

Quality Progress Report (QPR) For Oregon FFY 2020

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 # 2332

N/A

Describe:

Oregon had 1,465 registered family (RF) homes and 867 certified family (CF) homes. Decrease in RF and CF from previous year and the decrease is more pronounced in RF.

b. Legally exempt family child care (care in providers' home) # 1691

N/A

Describe:

c. Licensed center-based programs # 1217

N/A

Describe:

d. Legally exempt center-based programs # 565

N/A

Describe:

Early Learning Divison (ELD): 396 recorded Preschool Programs (PS): 103 School Age Recorded Programs (SA).

Oregon Department of Human Services (ODHS): 66 programs

e. In-home (care in the child's own home) # 968

N/A

Describe:

f. Other (explain)

N/A

1.2 Goals for Quality Improvement

Based on Question 7.1.1 and 7.1.2 from the FFY2019-2021 CCDF State Plan, 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.

As we mention in question 7.6 below, the Office of Child Care has strategically placed 11 investigative specialists throughout the state to achieve greater oversight in child care programs. These investigative specialists respond to complaints, and the regulatory violations arising from allegations of abuse and neglect in child care programs. Additionally, the agency has added 9 licensing specialists and 2 field managers to increase support and oversight of child care licensing. With the addition of the investigative specialists, the licensing specialists have been able to move their focus to technical assistance, and support and monitoring. The addition of the 9 licensing specialists has resulted in a caseload average of 1:67. This caseload size does not include Oregon Department of Human Services CCDF subsidy providers that the agency is also responsible for overseeing.

The Office of Child Care currently maintains one licensing specialist per 67 child care programs. There is one senior licensing specialist in each region to support licensing

specialists and child care programs as needed. Each senior licensing specialist supports between 9 - 10 Licensing Specialists.

The Office of Child Care continues to uphold the timeline and standards set for licensing specialists and investigative specialists to respond to complaints, injury visits, and monitoring visits. OCC staff have continued to demonstrate ambitious accomplishments as they interact with child care programs to provide health and safety information, resources, and technical assistance to all emergency child care programs for COVID-19.

During the COVID-19 pandemic, licensing specialists also found themselves in the unique position to help providers connect with the Office of Child Care electronically to conduct most visits virtually.

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? # 21837

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)

253

Financial bonus/wage supplements tied to education levels

767

Career advisors, Mentors, Coaches, or Consultants

137

Reimbursement for training

140

Loans

#

Other.

Describe:

Focused Child Care Networks (FCCN) increased in number, while decreasing the

maximum caseload for each to align with best practice and broadening their scope to include unlicensed providers. Networks are now directly administered through state and CCDF funds to the CCR&Rs the Early Learning Hubs. 48 FCCNs allowed space for a maximum of 720 participants to work 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 network participation was expanded to include license-exempt providers. During the COVID-19 pandemic, 317 providers actively participated in networks. Recruitment continued throughout the FFY and this service is vital to support a return to service for many providers.

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:

ODHS Subsidy payments to Child Care Programs:

Licensed Rates: 2479 licensed programs received licensed rates from ODHS when caring for children whose families were receiving child care subsidies.

Enhanced Rates: To become eligible for enhanced rates, providers had to complete specific training. 286 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. 369 providers and programs that cared for children whose families received subsidies were eligible for and received tiered reimbursement rates from ODHS.

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): 48 FCCNs throughout the state provided relationship based professional development opportunities and support for Spark for Early Educators.

Reimbursement for First Aid/CPR: 31 RF/CF providers were directly reimbursed for First Aid/CPR training.

Oregon Family Child Care Scholarships: In addition, ELD supplied funds for 769 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: 767

Education Awards tied to advancement on the Oregon Registry1: -

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

Due to funding constraints, eligibility for Education Award funding ended mid-program year on April 10, 2020.

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.

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:

#: 86

#: 4.62

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

Unknown

Describe:

#: 113

#: 6.07

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

Unknown

Describe:

#: 250

#: 13.42

d) How many had a State child care credential?

Unknown

Describe:

#: 5

#: 0.27

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:

#: 90

#: 4.83

2.5 Licensed child care center teachers

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

Unknown

Describe:

#: 955

#: 5.82

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

Unknown

Describe:

#: 659

#: 4.01

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

Unknown

Describe:

#: 891

#: 5.43

d) How many had a State child care credential?

Unknown

Describe:

#: 4

#: 0.02

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 2

#: 0.01

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:

#: 404

#: 2.46

2.6 Licensed family child care providers

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

Unknown

Describe:

#: 138

#: 2.51

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

Unknown

Describe:

#: 88

#: 1.60

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

Unknown

Describe:

#: 123

#: 2.24

d) How many had a State child care credential?

Unknown

Describe:

#: 6

#: 0.11

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:

#: 47

#: 0.86

2.7 Licensed child care center directors who serve CCDF children

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

Unknown

Describe:

#: 45

#: 4.58

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

Unknown

Describe:

#: 59

#: 6.00

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

Unknown

Describe:

#: 103

#: 10.48

d) How many had a State child care credential?

Unknown

Describe:

#: 3

#: 0.30

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 0

#: 0.00

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:

#: 42

#: 4.27

2.8 Licensed child care center teachers who serve CCDF children

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

Unknown

Describe:

#: 420

#: 4.39

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

Unknown

Describe:

#: 309

#: 3.23

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

Unknown

Describe:

#: 388

#: 4.05

d) How many had a State child care credential?

Unknown

Describe:

#: 2

#: 0.02

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 3

#: 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:

#: 207

#: 2.16

2.9 Licensed family child care providers who serve CCDF children

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

Unknown

Describe:

#: 88

#: 3.06

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

Unknown

Describe:

#: 52

#: 1.81

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

Unknown

Describe:

#: 49

#: 1.70

d) How many had a State child care credential?

Unknown

Describe:

#: 5

#: 0.17

e) How many had State infant and toddler credentials?

Unknown

Describe:

#: 2

#: 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:

#: 23

#: 0.80

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, #: 26

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:

During the October 1, 2019 through September 30 2020 period Oregon paid the following non-CCDF funds (this is the amount spent and not the total budget):

The Ford Family Foundation Scholarships: From October 1, 2019 - September 30, 2020, 351 Early Educators participated in cohorts and received some form of scholarship payment. Additionally, 241 Early Educators participated in Saturday workshops provided by Southern Oregon University in four locations each quarter (Medford, Klamath Falls, Roseburg and Coos Bay) and then remotely after January 1, 2020. 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, 2019 - September 30, 2020: \$44,306. For the same time period, \$9,190 was spent on textbooks, materials and supplies.

Training and Professional Development: Reimbursements and stipends to Early Educators \$91,777.27 Western Oregon University - Professional Development

Reimbursement for First Aid/CPR: 31 RF/CF providers were directly reimbursed for First Aid/CPR training for a total of \$1,835.

Support to License Exempt Providers: We no longer provide reimbursement to CCR&Rs. The last reimbursement in FFY 2019.

Scholarship Awards that were administered at the Oregon Center for Career Development included: Oregon Community Foundation (aka Betty Gray): 247 recipients, awards for \$48,661.

Oregon Family Child Care Scholarships (Provider Union- AFSCME): 769 recipients, awards for \$114,944 Some individuals used both of the scholarships above to complete a whole scholarship: 15 recipients for \$5,069 Total: 1,031 recipients for \$168,674 Total investment of personnel, trainings, awards, and additional costs \$217,688.45.

The state used \$45,000 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. Lead Learn Excel is a multi- month cohort based training for instructional leaders and their coaches.

In addition, \$709,255.21 was used so that participants could participate in 48 FCCNs where they increased their Oregon Registry steps through cohort training and working on program quality improvement. The state used \$81,263 of other funds (Start Early - formally known as The Ounce of Prevention - Partnership for Prekindergarten Improvement grant) to support the implementation of Lead Learn Excel for 77 participants, focused on Ambitious Instruction. Lead Learn Excel is a multi-month

cohort-based training for instructional leaders and their coaches. In addition, \$173,455.69 of additional funds for Preschool Promise were subcontracted to Hubs/CCR&R for quality improvement support/coaching (QIS) for Preschool Promise Providers (for example in Focused Child Care Networks)*.

No

N/A

Describe:

2.10.3 Did the State/Territory 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 utilized \$45,000.00 of Ounce of Prevention funds were used to host an Ambitious Instruction Class for providers. "Ambitious Instruction," considers the effects of early learning experiences that meaningfully connect to children's lives, that include and respond to individual needs, and that provide intellectually complex opportunities for children to learn through experiences that engage children's capabilities.

For Baby Promise, in 2020 the Early Learning Division hosted the ZERO TO THREE Critical Competencies training for Infant-Toddler Educators. This training was a training of trainers (TOT) and 30 individuals completed this training and began utilizing the content in their communities with Early Educators. Additionally, all Infant and Toddler Specialists participate in a Community of Practice lead by staff at the Early Learning Division in collaboration with the Infant and Toddler Specialist from Region X. These meetings occur monthly and has also incorporated TOT opportunities such as the Strengthening Business Practices.

No

N/A

Describe:

2.10.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 towards supporting the training and professional development of the child care workforce?

Yes.

If yes, describe:

No

N/A

Describe:

2.11 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 October 1, 2019 through September 30 2020 period Oregon paid the following non-CCDF funds (this is the amount spent and not the total budget):

Scholarship Awards that were administered at the Oregon Center for Career Development included: Oregon Community Foundation (aka Betty Gray): 247 recipients, awards for \$48,661.

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 2,332 trainings statewide. Of those trainings, 1,074 (46%) were offered at Set Two/Set Three (intermediate or advanced) levels. 48 (4.0%) 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, 70 new trainers became Oregon

Registry Trainers. 45 of these trainers are Oregon Registry Master Trainers, able to offer Set Two/Set Three training. Of the 70 new trainers, 13 are able to train in languages other than English.

In addition, \$709,255.21 was used so that participants could participate in 48 FCCNs where they increased their Oregon Registry steps through cohort training and working on program quality improvement.

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 of developed plans 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 of developed plans was completed in previous years.

3.2.3. Did the State/Territory 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:

3.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on developing or implementing early learning and development guidelines?

Yes.

If yes, describe:

No

N/A

Describe:

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.

After the revision of the Early Learning and Kindergarten Guidelines, the guidelines will include racial identity, infant and toddler, and physical education standards. The contractor will lead the development of a training program on the newly revised guidelines. Once finalized this document will guide early childhood programs to align curricula, assessments, and professional development to school readiness goals and assure the continuity of early learning experiences for all children. The total investment of funds in the RFA for this project will be \$100,000 utilizing Preschool Development Grant funds.

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 K-12 or Educational Service Districts do not have to be licensed by the Office of Child Care to participate in QRIS. Other license exempt programs (i.e., 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:

- 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), Baby Promise or Head Start.

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 # 312
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 378
- d) Legally exempt center-based programs # 43
- 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 # 4302
- b) 3 years up to kindergarten entry # 8725
- c) School Aged (post kindergarten entry) # 11198
- 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 % 17.76
- b) 3 years up to kindergarten entry % 36.02
- c) School Aged (post kindergarten entry) % 46.23
- 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:

1217

N/A

Describe:

ii. Licensed Family Child Care Homes:

2336

N/A

Describe:

iii. License-Exempt Providers:

#

N/A

Describe:

License-exempt providers are not eligible to participate in 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:

1217

% 100

ii. Licensed Family Child Care Homes:

N/A

Describe:

2336

% 100

iii. License-Exempt Providers:

N/A

Describe:

License-exempt providers are not eligible to participate in 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: # 39

b) Licensed Family Child Care Homes: # 189

c) Legally exempt care in providers home: # 8

d) Legally exempt center-based programs: # 1

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: # 127
- b) Licensed Family Child Care Homes: # 209
- 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 needs and goals of each program.

The CCR&Rs also provide specific technical assistance through focused child care networks 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 technical assistance activities.

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: # 142
- b) Licensed Family Child Care Homes: # 227
- 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, %: 4

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, %:

The state used \$81,263 of other funds (Start Early - formally known as The Ounce of

Prevention - Partnership for Prekindergarten Improvement grant) to support the implementation of Lead Learn Excel for 77 participants. In cohort 3, the primary goal of the Lead Learn Excel training was to prepare Quality Improvement Specialists in CCR&Rs to utilize the reflection tools, protocols, and leadership development strategies within Lead Learn Excel to enhance the tools and strategies at their fingertips to increase quality of Focused Child Care Networks and other training and technical assistance to early educators. The strategies they were equipped with have a direct impact on early educator teaching practices and program operation that supports children's quality experiences in child care.

In addition, \$173,455.69 of Preschool Promise funds (General Fund revenue) were subcontracted to Early Learning Hubs and CCR&Rs for quality improvement support/coaching (QRIS) for Preschool Promise Providers. These quality supports also use the QRIS as a quality framework.

Please note, these are the same funds (not additional funds) mentioned in 2.10.2.

No

N/A

Describe:

4.12.3 Did the State/Territory 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:

4.12.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

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.

In each of the CCR&R regions, an Infant Toddler Specialist was hired to conduct infant toddler focused child care networks, professional development, environmental and relationship based consultation with child care providers serving infants and toddlers.

Throughout the state, there were 15 FTE and 18 total Infant Toddler Specialists performing components of this work. By the end of the period, each of these individuals were trained as trainers in ZERO TO THREE's Critical Competencies for Early Educators to provide 45 hours

of content to child care providers on infant and toddler development.

Infant Toddler Specialists conducted 10 infant toddler FCCNs by September 2020. These FCCNS facilitated participation by 83 early educators in child care programs, who provide care for 1,632 children. The Critical Competencies modules were conducted in 6 regions for 163 early educators serving infants and toddlers. Additional sessions were planned, however the certification for all trainers was obtained in April 2020. At that time COVID-19 required ZERO TO THREE and trainers to transition materials and sessions to a fully online format, which delayed implementation. All sessions conducted represent the virtual implementation.

The CCR&Rs operated 48 focused child care networks (FCCNs) that were attended by 369 programs serving children furthest from opportunity.

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 # 18
- b) Number of Specialists available to providers serving CCDF children # 18
- c) Number of infant toddler specialists available specifically trained to support FCC providers # 18
- d) Number of providers served # 246
- e) Total number of children reached # 1632

N/A

Describe:

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 # 26

- b) Number of licensed family child care providers # 50
- c) Number of license-exempt providers of care in their home # 7
- d) Number of center directors # 0

N/A

Describe:

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 # 26
- b) Number of licensed family child care providers # 50
- c) Number of license-exempt providers of care in their home # 7
- d) Number of center directors # 0

N/A

Describe:

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:

Oregon did not have any state funded infant and toddler health consultants during this time period.

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)

No

N/A

Describe:

Oregon was still working on strategies from the 2019 report on infant and toddler care supply. This report was a precursor to the investment in Infant Toddler Specialists in

CCR&Rs and a robust training of trainers to support their content knowledge as they worked to increase the supply of quality infant and toddler care in Oregon.

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: # 48

Describe what the hub provides to participating FCC providers:

Central Coordination at Western Oregon University The Research Institute provides TA and coordination to the CCR&Rs. The focused child care network (FCCN) activities are funded through grants to the local CCR&Rs directly from the lead agency. The lead agency initiates Communities of Practice that support the FCCN Quality Improvement Specialists and Infant Toddler Specialists as they implement the FCCN. Communities of Practice 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, %: 9

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 State General Fund \$734,020;

Early Learning Account (Other Funds) \$349,513.

Relief Nurseries program: State General Fund \$4,377,135; Title XX, \$939,277; and

Asset Forfeiture (other funds) \$55,549.

No

N/A

Describe:

5.7.3. Did the State/Territory 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 utilizes 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 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 was utilized to support for a

training of trainers opportunity to develop 33 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:

5.7.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to improve the supply and quality of child care programs and services for infants and toddlers?

Yes.

If yes, describe:

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 Baby Promise program launched this year, however, the program launch has been

hindered due to the COVID-19 pandemic and implementation challenges. As of September 30, a total of 22 child care programs (both family- and center-based) were contracted and 22 children were receiving care. Prior to COVID, it was planned that programs would have at a minimum, monthly site visits by the Infant and Toddler Specialist to provide coaching, observations, and mentoring support. Due to COVID, we have moved to a virtual method of interacting and supporting programs. Programs are also required to participate in monthly FCCN meetings. Participating programs are required to work toward obtaining a 4 or 5-star rating in Spark.

In addition, in 2020 the Early Learning Division hosted the ZERO TO THREE Critical Competencies for Infant-Toddler Educators. This training was a training of trainers (TOT) and 30 individuals completed this training and began utilizing the content in their communities with Early Educators. Additionally, all Infant and Toddler Specialists participate in a Community of Practice lead by staff at the Early Learning Division in collaboration with the Infant and Toddler Specialist from Region X. These meetings occur monthly and has also incorporated TOT opportunities such as the Strengthening Business Practices.

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.

CCDF funds were allocated to expand the statewide system of Child Care Resource and Referral agencies. The administration of Focused Child Care Networks were directly added to the CCR&R grants. Previously the Early Learning Hubs had the contract to administer these networks. A majority of the Early Learning Hubs subcontracted with CCR&Rs to operate these cohort based quality improvement strategies.

In this grant period we shifted the General Fund allocation for FCCNs to the CCR&Rs and added capacity in a grant amendment that provided additional CCDF funding that would also

support FCCNs. This increased funding allowed additional Quality Improvement Specialists in CCR&Rs to be hired across all regions which in turn allowed additional FCCN to be implemented. This additional funding also expanded the opportunity for all CCR&Rs to hire an Infant Toddler Specialist in their organizations to focus on developing Infant/Toddler Networks comprised of early educators interested in enhancing the quality of their infant and toddler environments, skills, and practices. Each FCCN serves up to 15 early educators per Network which allowed the CCR&R system to expand available targeted professional development and individualized consultation and technical assistance activities.

CCR&Rs received funds that allowed many to create lead Quality Improvement Specialists in their regions. These positions focused on consistency and best practice to guide their peers in developing high quality approaches to learning for early educators participating in CCR&R led FCCNs.

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, %: 21

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:

Agency used other non-CCDF funds to maintain a CCR&R system using State General Fund to support Focused Child Care Networks (FCCN). FCCNs are small cohorts of providers that receive targeted, intentional technical assistance and support from Quality Improvement Specialists within the CCR&R agency. These networks supported quality improvement, professional development, and assisting providers obtain a QRIS rating. Total Expenditures: \$465,318

No

N/A

Describe:

6.3.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

No

N/A

Describe:

6.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

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, 2020, Spark had the following programs enrolled in Spark's 5 tiers:

- Tier 1: All licensed Programs: 3,553

The Child Care Resource and Referral agencies provide advanced training on practices around licensing topics and higher level concepts exceeding licensing standards 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.

The Child Care Resource and Referral agencies offered 2,332 trainings statewide. Of those trainings, 1,074 (46%) were offered at Set Two/Set Three (intermediate or advanced) levels. 48 (4.0%) 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, 70 new trainers became Oregon Registry Trainers. 45 of these trainers are Oregon Registry Master Trainers, able to offer Set Two/Set Three training. Of the 70 new trainers, 13 are able to train in languages other than English.

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 48 Focused Child Care Networks. This is an increase of 18 Networks since the prior reporting period serving up to 15 early educators in each Network. These Networks provide guidance in professional development planning, free training, opportunities for peer support and feedback, materials to support implementation of training, one on one technical assistance and continuous quality improvement planning and guidance, scholarships and supports to advance in Spark, as well as other incentives.

CCR&Rs also transitioned to fully online supports during the pandemic to implement support and guidance, training and individualized consultation all virtually. CCR&R staff assisted child care providers in applying for grants, provided business training and support, conducted peer support sessions and communities of practice, and helped providers access emergency care supplies, PPE, and to understand and implement the COVID-19 Health and Safety Guidance all on top of the more typical activities described above. Staff at CCR&Rs were mobilized as emergency response to assist child care providers in this unprecedented period of time.

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 time period, the agency issued temporary emergency orders and health and safety guidelines to address Covid-19. The Office of Child Care followed standards from the Oregon Health Authority, the Center for Disease Control, and the World Health Organization.

b) Head Start

Yes.

No.

If not, describe:

During this time period, the agency issued temporary emergency orders and health and safety guidelines to address Covid-19. The Office of Child Care followed standards from the Oregon Health Authority, the Center for Disease Control, and the World Health Organization.

c) State pre-k

Yes.

No.

If not, describe:

During this time period, the agency issued temporary emergency orders and health and safety guidelines to address Covid-19. The Office of Child Care followed standards from the Oregon Health Authority, the Center for Disease Control, and the World Health Organization.

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 # 169

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?

5.36 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 ? # 988

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 ? # 215

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? # 6

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? # 14

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 challenges of COVID-19, some of the key strategies to reduce investigation time were impacted in FFY 2020. Complaint response time went down from 1.27 days in 2018 to 6.03 days in 2020. The Agency continued 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. In 2018, the Agency conducted 2008 compliance verification visits after an injury, valid finding, or illegal care citation.

In 2019-20, the Agency conducted 312 compliance verification visits, which is a significant decline and may be as a result of decreased use of child care during the year as a result of COVID-19.

Beginning in 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, the Agency continues to conduct tandem investigations alongside child welfare when there are allegations of abuse or neglect in child care. The Agency has increased our investigations team to a total of 11.

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: # 31432
- b) Licensed family child care staff: # 6252
- c) Licensed exempt child care staff: # 520
- d) Licensed exempt family child care staff: # 1189

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, %: 34

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 \$1,100.25 during this time period.

No

N/A

Describe:

7.5.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to 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 specialists throughout the state. The licensing specialists inspect and monitor child care programs to meet health and safety standards in child care settings. The licensing specialists also investigate complaints and monitor serious injuries in child care settings. OCC Compliance staff work with programs specific compliance events. Investigative Specialists work with child care programs to investigate complaints and collaborate with the Oregon Department of Human Services.

No

N/A

Describe:

7.5.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

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 increasing oversight in child care programs. To achieve increasing oversight in child care programs, the agency added 11 investigative specialists, which are strategically placed in statewide locations. Additionally, the agency added an investigations manager to support the work of the investigative specialists.

If a child care program has a complaint allegation that includes abuse or neglect, the investigative specialists works with the Oregon Department of Human Services (ODHS) to conduct Tandem Investigations.

In addition to oversight of child care programs provided by licensing specialists, the investigative specialists conduct all complaint investigations and follow up complaint visits (compliance verification) of child care programs. While these Investigative Specialists positions do not directly reduce the caseloads of Licensing Specialists, it does allow licensing specialists to focus on technical assistance to the provider on licensing compliance with rules and improvement efforts.

In addition to the 11 investigative specialist positions, the agency received an additional nine licensing specialists as well as two field managers to increase field oversight. The agency opened up a new office in Eastern Oregon to provide greater oversight and support in a very rural part of the state. As we mentioned in question 1.2, the addition of the nine licensing specialists has resulted in a caseload average of 1:67. This caseload size does not include Oregon Department of Human Services CCDF subsidy providers that the agency is also responsible for overseeing.

Additionally, Oregon has a legal and compliance unit that oversees complaint processes, and legal actions pertaining to the Central Background Registry, and child care facilities. The agency added three compliance specialist positions and an enforcement officer position to support legal and compliance functions and safe operations of child care.

Oregon's licensing, compliance and monitoring functions are integrated into the State's QRIS

program, Spark. These functions also contribute information, and compliance history of Spark rated programs and programs seeking a Spark rating. The first tier of the QRIS system is licensing which sets the foundational standards of health and safety requirements. Programs are required to maintain specific compliance requirements in order to on or up on the QRIS tiers. The Licensing Specialist and the Investigative Licensing specialists help to contribute to the compliance information.

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 QRIS, Spark, uses the Classroom Assessment Scoring System (CLASS) - an evidence-based classroom observation assessment that measures the quality of teacher-student interactions. Spark uses the CLASS quality tool in some 5 star programs within Oregon's Head Start, Preschool Promise, and Oregon PreKindergarten (state funded Head Start) preschool programs. Preschool Promise programs are required to participate in Spark.

Additionally, through a partnership with The Research Institute, some programs were offered the opportunity to receive voluntary Environmental Rating Scale (ERS) assessments for the purposes of continuous quality improvement and system data. ERS assessments are another set of evidence-based classroom observation tools that measure structural aspects of quality and adult-child interactions.

For Oregon's new Baby Promise program, participating programs are required to work toward obtaining a 4 or 5-star rating in Spark. Additionally, prior to the onset of the COVID-19 pandemic, it was planned that Baby Promise programs would have at a minimum, monthly site visits by the Infant and Toddler Specialist to provide coaching, observations, and mentoring support. Due to COVID, the program has moved to a virtual method of interacting and supporting programs. Baby Promise programs are also

required to participate in monthly FCCN meetings.

In terms of other quality programming efforts, in PY19-20, center-based programs receiving only Oregon Pre-Kindergarten funds participated in the Early Education Essential Survey to measure organization quality, including quality of instruction, family engagement, and learning environments. Survey implementation was offered for free through the Partnership for Prekindergarten Improvement grant, and survey results will be used to implement technical assistance plans.

b) To measure effective practice, describe:

Preschool Promise and Oregon Pre-Kindergarten (state-funded Head Start) programs use the Classroom Assessment Scoring System (CLASS) - an evidence-based classroom observation tool that measures teaching quality through the measure of adult-child interactions. Oregon's QRIS uses CLASS in some 5 star programs. The Environmental Rating Scale (ERS), which is another observation tool measuring physical indicators of quality in the classroom as well as adult-child interactions, was also used in 2019-2020 through Oregon's partnership with The Research Institute. Programs were offered the opportunity to receive voluntary ERS assessments for continuous quality improvement of their program.

c) To measure age appropriate child development, describe:

Preschool Promise and Oregon Pre-Kindergarten (state funded Head Start) use Creative Curriculum (associated with the Teaching Strategies Gold Assessment) and The Assessment, Evaluation, and Programming System for Infants and Children (AEPS®). New this year, some Oregon Pre-Kindergarten programs are also piloting Desired Results Developmental Profile (DRDP). All of these developmental curricula align with the Oregon Early Learning Guidelines, which were modeled on the Head Start Early Learning Outcomes Framework. Programs are also provided incentives to use TS Gold as their primary assessment tool. In addition, Preschool Promise, Oregon Pre-Kindergarten, Baby Promise, and Oregon's Relief Nursery programs all utilize the ASQ and/or ASQ-SE, as designated by the developers, as developmental screeners.

d) Other, describe:

Relief Nurseries in Oregon also assess on family risk factors.

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:

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

For QRIS 5 star programs: Family Child Care Environmental Rating Scale and a modified Classroom Assessment Scoring System (CLASS).

For Preschool Promise, a CLASS observation may occur in 5 star programs. CLASS is an evidence-based assessment of teaching quality to assess program quality in regards to adult child Interactions.

For Baby Promise, participating programs are required to work toward obtaining a 4 or 5-star rating in Spark, which is Oregon's QRIS.

The Environmental Rating Scale (ERS), which is another observation tool measuring physical indicators of quality in the classroom/setting as well as adult-child interactions, was also used in 2019-2020 through Oregon's partnership with The Research Institute. Programs were offered the opportunity to receive voluntary ERS assessments for continuous quality improvement of their program.

b) To measure effective practice, describe:

For QRIS 5 star programs:

Family Child Care Environmental Rating Scale and a modified Classroom Assessment Scoring System (CLASS).

For Preschool Promise, a CLASS observation may occur in 5 star programs. CLASS is an evidence-based assessment of teaching quality to assess program quality in regards to adult child Interactions.

The Environmental Rating Scale (ERS), which is another observation tool measuring physical indicators of quality in the classroom as well as adult-child interactions, was also used in 2019-2020 through Oregon's partnership with The Research Institute. Programs were offered the opportunity to receive voluntary ERS assessments for continuous quality improvement of their program.

c) To measure age appropriate child development, describe:

Family child care Preschool Promise programs are encouraged to use Creative Curriculum (associated with the Teaching Strategies Gold Assessment) but they can utilize other curricula aligned with Oregon's Early Learning Division Standards. Programs are also provided incentives to use Teaching Strategies Gold as their primary assessment tool. In addition, Preschool Promise, Baby Promise, and Oregon's Relief Nursery programs all utilize the ASQ and/or ASQ-SE assessments as developmental screeners. Preschool Promise also uses CLASS which is an evidence-based assessment of teaching quality to assess program quality in regards to adult child Interactions.

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, %: 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:

In FFY 20, \$45,000 of Ounce of Prevention grant dollars were used to conduct CLASS observations.

No

N/A

Describe:

8.3.3 Did the State/Territory 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 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:

8.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 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.

Oregon began investing in Environmental Rating Scales 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.

For Preschool Promise, a CLASS observation may occur in 5 star programs. CLASS is an evidence-based assessment of teaching quality to assess program quality in regards to adult child Interactions.

For Baby Promise, participating programs are required to work toward obtaining a 4 or 5-star rating in Spark, which is Oregon's 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. Did the State/Territory 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:

9.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 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:

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, %:

- 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:

Through the Partnership for Pre-Kindergarten Improvement grant, our consultants developed Early Learning Standards and conducted stakeholder engagement on these draft standards. These are the standards that will be moving through the adoption process this year.

No

N/A

Describe:

10.2.3 Did the State/Territory 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:

10.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 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:

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:

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 received additional funding this year to maintain and expand Focused Child Care Networks. There are currently 48 total Networks, 14 are specifically for infant toddler. Each Network may have up to 15 providers participating and a dedicated Quality Improvement Specialist providing at least .5 FTE support to each Network. Other networks may have providers that also serve infants, 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.

Through Partnership for Pre-Kindergarten Improvement grant, all Quality Improvement Specialists through all CCR&R participated in a year long training and community of practice for Lead Learn Excel (currently called Essential Fellowship). QIS (including those running local FCCNs) were trained to engage with instructional leaders through coaching and community of practices, provided resources such a protocols for data dialogues and equity conversations.

Through a partnership with the The Research Institute at Western Oregon University, ELD provided technical assistance to support effective implementation of extended duration services. Resources include a playbook featuring best practices and considerations for those grantees implementing extended duration; a series of workshops for grantees; and individual consult time for grantees.

Baby Promise programs are required to practice relationship-based responsive caregiving. Additionally, it is highly encouraged that programs adopt a continuity of care model, ideally birth to 3 years. Additionally, participating programs are required to work toward obtaining a 4 or 5-star rating in Spark, which is Oregon's QRIS.

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 mixed-delivery program requires providers to use observation, evaluation and assessment tools in their settings. This program year 100 providers used the following developmental assessments:

- 74% used TS Gold assessment
- 11% used the AEPS assessment
- 13% used other child level assessment tools that align with the Early Learning Guidelines,
- 2% assessment tools were not reported

In Preschool Promise 68 out of 100 (68%) of the sites are considered high quality by the state QRIS system (top two tiers).

For Head Start, 27 out of 28 (96%) of grantees used TS Gold assessments.

11.1.1 Did the State/Territory set up a grant program designed to sustain the child care supply or provide sustainability funding to child care providers due to Coronavirus Disease 2019 (COVID-19) pandemic?

Yes.

If yes, describe it :

Oregon has issued 5 Phases of emergency child care grants to open providers across the state.

Duration of grants -

1. Phase 1 of Emergency Child Care Grants - Grant applications were accepted from May 1 - May 11, 2020. Performance Period: April 1, 2020 through July 31, 2020 - CARE Funding
2. Phase 2 of Emergency Child Care Grants - Grant applications were accepted from June 22 to July 10, 2020. Performance period: April 1, 2020 through December 30, 2020 - CRF Funding
3. Supplemental Grant for recipients of Phase 1 and Phase 2 - Performance period: April 1, 2020 through December 30, 2020 -- CRF Funding
4. Phase 3 of Emergency Child Care Grants - Grant agreement open period: November 2 -30, 2020. Performance period: April 1 - December 30, 2020. - CRF Funding
5. Phase 4 of Emergency Child Care Grants - Grant agreement open period: November 16 - December 14, 2020. Performance period: April 1 - December 30, 2020. - CRF Funding

Frequency of payments

1. Phase 1 of Emergency Child Care Grants - 3 payments (monthly on average) - each payment was depended on submission of the grant report.
2. Phase 2 of Emergency Child Care Grants - 2 payments (5 weeks on average) - each payment was depended on submission of the grant report.
3. Supplemental Grant for recipients of Phase 1 and Phase 2 - 2 payments, each payment was depended on meeting grant requirements.
4. Phase 3 of Emergency Child Care Grants - single payment.
5. Phase 4 of Emergency Child Care Grants - single payment.

The amount awarded to providers, or a range of grant amounts, if different

Short answer:

1. Registered Family Home Providers: \$6,400-\$7,400
2. Certified Family Home Providers: \$9,000 - \$10,000
3. Certified Centers: \$15,000 - \$17,000
4. Preschool and School age recorded programs: \$7,000
5. License Exempt Emergency Centers: \$14,00

and check which types of providers were eligible and number served:

- Licensed center-based programs
892
- Legally exempt center-based programs
278
- Licensed family child care
2099
- Legally exempt family child care (care in providers' home)
1250
- In-home (care in the child's own home)
#
- Other
(explain)

Boys and Girls Blue and YMCA both received block grants.

- No
- N/A

Describe:

11.1.2 Did the State/Territory provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to Coronavirus Disease 2019 (COVID-19) pandemic?

- Yes.

If yes, describe â: :

ELD distributed 2 rounds of supplies, one in March-June, and another one in September-December, which included masks, gloves, cleaning wipes, diapers, food, etc.

Only open license exempt and open licensed providers with Emergency Child Care Status were able to receive orders.

and check which types of providers were eligible:

- Licensed center-based programs
- Legally exempt center-based programs
- Licensed family child care
- Legally exempt family child care (care in providers' home)
- In-home (care in the child's own home)
- Other

(explain)

No

N/A

Describe:

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:

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 the period, the agency expended \$3.2 million to improve the quality of child care services. Source of funds includes Federal PDG B-5 grant (strengths and needs assessment, ECE sector planning and universal family connects) and state funds for ECE sector planning and continuous quality improvements in preschool promise providers).

No

N/A

Describe:

11.2.3 Did the State/Territory 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:

ELD 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:

11.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus

Aid, Relief, and Economic Security (CARES) Act, 2020 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:

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.

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.

As in the previous year, the agency continues to conduct compliance verifications for all reports of serious injuries. Such visits have to be done within three business days of receiving the serious injury report. During the compliance verification visit, the specialists reviews the program documentation, the details of the injury, compliance with the rules that may have contributed to the injury as well as measures that may aid in the prevention of future injuries.

In addition to the 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. Compliance staff are participating on county multidisciplinary teams reviewing child fatalities in licensed and unlicensed child care. The agency continues to require specialists to conduct follow up visits for all Safe Sleep violations. Parents also receive notifications from the agency informing them of a Safe Sleep violation in their child's program.

The Agency continues to follow updated policies and make additional updates as needed.

Oregon, like every state in the US, was forced to review and assess child care regulations and enforcement for a new serious threat- the novel Covid-19 virus. In March 2020, the state of Oregon went into a lock down due to the novel Covid-19 virus. All current child care programs who chose to continue operating as a licensed child care program were required to apply to operate as an emergency child care program. The Early Learning Division worked with the Governor's task force on Emergency Management to assess the threat and review best practices. As the state of Oregon assessed the health threats to the state, the Governor's Office, by executive order gave the Early Learning Division the ability to recommend and enforce new rules related to health and safety. The agency with the guidance of the Oregon Health Authority put forth new and additional guidelines for Health and Safety which programs operating as an emergency child care were required to follow. Licensing Specialist were trained and oriented on the new rules, and enforcement options.

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

To continue Oregon's increased vigilance in safe sleep regulations, the Office of Child Care instituted an additional change in enforcement practices. The Field Operations and Legal and Enforcement Directors began to review all exception requests for safe sleep rules. This gave the agency the unique insight of viewing infant safe sleep issues from a single statewide lens instead of by individual caseloads, or regions. This coordinated approach assured that all exceptions met the same standards, and were assured that infants were sleeping on approved surfaces and were supported by a medical expert that was consulted. This statewide assessment allowed OCC to strengthen consistency among licensing specialist, and consistency in safe sleep practices among child care programs.