

Quality Performance Report (QPR)
For

Oregon
FFY 2012

Appendix 1
Quality Performance Report

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care (www.nrckids.org.)

Oregon revised its sunscreen rules for child care providers. They no longer are required to have separate containers of sunscreen for each child. Aerosols are no longer allowed.

Goals Described in FY 2012-2013 CCDF Plan:

1. Comprehensive Oregon Administrative Rules Revision for Licensing Standards – Conduct primary and secondary national and state research; collect data; interview licensing managers and key licensing staff; interview stakeholders, providers, and parents;
2. Explore alignment of various monitoring of other federal programs, such as, state-wide health initiatives, USDA food program, Head Start, Early Head Start, and licensing.
3. Support additional training for licensed child care providers in the areas of infant/toddler care, early learning, and school readiness which promote positive child outcomes.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

3.1.7, Goal #1: Comprehensive Oregon Administrative Rules Revision for Licensing Standards – Conduct primary and secondary national and state research; collect data; interview licensing managers and key licensing staff; interview stakeholders, providers, and parents

Describe Progress - Include Examples and Numeric Targets where Possible:

The Child Care Division contracted with Oxana Golden and Judy Collins to develop recommendations on licensing rule changes, on processes that support successful implementation of rule changes and recommendations that link licensing with broader quality improvement initiatives. The scope of this review work included Certified Child Care Homes, Registered Child Care Homes, Certified Centers, School-Age Programs, and Recorded Programs. This primary and secondary national and state research is the basis for the comprehensive rules revision process currently underway in FFY 2012-13.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? Yes No

3.1.7, Goal #2: Explore alignment of various monitoring of other federal programs, such as, state-wide health initiatives, USDA food program, Head Start, Early Head Start, and licensing.

Describe Progress - Include Examples and Numeric Targets where Possible:

Oregon engaged in the Monitoring Learning Lab with Office of Head Start and the Office of Child Care to explore aligning monitoring across Head Start and child care programs. We also explored possible connections with the USDA food program. Through the Monitoring Learning Lab, licensing managers and a licensing specialist met with a Head Start grantee that operates licensed and unlicensed programs to identify areas of alignment and challenges around monitoring. This work will continue through Oregon's work with Race to the Top.

Goal #3:

Is Goal from 2012-2013 CCDF Plan? Yes No

3.1.7, Goal #3: Support additional training for licensed child care providers in the areas of infant/toddler care, early learning, and school readiness, which promote positive child outcomes

Describe Progress - Include Examples and Numeric Targets where Possible:

Oregon's Professional Development Committee provided recommendations to strengthen licensing, including an increase in ongoing training requirements. The Child Care Division received recommendations from Oxana Golden and Judy Collins to increase online training requirements for Registered Family, Certified Family and Certified Center child care settings. Both recommendations informed Oregon's rules revision process (occurring now in FY 2012-13), which is proposing two additional ongoing training hours for Registered Family homes.

A1.2 Key Data

A1.2.1 Number of licensed programs

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2012? 1051

N/A

Describe:

Data as of 10-5-12

Data are automatically generated on a monthly basis from the Child Care Regulatory Information System (CCRIS) Oracle Reports on the 5th of each month.

b) How many licensed home-based programs operated in the State/Territory as of

September 30, 2012? 3370

N/A

Describe:

Data as of 10-5-12, including both Certified Family and Registered Family

This report is generated on the 5th of every month from the Child Care Regulatory Information System (CCRIS).

c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child's own home) operating in the State/Territory that are not subject to licensing regulations?

Yes

If yes, include the number or percentage of programs:

Number: 2875

Percentage: 32%

Describe:

From a: 1051 licensed centers

From b: 3370 licensed family homes

of all non-relative, legally operating without regulation: 4552

Total # of programs: $1051 + 3370 + 4552 = 8973$

of all non-relative, legally operating without regulation outside of the child's own home: 2875*

% of all non-relative, legally operating without regulation outside of the child's own home: $2875 / 8973 = 32\%$

*The 2,875 includes the following types of programs:

- Family home child care provided by a non-relative in a setting legally operating without regulation
- Group home child care provided by a non-relative in a setting legally operating without regulation
- Child care center legally operating without regulation

Data source: ACF-800 columns I-family home, K- group home, L-center

No

A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year (October 1, 2011 through September 30, 2012)?

a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?

95%

What was the average number of visits?

1.99

N/A

Describe:

1097 unduplicated facilities visited at least 1 time (Oregon requires at least one monitoring visit in each one-year licensing period.)

1150 unduplicated facilities licensed

95.4% licensed centers visited

# centers	# visits	total visits
362	1	362
472	2	944
195	3	585
55	4	220
8	5	40
6	6	36
1098		2187
Av. visits/center		1.99

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?

77.1%

What was the average number of visits?

1.47

N/A

Describe:

Per instructions, these numbers include facilities licensed at any time in FFY 2011-12, "even though they have since lost their licensed status."

3524 unduplicated facilities visited at least one time (699 Certified Family + 2825 Registered Family)

4572 unduplicated facilities licensed (764 Certified Family + 3808 Registered Family)

77.1% licensed homes visited

# lic'd family	# visits	total visits
2460	1	2460
729	2	1458
212	3	636
65	4	260
33	5	165
8	6	48
8	7	56
5	8	40
1	9	9
1	10	10
1	11	11
1	13	13
1	18	18
3525		5184
Av. # of visits/home		1.47

Data source: documented queries to the Child Care Regulatory Information System (CCRIS)

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?

0%

What was the average number of visits?

0

N/A

Describe:

No legally exempt providers were visited in FFY 2011-12.

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year (October 1, 2011 through September 30, 2012)?

Licensed Centers:

How many were **suspended**? 0

N/A

Describe:

Data source: documented queries to the Child Care Regulatory Information System (CCRIS)

How many were **revoked**? 0

N/A

Describe:

Data source: documented queries to the Child Care Regulatory Information System (CCRIS)

Licensed Homes:

How many were **suspended**? 53

N/A

Describe:

Data source: documented queries to the Child Care Regulatory Information System (CCRIS)

How many were **revoked**? 19

N/A

Describe:

Data source: documented queries to the Child Care Regulatory Information System (CCRIS)

A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year (October 1, 2011 through September 30, 2012)?

Child Care Centers:

N/A

Group Child Care Homes:

N/A

Family Child Care Homes:

N/A

In-Home Providers:

N/A

Describe:

The DHS data system does not discriminate between subsidy and non-subsidy providers who were terminated.

DHS is now thinking about how to change the system for next year's QPR.

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year (October 1, 2011 through September 30, 2012)?

9

N/A

Describe:

For 2011-12, the Department of Human Services pulled a list of all subsidy license-exempt providers (Standard Family, Standard Center, Enhanced Family, Enhanced Center) from the month of September 2011 and compared licensed exempt providers against a list of all subsidy licensed provider for FFY 2011-2012. DHS found 19 providers who progressed to licensed status, of those 19, 9 maintained their licensed status through September 2012.)

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

185

N/A

Describe:

Any injury must be reported when it requires attention from a licensed health care professional such as a physician, EMT or nurse per Oregon Administrative Rules 414-205-0130(2), 414-350-0050(8)(a)(b) and 414-300-0030(a)(b).

Universe of programs: all licensed programs

Data source: Information on fatalities is documented in Oregon's Child Care Regulatory Information System (CCRIS) under child protective service or law enforcement agency investigations.

We are evaluating how we document injuries and fatalities to make it easier to pull information for the Quality Performance Report in future years.

A1.2.7 How many fatalities occurred in child care as of the end of the last year?

Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

1

N/A

Describe:

Universe of programs: all licensed programs

Data source: Information on fatalities is documented in Oregon's Child Care Regulatory Information System (CCRIS) under child protective service or law enforcement agency investigations.

We are evaluating how we document injuries and fatalities to make it easier to pull information for the Quality Performance Report in future years.

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year (October 1, 2011 through September 30, 2012)?

Yes

No

N/A

Describe:

Oregon adopted the Head Start Child Development and Early Learning Framework for children ages 3-5. This was done through House Bill 4165, effective March 6, 2012. Oregon is currently using the existing 0-3 Early Learning Foundations but is anticipating adopting national 0-3 standards if they are released.

A2.1.2 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.2.8, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELGs, Aligned the ELGs with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

1. Oregon will adopt the Head Start Child Development and Early Learning Framework to take the place of the current Early Learning Foundations. Discussions will start in summer of 2011 and continue through 2012.

2. Oregon will begin work in 2011-12 on incorporating either the Early Learning Guidelines or the Child Development and Early Learning Framework into licensing supports and subsidy supports for the childhood care and education system.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

Oregon will adopt the Head Start Child Development and Early Learning Framework to take the place of the current Early Learning Foundations. Discussions will start in summer of 2011 and continue through 2012.

Describe Progress - Include Examples and Numeric Targets where Possible:

Oregon has adopted the Head Start Child Development and Early Learning Framework for children ages 3-5. This was done through the passing of House Bill 4165 and became effective March 6, 2012.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? Yes No

2. Oregon will begin work in 2011-12 on incorporating either the Early Learning Guidelines or the Child Development and Early Learning Framework into licensing supports and subsidy supports for the childhood care and education system.

Describe Progress - Include Examples and Numeric Targets where Possible:

Oregon has incorporated the Head Start Child Development and Early Learning Framework into QRIS Program Standards. Oregon is currently field testing contracted slots with child care programs that have achieved a quality designation which incorporates early learning guidelines into subsidy supports. Additionally, Oregon is proposing rule revision to incorporate a program of activity that connects to the Head Start Child Development and Early Learning Framework.

A2.2 Key Data

A2.2.1 How many programs were trained on early learning guidelines (ELGs) or standards over the last fiscal year (October 1, 2011 through September 30, 2012)?

<p><u>Center-based Programs:</u> Early Learning Guidelines (ELGs)</p>	<p>How many center-based programs were trained on ELGs over the past year?</p>	<p>N/A</p>
<p>Birth to Three ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Three-to-Five ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Five and Older ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Describe:</p>	<p>Oregon currently does not have specific training on early learning guidelines. Oregon recognizes the need and is beginning to create training based on the Head Start Child Development and Early Learning Framework. Initial steps that we are taking this fiscal year (FFY 2012-13) include meeting with Oregon Department of Education Staff and identifying opportunities and connections to move the work forward.</p> <p>Once trainings are launched, they will be tracked and reported through the Oregon Registry Online, our workforce data system, which will provide the data for this section of the QPR in future years.</p>	
<p><u>Family Child Care Programs:</u> Early Learning Guidelines (ELGs)</p>	<p>How many family child care programs were trained on ELGs over the past year?</p>	<p>N/A</p>
<p>Birth to Three ELGs</p>		<p><input checked="" type="checkbox"/></p>
<p>Three-to-Five ELGs</p>		<p><input checked="" type="checkbox"/></p>

Five and Older ELGs		<input checked="" type="checkbox"/>
Describe:	<p>Oregon currently does not have specific training on early learning guidelines. Oregon recognizes the need and is beginning to create training based on the Head Start Child Development and Early Learning Framework. Initial steps that we are taking this fiscal year (FFY 2012-13) include meeting with Oregon Department of Education Staff and identifying opportunities and connections to move the work forward.</p> <p>Once trainings are launched, they will be tracked and reported through the Oregon Registry Online, our workforce data system, which will provide the data for this section of the QPR in future years.</p>	
<u>Legally Exempt Providers:</u> Early Learning Guidelines (ELGs)	How many legally exempt providers were trained on ELGs over the past year?	N/A
Birth to Three ELGs		<input checked="" type="checkbox"/>
Three-to-Five ELGs		<input checked="" type="checkbox"/>
Five and Older ELGs		<input checked="" type="checkbox"/>
Describe:	<p>Oregon currently does not have specific training on early learning guidelines. Oregon recognizes the need and is beginning to create training based on the Head Start Child Development and Early Learning Framework. Initial steps that we are taking this fiscal year (FFY 2012-13) include meeting with Oregon Department of Education Staff and identifying opportunities and connections to move the work forward.</p> <p>Once trainings are launched, they will be tracked and reported through the Oregon Registry Online, our workforce data system, which will provide the data for this section of the QPR in future years.</p>	

2.2.1(b) How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)

<u>Center-based Programs:</u> Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers in programs implementing the Birth to Three ELGs		<input checked="" type="checkbox"/>
Preschoolers in programs implementing the Three-to-Five ELGs		<input checked="" type="checkbox"/>
School-age children in programs implementing the Five and Older ELGs		<input checked="" type="checkbox"/>

Describe:	<p>Since Oregon currently does not have specific training on early learning guidelines, and since our data systems do not currently capture child-level data for most early learning settings, we are unable to determine the number of children served in programs implementing ELGs. Oregon recognizes the need for child level data. The Oregon Department of Education is capturing child-level data for children in publicly-funded early learning programs and will continue striving to capture child-level data more broadly.</p> <p>In the future, our intention is to count only those children in 3-star or higher programs as being part of a program implementing ELGs.</p>	
<u>Family Child Care Programs:</u> Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers in programs implementing the Birth to Three ELGs		<input checked="" type="checkbox"/>
Preschoolers in programs implementing the Three-to-Five ELGs		<input checked="" type="checkbox"/>
School-age children in programs implementing the Five and Older ELGs		<input checked="" type="checkbox"/>
Describe:	<p>Since Oregon currently does not have specific training on early learning guidelines, and since our data systems do not currently capture child-level data for most early learning settings, we are unable to determine the number of children served in programs implementing ELGs. Oregon recognizes the need for child level data. The Oregon Department of Education is capturing child-level data for children in publicly-funded early learning programs and will continue striving to capture child-level data more broadly.</p> <p>In the future, our intention is to count only those children in 3-star or higher programs as being part of a program implementing ELGs.</p>	
<u>Legally Exempt Providers:</u> Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers in programs implementing the Birth to Three ELGs		<input checked="" type="checkbox"/>
Preschoolers in programs implementing the Three-to-Five ELGs		<input checked="" type="checkbox"/>
School-age children in programs implementing the Five and Older ELGs		<input checked="" type="checkbox"/>

Describe:

Since Oregon currently does not have specific training on early learning guidelines, and since our data systems do not currently capture child-level data for most early learning settings, we are unable to determine the number of children served in programs implementing ELGs. Oregon recognizes the need for child level data. The Oregon Department of Education is capturing child-level data for children in publicly-funded early learning programs and will continue striving to capture child-level data more broadly.

In the future, our intention is to count only those children in 3-star or higher programs as being part of a program implementing ELGs.

Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

1. Oregon will establish a project team to coordinate and implement EQUIP (Education and Quality Investment Partnership), which is Oregon's QRIS, to meet EQUIP goals in an effective, systematic, measurable, and collaborative manner.
2. Oregon will develop the QRIS project plan utilizing federal designated benchmarks.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

1. Oregon will establish a project team to coordinate and implement EQUIP (Education and Quality Investment Partnership), which is Oregon's QRIS, to meet EQUIP goals in an effective, systematic, measurable, and collaborative manner.

Describe Progress - Include Examples and Numeric Targets where Possible:

The Child Care Division created a core team to coordinate the development of the QRIS with workgroups representing various partner groups. A critical workgroup met over the last year to work on program standards for the QRIS and has provided recommendations based on state and federal level input. The program standards workgroup is now shifting focus to the 2013 field test and the various elements involved with the process and validation study, which is related to the Race To the Top application.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? Yes No

2. Oregon will develop the QRIS project plan utilizing federal designated benchmarks.

Describe Progress - Include Examples and Numeric Targets where Possible:

The Child Care Division has created project plan using the 5 elements of a QRIS as a framework. Federal benchmarks, Race To the Top plans and state priorities have been incorporated within that framework. The project plan will continue to be used and updated as QRIS is field tested and implemented.

A3.2 Key Data

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year (October 1, 2011 through September 30, 2012)?

Health and safety:

29

Infant and toddler care:

20

School-age care:

14

Inclusion:

15

Teaching dual language learners:

0

Understanding developmental screenings and/or observational assessment tools for program improvement purposes:

0

Mental health:

0

Business management practices:

29

N/A

Describe:

Teaching dual language learners: **Data not available**

Understanding developmental screenings and/or observational assessment tools for program improvement purposes: **Data not available**

Twenty-nine (29) programs were involved in the OPQ Cohort during the time period of October 1, 2011 through September 30, 2012. The numbers included above reflect an *unduplicated* count of programs receiving targeted technical assistance in the listed areas. Data for both child care centers and family child care homes was collected and is included in the numbers listed above. Data was not collected for the areas of “Teaching dual language learners” and “Understanding developmental screenings and/or observational assessment tools for program improvement purposes.” No targeted technical assistance was provided in the area of “mental health.”

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year (October 1, 2011 through September 30, 2012)?

a) One-time, grants, awards or bonuses:

Child Care Centers:

16

Family Child Care Homes:

13

N/A

Describe:

The numbers included above reflect an *unduplicated* count of programs that received one-time financial support. All programs participating in the OPQ Cohort (Center Child Care Centers and Family Child Care Homes) were eligible to receive the one-time financial support. All of the programs received the payment.

b) On-going or Periodic quality stipends:

Child Care Centers:

11

Family Child Care Homes:

11

N/A

Describe:

There are 22 total licensed child care centers and family homes with an Oregon Programs of Quality (OPQ) designation. They receive payments for protected slots for eligible families.

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year (October 1, 2011 through September 30, 2012)? When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS:

Number:

1051

Percentage: 100 %

or Other Quality Improvement System:

Number:

16

Percentage: 1.5 %

N/A

Describe:

Oregon's licensed facilities are the base for QRIS. Oregon Programs of Quality is the second step of the QRIS. The program was piloted in 2010 and awarded to licensed facilities in 2011 and children receiving CCDF funding were placed in facilities through either vouchers or cash assistance.

Data source: documented queries to the Child Care Regulatory Information System (CCRIS)

Family Child Care Homes QRIS:

Number:

3370

Percentage: 100 %

or Other Quality Improvement System:

Number:

13

Percentage: <0.5 %

N/A

Describe:

Oregon's licensed facilities are the base for QRIS. Oregon Programs of Quality is the second step of the QRIS. The program was piloted in 2010 and awarded to licensed facilities in 2011 and children receiving CCDF funding were placed in facilities through either vouchers or cash assistance.

Data source: documented queries to the Child Care Regulatory Information System (CCRIS)

License-Exempt Providers QRIS:

Number:

0

Percentage: 0 %

or Other Quality Improvement System:

Number:

0

Percentage: 0 %

N/A

Describe:

Oregon's licensed facilities are the base for QRIS therefore license-exempt providers to not participate.

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year (October 1, 2011 through September 30, 2012)? If the quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers:

How many moved up within the QRIS: 11

How many moved down within the QRIS: 0

N/A

Describe:

Eleven Certified Centers achieved Oregon Program of Quality designation.

Family Child Care Homes:

How many moved up within the QRIS: 11

How many moved down within the QRIS: 0

N/A

Describe:

Eleven Certified Family and Registered Family homes achieved Oregon Program of Quality designation.

License-Exempt Providers:

How many moved up within the QRIS:

How many moved down within the QRIS:

N/A

Describe:

Oregon's base level for TQRIS is licensure.

A3.2.5 How many programs are at each level of quality? Describe metric if other than QRIS, such as accreditation.

Child Care Centers:

Please provide the total number of Child Care Center quality levels (if available):

N/A

Quality Level	Number of Programs at this level
Licensed	1040
Oregon Program of Quality	11

Describe:

Level 1 is licensure.

Level 2 is Oregon Program of Quality (OPQ) designation

Family Child Care Homes:

Please provide the total number of Family Child Care Home quality levels (if available):

N/A

Quality Level	Number of Programs at this level
Licensed	3359
Oregon Program of Quality	11

Describe:

Level 1 is licensure.

Level 2 is Oregon Program of Quality (OPQ) designation

License-Exempt Providers:

Please provide the total number of License-Exempt Provider quality levels (if available):

N/A

Quality Level	Number of Programs at this level
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Describe:

Being licensed is the base level of quality in Oregon's TQRIS.

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year (October 1, 2011 through September 30, 2012)? What percentage are in high quality care as defined by the State/Territory?

Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs:

1%

Percentage of CCDF children served in high quality care:

1%

(May define with assessment scores, accreditation, or other metric, if no QRIS.)

N/A

Describe:

This was derived from Department of Human Services subsidy payment records for the 21 Oregon Programs of Quality programs in the FFY. This is less than 1% of subsidy children.

Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.4.7, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

1. Encourage and provide more mentoring, coaching, and other technical assistance opportunities for child care providers and school age practitioners.
2. Develop core competencies for technical assistance providers (coaches, consultants, mentors).
3. Bring Head Start into the field of childhood care and education as part of the professional development system and not a separate entity.
4. Link scholarships with professional development plans, meaning completion of Oregon Registry Online steps or degree completion.
5. Oregon will implement a comprehensive evaluation based on the goals of EQUIP.
6. Develop more credentials, for example: Pre-School, Family Development, Inclusion Specialist.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

1. Encourage and provide more mentoring, coaching, and other technical assistance opportunities for child care providers and school age practitioners.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress was made in Oregon to encourage and provide more mentoring, coaching and other technical assistance opportunities for child care providers and school age practitioners. Efforts were initiated to define and describe each of these technical assistance roles, beginning with the formal adoption of the NAEYC/NACCRRA Early Childhood Education Professional Development Training and Technical Assistance Glossary definitions. A training session was then developed and conducted at two conferences around the Glossary which included an activity to solicit information to inform Oregon's implementation of mentoring, coaching and technical assistance.

In addition, two Oregon standardized curricula were revised to include a coaching component and coaches were trained to do follow up coaching on the strategies learned in those curricula to ensure transfer to the work setting.

Oregon is still exploring strategies for capturing reliable data related to mentoring, coaching and/or technical assistance_

Goal #2:

Is Goal from 2012-2013 CCDF Plan? Yes No

2. Develop core competencies for technical assistance providers (coaches, consultants, mentors).

Describe Progress - Include Examples and Numeric Targets where Possible:

Oregon's Professional Development Committee provided input on competencies/knowledge that should be required of a coach, particularly those who provide coaching around the TQRIS standards. Research of the literature was conducted and a subcommittee of the PDC has a work plan activity to create standards for Oregon's coaches.

Goal #3:

Is Goal from 2012-2013 CCDF Plan? Yes No

3. Bring Head Start into the field of childhood care and education as part of the professional development system and not a separate entity.

Describe Progress - Include Examples and Numeric Targets where Possible:

Efforts were made to bring Head Start into the field of childhood care and education as part of the professional development system and not a separate entity. Implementation of an expanded Oregon Registry Online database required all staff in licensed facilities to submit their training/education documentation into the system to be verified based on the Oregon Registry criteria. Several of Oregon's Head Start programs are licensed and therefore participated in this expansion. This required many collaborative meetings and technical assistance sessions to explore efficient and non-duplicative strategies to do this.

Goal #4:

Is Goal from 2012-2013 CCDF Plan? Yes No

4. Link scholarships with professional development plans, meaning completion of Oregon Registry Online steps or degree completion.

Describe Progress - Include Examples and Numeric Targets where Possible:

Professional Development plans were added to the Oregon Statewide Scholarship Program application this year as well as a requirement that the applicant have at least a Step 3 on the Oregon Registry. This is the first Step in Oregon's Career Lattice that is intentional. With the implementation of the ORO expanded database, Oregon will now be better able to follow scholarship recipients and determine if/when the scholarship awards actually lead to advancement on the Oregon Registry Career Lattice and/or degree completion. We will also have data to inform us about retention of personnel who receive a scholarship.

Goal #5:

Is Goal from 2012-2013 CCDF Plan? Yes No

5. Oregon will implement a comprehensive evaluation based on the goals of EQUIP.

Describe Progress - Include Examples and Numeric Targets where Possible:

Oregon implemented a comprehensive evaluation based on the goals of EQUIP (Lipscomb, 2011). This evaluation concluded the following:

- EQUIP successfully engages individual child care providers as well as child care facilities
- EQUIP appears to help providers feel more professional, especially those from underrepresented groups
- Child care providers show increased engagement in training and other skill building activities and report that EQUIP programs increase their skills and knowledge
- Oregon Program of Quality sets a relatively high standard for quality that requires substantial improvements by most facilities to attain

The implications cited in this evaluation report will inform future work in Oregon's Tiered Quality Rating Improvement System (TQRIS) development and implementation:

- Integrated and comprehensive strategies may be necessary to make real and lasting differences in improving the quality of childhood care and education
- The success of strategies to improve quality of childhood care and education facilities, such as a TQRIS, may hinge on continued support for individual child care providers to increase their qualifications
- By effectively engaging and enhancing the professional development of diverse groups of providers EQUIP may be central to state efforts to facilitate the school readiness of the 40% of Oregon's children who are most at-risk.

Goal #6:

Is Goal from 2012-2013 CCDF Plan? Yes No

6. Develop more credentials, for example: Pre-School, Family Development, Inclusion Specialist.

Describe Progress - Include Examples and Numeric Targets where Possible:

The Oregon Center for Career Development in Childhood Care and Education worked with a subcommittee of the Professional Development Committee to do a feasibility/need study to determine if/what additional credentials should be developed. They solicited feedback from Oregon's Head Start Directors, the Professional Development Committee and national technical assistance specialists. The decision was made to not develop more credentials at this time. In addition, the subgroup of the PDC is exploring the idea of having an endorsement process whereby a professional can show emphasis in professional development around key topics such as inclusion and diversity instead of creating a Credential in these areas.

A4.2 Key Data

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year (as of September 30, 2012)?

Child Care Center Teachers:

How many had a Child Development Associate (CDA)? 424

N/A

Describe:

This number was obtained from the Oregon Registry Online database and reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility. Specifically this number includes the following positions which are generally known to directly care for and interact with children:

- 1.Manager
- 2.Teacher
- 3.Director
- 4.Substitute
- 5.Assistant 1
- 6.Multi-Site Coordinator
- 7.Provider
- 8.Owner
- 9.Cook
- 10.Operator
- 11.Head Teacher
- 12.Aide 1
- 13.Aide 2
- 14.Executive Director
- 15.Assistant 2

This number does not include data on staff working in licensed exempt facilities.

It should be noted that ORO has only been implemented for approximately nine months. We expect the numbers to grow and be more comprehensive as we complete a full licensing cycle for all facility types. Also, as the ORO database is refined, more opportunities will be available for collecting information on licensed exempt facilities.

How many had State/Territory Credentials? 15

N/A

Describe:

Oregon has three state-approved credentials that were newly rolled out in 2009. As of Sept. 30, 2012 the following numbers of center staff achieved a Credential:

Infant Toddler Professional Credential –7

Director Credential – 6

School Age Professional Credential – 2

How many had an Associate's degree? 535

N/A

Describe:

This number was obtained from the Oregon Registry Online database and reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who have achieved an Associate's Degree. Specifically this number includes the following positions which are generally known to directly care for and interact with children:

1. Manager
2. Teacher
3. Director
4. Substitute
5. Assistant 1
6. Multi-Site Coordinator
7. Provider
8. Owner
9. Cook
10. Operator
11. Head Teacher
12. Aide 1
13. Aide 2
14. Executive Director
15. Assistant 2

This number does not include data on staff working in licensed exempt facilities.

It should be noted that ORO has only been implemented for approximately nine months. We expect the numbers to grow and be more comprehensive as we complete a full licensing cycle for all facility types. Also, as the ORO database is refined, more opportunities will be available for collecting information on licensed exempt facilities.

How many had a Bachelor's degree? 1059

N/A

Describe:

This number was obtained from the Oregon Registry Online database and reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who have achieved a Bachelor's degree. Specifically this number includes the following positions which are generally known to directly care for and interact with children:

1. Manager
2. Teacher
3. Director
4. Substitute
5. Assistant 1
6. Multi-Site Coordinator
7. Provider
8. Owner
9. Cook
10. Operator
11. Head Teacher
12. Aide 1
13. Aide 2
14. Executive Director

15Assistant 2

This number does not include data on staff working in licensed exempt facilities.

It should be noted that ORO has only been implemented for approximately nine months. We expect the numbers to grow and be more comprehensive as we complete a full licensing cycle for all facility types. Also, as the ORO database is refined, more opportunities will be available for collecting information on licensed exempt facilities.

How many had a Graduate/Advanced degree? 345

N/A

Describe:

This number was obtained from the Oregon Registry Online database and reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who have achieved a Graduate/Advanced degree. Specifically this number includes the following positions which are generally known to directly care for and interact with children:

- 1.Manager
- 2.Teacher
- 3.Director
- 4.Substitute
- 5.Assistant 1
- 6.Multi-Site Coordinator
- 7.Provider
- 8.Owner
- 9.Cook
- 10Operator
- 11Head Teacher
- 12Aide 1
- 13Aide 2
- 14Executive Director
- 15Assistant 2

This number does not include data on staff working in licensed exempt facilities.

It should be noted that ORO has only been implemented for approximately nine months. We expect the numbers to grow and be more comprehensive as we complete a full licensing cycle for all facility types. Also, as the ORO database is refined, more opportunities will be available for collecting information on licensed exempt facilities.

Family Child Care Providers:

How many had a Child Development Associate (CDA)? 94

N/A

Describe:

This number was obtained from the Oregon Registry Online database and reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who have achieved a CDA.

Specifically this number includes Oregon's Registered Family and Certified Family facilities. Specifically this number includes the following positions which are generally known to directly care for and interact with children:

- 1.Manager
- 2.Teacher
- 3.Director
- 4.Substitute
- 5.Assistant 1
- 6.Multi-Site Coordinator
- 7.Provider
- 8.Owner
- 9.Cook
- 10.Operator
- 11.Head Teacher
- 12.Aide 1
- 13.Aide 2
- 14.Executive Director
- 15.Assistant 2

This number does not include data on staff working in licensed exempt facilities.

It should be noted that ORO has only been implemented for approximately nine months. We expect the numbers to grow and be more comprehensive as we complete a full licensing cycle for all facility types. Also, as the ORO database is refined, more opportunities will be available for collecting information on licensed exempt facilities.

How many had State/Territory Credentials? 6

N/A

Describe:

Oregon has three state-approved credentials that were newly rolled out in 2009. As of Sept. 30, 2012 the following numbers of family child care staff achieved a Credential:

Infant Toddler Professional Credential – 4

Director Credential – 2

How many had an Associate's degree? 117

N/A

Describe:

This number was obtained from the Oregon Registry Online database and reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who have achieved an Associate's degree. Specifically this number includes Oregon's Registered Family and Certified Family facilities. Specifically this number includes the following positions which are generally known to directly care for and interact with children:

- 1.Manager

- 2. Teacher
- 3. Director
- 4. Substitute
- 5. Assistant 1
- 6. Multi-Site Coordinator
- 7. Provider
- 8. Owner
- 9. Cook
- 10. Operator
- 11. Head Teacher
- 12. Aide 1
- 13. Aide 2
- 14. Executive Director
- 15. Assistant 2

This number does not include data on staff working in licensed exempt facilities.

It should be noted that ORO has only been implemented for 9 months. We expect this number to grow and be more comprehensive as we complete a full licensing cycle. Also, as the ORO database is refined, more opportunities will be available for collecting information on licensed exempt facilities.

How many had a Bachelor's degree? 236

N/A

Describe:

This number was obtained from the Oregon Registry Online database and reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who have achieved a Bachelor's degree. Specifically this number includes Oregon's Registered Family and Certified Family facilities. Specifically this number includes the following positions which are generally known to directly care for and interact with children:

- 1. Manager
- 2. Teacher
- 3. Director
- 4. Substitute
- 5. Assistant 1
- 6. Multi-Site Coordinator
- 7. Provider
- 8. Owner
- 9. Cook
- 10. Operator
- 11. Head Teacher
- 12. Aide 1
- 13. Aide 2
- 14. Executive Director
- 15. Assistant 2

This number does not include data on staff working in licensed exempt facilities.

It should be noted that ORO has only been implemented for approximately nine months. We expect the numbers to grow and be more comprehensive as we complete a full licensing cycle for all facility types. Also, as the ORO database is refined, more opportunities will be available for collecting information on licensed exempt facilities.

How many had a Graduate/Advanced degree? 84

N/A

Describe:

This number was obtained from the Oregon Registry Online database and reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who have achieved a Graduate/Advanced degree. Specifically this number includes Oregon's Registered Family and Certified Family facilities. Specifically this number includes the following positions which are generally known to directly care for and interact with children:

1. Manager
2. Teacher
3. Director
4. Substitute
5. Assistant 1
6. Multi-Site Coordinator
7. Provider
8. Owner
9. Cook
10. Operator
11. Head Teacher
12. Aide 1
13. Aide 2
14. Executive Director
15. Assistant 2

This number does not include data on staff working in licensed exempt facilities.

It should be noted that ORO has only been implemented for approximately nine months. We expect the numbers to grow and be more comprehensive as we complete a full licensing cycle for all facility types. Also, as the ORO database is refined, more opportunities will be available for collecting information on licensed exempt facilities.

A4.2.2 How many teachers/caregivers were included in the State/Territory's professional development registry during the last fiscal year (October 1, 2011 through September 30, 2012)?

Staff in child care centers: 15700

Family child care home providers: 6576

License-exempt practitioners: 0

N/A

Describe:

License-exempt practitioners: Oregon Registry Online currently cannot pull out license-exempt practitioners with enough confidence in the data to report. Work is continuing to more accurately capture license-exempt practitioners.

Oregon Registry Step	Number Approved
Step 1	874
Step 2	2175
Step 3	194
Step 4	284
Step 5	258
Step 6	147
Step 7	509
Step 7.5	142
Step 8	171
Step 8.5	161
Step 9	592
Step 9.5	31
Step 10	992
Step 11	333
Step 12	3
Accounts (no Step, submitted training)	14,373

This past year, Oregon Child Care Division required all staff working in a licensed facility to submit evidence of their professional development to the Oregon Registry to meet licensing requirements. Anyone who submitted documentation in this manner are included in the Oregon Registry. The Oregon Registry Online database is linked to the Child Care Division's facility database, so employment data is the Child Care Division's reports of verified employment. In addition, others who work in the field can submit an Oregon Registry Step application and be included in the Oregon Registry, however there is no way to verify employment information at this point so they are not indicated in these reports.

The data reported above is verified data on all staff who are actively employed in a Child Care Division Licensed facility who are included in the Oregon Registry. Specifically this number includes the following positions which are generally known to directly care for and interact with children:

1. Manager
2. Teacher
3. Director
4. Substitute
5. Assistant 1
6. Multi-Site Coordinator
7. Provider
8. Owner
9. Cook
10. Operator
11. Head Teacher
12. Aide 1
13. Aide 2
14. Executive Director
15. Assistant 2

This number does not include data on staff working in licensed exempt facilities.

It should be noted that ORO has only been implemented for approximately nine months. We expect the numbers to grow and be more comprehensive as we complete a full licensing cycle for all facility types. Also, as the ORO database is refined, more opportunities will be available for collecting information on licensed exempt facilities.

A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year (October 1, 2011 through September 30, 2012)?

Staff in child care centers: 1620

Family child care home providers: 442

License-exempt practitioners: 0

N/A

Describe:

License-exempt practitioners: N/A

It should be noted that ORO has only been implemented for approximately nine months. We expect the numbers to grow and be more comprehensive as we complete a full licensing cycle for all facility types. Also, as the ORO database is refined, more opportunities will be available for collecting information on licensed exempt facilities.

The data reported above is verified data on all staff who are actively employed in a Child Care Division Licensed facility who are included in the Oregon Registry.

This number does not include data on staff working in licensed exempt facilities.

Credit based training and/or education is documented in the Oregon Registry Online database as courses that are received from a community college and/or university that is regionally accredited. In order for college coursework to be accepted, it must be submitted via a transcript (official or unofficial) that includes the person's name, college name, the month, term year that the course was taken, the number of credits awarded, and must link to Oregon Core Body of Knowledge standards.

A4.2.4 How many credentials and degrees were awarded during the last fiscal year (October 1, 2011 through September 30, 2012)? If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Type of Credential:

How many credentials were awarded to staff in child care centers?

Please list and provide number:

Child Development Associate (CDA): 34

State/Territory Credentials: 913

Other: 0

N/A

Describe:

This Oregon Registry Step number above reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who have achieved a Step on the Oregon Registry Career Lattice in the last fiscal year.

This number does not include data on staff working in licensed exempt facilities.

In addition to awarding Steps on the Oregon Registry, Oregon has three state approved credentials that were newly rolled out in 2009.

During the last fiscal year (Oct. 1, 2011 - Sept. 30, 2012) the following numbers of center staff achieved a Credential:

Infant Toddler Professional Credential –1

Director Credential – 2

School Age Professional Credential – 1

How many credentials were awarded to family child care home providers?

Please list and provide number:

Child Development Associate (CDA): 7

State/Territory Credentials: 849

Other: 0

N/A

Describe:

This Oregon Registry Step number above reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who have achieved a Step on the Oregon Registry Career Lattice. **This number does not include data on staff working in licensed exempt facilities.**

In addition to awarding Steps on the Oregon Registry, Oregon has three state approved credentials that were newly rolled out in 2009.

As of Sept. 30, 2012 the following numbers of center staff achieved a Credential:

Infant Toddler Professional Credential –2

Director Credential – 2

How many credentials were awarded to license-exempt practitioners?

Please list and provide number:

Child Development Associate (CDA):

State/Territory Credentials:

Other:

N/A

Describe:

Data is not available for licensed exempt facilities at this time.

Type of Degree:

How many degrees were awarded to staff in child care centers?

Please list and provide number:

Associates: 37

Bachelors: 53

Graduate/Advanced Degree: 24

Other: 0

N/A

Describe:

The number above reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who achieved a degree in the last fiscal year. All degrees are recorded in the database. Only degrees in the field or degrees that meet the Oregon Registry Criteria for related degrees can be used to achieve at Step 9 or higher on the Oregon Registry.

This number does not include data on staff working in licensed exempt facilities.

How many degrees were awarded to family child care home providers?

Please list and provide number:

Associates: 11

Bachelors: 8

Graduate/Advanced Degree: 2

Other: 0

N/A

Describe:

This number above reflects verified data on all staff who are actively employed in a Child Care Division Licensed facility who achieved a degree in the last fiscal year. All degrees are recorded in the database. Only degrees in the field or degrees that meet the Oregon Registry Criteria for related degrees can be used to achieve at Step 9 or higher on the Oregon Registry.

This number does not include data on staff working in licensed exempt facilities.

How many degrees were awarded to license-exempt practitioners?

Please list and provide number:

Associates:

Bachelors:

Graduate/Advanced Degree:

Other:

N/A

Describe:

Data is not available for licensed exempt facilities at this time.

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year (October 1, 2011 through September 30, 2012)? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Type of Technical Assistance:

How many teachers or other professional staff in child care centers received technical assistance?

N/A

Please list type of technical assistance and provide number:

Tracking TA by type of consultation is part of the TQRIS design and, after the field test is complete, will be rolled out across all CCR&Rs with the launch of TQRIS statewide. Data should be available from the four TQRIS field test CCR&Rs for the 2013 Quality Performance Report.

How many family child care home providers received technical assistance?

N/A

Please list type of technical assistance and provide number:

Tracking TA by type of consultation is part of the TQRIS design and, after the field test is complete, will be rolled out across all CCR&Rs with the launch of TQRIS statewide. Data should be available from the four TQRIS field test CCR&Rs for the 2013 Quality Performance Report.

How many license-exempt practitioners received technical assistance?

N/A

Please list type of technical assistance and provide number:

Tracking TA by type of consultation is part of the TQRIS design and, after the field test is complete, will be rolled out across all CCR&Rs with the launch of TQRIS statewide. Data should be available from the four TQRIS field test CCR&Rs for the 2013 Quality Performance Report.

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?

Scholarships.

How many teachers received? 733

Reimbursement for Training Expenses.

How many teachers received? 0

Loans.

How many teachers received? 0

Wage supplements.

How many teachers received? 906

Other.

N/A

Describe:

Scholarships: Oregon has a Statewide Scholarship Program funded by the Oregon Community Foundation and administered by the Oregon Center for Career Development in childhood Care and Education. This scholarship is available for teachers/caregivers who have at least a Step 3 on the Oregon Registry, work directly with children at least 20 hours a week and complete a professional development plan. These teachers/caregivers can be working in a licensed facility of a licensed exempt facility. These scholarship fund professional development activities such as conferences, community college classes, credential costs, translation/evaluation of out of the country degrees and GED costs.

Reimbursement for training expenses: N/A

Loans: N/A

Wage supplements: Oregon has established an education award that is a financial incentive that rewards teacher/caregivers for professional development achievements and encourages continued education. The award is provided to individuals, and supervisors, who are working at least 20 hours a week with children under the age of 13. The award amount is based on the professional development Milestone that is achieved. These milestones are identified by a group of steps on the Oregon Registry.

For Child Care Division (CCD) licensed or Department of Human Services (DHS) active providers, the Milestones are defined as:

- ***Milestone 1*** means you have been awarded a Step between 3-6 and are eligible for \$100
 - ***Milestone 2*** means you have been awarded a Step between 7-8.5 and are eligible for \$250
 - ***Milestone 3*** means you have been awarded a Step 9 or above and are eligible for \$500
- For those working in a **license exempt** facility the Milestone is defined as:*
- *You have been awarded a Step 3 or higher on the Oregon Registry and are eligible for \$50*

The number above reflects the actual number of practitioners who received an education award in the last fiscal year.