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## **Quality Progress Report (QPR)**

**For**

**Oregon**

**FFY 2022**

***QPR Status: Accepted as of 2023-03-29 17:22:24 GMT***

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

## QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

### **Specifically, this report will be used to:**

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

**What Period Must Be Included:** All sections of this report cover the federal fiscal year activities (October 1, 2021 through September 30, 2022), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

**What Data Should Lead Agencies Use:** Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of

CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

### **How is the QPR Organized?**

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) 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.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

### **Reporting Activities Related to ARP Act Child Care Stabilization Grants**

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to

qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

### **When is the QPR Due to ACF?**

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2022.

### **Glossary of Terms**

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

***Center-based child care provider*** means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

***Director*** means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

***Family child care provider*** means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’ work. Associated terms include “family child care homes.”

***In-home child care provider*** means an individual who provides child care services in the child’s own home.

***License-exempt*** means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

***Licensed*** means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

***Programs*** refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

***Provider*** means the entity providing child care services.

***Staffed family child care network*** means a group of associated family child care providers who pool funds to share some operating costs and to pay for at least one staff person who helps the providers to manage their businesses and enhance quality.

***Teacher*** means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

## 1) Overview

*To gain an understanding of the availability of child care in the state or 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, 2022. 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 **1328**

N/A. Describe:

License exempt center-based programs **160**

N/A. Describe:

Licensed family child care homes **2137**

N/A. Describe:

License-exempt family child care homes (care in providers' home) **1487**

N/A. Describe:

In-home (care in the child's own home) **830**

N/A. Describe:

Other. Explain:

### 1.2 Goals for Quality Improvement

Based on Question 7.1.2 from the FFY2022-2024 CCDF State and Territory Plan, please report progress on the lead agency's overarching goals for quality improvement during October 1, 2021 to September 30, 2022. 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. **In FY 22, Oregon had 24, 484 Early Learning Educators participating on the Oregon Registry. In this year, the number of active participants with a Step 3 or above increased. The number of active participants is measured and tracked quarterly. The number, race, ethnicity and primary languages of early educators on all Oregon Registry steps is measured and tracked quarterly.**

**Goal: Develop a diverse, culturally responsive, high-quality early care and education workforce: The Agency took over funding a philanthropically funded pilot of educational attainment consortia consisting of Child Care Resource and Referral agencies and community colleges, and in one case a university (currently funded with Early Learning Account Funds, not CCDF), with**

the intention of reducing economic and non-economic barriers to ECE credential/degree attainment.

Cohorts across 5 community colleges and one university served 413 students.

150 students earned certificates/degrees during this time, 60 of which were Hispanic/Latino and many more increased their step in Oregon's career lattice.

-In addition, a scholarship to support an expanded eligibility for ECE providers will soon be released offering scholarships for students taking at least 6 credit hours a term for anything from certification to BA and inclusive of mental health and quality consultants in addition to those that directly serve children.

-Through funding from our Student Success Act Early Learning Account, the Early Learning Division provided funding to Child Care Resource and Referral organizations to enhance the offering of competency based professional development, funded each Child Care Resource and Referral for coaches and quality specialists to work with Early Learning Division funded Preschool Promise programs, and funded Oregon State University to develop a tiered coaching system, adapt and adopt the National Association for the Education of Young Children's Early Educator Competencies for Oregon and to create professional development that supports early educators in attaining those skills and competencies.

-The Agency funded Infant Toddler Specialists in all Child Care Resource and Referral organizations to provide competency based training and professional learning including onsite consultation and technical assistance, coaching, and quality improvement supports. A majority of the Infant Toddler Specialists also lead an Infant Toddler Focused Child Care Network with a group of child care programs in their region, working on quality developmentally appropriate practice.

Develop policies and supports to reduce expulsion and suspension of infants, toddlers and preschoolers in early care and education settings:

-The Agency created a new Suspension and Expulsion Prevention Program Agency and is actively developing the state-level systems and infrastructure that will support a rollout of Infant and Early Childhood Mental Health Consultation (IECMHC) at the regional level. IECMHC services will be available to the care providers serving infants and toddlers.

Goal: Improve inclusion for children with developmental delays and disabilities in child care as well as public preschool:

-Through the Employment Related Day Care (ERDC) program, a High Needs Rate is available through an individualized assessment for children who experience a significantly higher need

for supervision, intervention and monitoring while in child care. This fiscal year, 145 providers received a High Needs Rate payment for a total of 1304 payments.



## 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 as appropriate.*

### 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, 2021 to September 30, 2022?

Yes. If yes, describe: **Yes; The Oregon Registry was used to track progression through monthly reports.**

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: **Yes; 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, 2022 **24484**

### 2.2 Workforce Development

2.2.1 What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

Scholarships (for formal education institutions) **79**

Financial bonus/wage supplements tied to education levels

Career advisors, mentors, coaches, or consultants 94

Reimbursement for training

Loans

Substitutes, leave (paid or unpaid)for professional development

Other. Describe: **The Agency took over funding a philanthropically funded pilot of consortia consisting of Child Care Resource and Referral agencies and community colleges, and in one case a university (currently funded with Early Learning Account Funds, not CCDF), with the intention of reducing economic and non-economic barriers to ECE credential/degree attainment. Cohorts across 5 community colleges and one university served 413 students. 150 students earned certificates/degrees during this time, 60 of which were Hispanic/Latino and many more increased their step in Oregon's career lattice. In addition, a scholarship to support an expanded eligibility for ECE providers will soon be released offering scholarships for students taking at least 6 credit hours a term for anything from certification to BA and inclusive of mental health and quality consultants in addition to those that directly serve children.**

**ELD also funded Focused Child Care Networks throughout the state - Total Number of participants: 453.**

**Of those Networks, participating programs came from these types of care: Licensed Exempt Center: 21; License Exempt Home: 23; Licensed Center: 131; Licensed Home: 278**

N/A. Describe:

2.2.2 What compensation and benefits improvements did the lead agency support for teachers/providers between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

Financial bonuses (not tied to education levels) 22

Salary enhancements/wage supplements

Health insurance coverage

Dental insurance coverage

Retirement benefits

Loan Forgiveness programs

Mental Health/Wellness programs

Other. Describe: **The Child Care Resource and Referral in Lane County provided a cohort of child care providers the opportunity to participate in a business acumen cohort with a benefit that allowed the participants access to an employee assistance program that provided adult mental health and well-being services. A number served is**

not available.

[ ] N/A. Describe:

For questions 2.3 to 2.4 please report on the number of staff by qualification level as of September 30, 2022. Count only the highest level attained by staff.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
a. Total number:	2161	16587	5362	
b. How many had a Child Development Associate (CDA)?	85	949	151	
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	125	646	99	
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	279	793	118	
e. How many had a State child care credential?	0	0	0	There are no providers in Oregon that meet this description, because a state credential is not available.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
f. How many had State infant and toddler credentials?	0	0	0	There are no providers in Oregon that meet this description, because a state credential is not available.
g. How many had an "other" degree? Define "other" degree: <b>A degree that does not fall within the categories above.</b>	96	233	43	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
a. Total number:	1160	9862	2892	
b. How many had a Child Development Associate (CDA)?	45	368	96	
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	58	273	54	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
d. How many had a Bachelor’s degree in an early childhood education field (e.g., psychology, human development, education)?	114	346	58	
e. How many had a State child care credential?	0	0	0	There are no providers who meet this description. This is because there is no state child care credential.
f. How many had State infant and toddler credentials?	0	0	0	There are no providers who meet this description. This is because there is no state infant and toddler credential.
g. How many had an “other” degree? Define “other” degree: <b>Any degree not listed in the categories above.</b>	37	233	14	

**2.5 How many providers received the following additional forms of professional development and/or technical assistance from October 1, 2021 to September 30, 2022?**

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
a) Business practices	4663	2418	1463	782	0	0
b) Mental health	4279	1601	1540	1138	0	0
c) Diversity, equity, and inclusion	2092	871	607	614	0	0
d) Emergency Preparedness Planning	0	0	0	0	0	0
e) Other: There is no data on professional development data collected in the categories for license-exempt family child care homes and in-home providers. The state does not collect data on participation in emergency preparedness planning.	0	0	0	0	0	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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes            Amount spent \$ <b>6200000.00</b>            If yes, describe how funds were used: <b>Yes \$6.2 million of all quality dollars were spent supporting the training and professional development of the child care workforce. Agreements with CCR&amp;Rs, Western Oregon University, Portland State University and Oregon State University provided these supports. <input checked="" type="checkbox"/> The Agency utilized a portion of the Stabilization 10% set-aside for supply building to fund the Research Institute at Western Oregon University to create a startup grant program with the purpose to increase the amount of child care programs and slots available in child care throughout the state. The grant opportunity was to incentivize new and expanding programs to apply and the funds could be utilized to decrease barriers to opening a child care including zoning and other fees, materials, furnishings, health and safety adjustments to the child care space, playground materials, etc.</b>  <input type="checkbox"/> No  <input type="checkbox"/> N/A            Describe:</p>

Funding source	Was this funding source used?
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>Amount spent: \$ 5000000.00</p> <p>If yes, describe source(s) of funding and how funds were used: <b>Yes, \$5 million of state resources were utilized for quality workforce, revenue includes state general fund, early learning account and grant Ford Family Foundation. From October 1, 2021 through September 30, 2022, 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): 263 recipients totaling \$71,413. Total investment of personnel, trainings, awards and additional costs \$107,860.65</b></p> <p>The Agency took over funding a philanthropically funded pilot of consortia consisting of CCRR and community colleges, and in one case a university (currently funded with Early Learning Account Funds, not CCDF), with the intention of reducing economic and non-economic barriers to ECE credential/degree attainment. Cohorts across 5 community colleges and one university served 413 students. 150 students earned certificates/degrees during this time, 60 of which were Hispanic/Latino and many more increased their step in Oregon's career lattice.</p> <p>Through funding from our Student Success Act Early Learning Account, the Early Learning Division provided funding to Child Care Resource and Referral organizations to enhance the offering of competency based professional development, funded each Child Care Resource and Referral for coaches and quality specialists to work with Early Learning Division funded Preschool Promise programs, and funded Oregon State University to develop a tiered coaching system, adapt and adopt the National Association for the Education of Young Children's Early Educator Competencies for Oregon and to create professional development that supports early educators in attaining those skills and competencies.</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A</p>



Funding source	Was this funding source used?
	Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input checked="" type="checkbox"/> Yes Amount spent \$ <b>189000.00</b> If yes, describe how funds were used: <b>Yes, \$189K was spent for child care substitute pool and start-up grants.</b> <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> 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%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

**2.7 Progress Update: Using the measures identified in 6.3.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the training and professional development of the child care workforce. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: The Agency took over funding a philanthropically funded pilot of consortia consisting of CCRR and community colleges, and in one case a university (currently funded with Early Learning Account Funds, not CCDF), with the intention of reducing economic and non-economic barriers to ECE credential/degree attainment. Cohorts across 5 community colleges and one university served 420 students. 62 students earned certificates/degrees during this time, 29 of which were Hispanic/Latino and many more increased their step in Oregon's career lattice. 2. Number attended Southern Oregon Traveling Workshops for Bachelors' degree credits: 1 Number attained certificates: 49**

### 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, 2021 to September 30, 2022?

Yes. If yes, describe changes or updates:

No

N/A Describe: No, Preschool Development Grant funding was not utilized toward early learning and development guidelines revisions but the Preschool Development Grant funded the development of the Centering Racial Equity Design Considerations for Oregon’s Statewide Infant and Early Childhood Mental Health Consultation Program. This report was developed by Portland State University’s Center for Improvement of Child & Family Services. It is complete and posted on our website and is being utilized as the foundation for implementing our IECMHC model. We are developing the Request for Application that will be released in 2023 to select regional service providers that will implement these valuable services in communities.

#### 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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input checked="" type="checkbox"/> Yes Amount spent: <b>\$309000.00</b> If yes, describe source(s) of funding and how funds were used: <b>PDG expenditures of \$309K for Mental Health Consultant Model and University of Washington training/kits.</b> <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> 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%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

**3.3 Progress Update:** Using the measures identified in section 6.4 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving early learning and development guidelines. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: Progress has not been made on this the development of guidelines because of the backlog within our state procurement system. Oregon adopted the Head Start Early Learning Outcomes Framework as the State's early learning guidelines in 2013. The online training "Oregon's Early Learning Standards" provides a broad understanding of what children should be able to know and do across the early learning system. In addition, all licensed child care providers are required to complete annual training on child development or early childhood education. The child care licensing rules define this requirement for training to correlate to the following core knowledge categories: Diversity, Health and Safety, Human Growth and Development, Families and Community Systems, Learning Environments and Curriculum, Observation and Assessment, Special Needs, Understanding and Guiding behavior. These core knowledge categories relate to all the domains in the Early Learning Guidelines.

After the revision of the Early Learning and Kindergarten Guidelines, the guidelines will include racial identity, infant and toddler, and physical education standards. The contractor will lead the development of a training program on the newly revised guidelines. Once finalized this document will guide early childhood programs to align curricula, assessments, and professional development to school readiness goals and assure the continuity of early learning experiences for all children.

#### 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.*

##### 4.1 Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2021 to September 30, 2022?

The lead agency QRIS is operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care: "High quality is considered the 3, 4 and 5-star levels 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 (C2Q) level, which includes completing an application to the QRIS, a self-assessment and a memorandum of understanding. To receive this rating, the program cannot have more than 2 valid findings of serious violations in the past 24 months and is taking intentional steps to improve the quality of their program. To earn a higher star rating, programs must submit a portfolio documenting program quality in 33 standards.

**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 are evaluated on-site to show 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."**

The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care:

The lead agency is operating another system of quality improvement.

Describe this system and your definition of high quality care, which may include assessment scores, accreditation, or other metrics:

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

Please include your definition of high quality care:

**4.2 What types of providers participated in the QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022 (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 or other system of quality improvement and the number of providers participating as of September 30, 2022?**

	License d child care centers	License- exempt child care centers	Licensed family child care homes	License- exempt family child care homes	In-home (care in the child's own home)	Programs serving children who receive CCDF subsidy	Other, Describe:
a. Number of providers eligible for QRIS or other system of quality improvement	1326	160	2137			1467	
b. Number of providers participating in QRIS or other system of quality improvement	639	91	737			793	
c. N/A, describe				License - exempt family child care homes are not eligible to participate in the QRIS.	In-home providers are not eligible to participate in the QRIS.		

**4.4 Is participation in the QRIS or other system of quality improvement 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: **Participation is required for programs who are involved in our**

**contracted slots program called**

**Baby Promise. Preschool Promise programs (publicly funded preschool programs) are required to participate in Spark, our state's QRIS. Oregon Pre-Kindergarten programs (OPK), and Head Start are also required.**

- No.
- N/A Describe

**4.5 Enter the number of programs that met the lead agency’s high quality definition as of September 30, 2022:**

- a) Licensed child care centers **280**
- b) License-exempt child care centers **17**
- c) Licensed family child care homes **59**
- d) License-exempt family child care homes (care in providers’ home) **0**
- e) In-home (care in the child’s own home) **0**
- f) Programs serving children who receive CCDF subsidy **89**

N/A. Describe

**4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2022:**

- a. Total number of CCDF children in high quality care **3475**
  - i. Infant **378**

Define age range: from **0** weeks  months  years  through **23** weeks  months  years

- ii. Toddler **363**

Define age range: from **1** weeks  months  years  through **2** weeks  months  years

iii. Preschool **1104**

Define age range: from **3** weeks [ ] months [ ] years [**x**] through **5** weeks [ ] months [ ] years [**x**]

iv. School-age **1690**

Define age range: from **6** weeks [ ] months [ ] years [**x**] through **12** weeks [ ] months [ ] years [**x**]

b. Other. Describe

c. N/A. Describe:

**4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many were provided to the following types of programs during October 1, 2021 to September 30, 2022?**

Yes, the following programs received grants.

- a. Licensed child care centers **45**
- b. License-exempt child care centers **5**
- c. Licensed family child care homes **98**
- d. License-exempt family child care homes (care in providers' home) **4**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **0**

No.

N/A. Describe: **In-home providers are not eligible to participate in the QRIS. No providers who participated in subsidy received these grants.**

**4.8 Did the lead agency provide on-going or periodic quality stipends (e.g. annual participation bonus, recurring bonuses for maintaining quality level) connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022?**

Yes, the following programs received stipends.

- a. Licensed child care centers **286**
- b. License-exempt child care centers **8**
- c. Licensed family child care homes **499**
- d. License-exempt family child care homes (care in providers' home) **0**

- e. In-home (care in the child's own home) 0
- f. Programs serving children who receive CCDF subsidy 793

No.

N/A. Describe: **No License-exempt family child care homes or In-home providers received on-going or periodic stipends.**

**4.9 Did the lead agency provide higher subsidy rates (included tiered rates) related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2021 to September 30, 2022?**

Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers 102
- b. License-exempt child care centers 3
- c. Licensed family child care homes 196
- d. License-exempt family child care homes (care in providers' home) 0
- e. In-home (care in the child's own home) 0
- f. Programs serving children who receive CCDF subsidy 301

No.

N/A. Describe: **No License-exempt family child care homes or In-home providers received quality improvement subsidy rates.**

**4.10 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received ongoing technical assistance during October 1, 2021 to September 30, 2022?**

Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers 254
- b. License-exempt child care centers 106
- c. Licensed family child care homes 393
- d. License-exempt family child care homes (care in providers' home) 58
- e. In-home (care in the child's own home) 0
- f. Programs serving children who receive CCDF subsidy 793

No.

N/A. Describe: **No in-home child care providers received QRIS or other system of quality improvement technical assistance, because they are not eligible to participate in the QRIS.**

**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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes            Amount spent \$ <b>1700000.00</b>            If yes, describe how funds were used: <b>Oregon spent \$1.7 million on QRIS, known as SPARK during this time period. This include payment for increased rates for provider participation in Spark, one-time bonuses, and stipends. This spending includes the technical assistance provided to providers who participate in Spark.</b>  <input type="checkbox"/> No  <input type="checkbox"/> N/A            Describe:</p>
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input type="checkbox"/> Yes            Amount spent: \$            If yes, describe source(s) of funding and how funds were used:  <input checked="" type="checkbox"/> No  <input type="checkbox"/> N/A            Describe:</p>
<p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>	<p><input type="checkbox"/> Yes            Amount spent \$            If yes, describe how funds were used:  <input checked="" type="checkbox"/> No  <input type="checkbox"/> N/A            Describe:</p>
<p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>	<p><input type="checkbox"/> Yes            Amount spent \$            If yes, describe how funds were used:  <input checked="" type="checkbox"/> No  <input type="checkbox"/> N/A            Describe:</p>

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> 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%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

**4.12 Progress Update: Using the measures identified in section 7.3.6 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Our Child Care Resource and Referral agencies in each region continue to lead focused child care networks designed to support programs to improve their quality. Many of these networks utilize our Spark portfolio as a framework to assess each domain (Children’s Learning and Development, Health and Safety, Personnel Qualifications, Family Partnerships, and Administration and Business Practices), and then work together to identify goals for improvement, and provide resources and support to achieve their goals and increase the quality of the services they provide. We continue to see new programs apply for Spark and earn a star rating and programs advancing within the tiered system. This advancement has been true for all program types, and during this reporting period, we have seen the highest advancement total for our Registered Family programs with 12 moving from our second tier, Commitment to Quality (C2Q), all the way up to a 5-star rating, and 25 total earning a star rating. One barrier to receiving the highest star rating is the evidence required for the Personnel Qualification domain. We hope to address this and other equity and access concerns during our upcoming Spark redesign process.**

We plan to redesign our QRIS, Spark, to be a more equitable, inclusive, and accessible Quality Recognition and Improvement System that supports the continuous quality improvement of Oregon's diverse early learning and care workforce. In addition, we want to be sure that Spark is communicating pertinent information to families to assist them in finding a program that is the best fit for their child. In order for Spark to successfully meet the needs of diverse families and the early learning and care workforce, their voices must be centered in the redesign process. Utilizing Preschool Development Grant funds, we amended our contract with Western Oregon University to facilitate a collaborative redesign process that will begin during the winter of 2023.

In an attempt to start building a culture of continuous quality improvement within our current QRIS, we decided to revise and enhance our Spark rating renewal process. First, we piloted an abbreviated portfolio, and then added 3 additional Continuous Quality Improvement (CQI) options. These options allow programs to document their annual goals related to meeting children's, families', and staff's needs, in alignment with Spark standards, and to report the progress they made. One of the CQI renewal options is to request an on-site observation using either the Classroom Assessment Scoring System (CLASS) or the Environment Rating Scale (ERS) to inform goal setting. Utilizing these tools on an annual basis is an expectation we have for our 5-star programs, but we would like to see more programs utilize these resources. We developed this revised renewal process during this reporting period and it will launch in the next period.

Number of Children in Spark: 44,323

"Newly Rated Programs: 73

Programs achieving a higher rating: 64"

"Number of Spark Programs (C2Q-5-Star): 1467

Number of Star rated Programs (3-Star-5-Star): 699"

"Percent of Spark programs-Center: 49.8%

Percent of Spark programs-Family Child Care: 50.2%

Centers include licensed centers, Head Starts, and License exempt centers."

Programs achieving a higher rating October 2021 - September 2022

Center

C2Q to 3 Star: 6

C2Q to 4 Star: 0

C2Q to 5-Star: 2

3-star to 4-star: 1

3-star to 5-star: 1

4-star to 5-star: 0

Total: 10

**Certified Family**

C2Q to 3 Star: 5

C2Q to 4 Star: 1

C2Q to 5-Star: 9

3-star to 4-star: 1

3-star to 5-star: 0

4-star to 5-star: 0

Total: 16

**Registered Family**

C2Q to 3 Star: 10

C2Q to 4 Star: 0

C2Q to 5-Star: 12

3-star to 4-star: 2

3-star to 5-star: 1

4-star to 5-star: 0

Total: 25

**Head Start**

C2Q to 3 Star: 3

C2Q to 4 Star: 0

C2Q to 5-Star: 2

3-star to 4-star: 1

3-star to 5-star: 0

4-star to 5-star: 0

Total: 6

**License-Exempt Centers**

C2Q to 3 Star: 3

C2Q to 4 Star: 2

C2Q to 5-Star: 2

3-star to 4-star: 0

3-star to 5-star: 0

4-star to 5-star: 0

Total: 7

**Total**

C2Q to 3 Star: 27

C2Q to 4 Star: 3

C2Q to 5-Star: 27

3-star to 4-star: 5

3-star to 5-star: 2

4-star to 5-star: 0  
Total: 64



## 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, 2021 to September 30, 2022.

Yes, specialists are available.

- a. Number of specialists available to all providers **17**
- b. Number of specialists available to providers serving children who receive CCDF **17**
- c. Number of specialists available specifically trained to support family child care providers **17**
- d. Number of providers served **137**
- e. Total number of children reached **3244**

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.

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
a. Number of programs receiving on-site coaching	<b>254</b>	<b>106</b>	<b>393</b>	<b>58</b>	<b>0</b>
b. Percent of total programs receiving on-site coaching that served children who receive CCDF	<b>63%</b>	<b>0%</b>	<b>72%</b>	<b>100%</b>	<b>0%</b>
c. N/A, describe					

**5.3 How did the lead agency promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers during October 1, 2021 to September 30, 2022?**

Infant/toddler health consultants available. Describe:

Infant/toddler mental health consultants available. Describe:

Coordination with early intervention specialists providing services under Part C of the Individuals with Disabilities Education Act. Describe: **Agency staff of the Suspension and Expulsion Prevention Program have met with state-level Part C agency staff to address cross-system collaboration and coordination. Agency staff have received an invitation from Part C staff to participate in a Technical Assistance opportunity being offered by the Early Childhood Technical Assistance (ECTA) Center.**

Other. Describe:

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, 2021 to September 30, 2022.**

Number of staffed family child care networks: **49**

Describe what the hub provides to participating family child care providers: **Central Coordination at Western Oregon University The Research Institute provides TA and coordination to the CCR&Rs. The focused child care network (FCCN) activities are funded through grants to the local CCR&Rs directly from the lead agency. The lead agency initiates Communities of Practice that support the FCCN Quality Improvement Specialists and Infant Toddler Specialists as they implement the FCCN. Communities of Practice provide guidance in professional development planning, free training, opportunities for peer support and feedback, materials to support implementation of training and/or classroom supports, scholarships or other incentives.**

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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes  Amount spent \$ <b>7500000.00</b>  If yes, describe how funds were used: <b>Yes, Oregon spent \$7.5 million to support infant and toddler programs and services during the reporting reporting period. This represents 7% of all CCDF expenditures and 4% more than the infant-toddler set-aside. This represents funding spent on the Baby Promise program, as well as family and provider supports provided through contracts with 2-1-1, Child Care Resource and Referral agencies and professional supports provided by Western Oregon University and training through Portland State University.</b>  <input type="checkbox"/> No  <input type="checkbox"/> N/A  Describe:</p>
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input checked="" type="checkbox"/> Yes  Amount spent: \$ <b>32000000.00</b>  If yes, describe source(s) of funding and how funds were used: <b>During the reporting period, Early Head Start used state funds in the amount of \$21 million. Relief Nurseries program used State funds \$9.6 million and Title XX, \$1 million.</b>  <input type="checkbox"/> No  <input type="checkbox"/> N/A  Describe:</p>
<p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>	<p><input type="checkbox"/> Yes  Amount spent \$  If yes, describe how funds were used:  <input checked="" type="checkbox"/> No  <input type="checkbox"/> N/A  Describe:</p>
<p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>	<p><input type="checkbox"/> Yes  Amount spent \$  If yes, describe how funds were used:  <input checked="" type="checkbox"/> No  <input type="checkbox"/> N/A  Describe:</p>

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> 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%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

**5.7 Progress Update: Using the measures identified in section 7.4.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving the supply and quality of child care programs for infants and toddlers. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The Early Learning Division creates opportunities where we provide training of trainers in various curriculum that prepared 17 infant toddler specialists. 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. This training ensures a consistent level of high quality material which prepares them to provide professional development and other consultation and coaching to early educators that serve infants and toddlers. We lead a Community of Practice with Infant Toddler Specialists to continue to provide professional learning opportunities and work on problems of practice to support them in their work. We have access to an Infant Toddler Specialist at Region 10 that supports the content that we provide in the Community of Practice. CCDF funding was spent on the Baby Promise program, as well as family and provider supports provided through contracts with 2-1-1, Child Care Resource and Referral agencies and professional supports provided by Western Oregon University and training through Portland State University.**

## 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 lead agency.*

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, 2021 to September 30, 2022. 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.

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.

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.

## 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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input checked="" type="checkbox"/> Yes Amount spent: \$ <b>2000000.00</b> If yes, describe source(s) of funding and how funds were used: <b>Through Student Success Act funding, the Lead Agency invested \$2 million in the CCR&amp;R system to increase the implementation of competency based professional learning and expand the reach of CCR&amp;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&amp;R.</b> <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> 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%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

**6.3 Progress Update: Using the measures identified in section 7.5.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. 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. "The Early Learning Division has continued to maintain and expand the statewide Child**



Care Resource and Referral System each biennium. In the current year, expanded funding for the system was provided through Student Success Act Early Learning Account funding supporting the addition of coaches and quality improvement specialists in each Child Care Resource and Referral to work closely with Preschool Promise grantees throughout the state. Child Care Resource and Referrals also received funding from that same source to conduct competency based professional development in their regions building the skills that child care providers are learning and implementing.

As a result of those activities, we have seen an increase in the number of programs participating in focused child care networks, consistent upward movement within the tiers of our QRIS, and an increase in programs accepting subsidy payments.

Spark Rating movement: See 4.12

Number of Spark programs receiving ERDC: 793.

Number of FCCN and Early Educators- 60 Coordinators with 87 Network Groups with 453 Programs (break down in 2.2.1)

**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 CCDF health and safety standards with the following?**

- a. Licensing standards

Yes.

No. If not, describe why:

- b. Caring for Our Children Basics

Yes.

No. If not, describe why:

- c. Head Start

Yes.

No. If not, describe why: **No. During this time period, the agency has focused on meeting CCDF requirements. In addition, the agency, modified and added administrative rules to support fire safety in licensed family child care in conjunction with state fire marshal. Lastly, the agency developed and adopted administrative rules related to programs that only serve school-age children.**

- d. State pre-k

Yes.

No. If not, describe why: **No. During this time period, the agency has focused on meeting CCDF requirements. In addition, the agency, modified and added administrative rules to support fire safety in licensed family child care in conjunction with state fire marshal. Lastly, the agency developed and adopted administrative rules related to programs that only serve school-age children.**

**7.2 Complaints regarding child care providers received during October 1, 2021 to September 30, 2022**

7.2.1 How many complaints were received regarding providers during October 1, 2021 to September 30, 2022?

- a. Licensed providers **828**

- b. License-exempt providers **144**

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, 2021 to September 30, 2022?

**Complaint received to Assigned: 2.98 days**

**Assigned to Visit Date: 4.45 days**

**Complaint received to visit date: 7.20 days**

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2021 to September 30, 2022? **972**

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, 2021 to September 30, 2022? **255**

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2021 to September 30, 2022? **0**

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2021 to September 30, 2022? **0**

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2021 to September 30, 2022:

**Complaint response time for 2022 averages are 2.98 days from the time a complaint was received to assigned for a visit, and 4.45 days from the time a visit was assigned to the date of the visit. With the onboarding of a new Investigations Manager in 2020, significant thought has gone into how we coordinate and investigate tandem investigations, assess complaints for regulatory issues and as well as how follow up with complainants prior to sending out investigators. ELD's Office of Child Care (OCC) has had turnover and short staffing in the investigator positions which may explain timeline impacts but we are strategizing methods to retain staff. We continued to investigate 100% of complaints that came into, and we continued to monitor and license 100% of our programs and our staff have been very adaptive and a highly functioning and engaging unit. The Agency continued conducting follow up compliance verification visits on serious injuries, increased follow up visits on illegal care, and formalized follow up visits on serious noncompliance findings. During the FFY 21-22, 100% of serious injury visits were responded to, and 95.2% of serious injury visits were completed within the 3 day response timeline, which is an increase of over last year, which was 93%.**

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, 2021 to September 30, 2022?

a. Licensed center-based programs **1328**

b. License-exempt center-based programs **160**

- c. Licensed family child care homes **2137**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f.  N/A Describe: **No license-exempt family child care homes or in-home child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards.**

**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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ <b>15300000.00</b> If yes, describe how funds were used: <b>Yes, in reviewing expenditures for the period 10/1/21 through 9/30/22, the State of Oregon spent \$15.3 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.</b> <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> 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%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

**7.6 Progress Update:** Using the measures identified in section 7.6.3 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Percentage of providers subject to licensing regulation that receive on-time monitoring

Of the 3,465 facilities that had an active status during the QPR period, 3,459 received timely monitoring or 99.8%. Of the 6 licensed programs that did not receive a timely monitoring visit:

- ☒ One program was closed due to a change in license type;
- ☒ Three programs were either not operating for long periods of time or not open for several months during the timely monitoring visit window (attempts were made to these programs by licensing specialists, but no one was at home or providing child care at the time of the visit); and
- ☒ Two programs did not receive monitoring due to voluntary closures.

Strategies the agency has implemented to improve on-time monitoring:

Licensing specialists, in collaboration with Regional Licensing Managers, performed individual caseload analysis to identify times of the year when each licensing specialist is busiest. Licensing renewal dates were reviewed to determine which months held the most announced renewal visits and months with the most unannounced monitoring visits. The goal was to change renewal dates for some licensed programs to more evenly distribute the workload throughout the calendar year to support timely monitoring and inspections. Licensed programs that were selected to change renewal dates still received a timely announced and unannounced visit. This review will be an ongoing practice as new programs become licensed and are added to each licensing specialist's caseload.

Unit Managers have access to new comprehensive reports. Reports assist in the ongoing tracking of unannounced monitoring visits, compliance verification for both injuries and serious rule violations, and complaint inspections. Reports identify if these visit types were completed within the agency set timelines. Regional Licensing Managers review these reports with their staff monthly and discuss how timelines are met and reasons why a visit may have been completed outside of agency timelines.

Strategies the agency has implemented for ensuring compliance with health and safety standards through monitoring:

In June 2022, licensing specialists were required to use an updated monitoring visit checklist that is used during unannounced monitoring visits for all licensed programs. This checklist includes descriptions of the rules associated with the 11 health and safety areas required by CCDF to review. The agency also included the optional areas (nutrition, physical activity, and caring for children with special needs). The checklist identifies if the provider is in-compliance, not in-compliance, or if the rule is not observed during the visit. If the provider is found out of compliance, the licensing specialist collaborates with the provider to come into compliance during the visit, or establishes a plan with timeline to come into compliance. Follow-up can be in the form of submission of documentation (photos, updated policies, etc.) or an in-person visit depending on the severity of the rule violated.

In November of 2021, the agency once again returned to completing facility inspections in-person. For October of 2021, in-person visits were suspended during a surge of COVID-19 in Oregon. All announced renewal visits, unannounced monitoring, compliance verification and complaints visits were completed in-person after November 1, 2021. This included visits to both licensed programs as well as licensed-exempt programs receiving CCDF subsidies. In-person inspections allow licensing staff to do more thorough inspections of the facility to ensure compliance with all regulations.

#### Training:

☑ During this QPR timeline, ELD created a child development training that is presented in 5 languages (English, Spanish, Russian, Vietnamese, and Chinese) and in two modes: online and self-study formats.

o With the new child development training requirement (available to providers beginning September 30, 2022 and required to be completed by current workforce by 12/31/2022), licensing staff received training and tools to monitor program compliance with these requirements. The agency disseminated through social media, mailed and emailed information to providers announcing child development training requirement. Licensing staff reviewed the new training requirement with providers during inspections. Licensing specialists will be able to monitor and track staff's completion of these trainings through partnership with Oregon Center for Career Development database.

☑ Transportation update to ICCHS: Transportation safety information was updated in the ☑Introduction to Child Care Health and Safety training.☑ The updates include vehicular traffic considerations, as well as the safety of the vehicle and drivers.

☑ The agency updated the Introduction to Registered Family Child Care Part 2 to include updated health and safety topics such as procedures for children with allergies, fire safety, etc.

Other strategies the agency has implemented for ensuring compliance with health and safety standards:

#### For Agency Staff:

☑ Quarterly evaluation and updates to the Licensing Field Manual. For use by agency field staff both while in the field and post visit processes, updates have included improvements to documentation, data entry and follow-up. Quarterly evaluation allows for the agency to update procedures, introduce new forms and technical assistance documents, and ensure consistency across the state.

☑ Updates to the Investigation Manual were made during the QPR period. For use by agency staff investigating complaints, this manual ensures consistency of investigations across the state.

☑ Creation of Recorded Program Manual (preschool and school-age programs exempt from licensing). This manual is or used by agency staff to determine if a program meets the

limited recorded exempt program requirements, or if they may need to be licensed.

**For Child Care Providers:**

The agency continues to increase transparency regarding compliance with rules and regulations through the creation and distribution of rule guidance documents. Guidance relevant to family child care homes are translated into Spanish, Russian, Vietnamese and Chinese. Guidance documents include:

- ☑ Standardized exception request forms and instructions
- ☑ Staff recordkeeping tool including electronic storage of information
- ☑ Written evacuation guidance plan for family child care including regulated subsidy homes
- ☑ Use of baby monitors (when children are awake and asleep)
- ☑ New Aide II qualifications for ease of staffing
- ☑ Form to assist programs to identify key OCC staff in their region
- ☑ CACFP meal partner requirements for infants and older children
- ☑ Volunteers, visitors and Central Background Registry requirements
- ☑ Guidance regarding a provider's own baby
- ☑ Guidance and discipline policies
- ☑ Guidance and instructions on ratios, visiting children, etc.
- ☑ How to be in-compliance with new fire safety rules for in-home providers
- ☑ Drill logs for new fire safety tracking
- ☑ Serious injury reporting requirements for regulated subsidy providers
- ☑ Use of alternative space (e.g.. converted garage) for child care
- ☑ Ground cover safety for outdoor play equipment
- ☑ Timeline for serious injury and reporting requirements
- ☑ Guide to in-house training practice and procedures for child care settings
- ☑ Safety of hot tub pools and ponds
- ☑ Certified family ratio charts and guidance
- ☑ Prevention of shaken baby syndrome and abusive head trauma
- ☑ Plan for when only one child care staff is on site in a child care center
- ☑ Required items to be posted and available for review for parents and OCC staff
- ☑ Updated training guides to include the new CCDF-required child development training
- ☑ Resources to locate CPR and First Aid trainings

Number of participants completing the Oregon Center for Career Development's online trainings including the number of CCDF providers that have completed the Department of Human Services provider requirements online training

The agency requires and offers several training topics on health and safety topics. We offer these trainings in English, Spanish, Russian, Vietnamese, and Chinese. Due to a change in



reporting, we currently do not have the following training broken down by languages or type of care. During this QPR time frame:

☑ 10,337 early learning educators completed ☑Introduction to Child Care Health and Safety (ICCHS)☑

☑ 1,328 completed ☑Introduction to Registered Family Child Care Part 1(IRFCC)☑

☑ 6,311 completed ☑Safe Sleep for Oregon’s Infants☑

☑ 9,531 completed ☑Recognizing and Reporting Child Abuse and Neglect☑

☑ 6,514 completed ☑Prevention is Better than Treatment☑

☑ 1,590 completed ODHS Child Care Provider Orientation, Part 1

Percentage of registered, certified child care programs by type and primary language

Total Number of Certified Center: 1,336

English: 1323 (99%)

Spanish: 2 (<1%)

Russian: 1 (<1%)

Chinese: 1 (<1%)

Other: 9-including when no language was selected (<1%)

Total Number of Certified Family: 947

English: 783 (83%)

Spanish: 161 (17%)

Vietnamese: 2 (<1%)

Chinese: 1 (<1%)

Total Number Registered Family: 1179

English: 768 (65.1%)

Spanish: 239 (20.2%)

Vietnamese: 26 (2.2%)

Chinese: 23 (1.9%)

Russian: 99 (8.3%)

Other: 24- including when no language was selected (2.0%)

## 8) Evaluating and assessing the quality of child care programs in the state or territory, 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, 2021 to September 30, 2022?**

[x] 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 Pre-Kindergarten (state funded Head Start) preschool programs. Spark is built on 33 evidence-based standards to assess the quality of participating programs.

Through a partnership with The Research Institute, the Environmental Rating Scale (ERS) assessments were voluntarily available for programs participating in Spark, Preschool Promise, and Oregon Pre-Kindergarten 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.

Programs participating in Spark submit a portfolio documenting the quality level of their program in 33 standards across five domains, Children's Learning & Development (LD), Health & Safety (HS), Personnel Qualifications (PQ), Family Partnerships (FP), and Administration & Business Practices (AB). One standard within the Administration & Business Practices domain requires programs to use a comprehensive program evaluation process on an annual basis that examines their program's policies and procedures, care and education environment, curriculum, and administration and business practices. Sources can include: Spark Family Survey, program personnel feedback/input, formal rating scales or evaluation instruments, child outcome data from assessments, and evaluations from outside evaluators such as Spark Observation & Assessment Specialists. Spark programs are asked to report improvements made from their comprehensive program evaluation process on an annual basis as part of the Spark Program Update Report (SPUR).

The tools currently being used by the Spark Observation & Assessment Team to measure program quality in center-based programs are the Classroom Assessment Scoring System (CLASS), and the Environment Rating Scales (ERS). Both are evidence-based classroom observation tools designed to be used for continuous quality improvement purposes. The CLASS tool measures the quality of teacher-child interactions, while the ERS measures structural aspects of quality as well as adult-child interactions.

The results were shared with programs to assist with their continuous quality improvement process. In addition, the ERS scores were compiled across the state and analyzed to identify trends and potential areas for targeted technical assistance in each of the participating CCR&R regions.

Another aspect that can impact a program's quality is the condition of the work environment,

and a tool that can be used to assess early care and education work environments is the Supportive Environmental Quality Underlying Adult Learning (SEQUAL). It is a multi-purpose validated tool that addresses five critical areas of teachers' work environments: Teaching Supports, Learning Community, Job Crafting, Adult Well-Being, and Program Leadership. We contracted with the Center for the Study of Child Care Employment at the University of California, Berkeley, to conduct this survey. The final report is due during the next QPR period.

[x] To measure effective practice, describe: Programs participating in Spark submit a portfolio documenting the quality level of their program in 33 standards across five domains, Children's Learning & Development (LD), Health & Safety (HS), Personnel Qualifications (PQ), Family Partnerships (FP), and Administration & Business Practices (AB). One standard, within the Children's Learning & Development domain, requires programs to facilitate and support appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support. For this standard, our Spark Observation & Assessment Specialists primarily use the Classroom Assessment Scoring System (CLASS) to assess teacher-child interactions, but programs can request an Environment Rating Scale (ERS) observation which measures structural aspects of quality in addition to adult-child interactions. Both are evidence-based classroom observation tools designed to be used for continuous quality improvement purposes.

Focused Child Care Networks in each Child Care Resource and Referral region work closely with a group of child care providers intensively over the course of two years to provide professional development, job embedded learning opportunities and support child care programs to set, monitor and achieve goals that measure the effectiveness of their quality improvement cycle during their engagement. Some networks conduct Environmental Rating Scales as a method of quality improvement to support child care providers that are participating to understand where their program has grown and developed and also to set additional goals in areas where the child care provider is seeking to enhance their program.

Baby Promise providers participate in Spark and also participate in Environmental Rating Scale assessments. The data are used to inform improvement goals associated with effective practice and quality programming. The three Child Care Resource and Referral agencies that participate in the Baby Promise program have Infant/Toddler Specialists support program continuous quality improvement by providing technical assistance and job embedded professional learning. Preschool Promise providers participate in Spark, Classroom Assessment Scoring System® (CLASS) observations, and Environmental Rating Scale (ERS) assessments. The data are used to inform improvement goals associated with effective practice and quality programming. The Preschool Promise program has Quality Improvement Specialists and Coaches at all Child Care Resource and Referral agencies across the state to support program improvement strategies for effective practice. With the support of a grant with the Bill and Melinda Gates Foundation a

multi-year sampling plan was created for both CLASS and ERS assessments for the Preschool Promise and Oregon Prekindergarten programs.

To measure age appropriate child development, describe: Programs participating in Spark submit a portfolio documenting the quality level of their program in 33 standards across five domains, Children’s Learning & Development (LD), Health & Safety (HS), Personnel Qualifications (PQ), Family Partnerships (FP), and Administration & Business Practices (AB). One standard, within the Children’s Learning & Development domain, requires programs to use information from screening and assessment to measure children’s learning and development in order to make referrals and to inform program planning. Programs use 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. Describe:

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, 2021 to September 30, 2022?

To measure program quality, describe: Programs participating in Spark submit a portfolio documenting the quality level of their program in 33 standards across five domains, Children’s Learning & Development (LD), Health & Safety (HS), Personnel Qualifications (PQ), Family Partnerships (FP), and Administration & Business Practices (AB). One standard, within the Administration & Business Practice domain, requires programs to use a comprehensive program evaluation process on an annual basis that examines their program’s policies and procedures, care and education environment, curriculum, and administration and business practices. Sources can include: Spark Family Survey, program personnel feedback/input, formal rating scales or evaluation instruments, child outcome data from assessments, and evaluations from outside evaluators such as Spark Observation & Assessment Specialists. Spark programs are asked to report improvements made from their comprehensive program evaluation process on an annual basis as part of the Spark Program Update Report (SPUR).

The tools currently being used by the Spark Observation & Assessment Team to measure program quality in family child care programs are the Classroom Assessment Scoring System (CLASS), and the Family Child Care version of the Environment Rating Scale (ERS). Both are evidence-based classroom observation tools designed to be used for continuous quality improvement. The CLASS tool measures the quality of teacher-child interactions, but isn't ideal for family child care programs with children in different age groups, so a modified CLASS is used. However, the ERS offers a scale designed specifically to assess the aspects of quality as well as adult-child interactions within a family child care and is used most often.

The results were shared with programs to assist with their continuous quality improvement process. In addition, the ERS scores were compiled across the state and analyzed to identify trends and potential areas for targeted technical assistance in each of the participating CCR&R regions.

Another aspect that can impact a program's quality is the condition of the work environment, and a tool that can be used to assess early care and education work environments is the Supportive Environmental Quality Underlying Adult Learning (SEQUAL). It is a multi-purpose validated tool that addresses five critical areas of teachers' work environments: Teaching Supports, Learning Community, Job Crafting, Adult Well-Being, and Program Leadership. We contracted with the Center for the Study of Child Care Employment at the University of California, Berkley, to conduct this survey. The final report is due during the next QPR period.

[x] To measure effective practice, describe: Programs participating in Spark submit a portfolio documenting the quality level of their program in 33 standards across five domains, Children's Learning & Development (LD), Health & Safety (HS), Personnel Qualifications (PQ), Family Partnerships (FP), and Administration & Business Practices (AB). One standard, within the Children's Learning & Development domain, requires programs to facilitate and support appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support. For this standard, our Spark Observation & Assessment Specialists primarily use the Classroom Assessment Scoring System (CLASS) to assess teacher-child interactions, but programs can request an Environment Rating Scale (ERS) observation which measures structural aspects of quality in addition to adult-child interactions. Both are evidence-based classroom observation tools designed to be used for continuous quality improvement purposes, but the ERS has a version specifically for Family Child Care programs and is used more often than CLASS if the program has children in different age groups.

Focused Child Care Networks in each Child Care Resource and Referral region work closely with a group of child care providers intensively over the course of two years to provide professional development, job embedded learning opportunities and support child care programs to set, monitor and achieve goals that measure the effectiveness of their quality improvement cycle during their engagement. Some networks conduct Environmental Rating Scales as a method of

quality improvement to support child care providers that are participating to understand where their program has grown and developed and also to set additional goals in areas where the child care provider is seeking to enhance their program.

Baby Promise providers participate in Spark and also participate in Environmental Rating Scale assessments. The data are used to inform improvement goals associated with effective practice and quality programming. The three Child Care Resource and Referral agencies that participate in the Baby Promise program have Infant/Toddler Specialists support program continuous quality improvement by providing technical assistance and job embedded professional learning. Preschool Promise providers participate in Spark, Classroom Assessment Scoring System® (CLASS) observations, and Environmental Rating Scale (ERS) assessments. The data are used to inform improvement goals associated with effective practice and quality programming. The Preschool Promise program has Quality Improvement Specialists and Coaches at all Child Care Resource and Referral agencies across the state to support program improvement strategies for effective practice. With the support of a grant with the Bill and Melinda Gates Foundation a multi-year sampling plan was created for both CLASS and ERS assessments for the Preschool Promise and Oregon Prekindergarten programs.

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. Describe:

### 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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input checked="" type="checkbox"/> Yes Amount spent: \$ <b>703000.00</b> If yes, describe source(s) of funding and how funds were used: <b>Yes, \$703,000 of the Student Success Act Early Learning Account. The Early Learning Division provides funding to Western Oregon University to conduct Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS) assessments for child care programs participating in our Quality Recognition and Improvement System. Just prior to the end of this period, the Early Learning Division contracted additional funding through the Student Success Act Early Learning Account to administer additional ERS and CLASS assessments in public funded programs participating in Preschool Promise and Baby Promise.</b> <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> 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%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

**8.4 Progress Update: Using the measures identified in section 7.7.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Early care and education programs continued to work with CCR&Rs to submit Spark (our state’s QRIS) portfolios in order to advance in their quality levels within Spark.**

One of the requirements of being a 5-star program within Spark is to conduct a comprehensive program evaluation process on an annual basis. Each program has options to choose their evaluation sources. The Spark Observation & Assessment Specialists are certified in the Classroom Assessment Scoring System (CLASS) and the Environment Rating Scales (ERS), and programs have the option to request a formal observation and assessment with either tool on an annual basis. During this reporting period, around 255 observations were conducted in a variety of settings including licensed-exempt centers, certified centers, and certified family homes to support continuous quality improvement efforts. One group that we would like to see utilize this resource more frequently is registered family homes. Some strategies we are working on to address this is adding on-site observations as a Spark rating renewal option, simplifying the request process, and creating more targeted education and marketing to explain what the tools are and how



they can support their programs' ability to positively impact children.

- Number of children enrolled in Spark-rated programs (C2Q and above): 44,323
- Number of children enrolled in Star-rated programs (3,4,5): 24,468
- Numbers of children receiving child care subsidies in star-rated programs: 3,937
- Numbers of participating and star-rated programs:  
Total Spark Programs: 1,467  
Star Rated Programs: 699  
Spark Programs with at least one child receiving subsidy: 793  
Star Rated Programs with at least one child receiving subsidy: 301

## 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, 2021 to September 30, 2022?

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 homes
- d. License-exempt family child care homes (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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> 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%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

**9.3 Progress Update:** Using the measures identified in section 7.8.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting providers in the voluntary pursuit of accreditation. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. 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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes  Amount spent \$ <b>1700000.00</b>  If yes, describe how funds were used: <b>Western Oregon University (WOU) expenditures of \$1.7 million for SPARK. Oregon has indicators in our Spark Quality Rating and Improvement System that relate to child and staff mental health. Those standards were established prior to this QPR period and no funds were spent toward altering those standards this period.</b>  <input type="checkbox"/> No  <input type="checkbox"/> N/A  Describe:</p>
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input type="checkbox"/> Yes  Amount spent: \$  If yes, describe source(s) of funding and how funds were used:  <input checked="" type="checkbox"/> No  <input type="checkbox"/> N/A  Describe:</p>
<p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>	<p><input type="checkbox"/> Yes  Amount spent \$  If yes, describe how funds were used:  <input checked="" type="checkbox"/> No  <input type="checkbox"/> N/A  Describe:</p>
<p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>	<p><input type="checkbox"/> Yes  Amount spent \$  If yes, describe how funds were used:  <input checked="" type="checkbox"/> No  <input type="checkbox"/> N/A  Describe:</p>
<p>e. American Rescue Plan (ARP) Act, 2021 Supplemental funding</p>	<p><input type="checkbox"/> Yes  Amount spent \$  If yes, describe how funds were used:  <input checked="" type="checkbox"/> No  <input type="checkbox"/> N/A  Describe:</p>

Funding source	Was this funding source used?
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%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

**10.3 Progress Update: Using the measures identified in section 7.9.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. High-quality program standards related to health, mental health, nutrition, physical activity, and physical development are all part of our state’s QRIS, called Spark. Standards in these areas fall primarily into these two domains: Health and Safety, and Learning and Development. As programs work to complete their Spark portfolio they gather a variety of evidence to demonstrate their quality level for each standard. At the beginning of the portfolio process, programs complete a self-assessment, identify goals for improvement, create a quality improvement plan, and can receive support funds to assist them with accomplishing their goals. Frequently, programs will recognize they need to build up some content knowledge and/or specific skills before they can meet all of the standards. Focused Child Care Network Coordinators at Child Care Resource & Referral agencies work closely with programs to provide them with information and resources in order to meet their needs, and as a result, we witness, and programs self-attest to tremendous growth during the time they spend completing their portfolios. One of the metrics listed in our CCDF Plan for this section is to increase the number of Spark-rated programs and the number of children enrolled in those programs. Since January of 2021, the number of infants and toddlers being served in Spark-rated programs dropped by 4,273 and now totals 8,808. School-age children in Spark-rated programs dropped by 1,793, and now totals 7,157. However, we did see a large increase of 5,550 preschoolers, totaling 28,358 in Spark-rated programs.**

**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 during October 1, 2021 to September 30, 2022?**

Yes. If yes, describe **The Agency transferred \$1.74M to Oregon Department of Human Services for distribution of one-time payments to license-exempt providers who did not receive ARPA stabilization funds (license-exempt family and in-home providers). The total payment amount was \$1508 distributed to 1,154 provider. The Agency ran a grant program (ECC6 - Reopening Grant) with \$2,523,052 in funding available to Oregon child care providers. The grant was offered to both licensed and license-exempt providers who closed during the pandemic and were interested in reopening. The award amounts ranged from \$3,898 to \$33,326. A total of 136 providers received funds through this grant helping them to re-open child care operations.** and check which types of providers were eligible and number served.

Licensed center-based programs **82**

License-exempt center-based programs

Licensed family child care homes **54**

License-exempt family child care homes (care in providers' home) **725**

In-home (care in the child's own home) **429**

Other (explain)

No.

N/A. Describe:

**11.2 Did the lead agency provide supports and resources in response to any of the following emergent health and safety needs of children and/or providers either through funding or directly in-kind during October 1, 2021 to September 30, 2022 (check all that apply)?**

COVID-19 vaccinations. Describe:

COVID-19 testing. Describe:

Access to infant formula. Describe: **Yes: 2380 packs of 6 were distributed to Head Start and Child Care Resource and Referral programs to provide to families and child care providers across the state.**



Cleaning supplies and/or personal protective equipment (PPE). Describe: During the reporting period our agency provided PPE supplies to 465 child care providers. The agency provided different PPE care package options based on provider type and capacity. Care packages included adult masks, child masks, gloves, disinfectant wipes, and baby wipes. In some cases thermometers were also available for selection. Some care packages were suited for school-age child care and others accommodate the care of young children and infants. The agency collected PPE orders via online form and delivered packages to child care at no charge until resources were depleted.

The following provider types were eligible to receive PPE supplies:

- Registered Family, Certified Family, Certified Center child care provider, or a Recorded Program, and approved as an Emergency Child Care program
- License-exempt provider caring for 3 or fewer children whose families are accessing Employment-Related Day Care (ERDC)
- Unlicensed temporary Emergency Child Care

Delivered PPE packages by Provider type:

Licensed centers: 114

Certified family child care home : 146

Registered family child care home: 141

License-exempt centers: 16

License-exempt family child care: 48

Post-disaster recovery efforts. Describe: Yes: Grant No. 13908 was provided to Umatilla Morrow Head Start, Inc. as a sub-recipient of disaster relief funds. The intent of this grant was to address lingering consequences of Oregon's 2019 disaster declaration involving severe storms, flooding, landslides, and mudslides in Eastern Oregon. The effective dates of this grant were January 2021 to June 2022. Main grant activities included support for materials evaluation (using Environmental Rating Scales) and replacement purchases, providing emergency bags (40), smoke detectors and fire extinguishers. Additional training and technical assistance on emergency preparedness, trauma informed practices and social/emotional supports were provided. Individualized in person TA was also offered.

Other. Describe:

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, 2021 to September 30, 2022?

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, 2021 to September 30, 2022?**

Yes. Describe findings: Yes:

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

**Most Oregon families with a preschool-age child continue to live in a child care desert. All Oregon families with an infant or toddler live in a child care desert. Having an inadequate supply is not a new problem in Oregon.**

No

**11.5 Did the state/territory fund initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2021 to September 30, 2022? Check all that apply.**

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe:

**11.6 Did the state/territory integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives during October 1, 2021 to September 30, 2022? Check all that apply.**

Reviewing policies/program design using DEI assessment tools

Development of DEI assessment tools

Incorporate into QRIS

Incorporate into PD Framework

Strategic planning

Supply building efforts

Strengthened outreach/communication to better understand diverse community needs and assets

Other. Describe:

**11.7 How many providers received the following from October 1, 2021 to September 30, 2022?**

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care	License-exempt family child care (care in providers' home)	In-home (care in the child's own home)
a) Increased rates	5942	1328	160	2137	1487	830
b) Increased wages	0	0	0	0	0	0
c) Benefits: health insurance	0	0	0	0	0	0
d) Mental health supports	0	0	0	0	0	0
e) Start-up funds	0	0	0	0	0	0

<p>f) Other: ELD received a significant amount of ARPA funds, which were used to provide Stabilization grants for early learning programs and technical support for these grants. Child Care Resource and Referral agencies received funds to support Stabilization grantees in the use of these funds, and in the accounting of the funds. This TA has been provided through additional trainings, subcontracts for tax and legal advice to programs, technology to support program</p>	0	0	0	0	0	0
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<p>fiscal practices and informational sessions. First Children Finance has also been contracted, through ELSI, to provide trainings and materials for programs with Stabilization funds. These trainings and materials include information on preparing for tax season, a deep dive into financial statements, child care business boot camp and planning for future business practices. FCF will also be supporting programs as they prepare for the monitoring process, as well as</p>						
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building CCR&R capacity for supports connected to monitoring.						
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11.7a Describe: Rates were adjusted twice in 2022, the first increase was on January 1, 2022 to the 70th percentile of the 2020 Market Rate Study (MRS) and the second increase was on June 1, 2022 to the 90th percentile of the 2020 MRS. The increase to the 70th percentile was a result of the collective bargaining process with the provider unions who represent licensed family child care and license-exempt family providers serving families receiving child care assistance, while the second rate increase was a result of House Bill 4005 passed by the Legislature.

11.7b Describe: The ELD does not mandate wages for provider types. These would be impacted through rate changes.

11.7c Describe: ELD did not provide funding for health insurance to any child care providers with these funds in FY 22.

11.7d Describe: ELD did not provide funding for mental health supports to any child care providers with these funds.

11.7e Describe: ELD did not provide funding for start-up funds to any child care providers with these funds in FY 22.

**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, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A Describe: <b>Oregon is unable to provide a dollar amount.</b>
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> 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%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

**11.9 Progress Update:** Using the measures identified in section 7.10.1 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to 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. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. **The statewide system of Child Care Resource and Referral organizations provided services and supports to child care providers throughout the pandemic supporting them to access all resources available to them related to emergency grants and other funding and resource opportunities. During the stabilization grant process, Child Care Resource and Referral organizations supported child care programs to help them submit their stabilization grant applications, to understand the allowable use of those funds, and to prepare to track the proper expenditure of the funding. An additional contract through Oregon State University to partner with the national First Children's Finance organization also provided child care programs with needed support to understand tax implications and proper tracking and extending of the stabilization funds.**

The Child Care Resource and Referral organizations were also funded to provide more competency based professional development opportunities for child care providers during this period. This improved child care providers through high quality training, higher education access and follow-up job embedded professional learning.

A survey called SEQUAL (Supportive Environmental Quality Underlying Adult Learning) was developed by the Center for the Study of Child Care Employment to bring work environment factors and educators' voices into quality improvement strategies. Oregon contracted with University of California Berkeley to conduct the survey with Oregon early educators in child care programs. That study's findings are not yet available but will be prior to December 2022. The results will be utilized to create additional professional development to support child care provider well being, and leadership training to help increase workforce supports in child care settings. This will in turn affect the quality of care that children are receiving as the well being of the workforce increases. o The funding to conduct the SEQUAL study was provided through the Preschool Development Grant. The contract ended 12/31/2022 and Berkeley is working on the final report. We have contracted with Oregon State University the Early Learning System Initiative, utilizing ARPA funding to start drawing data from the recommendations of the report once it is final to build professional development opportunities for leadership within child care programs to support workforce wellness and retention.





12) Lead agencies must submit an annual report, as required at 45 CFR § 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 are done within three business days of receiving the serious injury report. During the compliance verification visit, the specialist 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. Additionally, a provider handout was developed to inform Regulated Subsidy providers of the importance and requirements of reporting serious 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, or upon clearance from law enforcement 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 partners 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 Field Operations Director is a member of the 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 if there is a Safe Sleep violation in their child's program.

The agency continues to follow updated policies and continues to review policies and procedures in the event that 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. Since the lifting of the Governor's State of Emergency order regarding the Covid pandemic, the Agency has continued to amend its health and safety guidelines pertaining to Covid-19, based on recommendations from the Oregon Health Authority and Centers for Disease Control and Prevention. We also updated licensing specialist talking points, resource documents for providers and families, and created several virtual provider participation opportunities to understand the new guidelines.

As COVID-19 recovery and prevention recommendations have continued to evolve with guidance from Oregon Health Authority and Centers for Disease Control and Prevention, the Agency updated guidance released November 2022. These most recent updates include recommendations on vaccinations, isolation timelines, and reporting requirements to Local Public Health Authorities.

To assist programs in preventing injuries and assisting in understanding the rationale behind health and safety rules, ELD created multiple rule guidance documents and posted them to our website (e.g., Shaken Baby Syndrome, Abusive Head Trauma, Positive Guidance, Outdoor Home Playground Safety, A Quick Guide to Serious Injury or Incident Reporting, guidance on Hot Tubs, Pool and Pond Barriers, etc.)

ELD created new licensing rules regarding serious allergies and written care plans. All staff involved in the care of the child need to know about the specific allergy for each child and have a written care plan for each child that has allergies. The intent of these rules is to acknowledge the risk to children with allergies and to have a process in place should a child exhibit symptoms. To assist programs in addressing all the components of preparing for a

child that might exhibit symptoms due to allergies, ELD created several support documents such as a written plan template, instructions on Epi-Pens, and general information about allergies and what to expect in an allergic reaction.

ELD updated our fire protection section of the rules. These rules were updated in collaboration with other state agencies. The updates included rules to prevent fire emergencies in home-based child care as well as being prepared for a fire emergency. Rules included mounted fire extinguishers, updated information added to fire drill records, the addition of carbon monoxide detectors, record keeping requirements for checking the smoke alarms and carbon monoxide detectors, and the use of a fire alert method to warn children, staff, and occupants of the building to evacuate. Program floor plans have been updated to include all exits and identified primary and secondary exits, and location of fire extinguishers. ELD created a rule guidance document to support providers to understand how these fire safety rules may look in child care programs, and a fire drill log with updated tracking and documenting requirements.

OCC updated its monitoring visit checklists. These updates clearly cover all 11 health and safety topics.

ELD continues to do tandem investigations/visits with ODHS for allegations of child abuse and/or neglect. The agency has completed the investigations manual to ensure consistent practices while investigating injuries or deaths in child care settings. Unit Managers now have access to reports to monitor whether compliance verification visits after a serious injury are completed within agency timelines (3 days).

In the school-age only ruleset, the agency added dislocation as an injury that must be reported and a compliance verification visit completed after the report. In addition, school-age programs are required to immediately report to parents/guardians if there is an impact to a child's head while in care.

In response to a Secretary of State audit and subsequent legislation, the agency will now conduct background checks for license exempt child care providers that receive subsidy, as well as the state's Recorded Preschool and Recorded School-Age program personnel (not required to be licensed). This ensures that those working with children have been vetted using the same criteria, including disqualifying crimes.

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

*Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.*

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

Yes. Describe:

No

13.2 Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

Targeted grants to support workforce compensation (no other allowable uses)

Providing bonus funds to providers that increased child care staff compensation through stabilization grants

Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation: **20%**

Other (Describe): **Providers who served infants or toddlers +30%**

**Providers who served families receiving child care subsidy +10%**

**Providers who offered extended hour or weekend child care (before 6 a.m. or after 7 p.m.) +10%**

**Providers who offered culturally responsive care (the practice of caring for children from culturally diverse families in ways that are consistent with their home practices and values) +10%**

13.3 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):

All grant applications were reviewed using standard rules and conditions against a set of eligibility criteria comparing information provided in the application with information already available in licensing and license-exempt systems of record. All applications flagged with issues by the system underwent additional review by the grant staff doing manual research and follow up when needed. All approved applications were verified by the agency to ensure that the business owner's information matched state business registry records and were not listed in the SAM federal exclusion database.

The grant solution was set up to conduct continuous monitoring of grant/payment eligibility criteria by making real-time reference to licensing and license-exempt systems of record throughout the entire cycle of the grant and corresponding individual grant performance period.