

Quality Progress Report (QPR) For Oregon FFY 2021

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 or territory as of September 30, 2021. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

Licensed center-based programs

1278

N/A.

Describe:

License exempt center-based programs

535

N/A.

Describe:

Licensed family child care

2122

N/A.

Describe:

License-exempt family child care (care in providers' home)

1374

N/A.

Describe:

In-home (care in the child's own home)

739

N/A.

Describe:

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. The Early Learning Division systematically assesses multiple quality activities, including the by assessing the following: 1) Early Learning Educators who leave the field; 2) Early Learning Educators participating on the Oregon Registry; 3) Parents requesting child care referrals; 4) Spark ratings; 5) Children in Spark settings; and 6) Trainings offered by the CCR&R's.

1) Early Learning Educators who leave the field: Why do early learning educators leave the field? Reasons collected in Find Child Care Oregon database: Career change, pandemic, natural disaster, landlord/housing issues, no longer providing care, financial, personal/family, regulatory issues, relocation, voluntary closure per licensing, unknown. How many leave the field? 200

2) Early Learning Educators participating on the Oregon Registry: 23,062 Where is the growth or decrease? Increased growth in active participants with a Step 3 or above. Measured and tracked quarterly. The number, race, ethnicity and primary languages of early educators on all Oregon Registry steps. Measured and tracked quarterly.

3) Parents requesting child care referrals: Total referrals with at least one child: 8,447 Total children: 12,645 Age groups: Infants: 1,159 Toddlers: 617 Preschool: 1,039 School Age: 1,449

Undefined search: 8,379 What type of child care settings are parents requesting? Interim Emergency Child Care: 613 License Exempt Center: 8,401 License Exempt Home: 7,912 Licensed Center: 15,240 Licensed Family Child Care, registered or certified: 87,237 4)

Reporting of Spark participation occurs monthly in a document that presents both the statewide information as well as at the county level. This information includes number of rated programs as well as the number of children in Spark programs.

https://oregonspark.org/wp-content/uploads/2021/10/2021_09_County-Data-Facts.pdf 5)

How many children whose parents receive CCDF funds are in Spark rated Programs? The number of Spark rated programs that served children receiving subsidy by quarter: October-December 2020, 749 of the 1482 Spark programs, January-March 2021, 763 of 1446, April-June 2021, 779 of 1413, July-Sept 2021, 789 of 1423. These data points are compared from quarter to quarter and annually with the previous year. It is important to look at these data points from the perspective of how they interact and build on outcomes together and also in their impact individually. Analyzing the importance of these data points shows us these important considerations.

- The type of care that families ultimately select and for what age of children helps us understand family choice, needs, and the type of care that is accessible.
- Turnover of early educators in the state shows us the level of consistency in primary caregiving relationships available to children in child care settings. The turnover that occurs in each quarter helps us assess the success of strategies for retention and recruitment.
- The number of early educators advancing on the Oregon Registry and the ability to assess the level of qualifications in the early learning system quarterly and annually shows ELD the advancement in education by various demographics of participants. This helps us assess the pathways that need to be developed or improved to incentivize ongoing professional growth.
- Spark rating allows us to assess the level of quality of care available in the system over time. Assessing the increase or attrition rate of providers with quality rating helps ELD to develop strategies with regional training and technical assistance providers to support continuous quality improvement and continued strategy development and implementation.
- o The number of children enrolled in Spark rated programs with parents that have received access to child care subsidy helps us assess quarterly and annually the accessibility of high quality child care for children experiencing poverty.
- The types, content area and complexity of training being offered to child care programs each quarter and annually helps ELD understand what quality opportunities are available to child care providers influencing their continuous quality improvement journey.

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

Goal: Ensure the lead agency'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 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency 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. Additionally, an annual comparative workforce study is completed by Oregon State University. The annual study allows agencies to view the progression through several geographical analysis options, such as statewide, county, and Hub regions.

No.

If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? 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 (ORO) database that holds all the training and education documentation for child care 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 specified timeframes. The training needs to meet 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 Total number of participants in the registry as of September 30, 2021 # 23062

2.2 What supports did the lead agency 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)

82

Financial bonus/wage supplements tied to education levels

789

Career advisors, Mentors, Coaches, or Consultants

88

Reimbursement for training

169

Loans

#

Substitutes, sick/annual leave, release time, etc. for professional development

104

Other.

Describe:

Focused Child Care Networks (FCCNs) increased in number, adding networks specific to serve state funded preschool (Preschool Promise). FCCNs allow providers to decrease their maximum caseload. The FCCNs broadened their scope to include unlicensed providers and shifted their focus to Instructional leaders to increase the impact and reach of networks. Networks are administered through the CCR&Rs. In FFY 21, 45 FCCNs served a maximum of 15 participants to work with a Quality Improvement Specialist (QIS) to set professional goals. QISs help providers define their next steps in professional development for themselves and their staff to reach specific goals for quality improvement and move up the Oregon Registry Steps. FCCN network participation includes licensed exempt providers, family child care providers, center based care providers, infant and toddler providers, and preschool promise grantees. During this fiscal year, 511 early educators participated in FCCNs, while 94 programs left networks due to program closures or other related reasons. Recruitment

continued throughout the FFY and this service was a vital to support to providers who wished to reopen after a closure due to the COVID-19 pandemic.

N/A

Describe:

2.3 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.

2.3 Licensed child care providers

a. Total number

Licensed child care center directors: #: 1979

Licensed child care center teachers: #: 16072

Licensed family child care center providers: #: 5402

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

Licensed child care center directors: #: 92

Licensed child care center teachers: #: 936

Licensed family child care center providers: #: 142

N/A

If N/A, explain:

c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors: #: 117

Licensed child care center teachers: #: 674

Licensed family child care center providers: #: 93

N/A

If N/A, explain:

d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors: #: 270

Licensed child care center teachers: #: 869

Licensed family child care center providers: #: 132

N/A

If N/A, explain:

e. How many had a State child care credential?

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The State does not have a State child care credential available.

f. How many had State infant and toddler credentials?

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The State does not have a State infant and toddler credential available.

g. How many had an "other" degree?

Define "other" degree:

This category captures any degree outside of the CDA, Associate's degree in an early childhood education field, and Bachelor's degree in an early childhood education field.

Licensed child care center directors: #: 105

Licensed child care center teachers: #: 269

Licensed family child care center providers: #: 46

N/A

If N/A, explain:

2.4 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.

2.4 Licensed CCDF providers

a. Total number

Licensed child care center directors who serve children who receive CCDF subsidy: #: 1472

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 13196

Licensed family child care providers who serve children who receive CCDF subsidy: #: 4066

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

Licensed child care center directors who serve children who receive CCDF subsidy: #: 72

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 785

Licensed family child care providers who serve children who receive CCDF subsidy: #: 124

N/A

If N/A, explain:

c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 97

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 575

Licensed family child care providers who serve children who receive CCDF subsidy: #: 73

N/A

If N/A, explain:

d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 214

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 680

Licensed family child care providers who serve children who receive CCDF subsidy: #: 95

N/A

If N/A, explain:

e. How many had a State child care credential?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The State does not have a State child care credential available.

f. How many had State infant and toddler credentials?

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The State does not have a State infant and toddler credential available.

g. How many had an "other" degree?

Define "other" degree

This category captures any degree outside of the CDA, Associate's degree in an early childhood education field, and Bachelor's degree in an early childhood education field.

Licensed child care center directors who serve children who receive CCDF subsidy: #: 80

Licensed child care center teachers who serve children who receive CCDF subsidy: #:

215

Licensed family child care providers who serve children who receive CCDF subsidy: #:

33

N/A

If N/A, explain:

2.5 How many providers received the following additional forms of professional development from October 1, 2020 to September 30, 2021?

a) Business practices

Total: 4730

Licensed or registered center-based programs: 3036

License-exempt center-based programs: 855

Licensed or registered family child care: 835

License-exempt family child care (care in providers' home): 4

In-home (care in the child's own home): 0

b) Mental health

Total: 4602

Licensed or registered center-based programs: 1748

License-exempt center-based programs: 1554

Licensed or registered family child care: 1300

License-exempt family child care (care in providers' home): 22

In-home (care in the child's own home): 0

c) Diversity, equity, and inclusion

Total: 2431

Licensed or registered center-based programs: 1177

License-exempt center-based programs: 696

Licensed or registered family child care: 558

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

d) Other:

Describe:

N/A

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the training and professional development of the child care workforce during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

Yes, 28% of all quality dollars were spent supporting the training and professional development of the child care work force. Agreements with CCR&Rs, Western Oregon University, Portland State University and Oregon State University provided these supports.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 1387355

If yes, describe source(s) of funding:

Scholarship Awards that were administered at the Oregon Center for Career Development included: Oregon Community Foundation (aka Betty Gray): 262 recipients, awards for \$63,761.49. The Ford Family Foundation funds: \$75,520 in scholarships. Oregon Family Child Care Scholarships (Provider Union- AFSCME): 25 recipients, awards for \$20,361 Some individuals used both of the scholarships above to complete a whole scholarship: 45 recipients for \$8,449. Total: 332 recipients for \$92,571 Total investment of personnel, trainings, awards, and additional costs \$116,063.98. In addition, \$816,964.98 was used so that participants could participate in 45 FCCNs where they increased their Oregon Registry steps, Spark rating, and continuous quality improvement through cohort training and individualized goal setting and technical assistance. Additionally, \$193,664.91 of additional funds for Preschool Promise were subcontracted to CCR&R for quality improvement support/coaching (QIS) for Preschool Promise

Providers (for example in Focused Child Care Networks)*.

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

2.7 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

From October 1, 2020 through September 30, 2021, Oregon spent the following non-CCDF funds to support professional development for child care providers: Scholarship Awards were administered at the Oregon Center for Career Development, these scholarships included: Oregon Community Foundation (aka Betty Gray): 262 recipients totaling \$63,761.49. The Child Care Resource and Referral agencies advertised their training offerings through the Oregon Registry Training Calendar. Participants who attended the trainings offered by the Child Care Resource and Referral agencies are not required to submit their training to the Oregon Registry Online database. Instead, the CCR&Rs documented training attendance in the Oregon Registry Online database on behalf of the participants. The Child Care Resource and Referral agencies offered 2,907 trainings statewide. Of those trainings, 1,316 (45%) were offered at Set Two/Set Three (intermediate or advanced) levels. 261 (20.0%) 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, 120 new trainers became Oregon Registry Trainers. Of

these, 89 of these trainers are Oregon Registry Master Trainers, who are able to offer Set Two/Set Three training. Of the 120 new trainers, 42 are able to train in languages other than English. In addition, \$816,964.98 supported 45 FCCNs where child care providers increased their Oregon Registry steps through cohort trainings and dedicated programming on quality improvement. The costs to support cohort training through the Oregon Center for Career Development in Childhood Care (OCCD) was \$15,030. Currently, 163 Master Trainers are approved. The breakdown of all approved Master Trainers, the trainers are able to offer training in the following languages: English (104 trainers); Spanish (48 trainers); Arabic (2 trainers); Russian (6 trainers); Somali (1 trainer); Thai & Lao (1 trainer); and Vietnamese (1 trainer).

3) Improving early learning and development guidelines

Goal: To ensure the lead agency 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 and professional development.

3.1 Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2020 to September 30, 2021?

Yes.

If yes, describe changes or updates:

No

N/A

Describe:

3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the development or implementation of early learning and development guidelines during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. 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. With Preschool Development Grant funding, the Early Learning Division will revise Oregon's Early Learning and Kindergarten Guidelines to include racial identity, infant and toddler, and physical education standards. This work will be contracted out. When the new guidelines are finalized, the contractor will develop a training program on the newly revised guidelines. The trainings on the new 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. While planning for this project was conducted, no other work was conducted during this FY.

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

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

Please provide the lead agency's definition of high quality care, and how it relates to the tiers of the QRIS, including a description of all tiers and which are considered high quality (if applicable). This may include the high quality definition as part of the lead agency's Quality Rating and 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 4 or 5 star level of Oregon's QRIS. Licensed: the first tier of the QRIS system is licensing which sets the foundation of standards for 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 child care providers) are not included in 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 Indicate the status of the lead agency's quality rating and improvement system (QRIS) during October 1, 2020 to September 30, 2021?

- The lead agency QRIS is operating state- or territory-wide
- The lead agency QRIS is now operating as a pilot, in a few localities, or only a few levels
- The lead agency is operating another system of quality improvement. Describe this system

Describe:

- The lead agency does not have a QRIS or other system of quality improvement.

4.2 What types of providers participated in the QRIS during October 1, 2020 to September 30, 2021 (check all that apply)?

- Licensed child care centers
- Licensed family child care homes
 - License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
 - Other.

Describe:

4.3 For each setting, indicate the number of providers eligible to participate in the QRIS and the number of providers participating in the QRIS as of September 30, 2021?

a. Number of providers eligible for QRIS:

- Licensed child care centers: # 1169
- License-exempt child care centers: # 82
- Licensed family child care homes: # 2062
- License-exempt family child care homes: # 0
- In-home (care in the child's own home): # 0
- Programs serving children who receive CCDF subsidy: # 3313
- Other: 0

Describe:

N/A

b. Number of providers participating in QRIS:

- Licensed child care centers: # 622
- License-exempt child care centers: # 78
- Licensed family child care homes: # 724
- License-exempt family child care homes: # 0

In-home (care in the child's own home): # 0
Programs serving children who receive CCDF subsidy: # 784

Other: 0

Describe:

N/A

c. N/A:

Licensed child care centers: #

N/A

License-exempt child care centers: #

N/A

Licensed family child care homes: #

N/A

License-exempt family child care homes: #

License exempt family child care is currently not eligible to participate in the QRIS.

In-home (care in the child's own home): #

In-home child care is currently not eligible to participate in the QRIS.

Programs serving children who receive CCDF subsidy: #

784 of the 1,423 programs participating in Oregon's QRIS provide care to at least one child receiving CCDF subsidy.

Other, describe:

N/A

4.4 Is participation in the QRIS mandatory for any group of providers?

- Yes (check all that apply).
- Licensed child care centers
- Licensed family child care homes

- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other

Describe:

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 and Head Start.

No

N/A

Describe:

4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2021:

- a) Licensed family child care # 289
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 365
- d) Legally exempt center-based programs # 38
- e) In-home (care in the child's own home) # 0
- f) Programs serving children who receive CCDF subsidy # 231

N/A

Describe:

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2021:

a. Total number of CCDF children in high quality care # 821

i. Infant # 15

Define age range: 0 to 12 months

ii. Toddler # 146

Define age range: 1 to 2 years 11 months

iii. Preschool # 253

Define age range: 3 to 4 years 11 months

iv. School-age # 400

Define age range: 5 to 11 years

b. Other. Describe:

7 children: 12+ years

c. N/A. Describe:

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many were provided to the following types of programs during October 1, 2020 to September 30, 2021?

Yes, the following programs received grants..

a. Licensed child care centers # 25

b. License-exempt child care centers # 1

c. Licensed family child care homes # 62

d. License-exempt family child care (care in providersâ home) # 0

e. In-home (care in the childâs own home) # 0

f. Programs serving children who receive CCDF subsidy # 1

No

N/A

Describe:

4.8 Did the lead agency provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021?

- Yes, the following programs received stipends.
- a. Licensed child care centers # 64
 - b. License-exempt child care centers # 2
 - c. Licensed family child care homes # 165
 - d. License-exempt family child care (care in providersâ home) # 0
 - e. In-home (care in the childâs own home) # 0
 - f. Programs serving children who receive CCDF subsidy # 231

No

N/A

Describe:

4.9 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received ongoing technical assistance during October 1, 2020 to September 30, 2021?

- Yes, the following programs received ongoing technical assistance.
- a. Licensed child care centers # 230
 - b. License-exempt child care centers # 64
 - c. Licensed family child care homes # 519
 - d. License-exempt family child care (care in providersâ home) # 12
 - e. In-home (care in the childâs own home) # 0
 - f. Programs serving children who receive CCDF subsidy # 105

No

N/A

Describe:

4.10 Did the lead agency provide higher subsidy rates related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2020 to September 30, 2021?

- Yes, the following programs received higher subsidy rates.
- a. Licensed child care centers # 106
 - b. License-exempt child care centers # 0
 - c. Licensed family child care homes # 198
 - d. License-exempt family child care (care in providersâ home) # 0
 - e. In-home (care in the childâs own home) # 0

f. Programs serving children who receive CCDF subsidy # 304

No

N/A

Describe:

4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 1,652,105.88

Comments related to dollar amount provided (optional):

Yes, during this reporting period Oregon spent \$1,652,105.88 to support SPARK (QRIS)

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

4.12 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

The CCR&Rs and Western Oregon University are required to provide intensive, targeted, and universal technical assistance to programs for successful continuous quality improvement based on the needs and goals of each program. The CCR&Rs also provide specific technical assistance to early care and education programs. Data on technical assistance is captured in a technical assistance log within the Find Child Care Oregon database. The Lead Agency's Licensing Specialists often provide QRIS related technical assistance to directors and providers of child care programs during their monitoring and licensing visits. Given that this is the first year of available data on technical assistance hours, we do not have any analysis on the trend. However, due to the COVID-19 pandemic, many in-person technical assistance opportunities were limited and much of the technical assistance occurred virtually. 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 16 FTE and 19 total Infant Toddler Specialists performing components of this work. Infant Toddler Specialists conducted 12 infant toddler FCCNs by from October 1, 2020-September 30, 2021. These FCCNS facilitated participation by 99 early educators in child care programs, who provided care for 1,911 children. Of the 99 early educators that participated in FCCN and served Infants and Toddlers, 72 served

children that received subsidy. In total, the CCR&Rs operated 45 total focused child care networks (FCCNs).

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 or territory-funded infant toddler specialists available to providers during October 1, 2020 to September 30, 2021.

Yes, specialists are available.

a) Number of Specialists available to all providers # 19

b) Number of specialists available to providers serving children who receive CCDF# 19

c) Number of specialists available specifically trained to support family child care providers # 19

d) Number of providers served # 213

e) Total number of children reached # 1911

No, there are no funded specialists.

N/A

Describe:

5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

a. Number of programs receiving on-site coaching:

Licensed child care centers: # 26

License-exempt child care centers: # 1

Licensed family child care homes: # 55

License-exempt family child care homes: # 1

In-home (care in the child's own home) providers: # 0

b. Percent of total programs receiving on-site coaching that served children who receive CCDF:

Licensed child care centers: % 69.2

License-exempt child care centers: % 0
Licensed family child care homes: % 98.2
License-exempt family child care homes: % 0
In-home (care in the child's own home) providers: % 0

c. N/A:

Licensed child care centers, describe:

26 programs out of the 30 programs in infant/toddler networks have received on-site coaching for infant /toddler best practices.

License-exempt child care centers, describe:

1 program out of the 1 programs in infant/toddler networks have received on-site coaching for infant /toddler best practices.

Licensed family child care homes, describe:

55 program out of the 67 programs in infant/toddler networks have received on-site coaching for infant /toddler best practices

License-exempt family child care homes, describe:

1 program out of the 1 programs in the infant/toddler networks have received on-site coaching for infant /toddler best practices

In-home (care in the child's own home) providers, describe:

No in-home providers participated in the on-site coaching for infant /toddler best practices.

5.3 Provide the total number of state or territory funded infant and toddler health consultants in the state or territory during October 1, 2020 to September 30, 2021.

Consultants available

#

Consultants available to providers serving CCDF children

#

No funded infant and toddler health consultants.

N/A

Describe:

There were no state or territory funded infant and toddler health consultants in the state or territory, because all of the infant and toddler health specialists were on staff.

5.4 Did the lead agency conduct an analysis of supply and demand for infant toddler slots to identify areas of focus to build supply during October 1, 2020 to September 30, 2021?

Yes

Describe (include link to analysis if available):

Yes. A study was conducted and published in September 2020. Supply and Demand in Oregon: How Equitable is Child Care Access?

https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/supply_and_demand_study_in_oregon_-_young_children.pdf

No

N/A

Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2020 to September 30, 2021.

Number of staffed family child care networks:

45

Describe what the hub provides to participating family child care providers:

There are 45 Focused Child Care Networks. Central Coordination is conducted by Western Oregon University, The Research Institute. Western Oregon University 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 FCCNs. 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.

No staffed family child care networks supported by CCDF funds.

N/A

Describe:

5.6 Spending:

5.6.1 Did the lead agency spend funds from any of the following sources, 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, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ \$5,888,191.70

Comments related to dollar amount provided (optional):

Yes, Oregon spent \$5,888,191.70 to support infant and toddler programs and services during the reporting reporting period. This represents 6% of all CCDF expenditures and 3% more than the infant-toddler set-aside.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 9818961

If yes, describe source(s) of funding:

During the reporting period, Early Head Start used: State General Fund \$100,469.56; Early Learning Account (Other Funds) \$1,792,045.30. Relief Nurseries program used State General Fund \$4,252,631.10; Title XX, \$813,050.04, Early Learning Account (Other Funds) \$2,742,004.95 and Asset Forfeiture (other

funds) \$118,759.87.

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

5.7 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021.

Include examples and numeric targets where possible.

To improve the supply and quality of Infant and Toddler Care, the Early Learning Division has supported CCR&Rs to hire at least one Infant and Toddler Specialist per region. These efforts have resulted in over 17 FTE uniquely trained and dedicated to supporting programs that serve infants and toddlers. Infant and Toddler Specialists attended a monthly Community of Practice, co-facilitated by April Westermann from Region X, to further enhance their skills and expertise. Additionally, as a follow up to the Critical Competencies training offered in 2019-2020, the Lead Agency contracted with ZERO TO THREE again to bring their Critical Competencies Coaching Program to Oregon. As was true with Critical Competencies, we partnered with ZERO TO THREE to translate these materials into Spanish to expand the number of educators who could access and benefit from this content. These materials are used by Infant and Toddler Specialists in their monthly Focused Child Care Network meetings and also in one-on-one interactions they had with participants. Due to COVID, monthly meetings as well as one-on-one sessions were primarily held virtually.

Another strategy Oregon is using to enhance the supply and quality of infant-toddler care is Baby Promise. Currently, over 160 infant and toddlers are receiving care in mixed delivery settings under this program. In addition to providing monthly meetings and one-on-one sessions for coaching and support these programs also receive environmental enhancements to support their program in obtain the necessary furnishings and materials to provide high quality care. Due to COVID, monthly meetings as well as one-on-one sessions were primarily held virtually. An additional training of trainers was conducted by the Oregon Center for Career Development in Childhood Care and Education called Nurturing Beginnings for Infant and Toddler Care. 12 trainers in the CCR&R system were trained to implement this curriculum to support early educators that serve infants and toddlers. The content of this training was designed to support areas that the Critical Competencies did not cover, so this is a training that functions to supplement and build upon the knowledge and skills each early educator has in serving infants and toddlers. Early Learning Division also sponsored a training cohort for Essential Fellowship (formerly Lead Learn Excel) which incorporated a 9-month Community of Practice that all Quality Improvement Specialists and Infant Toddler Specialists attended. This curriculum is utilized to support specialists as they lead cohorts and networks of early educators and other leaders in their communities.

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

Goal: Lead agency 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, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2020 to September 30, 2021.

The statewide system of Child Care Resource and Referral agencies consists of 15 regional grants from the Lead Agency to local organizations. The primary purpose and expertise of CCR&Rs is to recruit, train, and promote retention of a high quality, diverse early learning and child care workforce by providing professional development and ongoing professional supports. The CCR&R's relationship-based approach includes helping providers access financial and other supports, system navigation assistance, consultation, technical assistance, and coaching and connection to peers and resources. CCR&Rs collaborate with

partners in their unique communities to prioritize supporting early educators serving children furthest from opportunity. Their reach includes family and center-based, license-exempt, preschool, Head Start and Early Head Start child care providers, as well as families, early intervention specialists, and public and private schools. 211info serves as the primary CCR&R contact for parents and a centralized call center for referrals to parents seeking child care. Additional components of the CCR&R system cover these functions: The Oregon Center for Career Development (OCCD) at Portland State University does the administration of the Early Learning and Child Care Workforce registry, manages the system that supports training development and leveling, and creates the standardized trainings to support the CCR&R local entities. Western Oregon University (WOU/TRI) operates Spark, Oregon's QRIS, and acts as the central coordination for the entire CCR&R system. With CCDF funding, the Lead Agency was able to increase the availability of infant and toddler specialists in a few regions that needed additional FTE to support providers and align with Early Learning Hub regional structures. Three additional infant toddler specialists were hired. The Lead Agency also added CCDF funds to strengthen the leadership capacity CCR&R staff to ensure that there was 1.0 FTE of Director, supplement supervisory supports for reflective supervision, and support the quality improvement specialist structures. This leadership investment was provided to each CCR&R to respond to local planning and collaboration needs in each region in partnership with the Early Learning Hubs. With this investment in capacity, and alignment of the CCR&Rs and Hubs, the Lead Agency added two new CCR&Rs in Eastern Oregon. These two new CCR&Rs cover a large eight county region that had previously only had one CCR&R. The restructure lessened the burden for the original eight county region to serve this rural region more intensively. Through Student Success Act funding, the Lead Agency invested in the CCR&R system to increase the implementation of competency based professional learning and expand the reach of CCR&Rs to support public funded programs in coaching and quality improvement to support Preschool Promise. Coaches and quality improvement specialists were added to each CCR&R.

6.2 Spending:

6.2.1 Did the lead agency spend funds from any of the following sources to [establish, expand, modify, or maintain a statewide CCR&R](#) during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 5,827,332.50

Comments related to dollar amount provided (optional):

Yes, Oregon expended a total of \$5,827,332.50 in CCDF Funds related to CCR&Rs.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 2394495

If yes, describe source(s) of funding:

Oregon utilized state GF to support Focused Child Care Networks through the CCR&RS as well as state Other Funds to support CCR&R work with Preschool Promise Providers. Total \$2,394,495.

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

6.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible..

CCR&Rs have consistently been elevated as the primary connection point in local communities with early care and education professionals. The Lead Agency has made distinct progress in prioritizing and funding the work of CCR&Rs. Investments have targeted ways to diversify the staff base of CCR&Rs and increase expertise of staff. Investments in training help to ensure that CCR&R staff are viewed as the experts in their local region on early care and education in a mixed delivery model. CCR&Rs were an integral partner during the pandemic. They continued to support quality improvement work with early care and education programs and acted as emergency responder, CCR&Rs often functioned as the 'safety net' for child care providers to access resources, support, technical assistance. They connected child care providers to resources in multiple languages to assist provider to apply for emergency grant opportunities and access personal protective equipment and supplies. CCR&Rs also distributed the emergency supplies ordered by the Lead Agency, including: cleaning supplies, masks, and food. CCR&Rs also delivered resources to child care providers and families affected by wild fires. Each CCR&R kept child care provider information in the Find Child Care Oregon database up-to-date for first responders and families. CCR&Rs also transitioned to fully online supports during the pandemic. All training and individualized consultation was conducted 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 implement COVID-19 Health and Safety Guidance. CCR&Rs mobilized to become emergency responders to assist child care providers in this unprecedented period of time.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing,

inspection, monitoring, and health and safety standards and training.

7.1. Has the lead agency aligned health and safety standards with the following:

a. Licensing standards

Yes.

No.

If not, describe why:

No. 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. The guidelines were lifted on June 21, 2021 and OCC has been in a period of transition to recovery from the impacts of Covid-19.

b. Caring for Our Children Basics

Yes.

No.

If not, describe why:

No. 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. The guidelines were lifted on June 21, 2021 and since OCC has been in a period of transition to recovery from the impacts of Covid-19.

c. Head Start

Yes.

No.

If not, describe why:

No. 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. The guidelines were lifted on June 21, 2021 and since OCC has been in a period of transition to recovery from the impacts of Covid-

19.

d. State pre-k

Yes.

No.

If not, describe why:

No. 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. The guidelines were lifted on June 21, 2021 and since OCC has been in a period of transition to recovery from the impacts of Covid-19.

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.1 How many complaints were received regarding providers during October 1, 2020 to September 30, 2021?

a) Licensed providers # 852

b) Licensed-exempt providers # 193

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2020 to September 30, 2021? 6.62 days

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2020 to September 30, 2021? # 1045

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2020 to September 30, 2021? # 258

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2020 to September 30, 2021?# 0

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2020 to September 30, 2021? # 16

7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2020 to September 30, 2021

As a result of the challenges of COVID-19, some of the key strategies to reduce investigation time were impacted in FFY 2021. Complaint response time went down from 1.27 days in 2018 to 6.62 days in 2021. During this time period, the Lead Agency had staff turn over and interruptions to regular onboarding. This will be addressed in future onboarding changes. This response time is measured from the time Lead Agency receives the complaint until the time the Lead Agency conducts a visit to the facility. With the onboarding of a new Investigations Manager in 2020, significant thought has gone into how the Lead Agency coordinates and investigates tandem investigations, assesses complaints for regulatory issues, and follows up with complainants prior to sending out investigators. OCC has had turnover and short staffing in the investigator positions which may explain timeline impacts but the Lead Agency is strategizing methods to retain staff. Despite most visits being held virtually, complaint visits were held face to face. The Lead Agency continued to investigate 100% of complaints that came into OCC, however, COVID-19 impacted staffing capacity. The Lead Agency continued to monitor and license 100% of programs and staff have been very adaptive to the changes required as a result of COVID-19. The Agency continued to conduct follow up compliance verification visits on serious injuries, increased follow up visits on illegal care, and formalized follow up visits on serious noncompliance findings. During the FFY 20-21, 100% of serious injury visits were responded to and 93% of serious injury visits were completed within the 3 day response timeline. In 2020-21, the Agency conducted 126 compliance verifications visits due to complaints, 415 visits based on observed noncompliance, and 197 compliance verification visits due to injuries.

7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2020 to September 30, 2021?

- a. Licensed center-based programs # 1331
- b. License-exempt center-based programs # 20
- c. Licensed family child care # 2457
- d. License-exempt family child care (care in providers' home) # 585
- e. In-home (care in the child's own home) # 86

f. N/A

Describe:

7.4 How many providers received virtual monitoring from October 1, 2020 to September 30, 2021?

Total

3433

Licensed or registered center-based programs

751

License-exempt center-based programs.

0

Licensed or registered family child care

1507

License-exempt family child care (care in providers' home)

#

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

#

Programs serving children who receive CCDF subsidy

1175

7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2020 to September 30, 2021?

- a. CCDF quality set aside (from all available appropriation years that were spent during

the fiscal year)

Yes.

Amount spent: \$ \$16.2 million

Comments related to dollar amount provided (optional):

Yes, in reviewing expenditures for the period 10/1/20 through 9/30/21, the State of Oregon spent \$16.2 million from all available appropriations on state/territory requirements for inspections, monitoring, health and safety standards and training. This includes personnel (salary and benefits), costs for background checks and fingerprinting for all licensed providers, services and supplies to support Early Learning Division operations.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 1,259

If yes, describe source(s) of funding:

Yes. If yes, describe: The Agency provided reimbursements to programs who paid to have their water tested for lead. This totaled \$1,259.00 during this time period.

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible

The Agency continues to prioritize lowering caseloads and increasing oversight in child care programs. Currently, licensing specialists carry a caseload of 1:54, which is down from last year when the average was 1:67. 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 and continuous improvement with the provider on licensing compliance with rules and efforts in improving child care environments. 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 a compliance manager and an additional senior legal and compliance specialist to support legal and compliance functions and safe operations of child care. As OCC increased licensing and investigative positions, the agency provided consistent support and guidelines to support consistent practices and easy to access to agency licensing procedures. A Licensing Support Specialist position was created in order to improve technical assistance documents, licensing manuals and assist in maintaining consistent licensing practice across the state. This staff works with multiple positions in OCC licensing to capture and update licensing practices as needed and assures that all staff are aware of additional guidelines or documents. In addition, a Child Care Initiatives Support Analyst was added to OCC in order to assist with conducting an analysis on a future revision of rule sets. During FFY 2020-2021,

virtual monitoring was used between October 2020-June 21st 2021. Starting June 21, 2021 in-person monitoring was conducted until August 24, 2021 when the spread of the Delta variant in Oregon forced us to prioritize the health and safety of staff, providers and children. Virtual monitoring was conducted from August 24, 2021 until November 1st, 2021. During this time, if significant health and safety concerns arose, OCC would make an exception to the virtual monitoring process and conduct in-person visits. OCC did not track which visits were face to face or virtual. Investigative Specialists employed a hybrid approach to conducting investigatory visits throughout the pandemic. The Investigative Specialists, in conjunction with the Investigations Manager, determined whether a virtual or in person visit would be most appropriate, given the level of child care child health and safety concerns triggered by the complaint narrative.

8) Evaluating the quality of child care programs in the Lead agency, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2020 to September 30, 2021?

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. Programs participating in Spark, Oregon's QRIS submit a portfolio documenting program quality in 33 standards. Through a partnership with The Research Institute, toward the end of this report period when we were allowing quality improvement and assessment team staff to enter programs after vaccinations were widely available some voluntary Environmental Rating Scale (ERS) assessments were conducted 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 Focused Child Care Networks and other cohort opportunities. In terms of other quality programming efforts, programs participating in Preschool Promise were connected with coaches and quality improvement specialists in the CCR&R system. Once we are back providing services in early learning environments, coaches will be providing direct observations in the classroom and supporting high quality interactions between children and early educators. Coaching cycles will be utilized in order to set goals, observe interactions, measure progress and revise approaches. During this year, all of these activities were conducted virtually and it was difficult to get into a consistent implementation process with technology issues that are associated with assessing program quality.

[To measure effective practice](#)

[describe:](#)

Programs participating in Spark may submit a portfolio documenting effective program practices across 33 standards. Preschool Promise, Oregon Pre-Kindergarten (state-funded Head Start), and Baby Promise 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 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. As mentioned previously, coaching through the CCR&Rs became a resource connected to Preschool Promise programs and measurement of effective practice is one of the goals of the developing coaching system.

[To measure age appropriate child development.](#)

describe:

Programs participating in Spark are asked to address children's development using the Ages and Stages Questionnaire and assessments which align with the Head Start Early Learning Outcomes or the Oregon Early Learning Guidelines. 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®). 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. CCR&Rs have trainers that are able to conduct training on the Ages and Stages Questionnaire. They provide training for early care and education programs in their regions as needed or requested.

Other

describe:

N/A

N/A

describe:

N/A

8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2020 to September 30, 2021?

To measure program quality,

describe:

Programs participating in Spark, Oregon's QRIS submit a portfolio in which program quality is measured using 33 standards. 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). The Environmental Rating Scale (ERS), was used through the Research Institute as an observation tool measuring physical indicators of quality in the classroom/setting as well

as adult-child interactions, as a voluntary assessment toward the end of this report period and as it was safe to enter into programs in person. Programs were offered the opportunity to receive voluntary ERS assessments for continuous quality improvement of their program.

[To measure effective practice](#)

[describe:](#)

Programs participating in Spark submit a portfolio in which effective practices are measured using 33 standards. For QRIS 5 star programs: Family Child Care Environmental Rating Scale and a modified Classroom Assessment Scoring System (CLASS). The Environmental Rating Scale (ERS), which is another observation tool measuring adult-child interactions, was offered as an opportunity for family child care programs to receive voluntary ERS assessments for continuous quality improvement of their program.

[To measure age appropriate child development.](#)

[describe:](#)

Programs participating in Spark address age appropriate child development using the ASQ screening tool and assessments which align with the Oregon Early Learning Standards or the Head Start Early Learning Outcomes. Many family child care Preschool Promise programs use Creative Curriculum (associated with the Teaching Strategies Gold Assessment) but they can utilize other curricula aligned with Oregon's Early Learning and Kindergarten Guidelines. In addition, Preschool Promise, Baby Promise family child care programs all utilize the ASQ and/or ASQ-SE assessments as developmental screeners.

[Other](#)

[describe:](#)

N/A

[N/A](#)

[describe:](#)

N/A

8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 519201.30

Comments related to dollar amount provided (optional):

These funds were used for evaluating and assessing quality of child care programs using ERS and CLASS assessments.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

8.4 Progress Update:

8.4 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

COVID-19 affected our effective implementation of Environmental Rating Scale activities and assessments. However, during the pandemic, the Research Institute was still able to conduct a significant number of ERS trainings for CCR&Rs and early care and education programs. The Research Institute renewed assessors' reliability and assessors conducted voluntary ERS assessments in August and September 2021. CCR&Rs continued to meet with child care providers virtually and many instituted methods to observe the classroom environments to support early educators in their pursuit of continuous quality improvement. Early care and education programs continued to work with CCR&Rs to submit Spark, QRIS, portfolios to advance in their quality levels within Spark.

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 lead agency support in their pursuit of accreditation during October 1, 2020 to September 30, 2021?

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs #
- b. License-exempt center-based programs #
- c. Licensed family child care #

d. License-exempt family child care (care in providers' home) #

e. Programs serving children who receive CCDF subsidy #

No lead agency support given to providers in their pursuit of accreditation.

N/A.

Describe:

9.2 Spending:

9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative

expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. 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: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- Yes, check which indicators the lead agency has established:
- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- Mental health for staff/employees
- 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:

Yes; Learning and Development standard LD9 addresses the use of developmental screenings and assessments.

No

10.2 Spending:

10.2.1 Did the lead agency spend funds from any of the following sources 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, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.

These standards in our Spark QRIS system are existing measures that we continue to support as our Oregon QRIS. No changes have been made to the QRIS in this report year.

11) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry

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 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic?

Yes.

If yes, describe it :

Oregon has issued 4 Phases of emergency child care grants to open providers across the state. Oregon has issued 4 Phases of emergency child care grants to open providers across the state. Duration of grants - 1. Phase 3 of Emergency Child Care Grants - Grant agreement open period: November 2-30, 2020. Performance period: April 1 - December 30, 2020. - Coronavirus Relief Fund (non-CCDF) Funding 2. Phase 4 of Emergency Child Care Grants - Grant agreement open period: November 16 - December 14, 2020. Performance period: April 1 - December 30, 2020. - Coronavirus Relief Funding (non-CCDF) Funding 3. Phase 5 of Emergency Child Care Grants - Grant agreement open period: May 21, 2021-June 8, 2021. Performance period: January 1, 2021 - September 30, 2021. - Coronavirus Response and Relief Supplemental Appropriations Act 4. Phase 6 of COVID-19 Reopening Child Care Grants - Grant agreement open period: August 23 - November 30, 2021. Performance period: July 1, 2021 - May 30, 2022. - Coronavirus Response and Relief Supplemental Appropriations Act Frequency of payments 1. Phase 3 of Emergency Child Care Grants - single payment. 2. Phase 4 of Emergency Child Care Grants - single payment. 3. Phase 5 of Emergency Child Care Grants - 2 payments 4. Phase 6 of COVID-19 Reopening Child Care Grants - 2 payments Funding Levels 1. Phase 3 of Emergency Child Care Grants - Registered Family Providers: \$2000-\$2600. Certified Family Providers: \$3000-\$3900. Certified Centers: \$6550-\$8515 2. Phase 4 of Emergency Child Care Grants -:Registered Family Home Providers: \$6,400-\$7,400. Certified Family Home Providers: \$9,000 - \$10,000. Certified Centers: \$15,000 - \$17,000 3. Phase 5 of Emergency Child Care Grants -Registered Family Home Providers: \$1,300. Certified Family Home Providers: \$18,000 - \$2,700 (based on capacity). Certified Centers: \$1,400-\$13,900 (based on capacity). Preschool and School age recorded programs: \$7,000 4. License Exempt Emergency Centers: \$14,000 5. Phase 6 of COVID-19 Reopening Child Care Grants - Registered Family Home Providers: \$7,796. Certified Family Home Providers: \$11,392. Certified Centers: \$13,332 - \$33,326 (based on capacity).

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

Licensed center-based programs

1156

Legally exempt center-based programs

#

Licensed family child care

2321

Legally exempt family child care (care in providers' home)

1098

In-home (care in the child's own home)

618

Other

(explain)

Boys and Girls Club and YMCA both received block grants.

No

N/A

Describe:

11.2 Did the lead agency provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to the COVID-19 pandemic?

Yes.

If yes, describe :

ELD distributed 2 rounds of supplies which included masks, gloves, cleaning wipes, diapers, food, etc. 1. September-December 2020 2. April-July 2021 3. September 2021

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:

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2020 to September 30, 2021?

Yes.

If yes, describe:

No.

11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2020 to September 30, 2021?

Yes.

Describe findings:

Yes; <https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregons-child-care-deserts-2020.pdf>

No.

11.5 Describe how supply building grants were used with a lens towards DEI?:

ELD has addressed equity by providing base funding and bonus amounts for a certain types of care. For example, applicants who offer culturally responsive care are eligible for additional funds. ELD is actively conducting outreach efforts to ensure all eligible providers have an opportunity to apply for these funds. Please see "How much are the Grants?" on page 4 of the "Funding Opportunity" document on the ELD website.

11.6 How many providers received the following from October 1, 2020 to September 30, 2021?

a. Increased rates:

Total: 0

Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

b. Increased wages:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

c. Benefits health insurance:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

d. Mental health supports:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

e. Start-up funds:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

f. Other:

Describe:

To promote flexibility in the use of funds, some requirements were attached to child care

provider grants, but this data was not tracked by provider. The Grant will include state and federal terms and conditions, including, but not limited to the following requirements. If awarded a Grant, applicants were required to: Remain open to provide child care services from the date the Grant is signed by all parties to the date the Grant expires. Limited, temporary closures to meet regular business schedules or due to public health, financial hardship, or other reasons relating to COVID-19 are permitted. If Grantee is temporarily closed on the date the Grant is signed by all parties, Grantee must open within 30 days of that date. Immediately notify ELD in writing of any temporary or permanent closure, except for planned closures to meet regular business schedules. Immediately notify ELD in writing of any change to address, ownership, license type, or capacity, or of changes to any other information submitted in the Grant application. Implement applicable health and safety requirements and guidelines, including guidance, laws, rules and orders issued from state, local and Tribal authorities and, to the greatest extent possible, guidance issued by the U.S Centers for Disease Control and Prevention (CDC). Grantee must remain aware of changing requirements and guidance issued by these entities, including any modifications or updates. Pay all employees (including lead teachers, aides, and any other staff who are employed by, or who contract with, the child care to work in transportation, food preparation, or other service) full compensation (e.g., weekly wages) and maintain the same benefits (e.g., health insurance and retirement) for the duration of the Grant. Grantee must not take action that reduces compensation, including involuntary furloughing employees, from the date of application through the duration of the Grant. Use at least 20% of the total Grant Funds on increasing compensation of the child care staff. Provide relief from copayments and tuition payments for enrolled families, to the extent possible, and prioritize such relief for families who are struggling to pay either of these fees. Maintain an active license status with ELD or remain listed and approved to receive child care subsidy with ODHS. Maintain records that document compliance with the requirements of this Grant, including accurate records in sufficient detail to permit ELD to verify that Grant Funds were used only for Allowable Expenses. Grantee is subject to audit by ELD and must, upon request, provide any information and supporting documentation requested by ELD, provide access to the child care facility for which this application is submitted, and allow child care staff to be interviewed in connection with this Grant and the use of funds received. Ensure Grant Funds are used to supplement and not supplant other public funds to provide child care services. Grant Funds may not be used to pay for expenses that have been or will be reimbursed by public funds from any other source. Grant Funds could be used for costs related to COVID-19, including but not limited to: Personnel costs, including payroll and salaries or similar compensation for

an employee (including any sole proprietor or independent contractor), and benefits; Rent/lease/mortgage, utilities, facility maintenance and improvements, and insurance. Allowable facility maintenance and improvements may include, but are not limited to: building or upgrading playgrounds; renovating bathrooms; improvements to meet licensing requirements; installing railing, ramps, or automatic doors to make the facility more accessible; or removing non-load bearing walls to create additional space for social distancing; Personal protective equipment, cleaning and sanitization supplies and services, and training and professional development related to health and safety practices; Purchases or updates to equipment and supplies to respond to COVID-19; Goods and services necessary to maintain or resume child care services including, but not limited to, child care management services, food services, and transportation; and Mental health supports for children and employees.

Total: 5193

Licensed or registered center-based programs: 1156

License-exempt center-based programs: 0

Licensed or registered family child care: 2321

License-exempt family child care (care in providers' home): 1098

In-home (care in the child's own home): 618

11.7 How many providers received the following technical assistance from October 1, 2020 to September 30, 2021?

a. Business practices:

Total: 108

Licensed or registered center-based programs: 29

License-exempt center-based programs: 6

Licensed or registered family child care: 60

License-exempt family child care (care in providers' home): 13

In-home (care in the child's own home): 0

b. Emergency preparedness planning:

Total: 251

Licensed or registered center-based programs: 45

License-exempt center-based programs: 6

Licensed or registered family child care: 163

License-exempt family child care (care in providers' home): 37

In-home (care in the child's own home): 0

c. Other:

N/A

Total: 0

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on other activities to improve the quality of child care services during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 1,097,667.20

Comments related to dollar amount provided (optional):

CCDF Federal Funds: \$1,097,667.20 of CCDBG funds were used to purchase PPE for child care providers as well as \$395,562.69 in distribution of packages to providers

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 57 milli

If yes, describe source(s) of funding:

Yes during the period, the agency expended \$1.9 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). The Oregon Legislature also allocated COVID-19 Relief funds (\$55,750,605.40) was expended in grants to providers. These were funds outside of the CCDF CARES funding. GEER Federal funds: \$23,373.74 for distribution costs.

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$ 200000

If yes, describe how funds were used:

During federal fiscal year October 1, 2020 through September 30, 2021, Oregon utilized CCDF CARES funds to issue \$35,773 in grants to providers. During federal fiscal year October 1, 2020 through September 30, 2021, Oregon spent CARES: \$136,351 of CCDF CARES Funds to purchase additional PPE for child care providers. Oregon also utilized \$13,301 in CARES funds for distribution of packages to providers.

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$ 11,619,997

If yes, describe how funds were used:

Phase 5 of Emergency Child Care Grants - Grant agreement open period: May 21,

2021-June 8, 2021. Performance period: January 1, 2021 - September 30, 2021. -
Coronavirus Response and Relief Supplemental Appropriations Act and Phase 6 of
COVID-19 Reopening Child Care Grants - Grant agreement open period: August
23 - November 30, 2021. Performance period: July 1, 2021 - May 30, 2022. -
Coronavirus Response and Relief Supplemental Appropriations Act Frequency of
payments.

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative
expenses, supply building, and technical assistance. This question refers only to this
10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

11.9 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible:

To improve the quality of child care services as long as outcome measures relating to improved provider preparedness, and child safety during the COVID-19 pandemic, the Lead Agency issued 4 Phases of emergency child care grants and supplies to child care providers across the state. CCR&Rs provided technical assistance to providers in applying for these emergency funds. The Lead Agency also utilized a federal PDG B-5 grant to conduct a strengths and needs assessment, ECE sector planning, and made family connects universally available. State General Funds also were used for ECE sector planning and continuous quality improvements for Preschool Promise providers.

12) Lead agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency 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.

12.1 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 the tragic event of a fatality in a child care setting, upon learning of the death OCC immediately begins a detailed process of response. First, OCC coordinates with partner agencies to ensure the safety of the other children in care and to support the investigation(s) of the fatality, including OCC's own investigation of the regulatory environment at the time of the death. Within 48 hours, upon clearance if needed, OCC updates the

relevant Child Care Safety Tool pages of the ELD website, which includes the Child Care Safety Portal (the "Portal") to provide community notification. In addition, OCC notifies other individuals and stakeholders including other parents at the facility, the Governor's office, and key state legislators. In addition to the immediate review of all serious injuries and deaths if they occur, the Legal and Enforcement Director is participating on a State Child Fatality Review Team for Oregon. Compliance staff are participating on county multidisciplinary teams (MDT) reviewing child fatalities which may include licensed and unlicensed child care. The advantage for OCC to participate in these teams is to learn about trends, new issues or incidents that are on the rise. This information could be used to strengthen rules, licensing practices, training for staff or information to share with child care programs. It contributes to making the agency alert to issues related to child deaths, and learn intimately of the roles that local and state agencies play in the welfare of children and families before, during and after the death of a child. Other agencies also become more intimately familiar with our role in child care and with child care facilities. This interaction and review benefits health and safety for all children. 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 continues to review policies and procedures in case additional updates are needed.

12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment.

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. From October 1, 2020 through September 30, 2021, the state of Oregon remained in a state of emergency due to the novel Covid-19 virus which continued from March 2020. All 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 from March 2020 to June 21, 2021. 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 issue and enforce new requirements 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 Specialists and Investigative Specialists were trained and oriented on the new rules and enforcement options and were given updated talking points to address the newer rules that addressed child care during a pandemic.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Did your state/territory begin **paying providers (funds were dispersed by the state/territory to providers) prior to December 1, 2021**?

Yes.

No.

13.1 When did you start accepting applications? Enter Date: 09/23/2021

13.2 When did the first grants go out to providers? Enter Date: 11/18/2021

13.3 How many stabilization grants were awarded?

Total

1742

Licensed or registered center-based programs

536

License-exempt center-based programs

1

Licensed or registered family child care

1048

License-exempt family child care (care in providersâ home)

118

In-home (care in the child's own home)

39

Programs already serving children who receive CCDF subsidy at time of application

1436

13.4 What are the minimum, maximum, and average provider stabilization grant award

amounts and average number of awards made to the same provider? Round amounts to the nearest dollar.

a. Minimum provider award amount:

Total: 5100
Licensed or registered center-based programs: 31792
License-exempt center-based programs: 9562
Licensed or registered family child care: 8640
License-exempt family child care (care in providers' home): 6120
In-home (care in the child's own home): 5100

b. Maximum provider award amount:

Total: 233680
Licensed or registered center-based programs: 233680
License-exempt center-based programs: 9562
Licensed or registered family child care: 43888
License-exempt family child care (care in providers' home): 10880
In-home (care in the child's own home): 10880

c. Average provider award amount:

Total: 61631
Licensed or registered center-based programs: 143536
License-exempt center-based programs: 9562
Licensed or registered family child care: 27538
License-exempt family child care (care in providers' home): 9825
In-home (care in the child's own home): 9825

d. Average number of awards made to the same provider during the fiscal year:

Total: 1
Licensed or registered center-based programs: 1
License-exempt center-based programs: 1
Licensed or registered family child care: 1
License-exempt family child care (care in providers' home): 1
In-home (care in the child's own home): 1

13.5 What is the licensed or identified capacity by age group that providers awarded stabilization grants served? States/Territories should use their own definition of age groups as provided in the CCDF Plan.

a. Total:

Total: 49825
Licensed or registered center-based programs: 36682

License-exempt center-based programs: 20
Licensed or registered family child care: 12652
License-exempt family child care (care in providers' home): 354
In-home (care in the child's own home): 117

b. Infants:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

c. Toddlers:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

d. Preschool:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

e. School-age:

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0
License-exempt family child care (care in providers' home): 0
In-home (care in the child's own home): 0

f. Mixed age (combination of more than one age group):

Total: 0
Licensed or registered center-based programs: 0
License-exempt center-based programs: 0
Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

13.6 What is the number of stabilization grants awarded to providers who are operating in high need areas? OCC will be providing these FIPS codes for each jurisdiction.

FIPS Code 1: 41045

Total number of stabilization grants awarded: 6

Number of stabilization grants awarded to licensed or regulated center-based programs: 0

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 5

Number of stabilization grants awarded to license-exempt family child care: 1

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 2: 41035

Total number of stabilization grants awarded: 24

Number of stabilization grants awarded to licensed or regulated center-based programs: 5

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 15

Number of stabilization grants awarded to license-exempt family child care: 3

Number of stabilization grants awarded to in-home (care in the child's home): 1

FIPS Code 3: 41003

Total number of stabilization grants awarded: 26

Number of stabilization grants awarded to licensed or regulated center-based programs: 13

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 12

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 1

FIPS Code 4: 41037

Total number of stabilization grants awarded: 0

Number of stabilization grants awarded to licensed or regulated center-based programs: 0

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 0

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 5: 41023

Total number of stabilization grants awarded: 1

Number of stabilization grants awarded to licensed or regulated center-based programs: 0

Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 1
Number of stabilization grants awarded to license-exempt family child care: 0
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 6: 41051

Total number of stabilization grants awarded: 445
Number of stabilization grants awarded to licensed or regulated center-based programs:
146
Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 279
Number of stabilization grants awarded to license-exempt family child care: 17
Number of stabilization grants awarded to in-home (care in the child's home): 3

FIPS Code 7: 41039

Total number of stabilization grants awarded: 146
Number of stabilization grants awarded to licensed or regulated center-based programs:
45
Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 80
Number of stabilization grants awarded to license-exempt family child care: 13
Number of stabilization grants awarded to in-home (care in the child's home): 8

FIPS Code 8: 41067

Total number of stabilization grants awarded: 308
Number of stabilization grants awarded to licensed or regulated center-based programs:
98
Number of stabilization grants awarded to license-exempt center-based programs: 1
Number of stabilization grants awarded to licensed or regulated family child care: 199
Number of stabilization grants awarded to license-exempt family child care: 5
Number of stabilization grants awarded to in-home (care in the child's home): 5

FIPS Code 9: 41047

Total number of stabilization grants awarded: 141
Number of stabilization grants awarded to licensed or regulated center-based programs:
29
Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 97
Number of stabilization grants awarded to license-exempt family child care: 12
Number of stabilization grants awarded to in-home (care in the child's home): 3

FIPS Code 10: 41029

Total number of stabilization grants awarded: 91
Number of stabilization grants awarded to licensed or regulated center-based programs:
27
Number of stabilization grants awarded to license-exempt center-based programs: 0
Number of stabilization grants awarded to licensed or regulated family child care: 59

Number of stabilization grants awarded to license-exempt family child care: 4

Number of stabilization grants awarded to in-home (care in the child's home): 1

13.7 How many grants were provided with the following specific uses? (check all that apply and include number of grants provided)

Mortgage/rent: : Rent, mortgage, utilities, facility maintenance or improvements, insurance

1742

Personnel costs: Personnel costs including any sole proprietor or independent contractor-- employee benefits, premium pay, or costs for employee recruitment and retention

1742

Supplies and services: Personal protective equipment cleaning and sanitization supplies and services, or training and professional development related to health and safety practices

1673

Purchases/Updates: Purchases of or updates to equipment and supplies to respond to the COVID-19 public health emergency

1630

Goods and services: Goods and services necessary to maintain or resume child care services

1492

Mental health supports: Mental health supports for children and employees

1159

13.8 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

Yes.

Describe:

No.

13.9 Check which of the following methods were used for implementing stabilization grants? (check all that apply)

Prioritizing small child care programs

Recurring subgrants

Employing multiple subgrant programs

- Providing bonuses or supplemental funding for providers meeting certain needs of families
- Encouraging wage increases through stabilization grants (e.g., bonuses going directly to staff or requirement that a percentage of the grant be used for personnel)
- Other.

Describe:

Bonus 1) Serve infants or toddlers - additional 30% added to Award Base - 1400 providers

Bonus 2) Serve families receiving child care subsidy - additional 10% added to Award Base - 1354 providers

Bonus 3) Offer extended hour or weekend child care (before 6 a.m. or after 7 p.m.) - additional 10% added to Award Base - 736 providers

Bonus 4) Provide culturally responsive care (the practice of caring for children from culturally diverse families in ways that are consistent with their home practices and values) - additional 10% added to Award Base - 1333 providers

13.10 Check which of the following were available to providers related to applying for stabilization grants? (check all that apply)

- Applications for subgrants are widely available in plain language and multiple languages
- A staffed helpline or chat function to provide real time assistance for completing applications available in multiple languages
 - Support for collecting documentation showing operating expenses
- Used a cost estimation model or survey to estimate operating expenses for or already collected operating expenses from providers as part of an earlier application or relief effort instead of requiring new information from applicants
 - Acceptance of a variety of types of documentation of operating expenses
- Resources such as frequently asked questions to help with the completion of the applications available in multiple languages
 - Partnerships with culturally relevant organizations and trusted messengers to support a diverse range of child care providers in navigating the application process

Other.

Describe:

13.11 Check which of the following supports were available to providers after they received stabilization grants? (check all that apply)

- A staffed helpline or chat function to provide real time assistance available in multiple languages
- Support for providers related to following certain health and safety guidelines
 - Support for providers related to continuing to pay full compensation to staff
- Support for providers related to recruiting and retaining existing and former child care workers and strengthening the diversity of the workforce to meet children and families' needs
- Support for providers related to providing relief from copayments and tuition for parents struggling to afford child care
- Support for providers in making facilities improvements needed to comply with safety guidance in the context of developmentally appropriate practice and a welcoming environment for children and families
- Support for providers in making facilities improvements that make child care programs inclusive and accessible to children with disabilities and family members with disabilities
- Support for background checks and health and safety training for providers who were previously ineligible for CCDF subsidies because they had not completed the health and safety requirements in the CCDBG Act
- Support for providers to find personal protective equipment (PPE), cleaning and sanitization supplies
- Support for providers related to finding mental health services and supports

Other.

Describe:

13.12 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

Verified name of address with state licensing data and ERDC records.

Prior to receiving a grant agreement checks were made to System for Award

Management and Oregon Secretary of States Business Registry.
Prior to receiving funding applicant was verified with IRS records.

13.13.1 What is the number of stabilization grants awarded by gender of center director or family child care owner?

a. Female:

Total 1601
Licensed or registered center-based programs: # 458
License-exempt center-based programs: # 1
Licensed or registered family child care: # 993
License-exempt family child care (care in providers' home): # 113
In-home (care in the child's own home): # 36

b. Male:

Total 71
Licensed or registered center-based programs: # 41
License-exempt center-based programs: # 0
Licensed or registered family child care: # 22
License-exempt family child care (care in providers' home): # 5
In-home (care in the child's own home): # 3

c. Non-Binary:

Total 6
Licensed or registered center-based programs: # 0
License-exempt center-based programs: # 0
Licensed or registered family child care: # 6
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

d. No response:

Total 0
Licensed or registered center-based programs: # 0
License-exempt center-based programs: # 0
Licensed or registered family child care: # 0
License-exempt family child care (care in providers' home): # 0
In-home (care in the child's own home): # 0

13.13.2 What is the number of stabilization grants awarded by race and ethnicity of the center director or family child care owner?

a) Ethnicity: Hispanic, Race: American Indian or Alaskan Native

Total 19

Licensed or registered center-based programs: # 2

License-exempt center-based programs: # 0

Licensed or registered family child care: # 15

License-exempt family child care (care in providers' home): # 1

In-home (care in the child's own home): # 1

b) Ethnicity: Hispanic, Race: Asian

Total 17

Licensed or registered center-based programs: # 11

License-exempt center-based programs: # 0

Licensed or registered family child care: # 6

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): # 0

c) Ethnicity: Hispanic, Race: Black or African American

Total 17

Licensed or registered center-based programs: # 4

License-exempt center-based programs: # 0

Licensed or registered family child care: # 11

License-exempt family child care (care in providers' home): # 2

In-home (care in the child's own home): # 0

d) Ethnicity: Hispanic, Race: Native Hawaiian or Pacific Islander

Total 10

Licensed or registered center-based programs: # 2

License-exempt center-based programs: # 0

Licensed or registered family child care: # 7

License-exempt family child care (care in providers' home): # 1

In-home (ccare in the child's own home): # 0

e) Ethnicity: Hispanic, Race: White

Total 208

Licensed or registered center-based programs: # 66

License-exempt center-based programs: # 0

Licensed or registered family child care: # 123

License-exempt family child care (care in providers' home): # 14

In-home (care in the child's own home): # 5

f) Ethnicity: Hispanic, Race: Multi-Racial

Total 23

Licensed or registered center-based programs: # 9

License-exempt center-based programs: # 0

Licensed or registered family child care: # 11

License-exempt family child care (care in providers' home): # 2

In-home (care in the child's own home): # 1

g) Ethnicity: Non-Hispanic, Race: American Indian or Alaskan Native

Total 49

Licensed or registered center-based programs: # 19

License-exempt center-based programs: # 0

Licensed or registered family child care: # 16

License-exempt family child care (care in providers' home): # 10

In-home (care in the child's own home): # 4

h) Ethnicity: Non-Hispanic, Race: Asian

Total 87

Licensed or registered center-based programs: # 30

License-exempt center-based programs: # 0

Licensed or registered family child care: # 53

License-exempt family child care (care in providers' home): # 2

In-home (care in the child's own home): # 2

i) Ethnicity: Non-Hispanic, Race: Black or African American

Total 88

Licensed or registered center-based programs: # 18

License-exempt center-based programs: # 0

Licensed or registered family child care: # 50

License-exempt family child care (care in providers' home): # 16

In-home (care in the child's own home): # 4

j) Ethnicity: Non-Hispanic, Race: Native Hawaiian or Pacific Islander

Total 10

Licensed or registered center-based programs: # 2

License-exempt center-based programs: # 0

Licensed or registered family child care: # 7

License-exempt family child care (care in providers' home): # 1

In-home (care in the child's own home): # 0

k) Ethnicity: Non-Hispanic, Race: White

Total 1018

Licensed or registered center-based programs: # 335

License-exempt center-based programs: # 1
Licensed or registered family child care: # 586
License-exempt family child care (care in providers' home): # 73
In-home (care in the child's own home): # 23

I) Ethnicity: Non-Hispanic, Race: Multi-racial

Total 66
Licensed or registered center-based programs: # 22
License-exempt center-based programs: # 0
Licensed or registered family child care: # 27
License-exempt family child care (care in providers' home): # 12
In-home (care in the child's own home): # 5