

Quality Progress Report (QPR) For Oregon FFY 2019

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 # 2487

N/A

Describe:

1616 Registered Family Homes + 871 Certified Family Homes

b. Legally exempt family child care (care in providers' home) # 1555

N/A

Describe:

c. Licensed center-based programs # 1313

N/A

Describe:

d. Legally exempt center-based programs # 501

N/A

Describe:

350 recorded Preschool Programs (PS) + 94 School Age Recorded Programs listed with Office of Child Care (SA) + 57 programs listed with Department of Human Services (DHS)

e. In-home (care in the child's own home) # 802

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's (ELD) overarching goals are to align quality improvement efforts throughout the state, at all levels, promote a culture of continuous quality improvement, and ensure a timely and effective response to quality improvement needs, in order to build a culturally and linguistically responsive supply of high quality child care.

In order to make progress on these goals, we began by analyzing data from the Office of Child Care's Licensing Unit. Currently there are over 24,000 Early Educators caring for Oregon's youngest citizens in licensed child care settings in these programs:
1616 Registered Family Child Care Homes (9% of the workforce works here)
and 871 Certified Family Child Care Homes (16% of the workforce works here)
and 1313 Child Care Centers (75% of the workforce works here).

In April/May 2019, the Office of Child Care conducted a data quality assessment review on all licensed programs. Licensing staff reviewed over 3800 facility files looking at three years of history in the paper file, the ELD internal database, and the Child Care Safety Portal. They reviewed noncompliance issued, complaints, serious injuries, fatalities, and follow up on serious violations. This quality assessment allowed ELD with a clear path to improving tracking, and updating procedures.

Through directives from both Governor Brown and the state's Early Learning Systems Director, Miriam Calderon, the Office of Child Care increased oversight of licensed child care and new oversight of unlicensed child care. For example, as of January 2019, 49,000 individuals who are enrolled in the Central Background Registry (CBR) have undergone the more rigorous background check, which includes fingerprinting.

Monitoring Visits:

The Office of Child Care developed a report to track and monitor the timely completion of required monitoring visits. 99.36% of licensed facilities have a timely monitoring visit.

The Office of Child Care (OCC) implemented announced visits for unlicensed child care providers caring for children qualifying for Employment Related Day Care (ERDC). During this reporting period, 702 monitoring visits were held with these child care providers. Office of Child Care staff have focused significant resources on supporting these providers to achieve foundational health and safety standards and promote child development in their environments.

Complaint and/or Injury visits:

Licensing Specialists now complete an unannounced visit within three business days of the complaint or injury visit being assigned. Office of Child Care Managers monitor reports monthly to assure that timelines in their units are being met. The average time from a complaint being assigned to a Licensing Specialist, to the actual visit is 1.27 days. The average visit response on an injury that required professional medical attention is less than 1 full day.

Safe Sleep:

OCC significantly overhauled infant sleep practices in facilities to align with national best practices. During September 30, 2018 to March 2019, OCC implemented parent notifications for all safe sleep violations. Initial notifications began October 2018. Full implementation began late March 2019. In addition to the follow-up visit already conducted, OCC staff conducts an additional follow-up visit to ensure safe sleep violation letters are posted for parent viewing, to provide additional safe sleep resources to the facilities, and to obtain family contact information from providers to inform parents regarding safe sleep violations. As of 9/30/19, 15,932 individuals have completed the ELD developed safe sleep training. 100% of all child care staff that were required to complete the training have completed the

training.

Lead Testing:

As of April 2019, 99.91% of facilities are in compliance with lead testing requirements.

Baby Promise:

ELD has begun work on a program called, Baby Promise. This program started with an assessment of the availability of child care in Oregon.

<https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/oregon-child-care-deserts-01-29-2019.pdf>

ELD used this data to develop a scalable model targeted to increase the number of high quality infant-toddler child care providers, especially in communities with the greatest need.

ELD hired two infant/toddler specialists, one focused on systems level interventions and one focused on early learning program level interventions, to help facilitate this implementation of this program statewide. A pilot site program consisting of three regions consisting of six counties was selected. Once fully operational, the pilot is expected to provide 227 high quality infant toddler slots.

Additionally, all of Oregon's CCR&Rs have begun hiring at least one Infant and Toddler Specialist and have started to participate in Zero to Three intensive training on critical Infant and Toddler Competencies.

Training and Professional Development:

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, 100 new trainers became Oregon Registry Trainers. 52 of these trainers are Oregon Registry Master Trainers, able to offer Set Two/Set Three training. Of the 100 new trainers, 16 are able to train in languages other than English.

The Child Care Resource and Referral agencies offered 2,959 trainings statewide. Of those trainings, 839 (28.4%) were offered at Set Two/Set Three (intermediate or advanced) levels. 151 (18.0%) of those higher level trainings were offered in a language other than English.

30 Focused Child Care Networks (FCCN) continued during this time period through funds administered through the Early Learning Hubs. 369 FCCN participants worked with a QIS to set professional goals including defining their best next steps in professional development, both to reach their specific goals for quality improvement and move up the Oregon Registry Steps to attain a higher level of education through community training and higher education opportunities. FCCN participants also strengthened and documented the quality of their child care programs through participation in Spark.

Also in this time period, CCR&Rs were able to begin to increase staffing capacity for their Quality Improvement Specialists who specifically support cohort-based quality improvement work with early care and education 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). In addition, from June through September, 2019, Spark offered additional continuous quality improvement funds to Spark engaged programs in conjunction with an update report. Over \$401,000 were distributed to 352 programs in 29 of Oregon's 36 counties. Russian and Spanish speaking programs were over represented (when we consider the percentage of their representation of the early learning workforce data) in the eligible programs who received funds due to specific outreach and targeting.

As of September 2019, there were 47,741 children in early learning programs that had achieved a Commitment to Quality rating or above. 53% were in family child care settings. 26,369 of the children received child care in early learning programs that have achieved a 3, 4, or 5 star rating, of which about half of are in Head Starts.

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 as well as an annual comparative workforce study that is completed by Oregon State University. The annual study allows agencies to view the progression through several geographical options, such as statewide, county, and Hub regions.

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 for verification of completion within timeframes, and that the training meets one or more of the core knowledge categories used to build knowledge, skills, and abilities for working with children and families.

No.

If no, describe:

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 20,450

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)
210
- Financial bonus/wage supplements tied to education levels
1363
- Career advisors, Mentors, Coaches, or Consultants
76
- Reimbursement for training
436
- Loans
#
- Other.

Describe:

30 Focused Child Care Networks (FCCN) continued during this time period through funds administered through the Early Learning Hubs. 369 FCCN participants worked 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 Oregon Registry Steps to attain a higher level of education through community training and higher education opportunities. This group of participants also strengthened and documented the quality of child care programs through Spark. 2288 Licensed Exempt providers were reimbursed for their time and travel to attend Health and Safety trainings such as First Aid, CPR.

Enhanced Rates: To become eligible for enhanced rates, providers had to complete specific training. 182 unlicensed providers received enhanced rate funds during this time period as a result of achieving the training.

Tiered Reimbursement Rates: Programs that were rated at 3 - 5 stars in Spark were eligible for tiered reimbursement. 343 providers and programs that cared for children whose families received subsidies were eligible for and received tiered reimbursement rates from DHS.

Support to License Exempt Providers: In addition, 11 CCR&Rs received

reimbursement for 314 license exempt providers to complete First aid/CPR, Food handlers, and at least 10 hours of training to qualify for the enhanced rate, for a total of \$11,092.00 (TRI).

Oregon Family Child Care Scholarships: In addition ELD supplied funds for 342 Family Child Care Scholarships that went to providers for college courses, conferences, or cohort trainings. Education Awards were available for Early Educators who advanced in milestones on the Oregon Registry. 1,363

Education Awards tied to advancement on the Oregon Registry:

- Milestone 1: 446 recipients for \$44,600
- Milestone 2: 516 recipients for \$76,400
- Milestone 3: 401 recipients for \$79,900

Both, Preschool Promise and Oregon Pre-Kindergarten, providers are able to use grant/contract funds to support professional development opportunities. The funds can be used for substitute pay, wages for staff who attend training, and release from work to complete course work.

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:

Oregon's QRIS - Spark financial supports and incentives: 178 financial supports/incentives were provided to programs for a total \$238,640.

Focused Child Care Networks (FCCN): 30 FCCNs throughout the state provided relationship based professional development opportunities and support for Spark for Early Educators.

Reimbursement for First Aid/CPR: 29 RF/CF providers were directly reimbursed for First Aid/CPR training for a total of \$1,895.

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:

#: 85

#: 4.37

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

Unknown

Describe:

#: 116

#: 5.96

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

Unknown

Describe:

#: 243

#: 12.48

d) How many had a State child care credential?

Unknown

Describe:

#: 6

#: 0.31

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 1

#: 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:

#: 116

#: 5.96

2.5 Licensed child care center teachers

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

Unknown

Describe:

#: 1017

#: 5.95

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

Unknown

Describe:

#: 691

#: 4.04

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

Unknown

Describe:

#: 926

#: 5.42

d) How many had a State child care credential?

Unknown

Describe:

#: 6

#: 0.04

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 4

#: 0.02

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:

#: 409

#: 2.39

2.6 Licensed family child care providers

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

Unknown

Describe:

#: 134

#: 2.29

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

Unknown

Describe:

#: 100

#: 1.71

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

Unknown

Describe:

#: 127

#: 2.17

d) How many had a State child care credential?

Unknown

Describe:

#: 9

#: 0.15

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 4

#: 0.07

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:

#: 51

#: 0.87

2.7 Licensed child care center directors who serve CCDF children

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

Unknown

Describe:

#: 71

#: 4.33

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

Unknown

Describe:

#: 105

#: 6.4

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

Unknown

Describe:

#: 201

#: 12.25

d) How many had a State child care credential?

Unknown

Describe:

#: 6

#: 0.37

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:

#: 90

#: 5.49

2.8 Licensed child care center teachers who serve CCDF children

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

Unknown

Describe:

#: 838

#: 5.75

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

Unknown

Describe:

#: 578

#: 3.97

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

Unknown

Describe:

#: 759

#: 5.21

d) How many had a State child care credential?

Unknown

Describe:

#: 1

#: 0.01

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 4

#: 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:

#: 117

#: 0.8

2.9 Licensed family child care providers who serve CCDF children

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

Unknown

Describe:

#: 121

#: 2.55

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

Unknown

Describe:

#: 88

#: 1.85

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

Unknown

Describe:

#: 101

#: 2.13

d) How many had a State child care credential?

Unknown

Describe:

#: 9

#: 0.19

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 3

#: 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:

#: 45

#: 0.95

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, #: 37

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 Ford Family Foundation Scholarships: As of October 1, 2018, 400 Early Educators participated in cohorts and received some form of scholarship payment.

The partners use scholarship funds as payer of last resort, and tapped into other funds, such as Pell Grants, Betty Gray (Oregon Community Foundation), etc., before

they accessed The Ford Family Foundation funds. Ford Family Scholarship expenditures for the time period of October 1, 2018 - September 30, 2019: \$32,456.78

Scholarship Awards that were administered at the Oregon Center for Career Development included: Oregon Community Foundation (aka Betty Gray): 413 recipients, 533 awards for \$122,630

Oregon Family Child Care Scholarships (Provider Union- AFSCME): 273 recipients, 628 awards for \$88,662

Some individuals used both of the scholarships above to complete a whole scholarship: 33 recipients for \$22,313

Total: 719 recipients for \$233,605

Total investment of personnel, trainings, awards, and additional costs \$652,632

The state used \$110,000 of other funds (The Ounce of Prevention Partnership for Pre-K Improvement grant) to support the implementation of Lead Learn Excel. These funds supported the cost of participation for attendees and cost of the training was offered at no cost to the state of Oregon (value unknown). Lead Learn Excel is a multi-month cohort based training for instructional leaders and their coaches.

In addition, \$1,271,264.44 (state general fund) was used so that over 300 participants could participate in FCCNs where they increased their Oregon Registry steps through cohort training and working on program quality improvement.

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 supported professional development of child care providers across the continuum of care through Child Care Resource and Referral agencies. Supports included an increase in quality improvement staff and their own professional development, additional capacity for standardized trainings, increased direct provider consultations and trainings, additional staff for Focused Child Care Networks, added quality environment assessments (ERS), and increased program supports for children with special needs.

In addition the state supported Assistant 1s in Certified Family Child Care Settings and Aide 1s in Child Care Center Settings by reimbursing them for their First Aid and CPR training, required for licensing.

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 2,959 trainings statewide. Of those trainings, 839 (28.4%) were offered at Set Two/Set Three (intermediate or advanced) levels. 151 (18.0%) 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, 100 new trainers became Oregon Registry Trainers. 52 of these trainers are Oregon Registry Master Trainers, able to offer Set Two/Set Three training. Of the 100 new trainers, 16 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 implementation 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. 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. Due to statutory interpretations, license exempt programs run by K12 or Educational Service Districts do NOT have to be licensed by the Office of Child Care to participate in QRIS. Other license exempt programs (ie, family, friend, and neighbor programs) are still not part of Spark.

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, many 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:

N/A

No

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

Yes

Describe;

Participation is required for programs who are involved in additional initiatives such as Preschool Promise (publicly funded preschool programs), Oregon Pre-Kindergarten programs (OPK) or Head Start.

No

N/A

Describe;

N/A

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 # 298
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 378
- d) Legally exempt center-based programs # 45
- e) In-home (care in the child's own home) # 0

N/A

Describe:

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 # 5076
- b) 3 years up to kindergarten entry # 5481
- c) School Aged (post kindergarten entry) # 11304
- 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 % 23.21
- b) 3 years up to kindergarten entry % 25.07
- c) School Aged (post kindergarten entry) % 51.72
- 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:

1313

N/A

Describe:

ii. Licensed Family Child Care Homes:

2487

N/A

Describe:

iii. License-Exempt Providers:

67

N/A

Describe:

License-exempt programs known as Alternative Pathway Programs are in Spark.

The ratings for each are as follows: C2Q: 22; 3 star: 13; 4 Star: 13; 5 star: 19.

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:

1313

% 100

ii. Licensed Family Child Care Homes:

N/A

Describe:

2487

% 100

iii. License-Exempt Providers:

N/A

Describe:

The percentage of license exempt programs in Educational Service Districts is unknown at this time.

%

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: # 88
- b) Licensed Family Child Care Homes: # 388
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 3
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

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: # 72
- b) Licensed Family Child Care Homes: # 54
- 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:

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: # 0
- b) Licensed Family Child Care Homes: # 0
- 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:

The CCR&Rs and Western Oregon University are required to provide intensive, targeted, and universal technical assistance to programs for successful continuous quality improvement and rating based on the programs' needs and goals. The CCR&Rs also provide specific FCCNs to programs serving children furthest from opportunity. However, at this time the data system is not set up to capture this technical assistance data. The Agency's Licensing Specialists often provide QRIS related technical assistance to directors and providers of child care programs during their monitoring and licensing visits. A system is currently being set up to capture this TA.

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: # 127
- b) Licensed Family Child Care Homes: # 216
- 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:

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, %: 3

No

N/A

Describe:

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, %:

\$1,271,264.44 using General Fund dollars were used for provider financial incentives, supported Focused Child Care Networks (FCCN) to move towards QRIS ratings. Please note, these are the same funds (not additional funds) mentioned in 2.10.2 and 6.3.2.

No

N/A

Describe:

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 spent a portion of the increased CCDF funds to support increased capacity and qualifications for Quality Improvement staff within Child Care Resource

and Referral (CCR&R) agencies to support programs in QRIS.

CCR&Rs and their Quality Improvement Specialists (QIS) are the key staff in the system to support program quality improvement across the continuum of care. CCR&R agencies increased QIS staff so that in the next fiscal year, we can increase the amount of Focused Child Care Networks (FCCN), which is Oregon's primary intensive QRIS technical assistance strategy for improving quality in programs serving children furthest from opportunity.

Additional funds resulted in more standardized training in areas related to QRIS standards and best practices. The additional funds were used for hiring and training of assessors, quality improvement specialists, regarding how to use program quality assessment tools and implementation of the best practices represented by those tools. 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:

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, 2019, 719 of eligible programs in Oregon were star rated. These programs are diverse: rural family based programs, Head Start programs, legally license exempt centers run by K12 educational systems, teen parent programs, urban nationally accredited centers.

Strategies to build this supply includes focusing on specific populations, particularly those serving children furthest from opportunity. 300 individuals participated in over 30 focused child care networks that consisted of programs that served children furthest from opportunity.

As of September 2019, there were 47,741 children in early learning programs that had achieved a Commitment to Quality rating or above. 53% were in family child care settings. 26,369 of the children received child care in early learning programs that have achieved a 3, 4, or 5 star rating, of which about half of are in Head Starts.

Alternative Programs: Over the past year, Spark has included and tracked: Programs who are legally license exempt as they are run by K12 or Educational Service Districts.

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). In addition, from June through September, 2019, Spark offered additional continuous quality improvement funds to Spark engaged programs in conjunction with an update report. Over \$401,000 were distributed to 352 programs in 29 of Oregon's 36 counties. Russian and Spanish speaking programs were over represented (when we consider the percentage of their representation of the early learning workforce data) in the eligible programs who received funds due to specific outreach and targeting.

Also in this time period, CCR&Rs were able to begin to increase staffing capacity for their quality improvement specialists who specifically support the quality improvement work with programs.

These agencies also began to hire Infant Toddler specialists to addresses quality improvement in Infant Toddler settings. At this time, funding was provided to 4 regions who each hired one infant and toddler specialist. This will soon be expanded statewide.

Finally, Oregon has continued to implement building its foundation for the Environmental Rating Scales to be used as a Continuous Quality Improvement (CQI) tool. Oregon has a growing cadre of bilingual reliable assessors (Russian, Spanish, English) and is training TA providers and the field on the use of this tool for CQI.

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 # 4
- b) Number of Specialists available to providers serving CCDF children # 4
- c) Number of infant toddler specialists available specifically trained to support FCC providers # 4
- d) Number of providers served # 25
- e) Total number of children reached # 60

N/A

Describe:

N/A

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:

Onsite consultation with early educators serving infants and toddlers will begin in the October 2019.

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:

Onsite consultation with early educators serving infants and toddlers will begin in the October 2019.

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:

We do not have any State funded infant and toddler health consultants at this time.

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://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/oregon-child-care-deserts-01-29-2019.pdf>

No

N/A

Describe:

n/a

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: # 30

Describe what the hub provides to participating FCC providers:

During this reporting period, Early Learning Hubs did not support Focused Child Care Networks (FCCN) with CCDF funds. Oregon's network of Hubs supported 30 FCCN with State General Fund in the following ways: Hubs supported FCCN 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.

N/A

Describe:

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:

n/a

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 - \$359,932.76,

Relief Nurseries program used:

- State General Fund - \$3,668,693.30,
- Asset Forfeiture funds - \$266,845.00,
- Title XX -\$1,042,830.78.

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:

Baby Promise: A portion of the increased Child Care Development Funds have been allocated to address the quality of programs serving infants and toddlers through a program called Baby Promise. 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 Oregon were selected to pilot the program. Child Care Resource and Referral entities hired Infant Toddler Specialists. After receiving training, they will 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 (infant/toddler QISs) 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 infant/toddler QISs will be hired, and additional Infant/Toddler Focused Child Care Networks across the state are being funded with the new Child Care Development Fund dollars.

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.

ELD contracted with Oregon State University to complete an assessment of availability and access to high quality care for infants and toddlers. Based off the assessment, we worked to develop a scalable model of high quality care for infants that:

1. Increases the number of high quality infant-toddler child care providers, especially in communities with the greatest need
2. Increases access to high quality infant and toddler slots for low-income families
3. Increases the length of time that children maintain placement in high quality environments
4. Decreases the turnover rate for providers serving infants and toddlers

To accomplish these statewide systems goals, ELD hired an Infant/Toddler Systems Specialist and an Infant Toddler Program Specialist. These individuals coordinate the statewide work needed to increase the supply of quality infant toddler care.

A pilot was designed and 3 regions, serving 5 counties, were selected to begin the work to locally administer the Baby Promise Program. It was estimated that this pilot would include close to 42 early learning programs providing high quality care to 227 infants and toddlers

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.

Three regions in our state were selected to pilot the program. Child Care Resource and Referrals hired Infant Toddler Specialists. After receiving training, they will conduct Focused

Child Care Network activities to support the providers in their efforts to improve relationship based quality care for infants and toddlers.

The Agency maintained and expanded 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 and expand resources to existing CCR&R 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 CCR&Rs 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 childcare, child development information as appropriate, child care subsidy information and community referrals are included with a list of 3-10 child care options that closely meet the family's needs.

From October 2018 - September 2019, 6,484 contacts requested child care through calls, emails and texts. Of those requests, 1,945 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 CCR&R 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, %: 22

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 CCR&R system using State General Fund to support Focused Child Care Networks (FCCN) in almost every CCR&R across the state. FCCNs are small cohorts of providers that receive targeted, intentional technical assistance and support from Quality Improvement Specialists (QIS) within the CCR&R agencies. These networks supported quality improvement, professional development and assisted providers to obtain a QRIS rating. The Agency spent \$1,271,264.44 from State General Fund. Please note, these are the same funds (not additional funds) mentioned in 2.10.2 and 4.12.2.

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 authorized the CCR&Rs to increase the number and qualifications of Quality Improvement Specialists (QIS) through the Child Care Resource and Referral agencies. These funds directly increased opportunities for the QIS to gain training and professional development opportunities. This will equip the QIS to provide to provide relationship based professional development opportunities such as Focused Child Care Networks and other individualized supports of the early learning workforce.

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.

As of September 30, 2019, Spark had the following programs enrolled in Spark's 5 tiers:

Tier 1: All licensed Programs: 3889
Commitment to Quality (intentionally engaged): 796
3 Star: 273
4 Star: 91
5 Star 355

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 2,956 trainings statewide in which 37,510 early educators attended. These trainings were offered in English, Spanish, Russian, Chinese or Vietnamese to meet the needs of the local population in the Child Care Resource and Referral agency's community. Of those trainings 839 (28%) were offered at Set Two/Set Three levels (intermediate or advanced level). 151 (18%) of those higher level trainings were offered in a language other than English. 991 of those trainings were in topics that addressed the care of infants and toddlers. All these trainings can assist Early Educators with training hours within the core knowledge categories to allow them to advance on the Oregon Registry Career Lattice. There was an 14% 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 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. The Child Care Resource and Referrals offer over 30 Focused Child Care Networks. These networks provide guidance in professional development planning, free training, opportunities for peer support and feedback, materials to support implementation of training, scholarships and supports to advance in Spark, as well as 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:

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

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:

N/A

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 # 894
- b) Licensed-exempt providers # 89

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?

1.22 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 ? # 1152

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 ? # 403

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? # 3

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? # 25

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:

As a result of the key strategies implemented prior to October 2017 that were recorded in the last QPR, the Agency continues to see improvement from a data perspective. A data pull in April 2019 showed complaint response time went down from 3.23 days in 2017 to 1.27 days in 2018.

The Agency began conducting follow up compliance verification visits on serious injuries, increased follow up visits on illegal care, and formalized follow up visits on serious noncompliance findings. As a result of these process changes, compliance verification visits have increased more than 4 times. In 2017, the Agency conducted 472 compliance verification visits after an injury, valid finding, or illegal care citation. In 2018, the Agency conducted 2008 compliance verification visits. As of October 2019, the Agency has completed 1598 compliance verification visits.

Late 2017, the Agency prioritized unannounced monitoring visits. As a result, at any given time, more than 99 percent of all licensed programs have a monitoring visit completed in accordance with Agency timelines. Additionally, in the last year, the Agency has piloted a program to conduct tandem investigations alongside child welfare when there are allegations of abuse or neglect in child care. The program has been very well received and is now

preparing for a statewide launch. The Agency is currently increasing our investigations team from the original 5 to a total of 11. The expected statewide launch of the investigations team is summer 2020.

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: # 29897
- b) Licensed family child care staff: # 10376
- c) Licensed exempt child care staff: # 501
- d) Licensed exempt family child care staff: # 591

e) N/A

Describe:

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, %: 26

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 provided reimbursements to programs who paid to have their water tested for lead. This totaled \$70,582.00 of State general funds during this time period.

No

N/A

Describe:

N/A

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 hired new positions for licensing specialist throughout the state. The licensing specialist inspect, and monitor child care programs to meet health and safety standards in child care settings. The licensing specialist also investigate complaints and monitor serious injuries in child care settings. OCC Compliance staff work with programs specific compliance events. Investigative Specialist work with child care programs to investigate complaints and collaborates with the Department of Human Services.

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 continues to prioritize lowering caseloads and increase oversight. In the 19-21 legislative session, the Agency received 11 field staff to form an investigations unit. This will

allow our Tandem investigations pilot that has been conducted over the past year, to be rolled out statewide. This unit will focus its efforts on complaints of abuse, regulatory complaints of a serious nature, as well as complaints on programs with challenging compliance histories. While these positions do not directly reduce licensing staff caseloads, they do allow licensing staff to focus on licensing and technical assistance activities to support programs compliance with rules and improvement efforts.

In the 2019 legislative session, the Agency was provided 6-10 additional staff. Depending on how those staff are distributed, caseloads will continue to be lowered. Additionally, as referenced in 7.3.7, the Agency has implemented specific strategies and follow up protocols for illegal care and serious valid findings. This has resulted in a significant increase in our compliance verification visits when noncompliance has been noted.

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.

The Oregon Registry Online data system is also integrated into the licensing process. Training and education documents are tracked and verified. Once the training is verified, it is reported to OCC's licensing system. Licensing specialist use this to determine compliance for training and qualifications of staff.

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 (state funded Head Start) use Classroom Assessment Scoring System (CLASS) - an evidence-

based assessment of teaching quality to assess program quality in regards to adult child Interactions. All state funded programs use the QRIS to measure program quality.

Oregon's QRIS - Spark, uses CLASS to document adult child interactions in 5 star programs.

b) To measure effective practice, describe:

Preschool Promise and Oregon Pre kindergarten (state funded Head Start) 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 uses Classroom Assessment Scoring System (CLASS) Observation in 5 star programs.

c) To measure age appropriate child development, describe:

Preschool Promise and Oregon Pre-Kindergarten (state funded Head Start) use Teaching Strategies (TS) Gold, Galileo, and TheAssessment, Evaluation, and Programming System for Infants and Children (AEPS®). All of these developmental assessment tools align with the Oregon Early Learning Guidelines, which were modeled on the Head Start Early Learning Outcomes Framework.

Spark uses the Ages and Stages Questionnaire as a screening tool regarding child development. Programs are also provided incentives to use TS Gold.

d) Other, describe:

N/A

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:

Preschool Promise (state funded) uses (CLASS) - an evidence-based assessment of teaching quality to assess program quality in regards to adult child Interactions.

All state funded programs use the QRIS to measure program quality.

b) To measure effective practice, describe:

Preschool Promise also uses CLASS which is an evidence-based assessment of teaching quality to assess program quality in regards to adult child Interactions.

All state funded programs use the QRIS to measure program quality.

c) To measure age appropriate child development, describe:

Preschool Promise programs use CLASS - an evidence-based assessment of teaching quality to assess program quality in regards to adult child Interactions. Preschool Promise also uses TS Gold, and AEPS. All of these developmental assessment tools align with the Oregon Early Learning Guidelines, which were modeled on the Head Start Early Learning Outcomes Framework.

d) Other, describe:

N/A

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, %: 1

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:

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:

Oregon began investing in Environmental Rating Scales (ERS) as a tool to increase quality and to help aid continuous quality improvement. Evaluators have been hired and trained in multiple rating tools and have worked to become reliable in the tools. Trainings on the ERS have been developed to teach the field about the tools, what can be expected during an observation, and how to use this as a tool to grow and improve your program quality over time.

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 Spark (Oregon's QRIS) as a framework, Oregon has a consistent way to evaluate the quality of programs. The foundation of the QRIS process is the continuous quality improvement of child care programs. Each increase in level in the QRIS demonstrates increases in quality standards that a program must demonstrate prior to receiving recognition for that level. Spark participant levels indicate active engagement in a QRIS and serve as documentation of achievement of different degrees of quality.

As of 9/30/18, there were 3927 licensed programs. Of these programs, the Spark ratings were as follows:

- Committed to Quality (C2Q): 703
- 3 Star: 275
- 4 Star: 97
- 5 Star: 347
- 1,422 total programs are C2Q - 5 star rated

As of 9/30/19, there were 3889 licensed programs. Of these programs, the Spark ratings were as follows:

- Committed to Quality (C2Q): 796
- 3 star: 273;
- 4 star: 91;
- 5 star: 355
- 1,515 total programs are C2Q - 5 star rated

This is a 7% increase of C2Q - 5 Star Rated Spark rated programs from FY 18 to FY 19.

In addition, please find below the increases in Spark ratings among Spark Rated Programs in FY 2019:

- 38 programs moved from a 2 star rated program to a 3 star rated program.
- 8 programs moved from a 2 star rated program to a 4 star rated program.
- 1 program moved from a 3 star rated program to a 4 star rated program.
- 9 programs moved from a 2 star rated program to a 5 star rated program.

Oregon also has a professional development registry with 12 steps of achievement in educational attainment used to measure the workforce. Measures of progress related to the professional development registry are included here.

In July 1, 2018 - 6/30/2019, the Oregon Registry Trainer Program added 104 new Oregon Registry Trainers. While this year resulted in two fewer new Oregon Registry Trainers from

the previous year, we doubled the percent of new trainers that can provide training in a language other than English to 22%.

Oregon Registry Progression up the Oregon Registry Steps:

Prior to 12/31/2018, Oregon showed 19,044 individuals actively employed in the Oregon Registry. These 19,044 were in various stages of their professional development. These range from those that are newly hired to work in child care settings to long term early educators.

- Early Educators linked to licensed facilities in the positions of Provider, Director, Head Teacher, Teacher, and Assistant 2 have moved up an average of 4.02 steps while educators in the positions of Aide 1, Aide 2, Cook, Driver, and Substitute have moved up an average of 3.25 steps.
- When we compare all individuals in the Oregon Registry linked to a facility, 46% of the individuals have progressed at least one step higher from the initial Oregon Registry step they entered into.
- Of the individuals in the positions of Provider, Director, Head Teacher, Teacher, and Assistant 2, 39% have progressed or made an advancement up the Oregon Registry steps.

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:

N/A

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:

N/A

No

N/A

Describe:

N/A

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:

N/A

No

N/A

Describe:

N/A

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:

N/A

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, %: 3

No

N/A

Describe:

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:

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.

No changes.

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:

Quality improvement strategies in Oregon are centered around the use of an Equity Lens. Oregon has specific guidelines and expectations in the Equity Lens to work and lead with diverse populations and authentic stakeholder engagement and input. Oregon's primary focus is serving those populations furthest from opportunity and ensuring institutional barriers are removed, and families receive the supports they need to have equitable access to services and other opportunities for succeed.

Some examples of this include: Tiered reimbursement, in which QRIS participants receive

higher subsidy payments based on a rating level of 3-5, programs benefit by receiving an increased rate and high-need children and families can benefit by having access to high-quality programs. This motivates programs to increase their program quality and to serve more low-income families.

Focused Child Care Networks: CCR&Rs receive technical assistance to identify, target and recruit participants from specific regions, neighborhoods or populations to encourage participant of providers serving children furthest from opportunity in these communities.

CDA Cohort: This is a program funded by ELD and operated from the Mt. Hood Workforce Division, to offer specific infant toddler training and support to complete the Child Development Associate credential to individuals who's English is not their first language. These individuals are also able to receive English as a Second Language (ESL) college classes to increase their comprehension, verbal, written and oral skills, as they incorporate the concepts of their CDA training.

Preschool Promise program is one of the Kindergarten readiness strategies that Oregon has implemented. Oregon created this program to specifically 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.

The Preschool Promise program requires providers to use observation, evaluation and assessment tools in their classrooms. This program year children received the following developmental assessments:

- 70% received TSGold assessment,
- 9% received the AEPS assessment, and
- 21% received other child level assessment tools that align with the Early Learning Guidelines.

These percentages represent 1531 children who received Preschool Promise services.

In Preschool Promise 70% of the sites are considered high quality by the state QRIS system (top two tiers). For Head Start, 97% of all children received TSGold assessments. This program year 3% of the Head Start children received Galileo development assessments. These percentages represent 12,279 children by combining both the federal and state

investments in Head Start.

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 contracted with Early Learning Hubs around the state to allow financial supports for Continuous Quality Improvement strategies for the Preschool Promise implementation and delivery of services. We spent \$1,351,034 in state general funds during the 2019 federal fiscal year on this effort.

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 hired additional licensing staff to assure the well being and safety of children in child care settings. We allocated funds for ERS assessors to develop a continuous quality approach as programs use information from the environmental rating scales to increase quality in their programs that affect child safety, and engaging environments for children and their families.

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.

In September 2018, the Agency has updated its definition of serious injury in administrative rules to clearly reflect injuries that pose a significant health and safety risk to children. As a result, the agency is now conducting compliance verification visits to programs who have reported serious injuries. Such visit have to be done within three business days of the serious injury report. The compliance verification visit reviews program documentation, the details of the injury, compliance with rules that may have contributed to the injury as well as measures that may aid in the prevention of future injuries. In addition, the Agency has implemented quality assurance measures regularly monitoring timeliness of the compliance verification visits in the State.

In response to reviews of infant deaths, in October 2018, the Agency updated Safe Sleep

regulations, required Agency approved Safe Sleep training, instituted mandatory follow up visits for Safe Sleep violations, and began sending parent notifications for all Safe Sleep violations. In addition to immediate review of all serious injuries and deaths as they occur, the Legal and Enforcement Director is participating on a statewide child fatality review team. Legal staff are participating on county multi-disciplinary teams reviewing child fatalities in licensed and unlicensed care. The Agency has updated internal policies for when death occur in both licensed and license exempt child care programs.

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

The 2018 legislature provided for increased civil penalties and stronger jurisdiction over revoked licenses and illegal child cares and gave the ability to issue cease and desist orders.

The 2019 legislature provided the Agency the ability to consider any information obtained by the Agency in the central background check process, permits the Agency to impose emergency conditions on a license if immediate safety concerns are present. It also strengthens the Agency's ability to compel witnesses, and issue subpoenas when administering legal sanctions.

Safe Sleep regulations were updated and internal protocols have been updated to include mandatory training for providers and parent notifications of Safe Sleep violations.