

**Quality Progress Report (QPR)
For
Oregon
FFY 2018**

1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the State/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

a. Licensed family child care # 3156

N/A

Describe:

b. Legally exempt family child care (care in providers' home) # 1939

N/A

Describe:

c. Licensed center-based programs # 1369

N/A

Describe:

d. Legally exempt center-based programs # 15

N/A

Describe:

e. In-home (care in the child's own home) # 994

N/A

Describe:

f. Other (explain)

N/A

1.2 Goals for Quality Improvement

Based on Question 7.1.1 from the FFY2016-2018 CCDF State Plan for the FFY2018 QPR and Question 7.1.2 from the FFY2019-2021 CCDF State Plan for FFY2019-2021 QPRs, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. 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.

The Early Learning Division (The Agency) has many quality supports to enhance the early learning experiences of young children. Many of these supports prioritize programs where the early learning workforce and children are often further from opportunity. In order to meet Agency's goals for children to enter Kindergarten with the necessary skills, experiences and supports to succeed, the Agency began with Oregon's youngest citizens, infants and toddlers. Many of these supports rely on a coordinated and aligned early learning system. Some of these initiatives and supports are:

Improving the early learning experiences of infant and toddler care

From November 2017 - March 2018, the Agency worked to assess supports and services for infants and toddlers throughout the state. Oregon's Early Learning Division engaged with over 40 partners, held 10 listening sessions with parents statewide, helping to understand the supports and services parents need to develop a comprehensive plan to better serve families with infants and toddlers. Attendance was high as partners were eager to participate in completing the assessment. Oregon also leveraged two federal consultants to support the workgroup in completing the assessment.

In June 2018, the Agency hired Oregon's first Infant Toddler Professional Development Specialist to focus on the supply of child care specific to the needs of infants and toddlers. This position developed a pilot program to address affordability, quality and supply of infant and toddler care. The developed strategies focus on stabilizing and increasing quality of existing care, making sure that the Agency is able to recruit an additional supply of quality infant and toddler care in three regions in Oregon. The pilot programs are moving toward implementation beginning July 2019.

334 Teen parent families were able to continue their education while their infants/toddlers (337) were cared for in teen parent programs in schools throughout the state.

In September 2018, the Agency created new safe sleep rules for infants that included a

required safe sleep training. The required training was delivered using a distance learning model and was available in English, Spanish, Russian, Vietnamese and Chinese.

Coordinated and aligned Systems:

Focused Child care networks

Focused Child Care Networks are cohorts of providers in a community with the goal of increasing the supply of high quality child care. Oregon's Early Learning Hubs support over 31 Focused Child Care Networks through contracts with both local Child Care Resource and Referral agencies and independent contractors. These networks provide guidance in professional development planning, free training, opportunities for peer support and feedback, materials to support implementation of training, scholarships and other incentives.

Support and Consultation to programs and providers

The Early Learning Division (the Agency) contracts with the Inclusive Child Care Partners to supply approximately five full-time consultants statewide, some of which are located in Child Care Resource and Referral agencies. These consultants provided personalized consultation with 34 providers providing feedback and problem solving as they cared for children with special needs. Inclusive Child Care Partners provided training to 112 participants with topics related to caring for children with special needs.

Aligned systems and Stable and attached families

Quality Improvement Specialists located in 13 Child Care Resource and Referral agencies, provide technical assistance to programs participating in Oregon's QRIS- Spark. As these programs became rated at a 3 - 5 star, they became eligible for tiered reimbursement, an additional monthly payment for each child they cared for whose family was receiving a child care subsidy. This was paid directly to the provider as part of the reimbursement from the Department of Human Services, Employment Related Day Care program. There was 142 center-based child care programs and 186 family child care homes who had a QRIS rating and cared for children whose family received child care subsidies. This allowed families to have more choices and provides more stability of their child care needs.

Oregon's QRIS - validation studies, conducted by Oregon State University and Portland State University are complete and are informing a process of revisions to Oregon's QRIS. Oregon has made interim revisions in how QRIS programs document evidence towards a rating, further streamlining the process for programs. Oregon continues to offer financial and technical support to programs, prioritizing programs serving children furthest from opportunity (e.g. low income, communities of color, rural).

The Agency contracts with the Oregon Center for Career Development in Childhood Care and Education at PSU to operate the state's professional development registry, The Oregon Registry. The Oregon Registry programs coordinate and are aligned with all parts of the early learning professional development system. As early educators advance and progress in their training and education they can advance up the steps of the Oregon Registry. As these early educators gain advancement in their steps, they are also strengthening early learning environments for children and providing stable child care options for families.

Early Learning Educators who advance in their education and training may also be eligible for Preschool Promise slots. Preschool Promise provides stable preschool options for 1410 families that are at 200% of poverty and otherwise would not be able to afford preschool options for their children. 285 Preschool Promise Early Educators in 106 classrooms are able to submit and track their training and education in the Oregon Registry Online for verification of their professional development requirements. For the reporting period, 10% of the educators in Preschool Promise Program had Masters Degrees, 32% had Bachelors and 15% had Associate degrees. During this QPR reporting period 10/01/2017 - 9/30/2018:

- ORO received and processed 225,618 individual documents which contained one or more training (or achievements) on each document.
- ORO processed 249,667 achievements (trainings) and added them to the Professional Development Statements (Transcript) for the individuals who achieved the trainings and education. Here is the breakout of those results.
- Type of achievement: # of achievements
- Certificate Programs: 1,237
- College Courses: 24,794
- Degrees: 1,719
- Community Based Training: 221,917

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the State/Territory's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.

2.1 State/Territory Progression of Professional Development

2.1.1 Did the State/Territory use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

Yes.

If yes, describe:

The Oregon Registry was used to track progression through monthly reports and an annual comparative workforce study that is completed.

No.

If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children?

Describe:

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

A component of the Oregon Registry system is the Oregon Registry Online database that holds all the training and education documentation for licensing and other state programs. While teachers/providers are not required to get an Oregon Registry Step, they are required to submit all their training into ORO.

No.

If no, describe:

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 18638 (Steps 1-12)

2.2 What supports did the State/Territory make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

Scholarships (for formal education institutions)

#

Financial bonus/wage supplements tied to education levels

1324

Career advisors, Mentors, Coaches, or Consultants

14

Reimbursement for training

278

Loans

#

Other.

Describe:

31 Focused Child Care Networks continued through funds administered through the

Early Learning Hubs. FCCN participants work with a QIS to set professional goals including their best next steps in professional development, both to reach their specific goals for quality improvement and move up the ORO steps to attain a higher level of education through community training and higher education opportunities. FCCN, long term cohorts, often combine training with ongoing support for implementation of learning through follow up peer conversations, site visits, coaching, or other forms of relationship based professional development. The Early Learning Hubs identified specific populations or communities where a supply of quality early learning programs were needed and created Focused Child Care Networks to improve quality and access for children and families. Some Focused Child Care Networks served language specific providers such as Spanish and Russian. Focused Child Care Networks also engaged license exempt providers and providers in rural and high poverty areas. The QRIS information, including portfolios to document quality and receive a rating, are available in Russian and Spanish so that FCCN participants can receive continuous quality improvement and documentation along with rating support in their preferred languages. Focused Child Care Networks also engaged license exempt providers and providers in rural and high poverty areas.

N/A

Describe:

2.3 Did the State/Territory have other initiatives available to support professional development and the workforce during October 1 to September 30 of the last federal fiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.)

Yes.

If yes, describe:

Enhanced rate providers: 548 providers & programs that care for children's whose families are receiving subsidies receive a higher subsidy rate for providers who acquire additional training. Oregon's QRIS - Spark financial supports and incentives: 193 financial supports/incentives were provided to programs for a total \$269,250.

No.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level

attained by staff.

2.4 Licensed child care center director

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

Unknown

Describe:

#: 89

#: 4.48

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

#: 113

#: 5.7

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

#: 240

#: 12.1

d) How many had a State child care credential?

Unknown

Describe:

#: 7

#: 0.35

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 2

#: 0.1

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

#: 140

#: 7.06

2.5 Licensed child care center teachers

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

Unknown

Describe:

#: 1102

#: 5.94

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

#: 787

#: 4.24

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

#: 1126

#: 6.06

d) How many had a State child care credential?

Unknown

Describe:

#: 12

#: 0.06

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 7

#: 0.04

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

#: 720

#: 3.88

2.6 Licensed family child care providers

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

Unknown

Describe:

#: 135

#: 2.27

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

#: 100

#: 1.68

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

#: 127
%: 2.13

d) How many had a State child care credential?

Unknown

Describe:

#: 11
%: 0.18

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 3
%: 0.05

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

#: 62
%: 1.04

2.7 Licensed child care center directors who serve CCDF children

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

Unknown

Describe:

#: 36
%: 4.52

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

#: 44
%: 5.52

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

#: 91
%: 11.43

d) How many had a State child care credential?

Unknown

Describe:

#: 2
%: 0.26

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 0
%: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

#: 48
%: 6.03

2.8 Licensed child care center teachers who serve CCDF children

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

Unknown

Describe:

#: 451
%: 5.32

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

#: 325
%: 3.84

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

#: 455
%: 5.37

d) How many had a State child care credential?

Unknown

Describe:

#: 5
%: 0.1

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 4
%: 0.06

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

#: 318

#: 3.75

2.9 Licensed family child care providers who serve CCDF children

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

Unknown

Describe:

#: 67

#: 2.5

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

#: 45

#: 1.68

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

#: 47

#: 1.76

d) How many had a State child care credential?

Unknown

Describe:

#: 6

#: 0.22

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 1

#: 0.03

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

#: 36

#: 1.35

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

Yes.

If yes, #: 12.75

No

N/A

Describe:

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

The State used the following non-CCDF funds to support the training and professional development of the child care workforce:

State General Fund

The amount of \$412,521.00 in State General Fund was used for supporting the training and professional development of the child care workforce. These funds are

used for our Focused Child Care Networks, which are small learning communities of providers, both center and family based that create space for peer learning, technical assistance, focused training and professional development.

Child Care Contribution Tax Credits

The amount of \$97,591.00 in tax credit funds was used for supporting the training and professional development of the child care workforce. These funds are used for Education Awards as an incentive for providers who meet specific milestones in their professional development.

Tax Credits

The amount of \$157,000 of State Funds (tax credits) were used toward the education awards tied to Oregon Registry steps.

Race to the Top Funds

The amount of \$797,991 in Race to the Top funds was used for supporting training and professional development. Education awards, scholarships, PD achievement for individuals to advance on the Oregon Registry, and enhancing training opportunities for trainers.

SEIU (child care provider union) funds

1. 1,011 providers exempt from licensing were given stipends to complete First Aid/CPR, recognizing and reporting child abuse and neglect, Introduction to Child Care Health and Safety, and Food Handlers.
2. 24 providers exempt from licensing received reimbursement for lead testing of their homes.

The Oregon Community Foundation Scholarships

The amount of \$94,631.00 toward college, conferences, Set Two (Intermediate level) training.

Ford Family Foundation Scholarships

320 Early Educators are participating in cohorts and receiving some form of scholarship. The partners use scholarship funds as payer of last resort, so they tap into other funds, such as Pell Grants, Betty Gray, etc., before they access Ford Family Foundation scholarship. The grant started January 1, 2018; TFFF scholarship funds

were payer of last resort. Scholarships expenditures: January 1, 2018 - September 30, 2018: \$13,772.00

No

N/A

Describe:

2.10.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 towards supporting the training and professional development of the child care workforce?

Yes.

If yes, describe:

The state will support professional development of child care providers across the continuum of care through Child Care Resource and Referral agencies. Supports include an increase in quality improvement staff and their own professional development, additional capacity for standardized trainings, increased direct provider training, additional Focused Child Care Networks adding quality environment assessments, and increasing program supports for children with special needs.

No

N/A

Describe:

2.11 Progress Update:

Describe the measures the State/Territory used to evaluate progress to improve the quality of child care programs during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The Child Care Resource and Referral agencies advertise their training offerings through the Oregon Registry Training Calendar. Participants who attend the trainings offered by the Child Care Resource and Referral agencies are not required to submit their training to the Oregon Registry Online database. The Child Care Resource and Referral agencies are able to document those who attended the training directly in the Oregon Registry Online database on behalf of the participants.

The Child Care Resource and Referral agencies offered 2640 trainings statewide. Of those trainings 677 (26%) were offered at Set Two/Set Three levels (intermediate or advanced level). 159 (23%) of those higher level trainings were offered in a language other than English.

The Agency has a goal to increase the trainers at all levels who reflect the diverse needs of their communities. During the time frame of this report, 106 new trainers became Oregon Registry Trainers. 59 of these trainers are Oregon Registry Master Trainers are able to offer Set Two trainings. Of the 106 new trainers, 14 are able to train in languages other than English.

3) Improving early learning and development guidelines

Goal: To ensure the State/Territory has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice, professional development, and families.

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

N/A

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to September 30 of the last federal fiscal year on the development or implementation of early learning and development guidelines? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what was the percentage of CCDF quality dollars spent on the development or implementation of early learning and development guidelines?

Yes.

If yes, %:

No

N/A

Describe:

The Agency did not develop early learning guidelines this year as implementation of these guidelines was completed in previous years.

3.2.2. Did the State/Territory use other non-CCDF funds to develop or implement early learning and development guidelines (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

The implementation was completed in previous years.

3.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on developing or implementing early learning and development guidelines

Yes.

If yes, describe:

No

N/A

Describe:

The implementation was completed in previous years.

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Oregon adopted the Head Start Early Learning Outcomes Framework as the State's early learning guidelines in 2013. The online training "Oregon's Early Learning Standards"

provides a broad understanding of what children should be able to know and do across the early learning system. From October 1, 2017 - September 30th, 2018 there were 808 individuals that completed the Oregon's Early Learning Standards.

In addition, all licensed child care providers are required to complete annual training on child development or early childhood education. The child care licensing rules define this requirement for training to correlate to the following core knowledge categories: Diversity, Health and Safety, Human Growth and Development, Families and Community Systems, Learning Environments and Curriculum, Observation and Assessment, Special Needs, Understanding and Guiding behavior. These core knowledge categories relate to all the domains in the Early Learning Guidelines.

4) Developing, implementing, or enhancing a quality rating improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the State/Territory implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). *This may include the State/Territory's RTT-ELC definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

High Quality is considered the 3-4-5 star level of Oregon's QRIS.

Licensed

The first tier of the QRIS system is licensing which sets the foundational standards of health and safety requirements. A licensed program meets the basic licensing requirements for child health and safety.

Commitment to Quality

The second tier of the system is the Commitment to Quality level which includes completing an application to the QRIS, a self-assessment and a memorandum of understanding. To receive this rating, the program must also prove that it has been in business for at least two years, has a good track record with state licensing regulations and is continually taking intentional steps to improve the quality of their program. Both a licensed and a commitment to quality program may qualify for a higher rating by applying for a star rating.

3-Star

A 3-Star Quality Program meets essential standards that support quality early learning for all children. This includes having a written philosophy that defines its values, beliefs, and goals. A 3-Star Quality Program must also use a curriculum to guide activities, use daily routines, maintain an organized and child-friendly physical environment, encourage basic hygiene, healthy eating, and fitness, limit screen time, employ a majority of staff who have a Child Development Associate Credential or equivalent training and more.

4-Star

A 4-Star Quality Program exceeds essential standards that support quality early learning for all children. This includes meeting all of the requirements for a 3-Star program plus using enhanced materials and curriculum that promotes equity, diversity and inclusion, practices a child-staff ratio beyond licensing standards, has a leader/director with an Associate Degree in the field or equivalent training and more.

5-Star

A 5-Star Quality Program excels in all essentials standards including meeting the requirements for a 3- and 4-star quality program plus, being evaluated on-site to show that they are using best practices in adult-child interaction, have a leader/director with a Bachelor's Degree in the field or equivalent training, employ a majority of staff who have an Associate Degree in the field or equivalent training, provide substantial employment benefits to staff and more.

4.1 Did the status of your State/Territory quality rating and improvement system (QRIS) change during October 1 to September 30 of the last federal fiscal year?

- Yes, the State/Territory QRIS is now operating State/Territory-wide
- Yes, the State/Territory QRIS is now operating as a pilot, in a few localities, or only a few levels
- Yes, the State/Territory is now operating another system of quality improvement.

Describe:

- Yes, the State/Territory no longer has a QRIS.
- No, the status of the State/Territory QRIS has not changed as of September 30th of the last federal fiscal year.

4.2 Did the types of providers included in the State/Territory QRIS change during

October 1 to September 30 of the last federal fiscal year? If yes, check which types of providers were added or removed (check all that apply):

Yes

- Added licensed family child care
- Removed licensed family child care
- Added legally exempt family child care (care in providers' home)
- Removed legally exempt family child care (care in providers' home)
- Added licensed center-based programs
- Removed licensed center-based programs
- Added legally exempt center-based programs
- Removed legally exempt center-based programs
- Added in-home (care in the child's own home)
- Removed in-home (care in the child's own home)
- Other.

Describe:

No

4.3 Is participation in the State/Territory QRIS mandatory for any group of providers?

Yes

Describe;

No

N/A

Describe;

4.4 Enter the number of programs that met the State's high quality definition as of September 30 the last fiscal year:

- a) Licensed family child care # 311
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 402
- d) Legally exempt center-based programs # 0
- e) In-home (care in the child's own home) # 0

N/A

Describe:

N/A

4.5 Enter the number of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months # 583
- b) 3 years up to kindergarten entry # 568
- c) School Aged (post kindergarten entry) # 1456
- d) Other. Describe:

N/A

N/A

Describe:

4.6 Provide the percentage of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months % 22.36
- b) 3 years up to kindergarten entry % 21.79
- c) School Aged (post kindergarten entry) % 55.85
- d) Other. Describe:

N/A

N/A

Describe:

4.7 Provide the number of programs that participated in the State/Territory's QRIS in the last fiscal year.

4.7.1 What is the total number of *eligible* child care settings for QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

1369

N/A

Describe:

N/A

ii. Licensed Family Child Care Homes:

3156

N/A

Describe:

N/A

iii. License-Exempt Providers:

#

N/A

Describe:

This category of providers is not eligible in Oregon's QRIS.

4.7.2 Of the total number eligible, what is the total number and percentage of child care settings in the State/Territory that participated in the QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

N/A

Describe:

1369

% 100

ii. Licensed Family Child Care Homes:

N/A

Describe:

N/A

3156

% 100

iii. License-Exempt Providers:

N/A

Describe:

This category of providers is not eligible for Oregon's QRIS.

#

%

4.8 Did the State/Territory provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many were provided to the following types of programs during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 29
- b) Licensed Family Child Care Homes: # 164
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

N/A

4.9 Did the State/Territory provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 142
- b) Licensed Family Child Care Homes: # 186
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

N/A

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: #
- b) Licensed Family Child Care Homes: #
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): #

No

N/A

Describe:

The Quality Improvement Specialists from the Child Care Resource and Referral agencies provide ongoing technical assistance related to the QRIS, however at this time the data system is not set up to capture this data. The Agency's Licensing Specialists often provide QRIS related technical assistance to providers of child care during their monitoring and licensing visits.

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 122
- b) Licensed Family Child Care Homes: # 183
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 2
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

N/A

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or other quality related improvements?

Yes.

If yes, %: 4

No

N/A

Describe:

N/A

4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

Race to the top 4% and State's General Fund 43.55%.

General Fund- \$906,192 or 43.55% was spent on supporting Oregon's QRIS. General fund dollars were used for provider financial incentives, supported Focused Child Care Networks and supported providers to move towards QRIS rating. Race to the Top- The amount of \$31, 599 or 4% was spent also spent to support QRIS through the Focused Child Care Networks.

No

N/A

Describe:

N/A

4.12.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

The Agency will spend a portion of the increased CCDF funds to support increased capacity and qualifications for Quality Improvement staff within Child Care Resource and Referral (CCRR) agencies to directly support providers in QRIS. CCRRs and their Quality Improvement Specialists are they key staff in the system to support program quality improvement across the continuum of care. CCRR agencies will increase the amount of Focused Child Care Networks which is Oregon's primary intensive QRIS Technical Assistance strategy for improving quality in programs serving children furthest from opportunity. Additional funds will also result in more standardized training in areas related to QRIS standards and best practices. The additional funds are being used for training of assessors, quality improvement specialists, and early educators regarding the use program quality assessment tools and implementation of the best practices represented by those tool. The funds will also increase capacity to provide technical assistance and increase program quality and supports for children with special needs, a key audience for QRIS work.

No

N/A

Describe:

N/A

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Oregon's QRIS partners have aligned to create a supply of quality early care and education and school age programs. As of September 30th, 2018, 713 of the 4525 licensed child care programs, including family homes, Head Starts, and centers, had engaged intentionally in Oregon's QRIS - Spark. Of those, 275 programs had 3-Star rating, 91 programs received 4-Star rating and 347 programs received 5-Star rating. These programs are diverse, from rural

family based programs, Head Start programs, teen parent programs to urban nationally accredited centers. Strategies to build this supply includes focusing on specific populations, particularly those serving children furthest from opportunity, to build the supply within specific communities.

As of September 2018, there were 46,249 children in early learning programs that had achieved a Commitment to Quality rating or above. 83% were in child care centers and 17% were in family child care settings. 24,864 of the children received child care in early learning programs that have achieved a 3, 4, or 5 star rating. Of all the QRIS rated programs, 50.5% were child care centers and 49.5% were family child care.

For the quarter ending September 2018, data showed that 31% of all children on subsidy were in higher quality care (Commitment to Quality-5 Star). 7,155 children whose families were receiving child care subsidies were in QRIS 3, 4 and 5 Star programs. 305 programs received a higher reimbursement rate for providing a higher quality child care program to these children whose parents were receiving subsidies.

Oregon's QRIS-Spark validation studies, conducted by Oregon State University and Portland State University are complete and are informing a process of revisions to Spark. Oregon has made interim revisions in how QRIS programs document evidence towards a rating, further streamlining the process for programs.

Oregon continues to offer financial and technical support to programs, prioritizing programs serving children furthest from opportunity (e.g. low income, communities of color, rural).

Between October 2017 and the end of September 2018, 193 financial supports/incentives were provided to QRIS programs for a total \$269,250.

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1. Provide the total number of State funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

- a) Number of Specialists available to all providers #
- b) Number of Specialists available to providers serving CCDF children #
- c) Number of infant toddler specialists available specifically trained to support FCC providers #

- d) Number of providers served #
- e) Total number of children reached #

N/A

Describe:

As of July 2018 the Agency hired the first Infant Toddler Professional Development Specialist utilizing CCDF funds.

Oregon's professional development system includes training on infant and toddler development and care. The First Connections curriculum provides local trainers with 60 hours of content on infant/toddler development to help child care providers meet the needs of their youngest and most vulnerable children. Oregon's QRIS - Spark specifically requires addressing the needs of infant and toddlers including environment, curricula, and adult child interaction.

5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

From November 2017 - March 2018, the Agency worked to assess supports and services for infants and toddlers throughout the state. The Agency engaged with over 40 partners, held 10 listening sessions with parents statewide, helping to understand the supports and services parents need to develop a comprehensive plan to better serve families with infants and toddlers.

5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

From November 2017 - March 2018, the Agency worked to assess supports and services for infants and toddlers throughout the state. The Agency engaged with over 40 partners, held 10 listening sessions with parents statewide, helping to understand the supports and services parents need to develop a comprehensive plan to better serve families with infants and toddlers.

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

a) Consultants available in State #

b) Consultants available to providers serving CCDF children #

N/A

Describe:

From November 2017 - March 2018, the Agency worked to assess the supports and services for infants and toddlers throughout the state. Engagement with over 40 partners, 10 listening sessions with parents statewide, helped us to understand what supports, and services were needed so that we could put together a more comprehensive plan for infants and their families.

5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?

Yes

(please provide link) https://oregonearlylearning.com/wp-content/uploads/2018/03/OregonInfToddAssessmentTool_03302018-3.pdf

No

N/A

Describe:

5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

a) Number of staffed FCC networks: #

Describe what the hub provides to participating FCC providers:

N/A

Describe:

During this timeframe, Hubs did not support Focused Child Care Networks with CCDF funds. Oregon's network of Hubs supported 31 Focused Child Care Networks with State General Fund in the following ways:

Hubs support Focused Child Care Network providers through contracts with local Child Care Resource and Referral agencies and/or independent contractors to provide guidance in professional development planning, free training, opportunities for peer support and feedback, materials to support implementation of training and/or classroom supports, scholarships or other incentives.

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds in addition to the 3% infant and toddler set-aside to improve the supply and quality of child care programs and services for infants and toddlers during October 1 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

Yes.

If yes, %:

No

N/A

Describe:

5.7.2. Did the State or Territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

During the reporting period Early Head Start used: General Fund dollars - \$773,416; Relief Nurseries program used State General Fund - \$4,517,367, Title XX - \$1,032,614 and other funds - \$59,831.

No

N/A

Describe:

5.7.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

Yes.

If yes, describe:

A portion of the increased Child Care Development Funds has been allocated to address the quality of programs serving infants and toddlers. A program called Baby Promise will be piloted utilizing contracted slots to increase quality, availability, professional development and longevity of care for infants and toddlers. Three regions in our state will be selected to pilot the program. Child Care Resource and Referrals will hire Infant Toddler Specialists and conduct Focused Child Care Network activities to support the providers in their efforts to improve relationship based quality care for infants and toddlers.

Additional funding from the Child Care Development Fund will increase support for a training of trainers opportunity to develop 30 trainers in Oregon to be able to implement the ZERO TO THREE Critical Competencies for Infant and Toddler Caregivers training. This training is 45 hours of infant and toddler content for early educators to receive in their local communities.

Additional Focused Child Care Networks across the state are being funded with the new Child Care Development Fund dollars allowing Child Care Resource and Referral agencies (CCR&Rs) to create infant and toddler networks including Infant Toddler Specialists to oversee them. More information will come as these strategies are implemented.

No

N/A

Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The Agency began this fiscal year working on an assessment of services for infants and toddlers and their families throughout the state. From November 2017 - March 2018, the Agency worked to assess supports and services for infants and toddlers throughout the state. The Agency engaged with over 40 partners, held 10 listening sessions with parents statewide, helping to understand the supports and services parents need to develop a comprehensive plan to better serve families with infants and toddlers. Attendance was high as partners were eager to participate in completing the assessment. Oregon also leveraged two federal consultants to support the workgroup in completing the assessment.

[Oregon's Infant Toddler State Self-Assessment](#)

In September 2018, the Agency created new safe sleep rules for infants that included a required safe sleep training. The required training was delivered using a distance learning model and was available in English, Spanish, Russian, Vietnamese and Chinese.

In June 2018, the Agency hired Oregon's first Infant Toddler Professional Development Specialist to focus on the supply of child care specific to the needs of infants and toddlers. This position developed a pilot program to address affordability, quality and supply of infant and toddler care. The developed strategies focus on stabilizing and increasing quality of existing care, making sure that the Agency is able to recruit an additional supply of quality infant and toddler care in three regions in Oregon. The pilot programs are moving toward implementation beginning July 2019.

Teen Parent programs: the Agency supported 334 teen families, which included 377 children

in teen parent programs.

6) Establishing or expanding a statewide system of child care resource and referral services

Goal: State/Territory provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.

6.1. Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

The Agency maintained services by working with contractors and partners to continue support of professional development for providers through our grants with the Child Care Resource and Referral regional agencies. Funding was used to support CCRR agencies to assist with recruitment and retention, provide professional development, technical assistance, and support to child care providers and community collaboration.

Funding was also used to support the other agency sections of the Child Care Resource and Referral System:

- 211 Info: Funding supported 211 to provide parent referrals and program updates while maintaining an open door at the CCRRs simultaneously. 211 Child Care Consultants conduct comprehensive interviews to determine the needs of the families and children in both child care and any other community services. Consumer education on quality child care, child development information as appropriate, child care subsidy information and community referrals are included with a list of 3-10 child care programs that closely meet the family's needs. From October 2017 - September 2018, 6669 contacts requested child care through calls, emails and texts. Of those requests, 1820 community referrals were also provided. The top community service referrals are Housing, Individual, Family and Community support, Food/Meals, Utility Assistance and Health Care.
- Central Coordination and professional development for the CCRR agencies through The Research Institute at Western Oregon University (WOU) also continued to be funded. WOU provided on line child care referral information, information about quality programs as related to Oregon's QRIS, and support of and collaboration with CCR&Rs and 211 including training and technical assistance.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to

September 30 of the last federal fiscal year?

Yes

Describe:

No

N/A

Describe:

6.3 Spending

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

Yes.

If yes, %: 12

No

N/A

Describe:

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

The Agency used other non-CCDF funds to maintain a CCRR system using State General Fund to support Focused Child Care Networks (FCCN) in almost every CCRR across the state. FCCNs are small cohorts of providers that receive targeted, intentional technical assistance and support from Quality Improvement Specialists within the CCRR agency. These networks supported quality improvement, professional development, and assisting providers obtain a QRIS rating. The Agency spent \$745,161 from State General Fund and \$31,599 from the Race to the Top, total

amount - \$776,760.

No

N/A

Describe:

6.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

The Agency plans to spend \$3,520,015 on increasing the number and qualifications of Quality Improvement Specialists through the Child Care Resource and Referral agencies. These funds will also directly increase opportunities for providers to participate in Focused Child Care Networks, training and other individualized quality improvement supports.

No

N/A

Describe:

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

In Oregon, the Child Care Resource and Referral agencies (CCR&R) are funded with quality dollars to offer support to programs in the continuum of care to increase compliance and involvement with regulatory standards (e.g. licensing) and quality practices. For example, CRRs hire and train Quality Improvement Specialists who provide universal, intensive, and targeted technical assistance to providers to meet and maintain licensing standards and Oregon's QRIS - Spark ratings.

As of September 2018, the Oregon's QRIS - Spark had:

- Licensed providers: 3,927
- Committed to Quality (C2Q): 703
- 3 Star: 275
- 4 Star: 97

- 5 Star: 347

The Child Care Resource and Referral agencies provide advanced training on policies and practices around licensing topics relevant to caring for infants and toddlers, preschoolers, and school age children at little or no cost. The Child Care Resource and Referral agencies post these trainings on the Oregon Registry Training Calendar and early educators are able to sort this to view trainings they want by geographic area, core knowledge categories or other categories of training.

During this reporting period, the Child Care Resource and Referral agencies offered 2,640 trainings statewide. These trainings were offered in English, Spanish, Russian, Chinese or Vietnamese to meet the needs of the population in the Child Care Resource and Referral agency's community. Of those trainings 677 (26%) were offered at Set Two/Set Three levels (intermediate or advanced level). 159 (23%) of those higher level trainings were offered in a language other than English. 754 of those trainings were in topics that addressed the care of infants and toddlers.

There was an 8% increase of participation by Early Educators in the Oregon Registry during this time frame. The Child Care Resource and Referral agencies helped to provide encouragement and support to programs to submit their training to apply for an Oregon Registry Step. Once an Early Educator submits their training to ORO, their personal professional development statement is updated. The Child Care Resource and Referral agencies can use this report to help the early educators develop a professional development plan to meet their professional goals.

Focused Child Care Networks are cohorts of providers in a community with the goal of increasing the supply of high quality child care. Oregon's Early Learning Hubs support over 31 Focused Child Care Networks through contracts with both local Child Care Resource and Referral agencies and independent contractors. These networks provide guidance in professional development planning, free training, opportunities for peer support and feedback, materials to support implementation of training, scholarships and other incentives.

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

Goal: To ensure child care providers maintain compliance with State/Territory licensing, inspection, monitoring, and health and safety standards and training.

7.1. Has the State/Territory aligned health and safety standards with the following:

a) Caring for Our Children Basics

Yes.

No.

If not, describe:

b) Head Start

Yes.

No.

If not, describe:

During this reporting period the rule revisions were focused on meeting CCDF requirements.

c) State pre-k

Yes.

No.

If not, describe:

During this reporting period the rule revisions were focused on meeting CCDF requirements.

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on the following:

- Licensing Standards
- Ongoing health and safety training or education
- Monitoring Protocols
- N/A

Describe:

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

7.3.1 How many complaints were received regarding providers during October 1 to September 30 of the last federal fiscal year?

- a) Licensed providers # 819
- b) Licensed-exempt providers # 11

7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year?

1.3 days

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 993

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 418

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 2

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 13

7.3.7 Please provide any additional information regarding health and safety complaints and inspections in the State or territory during October 1 to September 30 of the last federal fiscal year:

Beginning October 2017, the Agency outlined key strategies to strengthen licensing oversight. These strategies included:

- Reducing complaint visit response times;
- Conducting unannounced visits on reported injuries requiring professional medical attention;
- Review of invalid complaint findings by the legal administrator for final determination;
- Prioritized completion of overdue unannounced monitoring visits developed a report to track and monitor timely completion of required monitoring visits.

The agency has implemented additional protocols for compliance verification and has been taking stronger and quicker legal actions on child care facilities that are noncompliant with licensing standards:

- November 2017- Implemented a structured follow-up protocol to serious violations as defined in rule. The protocol requires licensing staff conduct a compliance verification visit within:
 - 10 business days if the noncompliance was not corrected during the visit; and
 - One month if the noncompliance was corrected during the visit.
- December 2017- Implemented formal protocols for follow-up on valid illegal care complaints. The protocol requires staff to conduct a compliance verification visit within:
 - 5 business days if the illegal care concern was such that agency staff requested

- children be sent home; and
- 10 business days if the illegal care concern was such that agency staff did not request children be sent home.
- Additional follow-up protocols were established June 2018 to require a second compliance verification visit be conducted 6-8 weeks after compliance has been confirmed. The purpose of this additional visit is to verified continued compliance.

7.4 How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as a result of an inspection) during October 1 to September 30 of the last federal fiscal year?

- a) Licensed child care center staff: # 17846
- b) Licensed family child care staff: # 6064
- c) Licensed exempt child care staff: #
- d) Licensed exempt family child care staff: # 746

e) N/A

Describe:

N/A

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

Yes.

If yes, %: 8

No

N/A

Describe:

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety

standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

The Agency oversees Oregon's Head Start programs (HS), Oregon pre-kindergarten programs (OPK) and Preschool Promise program (publicly funded contracted preschool slots). In addition to mandatory licensing visits, the agency staff conduct regular monitoring visits to OPK and HS programs, facilitating compliance with contract and grant deliverables that include health and safety standards, as well as technical assistance and training. In addition to regular meetings and trainings to support compliance and professional development, the Agency also held at least 6 conferences during the reporting period for the grant/contract staff of the OPK/HS programs.

Total amount spent on personnel and services for OPK, HS, Preschool Promise: \$290,000 from State General Fund.

Additionally, the agency is funding compliance monitoring, quality improvement and training for preschool programs through the network of local hubs. In the reporting period, Preschool Promise program spent \$996,000 out of Preschool Promise Early Learning Hub Coordination Fund (State General Fund).

No

N/A

Describe:

7.5.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

The Agency is expecting to spend \$1,108,402 of Consolidated Appropriations Act, 2018 on increasing the licensing standards. \$5,061,709 should be spend on increasing training and safety standards through professional development and child care resources and referral system.

No

N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The Agency has many strategies to support and facilitate compliance with licensing strategies. One of the strategies, the Agency focused on during this reporting period, was on decreasing licensing caseloads by adding 10 additional licensing specialist. The licensing caseload went from a ratio of 1:150 of Licensing Specialists to child care programs down to 1:125 statewide. In addition, the Agency, hired 5 investigative specialists to pilot tandem investigations with child welfare when an allegation of abuse occurs in a licensed child care facility. The Tandem Investigations help to prevent risk by addressing issues earlier, with significant reduction in response time, making over 94% of their response done within 24 hours, greatly reducing potential risk compared to the same period before Tandem Investigations. The pilot also provides for a stronger relationship with partners and a more thorough investigation for Agency's legal actions and child protection.

Oregon's licensing, compliance and monitoring functions are integrated into the State's QRIS - Spark. The first tier of the QRIS system is licensing which sets the foundational standards of health and safety requirements. From there, programs are required to maintain specific, compliance requirements in order to move up on the tiers. A licensed program meets the basic licensing requirements for child health and safety.

Licensed programs that have achieved a 3, 4, or 5 star rated can qualify for a streamlined renewal visit known as the Key Indicator Differential Monitoring (KIDM) visit. These programs will also need to meet additional quality criteria such as length of licensing, staff turnover, and compliance history. This process will pull a shortened renewal visit checklist that randomly chooses some licensing rules. These programs usually maintain a highly stable environment for staff, children and families.

In May 2018, The Center on Early Learning and Youth Development (CELYD) of The Research Institute at Western Oregon University (TRI) in collaboration with the Agency

implemented a pilot of the QRIS Monitoring Program. The purpose of the pilot was to test new data collection tools and determine the impact and attitudes of adding the QRIS Monitoring additional tasks has on both the licensing specialists and child care programs/providers. Overall, the pilot of the monitoring tool was viewed positively by both providers and licensing specialists. The majority of the QRIS programs that received this monitoring showed "an abundance present" of all the QRIS standards that were reviewed during the monitoring visit.

Through the compliance QRIS monitoring process, programs experiencing specific rule-defined licensing compliance violations may experience revocation of their star rating. Programs may reapply for a star rating after 12 months of compliance maintenance.

In addition to the QRIS system supporting compliance with licensing standards, the Child Care Resource and Referral agencies are funded with quality dollars to offer support to programs in the continuum of care to increase compliance and involvement with regulatory standards (eg licensing) and quality practices. For example, Child Care Resource and Referral agencies hire and train Quality Improvement Specialists who provide universal, intensive, and targeted technical assistance to providers to meet and maintain licensing standards and above. They also provide and advanced training on policies and practices around licensing, topics relevant to caring for infants and toddlers, preschoolers, and school age children at little or no cost. During this reporting period, the Child Care Resource and Referral agencies offered 2640 trainings statewide. These trainings are offered in English, Spanish, Russian, Chinese or Vietnamese to meet the needs of the population in the Child Care Resource and Referral agency communities Of those trainings 677 (26%) were offered at Set Two/Set Three levels (intermediate or advanced level). 159 (23%) of those higher level trainings were offered in a language other than English. 754 of those trainings were in topics that addressed the care of infants and toddlers.

Over the past year, the Agency has increased the accessibility and availability of funds to support licensing, such as free CPR and First Aide, Enhanced rate for programs working with children whose families are receiving subsidies, Education Awards and support for lead testing and mitigation.

- 55 Family Home providers were directly reimbursed for First Aid/CPR.
- In addition, 11 Child Care Resource and Referral agencies received reimbursement for 223 license exempt providers to complete First aid/CPR, Food handlers, and at least 10 hours of training to qualify for the enhanced rate.
- 548 programs are receiving a higher rate for caring for children whose families are receiving subsidies.

In addition, the Agency has worked with multiple partners to align services for early learning educators. Many times, early educators begin with the Child Care Resource and Referral agencies and continue to gain supports for QRIS at Western Oregon University, professional development achievements at the Oregon Center for Career Development in Childhood Care and Education, and enhanced or tiered reimbursements from Department of Human Services operating Employment Related daycare subsidy program.

- 1324 education awards were distributed and tied to advancement on the Oregon Registry.
- 1257 more early educators were on the Oregon Registry Steps.
- About 35% of the early learning workforce working in licensed programs have at least a Step 3 on the Oregon Registry.
- 10, 841 early educators completed Introduction to Child Care Health and Safety the Oregon Center for Career Development in Childhood Care and Education (OCCD)
- 8467 Educators completed the Recognizing and Reporting Child Abuse and Neglect online training offered by OCCD.

The Office of Child Care Safety portal became more robust, allowing providers and families alike to review licensing history, successes and concerns in programs. In addition, providers are now required to post notifications if any serious (by Oregon Administrative Rule) valid findings were made as a result of investigation in their program, a strategy both to inform parents and support program, as well as increase staff accountability.

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Oregon's Head Start, Preschool Promise and Oregon's Prekindergarten programs use Classroom Assessment Scoring System (CLASS) - an evidence-based assessment of teaching quality to assess program quality in regards to adult child Interactions. Oregon's QRIS - Spark, uses CLASS to document adult child interactions in 5 star programs.

b) To measure effective practice, describe:

Oregon's QRIS uses Classroom Assessment Scoring System (CLASS) Observation in 5

star programs.

c) To measure age appropriate child development, describe:

Preschool Promise (publicly funded preschool program), Oregon Pre-Kindergarten, Oregon's Head Start use TS Gold, a comprehensive curriculum, assessment, and training resources for early childhood educators. Oregon's QRIS uses the Ages and Stages Questionnaire as a screening tool regarding child development.

d) Other, describe:

Oregon's second QRIS validation study used Classroom Assessment Scoring System (CLASS), InCLASS assessment and evaluation tools.

N/A

Describe:

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

For QRIS 5 star programs: Family Child Care Environmental Rating Scale

b) To measure effective practice, describe:

For QRIS 5 star programs: Family Child Care Environmental Rating Scale

c) To measure age appropriate child development, describe:

TS Gold. The tool is recommended for use by family home providers in Oregon's QRIS, however no data is available as of today to determine how many family child care providers use it. In addition, Family home child care providers serving children and families as part of Preschool Promise program use TS Gold. During the reporting period 15 family home providers were using TS Gold in their classrooms.

d) Other, describe:

Oregon's second QRIS validation study used observations, survey data, Family Provider Teacher Relationship Quality (FPTRQ).

N/A

Describe:

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %: 2

No

N/A

Describe:

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

The Agency's program overseeing Head Start and Oregon Pre-Kindergarten classrooms have monitoring protocols to routinely review CLASS scores, assess and evaluate child outcomes and closely monitor grant deliverables related to program quality. In addition, Preschool Promise (publicly funded preschool program) utilizes funds to evaluate the quality of the program. In total, the Agency spent \$265,000 in combination of State General fund and other private funds.

No

N/A

Describe:

8.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?

Yes.

If yes, describe:

No

N/A

Describe:

8.4 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Using the QRIS as a framework, Oregon now has a consistent way to evaluate the quality of programs. The foundation of the QRIS process is continuously improving the quality of child care program. There are measures including Family Surveys, child screening and assessments, CLASS assessments of adult-child interaction in settings, family and child engagement measures. Each level of the QRIS increases in quality standards that a program demonstrates the standards prior to receiving recognition for that level.

As of September 30th, 2018, there were 713 quality rated programs. 311 of these programs were in family child homes and 402 were in child care centers.

With the completion of the Validation Study and Process evaluation, Oregon has the opportunity to make additional quality improvements to its QRIS.

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1. How many providers did the State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center based providers #
- b) Number of licensed FCC providers #
- c) Number of center based providers that serve CCDF children #
- d) Number of FCC providers that serve CCDF children #

N/A

Describe:

The Agency did not support early learning providers to pursue accreditation.

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %:

No

N/A

Describe:

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

9.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care

providers?

Yes.

If yes, describe:

No

N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The Agency has not supported programs in the pursuit of accreditation but has honored those that have achieved the accreditation. Oregon created a crosswalk of the accreditation standards with the QRIS standards to help facilitate and fast track their participation and success on the QRIS.

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 Quality Indicators

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

Yes.

No. Skip to 10.2

10.1.2 If yes, check which indicators, the State/Territory has established.

Health, nutrition, and safety of child care settings

Physical activity and physical development in child care settings

Mental health of children

- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other

Describe:

[QRIS Standards](#)

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

Yes.

If yes, %: 5

No

N/A

Describe:

N/A

10.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

10.2.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?

Yes.

If yes, describe:

The Agency is expecting to spend \$1.1M on state universities contracting costs to support the development or adoption of high quality program standards.

No

N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

During the reporting period the Agency's researched and proposed updated QRIS standards based on key principles of best practices, the validation and process evaluation, and data from the field. The standards received input from the State's QRIS program Ad hoc advisory board, a subcommittee of the Early Learning Council - a governing body overseeing the Early Learning System in Oregon (ELC). Standards were provided to ELC leadership for consideration as a part of an overall ongoing revision process. As a result, in 2018, Oregon has adopted higher standards in all QRIS domains and standards addressing nutrition, health education, physical activity and gross motor activities. Early learning programs receive incentives both in recognition and financially to become QRIS rated and to adopt higher standards. QRIS rated programs caring for children on subsidies are eligible to receive an increase in the reimbursement rates. This allows children who are further from opportunity to experience programs that offer higher quality standards relating to health education, nutrition, physical activity, and gross motor activities.

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Progress Update:

Based on the State/Territory's response to Question 7.9.1 of the FFY2016-2018 CCDF Plan for FFY2018 QPR and Question 7.11 of the FFY2019-2021 CCDF Plan for FFY2019-2021 QPRs describe progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures not described in the current State Plan to evaluate please also describe:

Contracted Slots Update

- To improve access to child care, provide seamless continuity of services and offer 12 month long eligibility protection to families the Agency has transitioned contracted slots program serving Special Populations (teen parent families, migrant and seasonal families and families receiving treatment for Alcohol and Drug addiction) to the Department of Human Services (DHS). The DHS is already operating Employment Related Day Care subsidy program (ERDC) and is better positioned to provide support to families who transition geographically or families that transition from Special Population program to providers operated by ERDC program.
- Quality improvement for Special Populations. The Agency offered up to \$10,000 grants for Quality Improvement activities for Special Populations providers across the State. As part of this initiative, Alcohol and Drug Rehabilitation programs received \$63,000 and Teen Parent programs received \$10,000 during the reporting period, funded from subsidy dollars.
- TS Gold update.
 - Preschool Promise program requires providers of preschool services to use observation, evaluation and assessment tools for their classrooms. In Oregon, more than 68% of the preschool classrooms funded through Preschool Promise program used TS Gold as their child assessment tool of choice. was used in and child development assessment and evaluation tools. In addition, TS Gold is offered as a tool to support providers who are working on their quality improvement in Oregon's QRIS.

Preschool Promise

Preschool Promise program is one of the Kindergarten readiness strategies that Oregon has implemented. This program was created to address the gaps of who has access to preschool services in Oregon. The Agency created a model of affordable high-quality, culturally

relevant preschool options for families experiencing poverty, that also allows parents choice in the type of facility their children are receiving preschool services. During this time frame of the report, Preschool Promise program provided preschool services for 1,446 children. 1127 of these children are enrolled in high quality QRIS rated programs.

Oregon's Pre-K program

Another strategy of Kindergarten readiness is Oregon's Pre-Kindergarten program, serving families experiencing poverty. These programs give children a head start, focusing on nutrition and education for the children and families. During the time frame of this report, Oregon served 14,249 children in Pre-Kindergarten programs. All of these children are in high quality QRIS rated programs.

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

Yes.

If yes, %:

No

N/A

Describe:

N/A

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

During reporting period, the Agency invested \$2,517,903 to improve the quality of child care services from the following sources: \$1,181,682 in State General Fund,

\$1,238,630 in Race to the Top funds, and \$97,591 in tax credit funding.

In addition, the Preschool Promise program continuously makes investment in high quality of the preschool programs using Continuous Quality Improvement grant, funded with State General Fund - \$910,000 and additional \$120,000 from other private funds.

Early Head Start program grantees are required to use a minimum of 2.5 % of their individual grant awards for quality improvement. A minimum of \$1,860,906 from State General Fund was designated out of a total of \$74,736,226.00 for the reporting period.

No

N/A

Describe:

11.2.3 Does the State/Territory expect to use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

Yes.

If yes, describe:

The Agency is expecting to spend approximately \$6M on activities related to improving the quality of child care services.

No

N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. (Note: This requirement is effective FFY 2019. States/Territories do not have to include this report with the FFY 2018 QPR submission.)

a) Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

Oregon's review of serious injuries and deaths is conducted at the time of the incident and as a part of a historical look at facilities as other compliance issues occur.

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment.

Note: This requirement is effective FFY 2019. States/Territories do not have to include this report with the FFY 2018 QPR submission.