what he/she suspects as any health and/or safety situation that poses a risk to children in care, then the QRIS Assessor will inform the appropriate program representative of this observation and indicate that it needs to be remedied. The QRIS Assessor will subsequently complete a *QRIS Pilot Licensing Rule Violation Report* (see Appendix A) that documents the suspected health and/or safety rule violation. The Licensing Rule Violation Report will be sent to the DHS Child Care Program Office within 24 hours of the observation. The report will be forwarded to the CCC or FCC Provider's assigned Child Care Licensing (CCL) Worker to determine whether to conduct an investigation of the alleged rule violation(s). If an investigation is warranted, an unannounced visit shall be conducted. If the allegations are substantiated, the CCC or FCC Provider will need to correct the deficiencies as directed by their CCL Worker. A suspension or revocation of the license may be warranted. The CCL Worker will complete the report that will indicate an investigation was warranted, any rule violations were substantiated or unsubstantiated, any corrective action to be taken, and the status of the license, and return it to DHS Child Care Program Office within 30 working days of receipt of the reported allegations. DHS Child Care Program Office will forward the report to COF. DHS Licensing Rules can be found at http://hawaii.gov/dhs/main/har/har_current/AdminRules/document_view. Scroll down to the following links: GCC and GCCH: 17-892.1, Infant-Toddler Centers: 17-895, and FCC: 17-891.1.

Inter-rater Reliability Plan

Maintenance of reliability within the QRIS is established through on-going inter-reliability testing with the QRIS Assessor Anchor and the QRIS Assessors. Each tool has an Assessor who is considered the Anchor because this person has the most experience with the tool and has established direct contact with the test developers should any questions arise. The first three QRIS assessments conducted by the QRIS Assessors are done with the QRIS Assessor Anchor. If they achieve 80% agreement (within one point) with the QRIS Anchor Assessor on the three consecutive visits, the QRIS Assessor is considered reliable. Following this initial inter-reliability check, the QRIS Assessor and QRIS Anchor conduct an assessment together every 10 times a QRIS Assessor conducts an assessment.

The Assessment Visit

The first assessment conducted will be an Environmental Rating Scale (ERS) Assessment and a provider interview about QRIS Supporting Evidences. This assessment is conducted via classroom/site observations and interviews with the teacher and Director or FCC provider. To prepare for the assessment visit, the site Director or FCC provider should do the following:

- review and update information provided on the pilot application, as necessary using the QRIS Database System
- compile samples of all communication materials for parents and staff including parent and employee handbooks, newsletters, weekly menus, etc. before the visit and have them available to show to the QRIS Assessor during the assessment visit
- compile evidence (e.g., transcripts, certificate of completion) of the CCC Director having 3 credit hours in administration courses or the FCC's completion of PATCH's "Basic Series for Family Child Care Providers"(30 hours total) **OR** NACCRRRA's "Child Care Essentials: A Comprehensive Initial Training for FCC Providers" (on-line series, 40 hours total).
- Additional preparation before first assessment should include the Director or Provider:
 - having a written philosophy statement and goals for children's development
 - having a completed *PAS (CCC) or BAS (FCC) Self-assessment Form* (see Appendix A).

Assessment visits will be scheduled. For the ERS Assessment, the assessor will arrive at the site between 8:00 and 8:30 am and will stay between 2-4 hours of continuous observation in each classroom/home. Following the observation, the QRIS Assessor will conduct an interview(s) with the appropriate individuals (one interview for FCC Providers; two sets of interviews for CCCs—one with the classroom teacher(s) and one with the Director). In a classroom setting, the preference is that the interview take place in a private area outside the classroom, but may occur in the classroom if staffing is a problem. The interview normally takes up to one hour to complete.

The CLASS assessment, which will be conducted on a different day, consists of approximately 2 hours of on-site observations. PAS and BAS Assessments are interview-based and require a review of documents. These assessments can take between 4-6 hours and are conducted with the Program Director or FCC Provider.

The Assessment visit and follow-up are summarized as follows:

- STEP 1. A Program will receive instructions for providing information for the appropriate *Site Information forms* (for CCCs: *Site Information Form for Assessment* and a *Classroom Information Form for Assessment* for each classroom; for FCCs: *FCC Information Form for Assessment*) at the QRIS Pilot Orientation session, and will submit the information on-line in the QRIS Data System within 5 working days after the QRIS Pilot Orientation session.
- STEP 2. Within 5 working days after receiving the completed site and classroom information, the QRIS Administration will contact the site Director or FCC provider by phone or email to notify the program of a 21 working day period in which the assessments will be scheduled.
- STEP 3. The site Director or FCC provider **must** inform the QRIS Administration (via email or phone call) of any days within that 21 working day period which will not be available for an assessment visit (i.e. field trips, expected closures, etc.). This notification must occur within 5 working days after STEP 2 occurs.
- STEP 4. Within 10 working days after STEP 3, the QRIS Administration will notify the site of its assessment date(s).
- STEP 5. At least half of the children plus one need to be in attendance on the day of the ERS and CLASS observations. The site Director or FCC provider **must** notify the QRIS Administration ASAP prior to the scheduled assessment if it is anticipated that this will NOT be the case for the scheduled day.
- STEP 6. QRIS Assessor conducts ERS observation (and CLASS and PAS/BAS, if accredited) on scheduled date(s).
- STEP 7. After the ERS observation, the Assessor will interview:
- the CCC teacher(s) to follow up on questions that arose during observations (20-60 minutes) : Assessor will sign a form confirming that the interview was completed
 - the CCC Director or FCC Provider to follow up on center-based /family childcare questions and supporting evidences (30 minutes) in order to complete the *QRIS CCC Director Interview Form* or *QRIS FCC Provider Interview Form* (see Appendix A).

- STEP 8. Assessor enters assessment scores and explanation/rationale of any ERS, PAS/BAS scores below a 5 into QRIS Data System within 3 working days after an assessment is conducted. If an assessment is conducted with the QRIS Assessment Anchor, the scores will undergo an inter-rater reliability check.
- STEP 9. The QRIS Administration reviews the raw assessment scores and summary sheet. This data will be combined with other required data/documentation to determine if further assessments (CLASS, PAS/BAS) are warranted* before determining a QRIS Rating Level and generating a *Quality Assessment Report*. This report will be sent to CCC Director/FCC Provider within 21 working days after the assessment(s) are completed. If more than one assessment tool (ERS, CLASS, PAS/BAS) is used, as in the case of NAEYC or NAFCC accredited programs, the *Quality Assessment Report* will be generated and sent after all assessments are completed.

NOTE: The first round of assessment for programs that are not NAEYC or NAFCC accredited does not include a PAS/BAS nor the CLASS assessment. In this first round of assessment, should a non-accredited program satisfy all other Level 3 criteria, a PAS/BAS and a CLASS assessment will be automatically scheduled, and the results will be used to determine the program's Rating Level.

QRIS Pilot Rating Level Determination

The QRIS Pilot is implementing a five-level building block rating system to ensure similar quality across system elements and to encourage progressive quality improvement efforts from one level to the next. Meeting DHS-licensing standards is a prerequisite to participation in the QRIS. In order to be placed at a certain level, all criteria associated with standard areas of that level must be met. This includes having a specific "score" on the assessment tool(s), such as CLASS, ERS, and PAS/BAS, staff obtaining a specified level on the QRIS Staff Qualification (Tables 7, 8, and 9), and documentation of required supporting evidence. The assessment scores required to meet each Rating Level were established based on recommendations by tool authors or representatives of tool publishers. Based on pilot results, the thresholds may be adjusted in order to allow for appropriate variation among the levels of participating programs.

Tables 4, 5 and 6 identify the requirements necessary to meet the various QRIS Levels. Tables 7, 8 and 9 provide additional details about the staffing requirements for those in a preschool (GCC or GCH), infant/toddler center, or home-based program (FCC) that are referenced in Table 4, 5, and 6. The QRIS Administration will compile all the supporting evidence submitted by the CCCs and FCC providers and the assessment results to determine the QRIS Rating Level according to the parameters outlined in either Table 4, 5, or 6. For the QRIS Pilot, these Rating Levels will not be made public but will be used as the basis for determining the QRIS Quality

Award. A program's assigned QRIS Rating Level is effective for a 12 month period. A QRIS Rating Level achieved during the Pilot will **not** transfer to the QRIS following the conclusion of the Pilot.

Table 4. Evidence and Measures Required for QRIS Level for Preschool Center-Based Programs

	Level 1	Level 2	Level 3	Level 4	Level 5
Supporting Evidence	<p>1.0 ECERS Baseline Score</p> <p>1.1 Site must obtain and maintain a copy of the Hawai'i Early Learning Standards (HELDS)*</p> <p>1.2 Director must have 3 credit hours in Administration**</p>	<p>2.0 Level 1 evidence and Complete PAS Self-Assessment (identify missing items in QRIS Improvement Plan)</p> <p>2.1 Program has written philosophy statement and goals for children's development</p> <p>2.2 Program uses an organized written curriculum</p> <p>2.3 Individual child observations are recorded and a research-based assessment mechanism is used to measure child progress</p>	<p>3.0 Level 1& 2 evidence and Program's curriculum is aligned with the Hawai'i Early Learning Standards (HELDS)*</p> <p>3.1 Staff Development plan includes training on Hawai'i Early Learning Standards (HELDS)*</p> <p>3.2a Program has a consolidated parent handbook (i.e. all the information related to parent policies needs to be kept in one place such as in a binder)</p> <p>3.2b Program has a consolidated staff handbook (i.e. all the information related to staff policies needs to be kept in one place such as in a binder)</p> <p>3.3a Program has a new parent orientation</p> <p>3.3b Program provides at least one parent conference per year</p> <p>3.3c Program offers at least 3 family supports***</p> <p>3.4 The enrollment process provides a gradual transition before care formally begins</p>	<p>4.0 Level 1-3 evidence and Evidence that the curriculum is implemented and incorporates the Hawai'i Early Learning Standards (HELDS)*, as evidenced in written lesson plans, child observation records, child assessments, and parent communication</p> <p>4.1a Program offers at least 5 family supports***</p> <p>4.1b Program communicates with families through at least 6 modes of communication****</p> <p>4.2 Complete NAEYC Program Portfolio (identify missing items in QRIS Improvement Plan)</p> <p>4.3 Director must have 6 Credit Hours in Administration **</p>	<p>5.0 Level 1-4 evidence and Written assessment plan showing how child observation and assessment results are used to individualize curriculum and evidence it is communicated to families</p> <p>5.1 Written crosswalk showing how program's curriculum and assessment tools connect to the Hawai'i Early Learning Standards (HELDS)*</p> <p>5.2 The program communicates with families through at least 8 modes of communication****</p> <p>5.3 Director must have 9 Credit Hours in Administration</p> <p>5.4 Program is currently NAEYC accredited</p>

ECERS Score		3.0	3.5	4.25	5.0
CLASS Score			3.0	4.0	5.0
PAS Score			3.5	4.25	5.0
Staff Qualifications	See Table 7	See Table 7	See Table 7	See Table 7	See Table 7
Accreditation					NAEYC

*The Hawai'i Early Learning Standards (HELDS) are in the final stages of development as of January 2012 and have not yet been approved for publication and use, therefore, this measure is NOT required for the Pilot.

**Credit hours for business may include courses that covered the following: small business practices, contracts and policies, record keeping, tax planning, legal, and insurance issues, technology applications, accounting, marketing, finance, money management, communications, leadership, staff development, retirement, and grant writing.

*** Family Supports (examples identified by PAS): children's book or toy lending library; family resource library; extended care during evenings or weekends; information and/or referral to supportive services regarding family issues; convenience services (e.g., take-home meals, photographs); adult classes (e.g. literacy, computer); home visits; family meetings, seminars, or support groups; social functions for families and staff; child care during parent conferences or meetings; provision for food or clothing donations; transportation to and from the center; tuition scholarships; discount coupon for community events or services.

****Family Communications examples: informal conversation; family meetings; newsletters; bulletin board; notes that go home with children; mailed letters; e-mail; text messages; texted photos in real time; phone calls; website; planned social activities such as parent nights or pot-luck dinners.

Table 5. Evidence and Measures Required for QRIS Level for Family Child Care Homes

	Level 1	Level 2	Level 3	Level 4	Level 5
Supporting Evidence	<p>1.0 FCCERS Baseline Score (identify items for QRIS Improvement Plan)</p> <p>1.1 FCC Home must obtain and maintain a copy of the Hawai'i Early Learning Standards (HELDS)*</p> <p>1.2 Certificate of completion of PATCH's "Basic Series for Family Child Care Providers" (30 hours total) OR 40 hours of NACCRRRA's "Child Care Essentials" on-line series for FCCs (40 hours total)</p> <p>1.3 Enrollment in the Quality Care Program (QCP)</p>	<p>2.0 Level 1 evidence and Complete BAS Self-Assessment (identify items for QRIS Improvement Plan)</p> <p>2.1 FCC Home has written philosophy statement and goals for children's development</p> <p>2.2 FCC Home has a written plan (curriculum) for developmentally appropriate learning experiences that enhance children's social, emotional, intellectual, and physical competence</p> <p>2.3 Individual child observations are recorded</p> <p>2.4 Provider uses a research-based assessment mechanism to track children's progress</p> <p>2.5 Provider has attended a training on Hawai'i Early Learning Standards (HELDS)*</p>	<p>3.0 Level 1& 2 evidence and Plan for the day (curriculum) is aligned with the Hawai'i Early Learning Standards (HELDS)*</p> <p>3.1 Before making an enrollment decision, the provider and family have a face-to-face exchange of information to determine whether the provider and family are a good fit.</p> <p>3.2 Program has a consolidated parent handbook (i.e. all the information related to parent policies needs to be kept in one place such as in a binder)</p> <p>3.3 The enrollment process includes more than one visit by the parent and child, providing a gradual transition before care formally begins</p> <p>3.4a Provider schedules a meeting with parents at least once a year to discuss their children's progress and any childrearing issues</p>	<p>4.0 Level 1-3 evidence and Evidence that the plan for the day (curriculum) is implemented and incorporates the Hawai'i Early Learning Standards (HELDS)*, as evidenced in written lesson plans, child observation records, child assessments, and parent communication</p> <p>4.1 Provider maintains a resource library for families with descriptive information about community resources***</p> <p>4.2 Provider communicates by 6 modes of communication**</p> <p>4.3 Provider completes NAFCC Self-Study Kit (identifies items for QRIS Improvement Plan)</p> <p>4.4 Provider has 5 clock hours in business courses****</p> <p>4.5 Written notice in advance is required if child is to be picked up by</p>	<p>5.0 Level 1-4 evidence and Written assessment plan showing how child observation and assessment results are used to individualize curriculum and evidence it is communicated with families</p> <p>5.1 Written document showing how program's curriculum and assessment tools connect to the Hawai'i Early Learning Standards (HELDS)*</p> <p>5.2a FCC provider communicates with families through at least 7 modes of communication***</p> <p>5.2b FCC provider offers at least 5 family supports*****</p> <p>5.3 Provider has 10 clock hours in business courses****</p> <p>5.4 The provider has comprehensive business liability insurance</p>

			3.4b The provider communicates with families using five or more modes of communication** 3.5 Identification is verified for any unfamiliar person picking up children	anyone not authorized on the enrollment form	
FCCERS Score		3.0	3.5	4.25	5.0
CLASS Score			3.0	4.0	5.0
BAS Score			3.5	4.25	5.0
Staff Qualifications	See Table 8	See Table 8	See Table 8	See Table 8	See Table 8
Accreditation					NAFCC

*The Hawai'i Early Learning Standards (HELDS) are in the final stages of development as of January 2012 and have not yet been approved for publication and use, therefore, this measure is NOT required for the Pilot.

**Family Communications examples: informal conversation; family meetings; newsletters; bulletin board; notes that go home with children; mailed letters; e-mail; text messages; texted photos in real time; phone calls; website; planned social activities such as parent nights or pot-luck dinners.

***Examples of community resources (from the BAS) may include: child care resource and referral agency, city recreation department, public library, housing authority, parent resource center, crisis hotline, Easter Seals, public health clinic, WIC, YMCA, YWCA, recycling center consumer credit counseling, social security, Child Find or developmental screening services available through local early intervention organizations and public schools.

****Clock hours in business may include training that covered: small business practices, contracts, recordkeeping, tax planning, legal and insurance issues, technology, accounting, marketing, money management, and grant writing

***** Family Supports (examples identified by PAS): children's book or toy lending library; family resource library; extended care during evenings or weekends; information and/or referral to supportive services regarding family issues; convenience services (e.g., take-home meals, photographs); adult classes (e.g. literacy, computer); home visits; family meetings, seminars, or support groups; social functions for families and staff; child care during parent conferences or meetings; provision for food or clothing donations; transportation to and from the center; tuition scholarships; discount coupon for community events or services.

Table 6. Evidence and Measures Required for QRIS Level for Infant/Toddler Center-Based Programs

	Level 1	Level 2	Level 3	Level 4	Level 5
Supporting Evidence	<p>1.0 ITERS Baseline Score</p> <p>1.1 Site must obtain and maintain a copy of the Hawai'i Early Learning Standards (HELDS)*</p> <p>1.2 Director must have 3 Credit Hours in Administration**</p>	<p>2.0 Level 1 evidence and Complete PAS Self-Assessment (identify missing items in QRIS Improvement Plan)</p> <p>2.1 Program has written philosophy statement and goals for children's development</p> <p>2.2 Program uses an organized written curriculum</p> <p>2.3 Individual child observations are recorded and a research-based assessment mechanism is used to measure child progress</p>	<p>3.0 Level 1& 2 evidence and Program's curriculum is aligned with the Hawai'i Early Learning Standards (HELDS)*</p> <p>3.1 Staff Development plan includes training on Hawai'i Early Learning Standards (HELDS)*</p> <p>3.2a Program has a consolidated parent handbook (i.e. all the information related to parent policies needs to be kept in one place such as in a binder)</p> <p>3.2b Program has a consolidated staff handbook (i.e. all the information related to staff policies needs to be kept in one place such as in a binder)</p> <p>3.3a Program has a new parent orientation</p> <p>3.3b Program provides at least one parent conference per year</p> <p>3.3c Program offers at least 3 family supports***</p> <p>3.4 The enrollment process provides a gradual transition before care formally begins</p>	<p>4.0 Level 1-3 evidence and Evidence that the curriculum is implemented and incorporates the Hawai'i Early Learning Standards (HELDS)*, as evidenced in written lesson plans, child observation records, child assessments, and parent communication</p> <p>4.1a Program offers at least 5 family supports***</p> <p>4.1b Program communicates with families through at least 6 modes of communication****</p> <p>4.2 Complete NAEYC Program Portfolio (identify missing items in QRIS Improvement Plan)</p> <p>4.3 Director must have 6 Credit Hours in Administration **</p>	<p>5.0 Level 1-4 evidence and Written assessment plan showing how child observation and assessment results are used to individualize curriculum and evidence it is communicated with families</p> <p>5.1 Written crosswalk showing how program's curriculum and assessment tools connect to the Hawai'i Early Learning Standards (HELDS)*</p> <p>5.2 The program communicates with families through at least 8 modes of communication****</p> <p>5.3 Director must have 9 Credit Hours in Administration</p> <p>5.4 Program is currently NAEYC accredited</p>

ITERS Score		3.0	3.5	4.25	5.0
CLASS Score			3.0	4.0	5.0
PAS Score			3.5	4.25	5.0
Staff Qualifications	See Table 9	See Table 9	See Table 9	See Table 9	See Table 9
Accreditation					NAEYC

*The Hawai'i Early Learning Standards (HELDS) are in the final stages of development as of January 2012 and have not yet been approved for publication and use, therefore, this measure is NOT required for the Pilot.

**Credit hours for business may include courses that covered the following: small business practices, contracts and policies, record keeping, tax planning, legal, and insurance issues, technology applications, accounting, marketing, finance, money management, communications, leadership, staff development, retirement, and grant writing.

*** Family Supports (examples Identified by PAS): children's book or toy lending library; family resource library; extended care during evenings or weekends; information and/or referral to supportive services regarding family issues; convenience services (e.g., take-home meals, photographs); adult classes (e.g. literacy, computer); home visits; family meetings, seminars, or support groups; social functions for families and staff; child care during parent conferences or meetings; provision for food or clothing donations; transportation to and from the center; tuition scholarships; discount coupon for community events or services.

****Family Communications examples: informal conversation; family meetings; newsletters; bulletin board; notes that go home with children; mailed letters; e-mail; text messages; texted photos in real time; phone calls; website; planned social activities such as parent nights or pot-luck dinners.

Table 7. QRIS Staff Qualification Level Requirements by Position for Center-Based Preschool Programs*

DHS Licensed Position	QRIS Staff Qualification Level 1	QRIS Staff Qualification Level 2	QRIS Staff Qualification Level 3	QRIS Staff Qualification Level 4	QRIS Staff Qualification Level 5
Director	FW: 2.3* <i>and</i> 3 Credit Hours** ±	FW: 4.1* <i>and</i> 3 Credit Hours**	FW: 4.3* <i>and</i> 3 Credit Hours**	FW: 4.3* <i>and</i> 6 Credit Hours**	FW: 5.3* <i>and</i> 9 Credit Hours**
Teacher	FW: 2.3* 100% of Teachers	FW: 4.1* 100% of Teachers	FW: 4.3* 50% of Teachers	FW: 4.3* 100% of Teachers	FW: 5.3* 50% of Teachers
Assistant Teacher	FW: 2.3* 50% of Asst. Teachers	FW: 4.1* 50% of Asst. Teachers	FW: 4.1* 100% of Asst. Teachers	FW: 4.2* 50% of Asst. Teachers	FW: 4.2* 100% of Asst. Teachers
Aide	FW: 1.1* 100% of Aides	FW: 1.2* 100% of Aides	FW: 1.3* 50% of Aides	FW: 1.3* 100% of Aides	FW: 2.1* 50% of Aides

* The levels are based on the QRIS Pilot Framework (FW) for Early Care & Education Practitioners (June 2012). In order to be on a specific QRIS Staff Qualification Level, the stated *minimum* FW Level (or higher) for all positions in the licensed center must be met.

** Credit hours for business may include courses that covered the following: small business practices, contracts and policies, record keeping, tax planning, legal, and insurance issues, technology applications, accounting, marketing, finance, money management, communications, leadership, staff development, retirement, and grant writing.

± Castle Colleagues Certificate is acceptable at Level 1.

Table 8. QRIS Staff Qualification Level Requirement for Family Child Care Homes*

DHS-Licensed Position	QRIS Staff Qualification Level 1	QRIS Staff Qualification Level 2	QRIS Staff Qualification Level 3	QRIS Staff Qualification Level 4	QRIS Staff Qualification Level 5
Family Child Care (FCC) Provider	FW: 1.1* Completed PATCH's "Basic Series for Family Child Care Providers" (30 hours total) OR NACCRRRA's "Child Care Essentials" on-line series for FCCs (40 hours total) Enrollment in the Quality Care Program (QCP)	Level 1 evidence <i>and</i> FW: 1.4*	Level 1 evidence <i>and</i> FW: 3.1*	Level 1 evidence <i>and</i> FW: 4.3* <i>and</i> 5 Clock Hours **	Level 1 evidence <i>and</i> FW: 5.3* <i>and</i> 10 Clock Hours **

* The levels are based on the QRIS Pilot Framework (FW) for Early Care & Education Practitioners (June 2012). In order to be on a specific QRIS Staff Qualification Level, the stated *minimum* FW Level (or higher) must be met.

** Clock hours in business may include training that covered: small business practices, contracts, recordkeeping, tax planning, legal and insurance issues, technology, accounting, marketing, money management, and grant writing.

Table 9. QRIS Staff Qualification Level Requirements by Position for Center-Based Infant and Toddler Programs*

DHS Licensed Position	QRIS Staff Qualification Level 1	QRIS Staff Qualification Level 2	QRIS Staff Qualification Level 3	QRIS Staff Qualification Level 4	QRIS Staff Qualification Level 5
Director®	FW: 4.1* and 45 hours course-work in I/T development Ω and 3 Credit Hours** ±	FW: 4.2* and 45 hours course -work in I/T development Ω and 3 Credit Hours**	FW: 4.3* and 45 hours course-work in I/T development Ω and 3 Credit Hours**	FW: 4.3* and 45 hours course-work in I/T development Ω and 6 Credit Hours**	FW: 5.3* and 45 hours course-work in I/T development Ω and 9 Credit Hours**
Lead Caregiver®	FW: 3.2* and 45 hours course-work in I/T development Ω 100% of Lead Caregivers	FW: 3.3* and 45 hours course-work in I/T development Ω 100% of Lead Caregivers	FW: 4.3* and 45 hours course-work in I/T development Ω 50% of Lead Caregivers	FW: 4.3* and 45 hours course -work in I/T development Ω 100% of Lead Caregivers	FW: 5.3* and 45 hours course-work in I/T development Ω 50% of Lead Caregivers
Caregiver®	FW: 3.1* and 30 hours course-work in I/T development Ω 50% of Caregivers	FW: 3.1* and 30 hours course-work in I/T development Ω 100% of Caregivers	FW: 3.2* and 30 hours course-work in I/T development Ω 50% of Caregivers	FW: 3.2* and 30 hours course-work in I/T development Ω 100% of Caregivers	FW: 4.2* and 30 hours course-work in I/T development Ω 50% of Caregivers
Aide	FW: 1.1* 100% of Aides	FW: 1.2* 100% of Aides	FW: 1.3* 50% of Aides	FW: 1.3* 100% of Aides	FW: 2.1* 50% of Aides

* The levels are based on the QRIS Pilot Framework (FW) for Early Care & Education Practitioners (June 2012). In order to be on a specific QIRS level, the stated *minimum* FW Level (or higher) for all positions in the licensed center must be met.

® Must meet DHS Licensing Experience and Coursework Requirement (see <http://patchHawaii.org/providers/center/early>).

Ω This may be met in college credit hours and/or DHS-approved community based training requirements. 1 college credit equals 15 clock hours.

** Credit hours for business may include courses that covered the following: small business practices, contracts and policies, record keeping, tax planning, legal, and insurance issues, technology applications, accounting, marketing, finance, money management, communications, leadership, staff development, retirement, and grant writing.

± Castle Colleagues Certificate is acceptable at Level 1.

QRIS Quality Awards

QRIS is an initiative of DHS to improve, support, and recognize continuous quality improvement efforts by Hawai'i's early childhood programs. Providing financial incentives to CCCs and FCCs is one strategy implemented by DHS to promote quality improvement and improve outcomes for children. Quality Awards will be made to programs based on the QRIS Rating Level they receive, the size of the program, and the number of children receiving DHS Child Care Subsidies (see Tables 10 and 11 for rates). Calculation of the Subsidized Enrollment amount of the award will be based on the number of subsidized children a program has enrolled in the month in which a program's Quality Assessment Report is generated. DHS will verify the number of children receiving child care subsidies.

Table 10. Annual Quality Award Schedule for Center-based Programs*

Program Size	Level 1	Level 2	Level 3	Level 4	Level 5	Subsidized Enrollment (per child amount)
Small (Up to 49 Children)	\$1800	\$2400	\$3000	\$3600	\$4200	\$50
Medium (50-89 Children)	\$2800	\$3400	\$4000	\$4600	\$5200	\$50
Large (90-159 Children)	\$3800	\$4400	\$5000	\$5600	\$6200	\$50
Very Large (160 or more Children)	\$4800	\$5400	\$6000	\$6600	\$7200	\$50

* Notes:

- The program size is based on the DHS-licensed capacity.
- Paid in four installments.
- Participation in QRIS research and evaluation is a requirement for receiving Quality Award.
- Contingent upon the availability of funds.

Table 11. Annual Quality Award Schedule for Family Child Care Programs

Level 1	Level 2	Level 3	Level 4	Level 5	Subsidized Enrollment (per child amount)
\$900	\$1200	\$1500	\$1800	\$2100	\$50

* Notes:

- Paid in four installments.
- Participation in QRIS research and evaluation is a requirement for receiving Quality Award.
- Contingent upon the availability of funds.

Payments

During the initial Pilot period, payments of the QRIS Quality Awards will be made to programs in four installments. A program will receive the first installment of its QRIS Quality Award after its *Quality Improvement Plan* has been reviewed and accepted by the QRIS Review designee. Quality Award payments will be made directly to programs by the designated fiscal agent. Subsequent installments will be dependent on submission of *QRIS Participant Progress Reports* to the QRIS Administration by the specified due dates (see Table 2, page 11). A program that applies for and receives a QRIS Level Advancement will have the amount of its Quality Award adjusted accordingly. This will require submission of a new *Quality Improvement Plan* and *Quality Award Application*.

Allowable Expenditures

All Award funds received must be spent solely for the purpose of purchasing products and/or services that will facilitate achievement of the goals specified in the *Quality Improvement Plan*, with the express purpose of improving the quality of care provided by the Pilot site. Allowable expenditures include: materials/supplies, equipment, furniture, tuition/fees for coursework and/or training related to QRIS Staffing Qualifications, salaries/wages for substitute staff (to permit regular staff to engage in professional development), and capital improvements. Expenditures must be reported and copies of receipts submitted with each *QRIS Participant Progress Report*.

QRIS Quality Improvement Grants

Quality Improvement Grants are a source of supplemental funds that are to be used to support a program's efforts to meet its quality improvement goals and/or move from one Rating Level to a higher one. Any program may submit a *Quality Improvement Grant Application*. The *Quality Improvement Grant Application* must provide the following information:

- why the funds are needed, citing specific evidence from the program's *Quality Assessment Report*, and
- how the funds will be used, with reference to specific elements of the program's *Quality Improvement Plan*.

The maximum amount that may be requested will vary by type of program (CCC or FCC) and may change depending on availability of funding throughout the Pilot period. *Quality Improvement Grant Applications* are to be submitted to the QRIS Administration. Quality Improvement Grant Applications will be reviewed by a QRIS Review designee, and a determination of the grant amount to be awarded will be made. Upon approval of a grant application, designated Fiscal Agents will prepare the Quality Improvement Grant checks for distribution to the grantee.

For the QRIS Pilot, a program may apply for up to two Quality Improvement Grants, the first between June 2012 and November 2012 and the second between January 2013 and April 2013. The first Quality Improvement Grant is incumbent upon acceptance of a program's Quality Improvement Plan. Secondary grants approval will be based on the submission and acceptance of the first Progress Report. Grant Applications are to be submitted through the QRIS Database System or in hard copy to: **QRIS Administration, Center on the Family, University of Hawai'i at Mānoa, 2515 Campus Road, Miller 103, Honolulu, HI 96822.**

Allowable Expenditures

All Grant funds received must be spent solely for the purpose of purchasing products and/or services that will facilitate achievement of the goals specified in the *Quality Improvement Plan*, with the express purpose of improving the quality of care provided by the Pilot site. Allowable expenditures include: materials/supplies, equipment, furniture, tuition/fees for coursework and/or training related to QRIS Staffing Qualifications, salaries/wages for substitute staff (to permit regular staff to engage in professional development), and capital improvements.

All expenditures must be reported and copies of receipts submitted with each *QRIS Participant Progress Report*.

Requests for Review

QRIS Pilot participants may request a review of QRIS determinations made during the Pilot process. To request a review, a *QRIS Request for Review Form* (CCC and FCC, see Appendix A) must be completed and submitted within 21 working days following the event in question. The QRIS Administration will respond in writing to a request for review within 60 working days of receipt of the QRIS Review Form. The QRIS Administration may request submission of supporting evidence relating to the request for review. The decision of the QRIS Administration will be conclusive and final. Requests for Review should be submitted to: **QRIS Administration, Center on the Family, University of Hawai'i at Mānoa, 2515 Campus Road, Miller 103, Honolulu, HI 96822.**

Termination of Participation in QRIS

The QRIS Administration has sole discretion and reserves the right to terminate a program's participation in the QRIS in the event that program is failing to make a good faith effort to meet the requirements, including, but not limited to:

- not actively participating in the coaching process
- not keeping appointments and/or returning phone calls/emails
- not submitting required progress reports

A program that has its DHS child care license suspended or revoked will automatically be terminated from the QRIS Pilot. A program that is terminated from the QRIS Pilot will forfeit all further incremental Quality Award payments that are pending, and any Quality Improvement Grant that may have been awarded, but for which payment has not yet been made.

A participating program that chooses to withdraw from the QRIS must contact the QRIS Administration and complete an Intent to Withdraw form (see Appendix A). Upon submission of this form, a program has 10 working days in which to discuss its withdrawal with a representative of DHS or the QRIS Administration and reverse the withdrawal process. After 15 working days, the withdrawal will be final. Upon submission of an Intent to Withdraw form, all payments of any Award or Grant funds due to the program will be immediately stopped, and the program will not have access to any QRIS coaching, training, database and resources. Re-entry into the QRIS Pilot will not be permitted once termination is final.

QRIS Coaching

Definition

The QRIS has adopted the definition of coaching from the *Early Childhood Education: Professional Development Training and Technical Assistance Glossary*, jointly developed by the National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource and Referral Agencies (NACCRRA) in 2011.

“Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.”

Purpose

The purpose of coaching in the QRIS is to support licensed family childcare and center-based early learning programs in improving quality through development and implementation of a Quality Improvement Plan based on the Quality Assessment Report provided by QRIS.

Coach’s Role

The role of the coach is to use a variety of skills, strategies and tools in a supportive environment to encourage those who work in early learning programs (providers, administrators, teachers, etc.) to examine and reflect on practice, identify actions to improve quality, strengthen existing skills and dispositions, learn and apply new skills, adopt new dispositions and engage in a process of continuous quality improvement.

Values and Beliefs

Coaches in the QRIS share the following values and beliefs about those being coached (coachees) and the coaching process:

People are:

- Whole: all domains of development are important and deserve attention in the coaching process. Just as early educators believe it is essential to consider the whole child in all domains of development, so it is essential for the coach to consider the whole coachee.

- **Makers of meaning:** People search for connections between experiences and ideas, and seek fulfillment in their work and their lives through finding meaning. The coaching process enables coachees to find and enrich meaning in their practice as early educators.
- **Diverse learners:** The desire to learn is innate and present to some degree in all people. The coaching process calls forth the desire to learn and honors the diverse ways in which people acquire new understandings, skills, and dispositions.
- **Resourceful:** the ability to solve problems and to understand things in different ways exists in all human beings. The coaching process supports and strengthens these abilities.
- **Adaptive:** People can and do change as a result of experience and learning. The coaching process creates conditions that enable change to occur.
- **Generative (able to produce or originate):** People can expand their capacity to understand, to do and to be through making connections among experiences, ideas, and new learning. The coaching process encourages and champions the generation and integration of new ideas, new practices, and new dispositions.

The coaching process is:

- **Developmental.** Coaches are aware of the developmental status and needs of the coachee, and focused on learning as opposed to performance, with the underlying assumption that learning will result in improved performance.
- **About ways of doing and ways of being.** “Most of the complex learning in which we humans engage involves changing both how we do things (our external behaviors) and who we are (our internal selves). . . .When we change what we do, we change who we are, and vice versa.” (Bloom, et al, pp. 54-55)
- **A dynamic process** that requires the coach to employ a variety of skills, strategies and tools to achieve the goal of improved practice and continuous quality improvement in early learning settings.

Coaching Skills and Strategies

Within the context of development, coaches use skills, strategies, and tools designed to further and deepen the learning of the coachee and prompt meaningful action.

Skills include:

- Self awareness
- Relationship building
- Listening
- Observing
- Questioning
- Giving feedback
- Facilitating planning and goal setting

Strategies include:

- Instructional – provides resources, direct instruction, modeling
- Facilitative – “builds on the coachees existing skills, knowledge, interpretations, and beliefs, and helps the coachee construct new skills, knowledge, interpretations, and beliefs that will form the basis for future actions.” (Bloom, et al, p. 60)
- Collaborative – works with the coachee to achieve a goal or complete a project, providing resources, perspective and expertise
- Transformational – “facilitates processes designed to produce deep personal transformation in the coachee.” (Bloom, et al, p. 96)

Coaching Support/Coaching Oversight

CCC Coaching Oversight

- HAEYC's Coaching Coordinator will provide between 2-10 contact hours (formal/informal) a month per QRIS center-based Coach:
 - 1-4 hours a month individual (minimum/total)
 - 1-4 hours a month group (minimum/total)
- Performance evaluations of the Coaches will be made after the first 3 months, and annually thereafter. Upon satisfactory completion of the first performance evaluation, the number of required individual supervision hours may be reevaluated.
- HAEYC will review monthly Quality Improvement Assurance (QIA) reports and will engage in on-going informal contact with PATCH Coaching Coordinator.

FCC Coaching Oversight

- PATCH's Coaching Coordinator will provide 2-6 hours of supervision (formal/informal) a month per QRIS FCC Coach:
 - 1 hour a month individual (minimum/total).
 - 1 hour a month group (minimum)
- Performance evaluations (see PATCH's Policy & Procedures for Forms) of the Coaches will be made after the first 3 months, and annually thereafter. Upon satisfactory completion of the first performance evaluation, the number of required individual supervision hours may be reevaluated.
- PATCH will review monthly Quality Improvement Assurance (QIA) reports and will engage in on-going informal contact with the HAEYC Coaching Coordinator.

Quality Improvement Assurance (QIA) Support

- HCC will provide Quality Improvement Assurance (QIA) support for Coaches by conducting group meetings monthly, one for FCC coaches and one for CCC coaches, using an electronic or web-based platform to enable participation statewide. The purpose of the meetings is to provide opportunities for coaches to talk with one another about their experiences, issues that arise, and the practice of coaching, and to reflect on their development as coaches.
- The two groups of coaches (CCC and FCC) will meet together twice a year.
- Coaches will also have individual sessions with HCC QIA Coach Support every other week via phone/email/Skype starting the week following the first monthly meeting.
- Coaches will be asked to maintain a personal coaching journal which will not be reviewed or evaluated. The purpose of the journal is to encourage reflection and provide topics for meetings and individual sessions. Suggested guidelines for the journal will be provided. Some structured reflections that every coach is asked to complete may also be included.

QRIS Coach Training

A set of *Coaching Guiding Principles and Competencies* has been adopted for the QRIS (see Appendix B).

Intensive orientation training for the Coaches will occur prior to contact with the Pilot sites. This orientation will include the following topics:

- QRIS basics
- Adult learning & QRIS coaching approach
- Expectations of coaches based on the coaching manual

- Coaching flow; coordination of coaches by agency; support of coaches through QIA
- Using the QRIS Data System
- Working with the *Quality Assessment Reports*
- Creating *Quality Improvement Plans*

After the Pilot begins, coaches will also attend respective PATCH/HAEYC meetings twice a year.

Professional Obligations

All QRIS Coaches must sign the *QRIS Confidentiality Agreement*. In addition to this form, all QRIS Coaches are:

- Mandated child abuse and neglect reporters
- Licensing non-compliance reporters
- Accreditation non-compliance reporters (if applicable)

If during the QRIS coaching session, the QRIS Coach observes what he/she suspects as any health and/or safety situation that poses a risk to children in care, the QRIS Coach will inform the appropriate program representative (CCC Director and/or teacher, FCC provider) of this observation and indicate that it needs to be remedied. The QRIS Coach will subsequently complete a *QRIS Pilot Licensing Rule Violation Report* (see Appendix A) that documents the suspected health and/or safety rule violation. The *Licensing Rule Violation Report* will be sent to the DHS Child Care Program Office within 24 hours of the observation. The report will be forwarded to the CCC or FCC Provider's assigned Child Care Licensing (CCL) Worker to determine whether to conduct an investigation of the alleged rule violation(s). If an investigation is warranted, an unannounced visit shall be conducted. If the allegations are substantiated, the CCC or FCC Provider will need to correct the deficiencies as directed by their CCL Worker. A suspension or revocation of the license may be warranted. The CCL Worker will complete the report that will indicate an investigation was warranted, any rule violations were substantiated or unsubstantiated, any corrective action to be taken, and the status of the license, and return it to DHS Child Care Program Office within 30 working days of receipt of the reported allegations.

DHS Child Care Program Office will forward the report to COF. DHS Licensing Rules can be found at http://hawaii.gov/dhs/main/har/har_current/AdminRules/document_view. Scroll down to the following links: GCC and GCCH: 17-892.1, Infant-Toddler Centers: 17-895, and FCC: 17-891.1.

Coaching: Duties, Dosage, Duration, and Intensity

Duties

Coach's duties are comprised of the following activities:

- Travel to assigned sites
- Make formal coaching contacts, i.e., site visits
- Make informal coaching contacts, i.e., emails, phone calls
- Conduct data entry
- Maintain documentation of coaching activities , i.e., coaching notes, coaching journal
- Participate in QIA support, i.e., group sessions with other coaches, 1 hour a month; individual 30-45 minutes every two weeks
- Participate in Coach training

Dosage, Duration, & Intensity

- CCC: a Coach will work with an assigned CCC up to 20 hours per month. The Director and QRIS Coach will determine how the hours are to be divided among the classrooms located at the site.
- FCC: a Coach will work with an assigned FCC provider up to 10 hours per month.

QRIS Data System

Procedures for use of the QRIS Data System differ according to the user roles explained below. All QRIS Data System users will be provided with a secure log-in which will give them access to only that portion of the data system that pertains to their role. All QRIS Data System users are bound the terms of the *QRIS Confidentiality Agreement*, which they will sign.

- **QRIS Administration:** The QRIS Administration oversees the QRIS Data System and will use the system to manage the QRIS, compile assessment data, generate reports, track Quality Improvement Award and Quality Improvement Grant payments, and monitor coaching dosage, duration, and intensity. The QRIS Administration has access to all data, including but not limited to providers' profiles, raw assessment data and Quality Assessment reports, Quality Improvement Plans, and Coaching Logs. Access to all data is necessary for Pilot evaluation purposes.
- **Assessors:** Assessors are responsible for entering assessment scores and documenting interviews and supporting evidence for their assigned programs after conducting on-site assessment visits. Assessors may review the profiles of their assigned programs and will have access to only their respective assessment data entry portion of the QRIS Data System, which is separate for each Assessor.
- **Coaches:** Coaches are responsible for documenting their coaching activities by entering their Coaching Logs after each coaching contact. They will have access to their respective coaching data entry portion of the QRIS Data System, which is separate for each Coach.
- **Coach Coordinators:** Coach Coordinators are responsible for overseeing Coaches and their coaching activities. They will be able to review Coaching Logs and consolidated reports for their respective Coaches.
- **Programs/Participants:** Authorized CCC (Director) and FCC representatives are responsible for submitting required information and forms using the QRIS Data System. Separate logins will be provided to each authorized representative.
- **DHS:** DHS is responsible for making Quality Award payments* and following up on Licensing Violation Reports. Authorized DHS personnel will have access to related reports and QRIS Data System features. *For the purposes of the QRIS Pilot, Quality Awards will be processed by a designated fiscal agent.

Definitions

Working days are defined as week days that are NOT state holidays. 1 month equals 21 working days; 2 weeks equals 10 working days; 1 week equals 5 working days.

Contact Information

If you need to contact DHS regarding child care licensing questions:

Contact: Marja Leivo
Phone: (808) 586-7058
Email: mleivo@dhs.hawaii.gov
Fax: (808) 586-5744
Mail: Department of Human Services
Benefit, Employment and Support Services Division
Child Care Program Office
808 Mililani Street, Suite 606
Honolulu, HI 96813

If you need to contact QRIS Administration or QIRS Assessors:

Contact:	Janina Martin	or	Krystina Yadao
Phone:	808-956-7232		808-956-8666
Email:	martinj@hawaii.edu		kyadao@hawaii.edu
Fax:	808-956-4147		(same FAX)
Mail:	Center on the Family		(same mailing address)
	University of Hawai'i at Mānoa		
	2515 Campus Road, Miller 103		
	Honolulu, HI 96822		

If you need to contact the QRIS Coaches for CCCs

Contact: Katherine E. Murphy, Executive Director
Phone: 808-942-4708
Email: haeyc@hawaiihaeyc.org
Fax: 808-955-2739
Mail: HAEYC
1806 So. King Street, Ste. 30
Honolulu, HI 96826
www.hawaiihaeyc.org

If you need to contact the Registry:

Contact: Career Access and Navigation of Early Childhood Systems (C.A.N.O.E.S.) Registry
Phone: (808) 791-2626
Email: Registry@patch-hi.org
Fax: (808) 839-1799
Mail: CANOES Registry
560 N. Nimitz Hwy Suite 218
Honolulu, HI 96817

If you need to contact the QRIS Coaches for Family Child Care (FCCs):

Contact: David Okumura, PATCH West Hawai'i Coordinator
Phone: (808) 322-3500
Email: David@patch-hi.org
Fax: (808) 322-0100
Mail: PATCH, c/o David Okumura
79-7393 Mamalahoa Hwy. Unit 4A
Kealahou, HI 96750

If you need to contact the QIA Support for Coaches (FCC & CCCs)

Contact: Linda Buck
Phone: 808-845-9289
Email: lbuck@hawaii.edu
Fax: 808-845-9493
Mail: Honolulu Community College
874 Dillingham Blvd.
Honolulu, HI 96817