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Quality Progress Report (QPR)
For
Oregon
FFY 2023

QPR Status: Accepted as of 2024-04-25 20:50:21 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, 2022, through September 30, 2023), 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, 2023.

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 (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

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.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2023. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

Licensed center-based programs **1371**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 439 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes **2221**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 716 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

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.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2022, to September 30, 2023?

Yes. If yes, describe: **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 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

Yes. If yes, describe: **A component of the Oregon Registry system is the Oregon Registry Online (ORO) database that holds all the training and education documentation for child care licensing and other state programs. While teachers/providers are not required to get an Oregon Registry Step, they are required to submit all their training into ORO for verification of completion within specified timeframes. The training needs to meet one or more of the core knowledge categories used to build knowledge, skills, and abilities for working with children and families.**

No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **26233**

2.1.4 Spending - Professional Development Registry:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2022 and September 30, 2023 (check all that apply)? If selected, how many staff received each type of support?

- Scholarships (for formal education institutions) **228**
- Financial bonus/wage supplements tied to education levels **437**
- Career advisors, mentors, coaches, or consultants **Each of the colleges involved in the consortia have at least one navigator. Some are housed within the CCRR and some are college staff. There are 9 with more being hired to support students whose preferred language is Spanish. 75 Quality Improvement Specialists, Business Coaches, and Preschool Promise Quality Specialists 22 Infant Toddler Specialists 5 Mentor Coaches 22 Preschool Promise Coaches 6 Inclusion Specialists were available statewide to provide consultation and technical assistance to child care providers regarding individualized accommodation plans for children experiencing disability or a specialized need while in child care. 169 High Need Rate assessments were completed. 645 consultations were conducted. Infant Toddler Specialists - 1488 Visits In Person - CCR&R Site: 67 In Person - provider site: 647 In Person - other location: 34 Virtual Platform: 532 Web Meeting: 208 Preschool Promise Quality Specialists and Coaches - 2710 Visits In Person - CCR&R Site: 153 In Person - provider site: 1194 In Person - other location: 47 Virtual Platform: 803 Web Meeting: 513 Quality Improvement Specialists - 2422 Visits In Person - CCR&R Site: 388 In Person - provider site: 691 In Person - other location: 131 Virtual Platform: 861 Web Meeting: 351**
- Reimbursement for training **268**

Loans

Substitutes, leave (paid or unpaid) for professional development 8

Other. Describe: **A short term grant was offered to 8 colleges for planning to apply a consortia expansion RFA and/or implementing consortia supports. The agency expanded access to consortias from the initial 5 community colleges and one university to add 3 additional community colleges. The goal of the consortia is to reduce economic and non-economic barriers to ECE credential/degree attainment. Prior to the expansion, from October 1, 2022 to June 30, 2023 156 students were served by the consortia. 30% reported Spanish as their primary language, 35% reported that they identify as Hispanic/Latino. The new Early Learning Degree Pathway scholarship began 6/30/2023 and as of June 30 2023 had paid out a total of \$110,096 towards 48 ECE post secondary students with 43% identifying as Hispanic/Latino.**

DELCL funded a total 111 Focused Child Care Networks throughout the state supporting 439 Programs.

Licensed Exempt Center: 21

Licensed Exempt Home: 4

Licensed Center: 117

Licensed Home: 297

The 139 total are distinct and different by category- they are as listed:

9 college navigators

75 Quality Improvement Specialists, Business Coaches, and Preschool Promise Quality Specialists

22 Infant Toddler Specialists

5 Mentor Coaches

22 Preschool Promise Coaches

6 Inclusion Specialists

The 75 combined QIS, Business Coaches, and PSP Quality Specialists are distinct and different roles.

N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2023:

- Child Development Associate (CDA) **79**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **138**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **298**
- State child care credential
- State infant/toddler credential
- Unable to report this data. Indicate reason: **Other staff had a degree outside of early childhood education (234).**

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2023:

- Child Development Associate (CDA)
- Associate's degree in an early childhood education field (e.g. psychology, human development, education)
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)
- State child care credential
- State infant/toddler credential

Unable to report this data. Indicate reason: **At this time, Oregon is unable to de-aggregate the data down to the staff within licensed facilities that accept subsidy payment. We are working on a new provider management platform and should have that ability beginning 2025. We will also see if we can find workarounds for next year's QPR (FY24).**

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

Business Practices

Mental health for children

Diversity, equity, and inclusion

Emergency Preparedness Planning

Other. Describe other technical assistance available to providers as part of the professional development system:

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$20973512**

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **This may have been tied to the new child development module, but due to the transition to a new agency, we do not have the data available to see those specifics.**

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

Measurable indicators of training and professional development of the workforce

Number of the Early Learning and Professional Development Consortium within the state

Number of participants in cohorts

Number of participants taking University classes for Bachelors degree attainment

Number of certificates and degrees attained by degree level

Progress on training and professional development of the workforce

Expansion of the Early Learning and Professional Development Consortium within the state: Original Early Learning and Professional Development Consortium pilot is in two regions currently; Expansion of the Early Learning and Professional Development Consortium within the state will begin in 2022

Number and degree level attained: The Southern Oregon region is currently the only pilot administered by the Lead Agency and these data reflect this consortium project.

January ☐ December 2020:

Number in cohorts: 304

Number attended Southern Oregon Traveling Workshops for Bachelors' degree credits: 752

Number attained certificates: 32

Number attained a degree: 6 AAS

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **A short term grant was offered to 8 colleges for planning to apply a consortia expansion RFA and/or implementing consortia supports. The agency expanded access to consortia from the initial 5 community colleges and one university to add 3 additional community colleges. The goal of the consortia is to reduce economic and non-economic barriers to ECE credential/degree attainment. Prior to the expansion, from October 1, 2022 to June 30, 2023 156 students were served by the consortia. 30% reported Spanish as their primary language, 35% reported that they identify as Hispanic/Latino. From launch of the Early Learning Degree Pathway Scholarship on 3/27/2023 through 9/30/2023, \$145,444 of the allocated \$450,000 for the biennium, has been expended to support 418 students.**

We only gather graduation data annually at this point. This was our first reporting period with this data and the learning curve for reporting left some information ambiguous. Next reporting period will be more clear. Moving forward we will also have a clear picture of ORO (our registry system) career lattice movement as well. As it is for the period of July 2022- June 2023 4 of the 6 grantees reported a movement in steps for 115 students.

For the annual report covering the time period of July 2022-June 2023

Certificate:11

Associates: 10

Bachelors: 2

Unspecified:25

From the narrative for July-Sept 2023:10 graduated (degree/certificate unspecified in narrative)

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 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2022 to September 30, 2023?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? \$

Unable to report total amount spent. Indicate reason **Unable to report as Oregon's accounting system does not provide detail to our budget team on what was spent specifically on development guidelines.**

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **From 2022: 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.

Update for 2023: There was some designated PDG funding for the revision of the Early Learning Kindergarten Guidelines (ELKG) but procurement timeliness did not allow us to get a contractor in place and that funding is no longer available. As an alternative, we currently have 75K through HB3198 to support the revision of these but that will be primarily for engagement . The ELKG revision will be included in the Birth Through Five Early Literacy Plan (HB3198). Other than this, the revision of ELKG is also mentioned in Raise Up Oregon 2.0 and will be done in partnership with DELC and ODE staff.

The Early Learning Kindergarten Guidelines are undergoing revision with an estimated completion date of July 2025. The Raise Up Oregon 2.0 plan outlines several strategies that provide guidance to the revision. The guidelines will be revised with alignment to the Birth Through Five Early Literacy Plan and our partner agency, Oregon Department of Education, Social Emotional Framework and Early Literacy Framework.

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 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

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, 2022 to September 30, 2023?

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

- General description of QRIS: **Oregon's QRIS, Spark, offers a framework for improving the level of quality in licensed child care centers and homes as well as programs managed by Educational Service Districts. Public-funded programs such as Oregon Prenatal to Kindergarten (OPK), Preschool Promise, and Baby Promise, are required to participate in Spark. Current participation requires programs to submit a portfolio with evidence in each of the domains (Children's Learning & Development, Health & Safety, Personnel Qualifications, Family Partnerships, and Administration & Business Practices) in order to earn a 3-, 4- or 5-star rating.**

In response to region X question:

The state indicates 599 licensed child care providers are meeting the definition of high quality and 771 CCDF providers are meeting the definition of high quality. Please confirm the provider types that comprise the 72 additional CCDF providers. Are these recorded programs?

The difference is how many are licensed which is 599. 172 are licensed-exempt centers such as school districts, Educational Service Districts (ESD), they are NOT recorded programs. Recorded programs are not eligible to participate in Spark, they must be licensed or licensed-exempt centers.

- How many tiers/levels? 5 [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1: **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.

High Quality

- **Tier/Level 2: 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.

High Quality

- **Tier/Level 3: 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.

High Quality

- **Tier/Level 4: 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.

High Quality

- **Tier/Level 5: 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.

High Quality

- Tier/Level 6:
 High Quality
- Tier/Level 7:
 High Quality
- Tier/Level 8:
 High Quality
- Tier/Level 9:
 High Quality
- Tier/Level 10:
 High Quality

- Total number of licensed child care centers meeting high quality definition: **335**
- Total number of licensed family child care homes meeting high quality definition: **264**
- Total number of CCDF providers meeting high quality definition: **771**
- Total number of children served by providers meeting high quality definition: **23024**

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.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1:
 High Quality
 - Tier/Level 2:
 High Quality
 - Tier/Level 3:
 High Quality
 - Tier/Level 4:
 High Quality
 - Tier/Level 5:
 High Quality

- Tier/Level 6:
[] High Quality
- Tier/Level 7:
[] High Quality
- Tier/Level 8:
[] High Quality
- Tier/Level 9:
[] High Quality
- Tier/Level 10:
[] High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

[] The lead agency is operating another system of quality improvement.

- General description of other system:
- Describe assessment scores, accreditation, or other metrics associated with this system:
- Describe how “high quality” is defined in this system?
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

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

- Do you have a definition of high quality care?
[] Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:

[] No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2022 to September 30, 2023 (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 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

One-time grants, awards or bonuses

- Licensed child care centers **52**
- Licensed family child care homes **127**

On-going or periodic quality stipends

- Licensed child care centers **286**
- Licensed family child care homes **485**

Higher CCDF subsidy rates (including tiered rating)

- Licensed child care centers **92**
- Licensed family child care homes **185**

Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)

Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP

Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? \$491316

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

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

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Measurable indicators of progress:

Number of children in Spark-rated programs

Number of newly rated programs

Number of Spark-rated programs

Progress in improving quality December 2020:

4,779 children in a Spark-rated program at commitment to quality or higher

84 newly rated programs

56 programs achieved a higher rating

698 Spark Star-rated programs

45.2% are centers

54.8% are family child care

Programs achieving a higher rating January 2020 - December 2020

Center

C2Q to 3 Star: 4
C2Q to 4 Star: 0
C2Q to 5-Star: 4
3-star to 4-star: 1
3-star to 5-star: 3
4-star to 5-star: 0
Total: 12

Certified Family

C2Q to 3 Star: 16
C2Q to 4 Star: 1
C2Q to 5-Star: 2
3-star to 4-star: 1
3-star to 5-star: 1
4-star to 5-star: 3
Total: 24

Registered Family

C2Q to 3 Star: 14
C2Q to 4 Star: 0
C2Q to 5-Star: 0
3-star to 4-star: 0
3-star to 5-star: 0
4-star to 5-star: 0
Total: 14

Head Start

C2Q to 3 Star: 0
C2Q to 4 Star: 0
C2Q to 5-Star: 4
3-star to 4-star:
3-star to 5-star:
4-star to 5-star:
Total: 4

License-Exempt Centers

C2Q to 3 Star: 0
C2Q to 4 Star: 1
C2Q to 5-Star: 0
3-star to 4-star: 1
3-star to 5-star: 0
4-star to 5-star: 0
Total: 2

Total

C2Q to 3 Star: 34
C2Q to 4 Star: 2
C2Q to 5-Star: 10
3-star to 4-star: 3
3-star to 5-star: 4
4-star to 5-star: 3
Total: 56

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **Oregon's 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. 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 ongoing Spark redesign process.**

We are redesigning 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 have been 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 began 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. Programs are using a variety of provided options to renew their Spark rating, including reporting on professional development activities, focused child care network goals, and resubmitting their portfolio for a higher rating. We are also developing an alternative to the portfolio, which we will call Quality Improvement Cycles. Many programs struggle with the heavy amount of writing required to complete a portfolio

Number of Children in Spark: 44,614

Newly Rated Programs: 43

Programs achieving a higher rating: 43

Number of Spark Programs (C2Q-5-Star): 1477

Number of Star rated Programs (3-Star-5-Star): 644

Percent of Spark programs-Center: 49.4%

Percent of Spark programs-Family Child Care: 50.6%

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

Programs achieving a higher rating October 2022 - September 2023

Center

C2Q to 3 Star: 2

C2Q to 4 Star: 0

C2Q to 5-Star: 0

3-star to 4-star: 1

3-star to 5-star: 0

4-star to 5-star: 1

Total: 4

Certified Family

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: 3
4-star to 5-star: 0
Total: 12

Registered Family
C2Q to 3 Star: 2
C2Q to 4 Star: 0
C2Q to 5-Star: 0
3-star to 4-star: 0
3-star to 5-star: 0
4-star to 5-star: 0
Total: 2

Head Start
C2Q to 3 Star: 0
C2Q to 4 Star: 0
C2Q to 5-Star: 23
3-star to 4-star: 0
3-star to 5-star: 0
4-star to 5-star: 0
Total: 23

License-Exempt Centers
C2Q to 3 Star: 0
C2Q to 4 Star: 0
C2Q to 5-Star: 2
3-star to 4-star: 0
3-star to 5-star: 0
Total: 2

5) Improving the supply and quality of child care programs and services 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 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2022 to September 30, 2023?

Yes

- Number of specialists available to all providers **22**
- Number of specialists available to providers serving children who receive CCDF **22**
- Number of specialists available specifically trained to support family child care providers **22**
- Number of providers served **210**
- Total number of children reached **4592**

No, there are no infant/toddler specialists in the state/territory.

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

On-site and virtual coaching

Health and safety practices

Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2022 to September 30, 2023?

Number of staffed family child care networks: **111**

- o Describe what the network/hub provides to participating family child care providers: **111 Focused Child Care Networks (FCCN) with 70 Coordinators and 544 Programs participating. FCCN are not limited to Family Child Care. We have a mixed delivery system. Some regions have networks that are comprised of centers, family child care, or a mix of both. Some have networks that are comprised of directors of centers, family child care, or a mix of both. There are also networks that Head Start programs participate in. Several topics are covered including business acumen and support for continual quality improvement in practices. CCR&Rs provide intensive support to improve program practices and ensure children receive equitable strength based care. Providers receive professional development trainings, peer support and community resources to ensure adequate support for early educators. Programs are eligible to receive financial support to participant in networks in participation payments as they are**

essential to maintaining a steady workforce.

This year's narrative is 70 Coordinators with 111 network groups and 544 educators.

Last year's narrative was 60 coordinators with 87 network groups and 453 educators.

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond 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, 2022 to September 30, 2023? **\$42586530**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Measurable indicators of progress are:

Number of children enrolled in Baby Promise

Number of early education programs participating in Baby Promise

Number of infants and toddlers enrolled in a Spark-rated program

Number of child care providers participating in infant and toddler trainings

Number of early educators participating in infant and toddler focused child care networks

Progress as of January 2021:

Number of children enrolled in Baby Promise

91 children

Number of early education programs participating in Baby Promise

37 early education programs

Increased number of infants and toddlers enrolled in a Spark-rated program:

Birth - 17 months = 7,480 children

18mo-35mo = 5,241 children

Number of child care providers participating in infant-and-toddler trainings: 10,673

Number of early educators participating in infant-and-toddler focused child care networks:

84 early educators

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: **Between October 1, 2022 and September 30, 2023, the Department of Early Learning and Care has supported 22 Infant Toddler Specialists across the state in accessing professional development and growth opportunities. Due to turnover, the current number of Infant Toddler Specialists across the state is 15. Professional development opportunities include Trauma Responsive Care for Infants and Toddlers in Childcare Training of Trainers, opportunity to participate in two separate monthly Communities of Practice, an in-person Motivational Interviewing training, a training- of-trainers in the ZERO TO THREE Critical Competencies for Infant and Toddler Educators, and training in the Pyramid Model for Infants and Toddlers. Infant Toddler Specialists each convene an Infant Toddler Focused Childcare Network, these networks have served 210 infant toddler early educators, an increase from the 2021 number of 84 provided in the CCDF State Plan.**

Progress indicators as of October 2023:

- ☒ Number of children enrolled in Baby Promise - 256
- ☒ Number of early education programs participating in Baby Promise - 47
- ☒ Number of infants and toddlers enrolled in a Spark-rated program: -
 - o Birth - 17 months = 3119
 - o 18mo-35mo = Now at 5857
- ☒ Number of childcare providers participating in infant-and-toddler trainings: 37,284
- ☒ Number of early educators participating in infant-and-toddler focused child care networks: Oregon -210 early educators

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 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022, to September 30, 2023?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? **\$2483979**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

\$2,319,070 in Quality Set Aside

\$164,909 in Non-CCDF funds

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

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

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The measurable indicators of progress for child care resource and referral programs:

- Spark rating movement;**
- Number of programs accepting subsidy;**
- Number of focused child care networks and number of early educators participating;**
- Number, attendance, variety and level of training.**

Progress on child care resource and referral indicators:

- Spark rating movement (See Table 1)**
- Number of programs accepting subsidy:**

Spark rated programs accepting subsidy Oct 2019 - September 2020

- 3-Star: 216**
- 4-Star: 59**
- 5-Star: 110**

Number of focused child care networks and number of early educators participating: 49 networks with 317 child care providers

Number, attendance, variety and level of training (See Table 2)

Table 1: Programs achieving a higher rating January 2020 - December 2020

Center

C2Q to 3 Star: 4

C2Q to 4 Star: 0
C2Q to 5-Star: 4
3-star to 4-star: 1
3-star to 5-star: 3
4-star to 5-star: 0
Total: 12

Certified Family

C2Q to 3 Star: 16
C2Q to 4 Star: 1
C2Q to 5-Star: 2
3-star to 4-star: 1
3-star to 5-star: 1
4-star to 5-star: 3
Total: 24

Registered Family

C2Q to 3 Star: 14
C2Q to 4 Star: 0
C2Q to 5-Star: 0
3-star to 4-star: 0
3-star to 5-star: 0
4-star to 5-star: 0
Total: 14

Head Start

C2Q to 3 Star: 0
C2Q to 4 Star: 0
C2Q to 5-Star: 4
3-star to 4-star: 0
3-star to 5-star: 0

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

License Exempt Centers

C2Q to 3 Star: 0
C2Q to 4 Star: 1
C2Q to 5-Star: 0
3-star to 4-star: 1
3-star to 5-star: 0
4-star to 5-star: 0
Total: 2

Total

C2Q to 3 Star: 34
C2Q to 4 Star: 2
C2Q to 5-Star: 10
3-star to 4-star: 3
3-star to 5-star: 4
4-star to 5-star: 3
Total: 56

Table 2: Set Two/Set Three Levels of Trainings Sessions Offered July 1, 2019 - June 30, 2020

Number of Events

English: 828
Spanish: 115
Russian: 11
Vietnamese: 0

Chinese: 0
Total: 954

Number of Participants

English: 14,176
Spanish: 2,029
Russian: 128
Vietnamese: 0
Chinese: 0
Total: 16,333

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Spark Rating movement: See 4.12

Number of Spark programs receiving ERDC: 771

Number of FCCN and Early Educators: 70 Coordinators with 111 Network Groups with 544 Programs (break down in 2.2.1)

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 Department of Early Learning and Care 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 accepting subsidy: 771

Number of focused child care network groups: 111

Number of programs participating: 544

"Number of Spark programs accepting subsidy: 771

544 is the number of programs participating in a Focused Child Care Network.

These are two separate things. You do not have to participate in a network to be in Spark."

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 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **1025**

7.1.2 Spending - Complaints about providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **75**

7.2.2 Spending – Licensing Staff:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set aside
- Unable to report. Indicate reason:

No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

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, 2022, to September 30, 2023? **4072**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? \$

[x] Unable to report total amount spent. Indicate reason: Unable to report the dollar amount spent due to accounting transactions do not go into this detail.

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

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

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Measurable indicators used to assess compliance with health and safety requirements:

**Percentage of providers subject to licensing regulation that receive on-time monitoring
Child care providers attending child care resource and referral trainings to meet
licensing requirements**

**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**

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

Progress on meeting health and safety indicators from July 1, 2019 - June 30, 2020:

**Child care providers attending child care resource and referral trainings to meet
licensing requirements (see Table 3)**

**Number of participants completing the Oregon Center for Career Development's online
trainings including the number of CCDF providers that have completed the Oregon Department
of Human Services provider requirements online training (see Table 3)**

Percentage of registered, certified child care programs by type and primary language
(see Table 4)

Table 3: Online Training for Licensing Requirements (Number of Providers)

Early Learning Standards

English: 864
Spanish: 85
Russian: 0
Vietnamese: 0
Chinese: 0
Total: 949

Introduction to Child Care Health & Safety

English: 9,703
Spanish: 320
Russian: 10
Vietnamese: 3
Chinese: 13
Total: 10,049

Recognizing & Reporting Child Abuse and Neglect

English: 8,647
Spanish: 309
Russian: 9
Vietnamese: 5
Chinese: 10
Total: 8,980

Oregon Department of Human Services Requirements

English: 456
Spanish: 59
Russian: 0
Vietnamese: 0
Chinese: 0
Total: 515

Prevention is Better Than Treatment

English: 14,820
Spanish: 763
Russian: 37
Vietnamese: 12
Chinese: 11
Total: 15,643

Safe Sleep

English: 4,061
Spanish: 215
Russian: 0
Vietnamese: 0
Chinese: 0
Total: 4,276

Introduction to Registered Family Child Care Part 1

English: 538
Spanish: 99
Russian: 1
Vietnamese: 0

Chinese: 1
Total: 639

Table 4: Online Training for Licensing Requirements (Percentage of Providers Completing Modules by Type of Care)

Early Learning Standards

Registered Family: 5%
Certified Family: 9%
Center: 45%
Not Licensed: 41%

Introduction to Child Care Health & Safety

Registered Family: 3%
Certified Family: 6%
Center: 33%
Not Licensed: 58%

Recognizing & Reporting Child Abuse and Neglect

Registered Family: 3%
Certified Family: 6%
Center: 35%
Not Licensed: 56%

Oregon Department of Human Services Requirements

Registered Family: 9%
Certified Family: 8%
Center: 26%
Not Licensed: 57%

Prevention is Better Than Treatment

Registered Family: 5%
Certified Family: 12%
Center: 65%
Not Licensed: 18%

Safe Sleep

Registered Family: 4%
Certified Family: 11%
Center: 42%
Not Licensed: 43%

Introduction to Registered Family Child Care Part 1

Registered Family: 11%
Certified Family: 8%
Center: 16%
Not Licensed: 65%

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **Beginning in October 2022, DELC began tracking and monitoring the completion of the DELC approved Child Development Training, known as Foundations for Learning (FFL) for child care providers. Licensing specialists monitor and track staff's completion of these trainings through partnership with Oregon Center for Career Development database. Administrative rules were added or amended to address this requirement and the timeline for completion (all new child care workforce members must complete within the first 90 days of hire, existing staff must complete the training by 12/31/2022).**

By 12/31/2022, 15,625 individuals completed the child development training known as the Foundations for Learning. By the end of the QPR period, 24,806 individuals in total completed the Foundations for Learning training.

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:

Usable exits in family child care

Supporting healthy naptime routines

Written evacuation plan for license-exempt providers receiving subsidy (additional languages added: Chinese and Vietnamese)

Emergency preparedness and response for license-exempt providers receiving subsidy (additional languages Chinese, Russian and Vietnamese)

Medication log and Medication Authorization (additional languages Chinese, Russian and Vietnamese)

Updated list of approved lead-testing laboratories

Corrections to registered family rules that are translated.

Guidance on the use of physical restraint, template to create a physical restraint plan and agency reporting form.

CDC recommended immunization for children ages 0-6

Group size separation in centers and school-age programs

Lead corrective action plans for all types of child care

License-exempt providers lead testing instructions (translated)

List of resources for certified school-age programs, including templates for policies, emergency response plans, injury reports, first aid kit supply list, medication authorization & administration, transportation agreement.

Training requirements for providers in home settings and centers

Where to find CPR/First Aid Trainings

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

13,579 early learning educators completed [Introduction to Child Care Health and Safety \(ICCHS\)](#)

2,025 completed [Introduction to Registered Family Child Care Part 1\(IRFCC\)](#)

8,517 completed "Safe Sleep for Oregon's Infants"

12,800 completed "Recognizing and Reporting Child Abuse and Neglect"

8,525 completed "Prevention is Better than Treatment"

2,442 completed ODHS Child Care Provider Orientation, Part 1

24,806 individuals completed the Foundations of Learning.

Percentage of registered, certified child care programs by type and primary language, as of 9/30/2023

Total Number of Certified Center Facilities: 1,369

English: 1,337 (98%)

Spanish: 6 (<1%)

Russian: 1 (<1%)

Vietnamese: 0

Chinese: 1 (<1%)

Not selected: 24 (2%)

Total Number of Certified Family Facilities: 1,042

English: 825 (79%)

Spanish: 213 (20%)

Vietnamese: 2 (<1%)

Chinese: 0

Russian: 1

None selected: 1 (<1%)

Total Number Registered Family Facilities: 1,192

English: 786 (65.9%)

Spanish: 240 (20.1%)

Vietnamese: 21 (1.8%)

Chinese (Mandarin & Cantonese): 17 (1.4%)

Russian: 102 (8.6%)

Other (includes: Arabic, Burmese, Farsi, Japanese, Romanian, Somali and other): 26 (2.2%)

8) Evaluating and assessing the quality of child care programs and services, 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 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2022 to September 30, 2023?

QRIS

CLASS

ERS

FCCERS

ITERS

State evaluation tool. Describe

Core Knowledge and Competency Framework

Other. Describe **SEQUAL**

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) including ECERS-3, and ITERS-3. 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, Berkley, to conduct this survey.

Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2022 to September 30, 2023?

- QRIS
- CLASS
- ERS
- FCCERS
- ITERS
- State evaluation tool. Describe
- Core Knowledge and Competency Framework
- Other. Describe **SEQUAL**
- Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

[] No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2022 to September 30, 2023?
\$

Unable to report total amount spent. Indicate reason: **Unable to report due to accounting history does not have this detail.**

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Oregon measures progress in the effectiveness of child care programs and services by:

Number of children enrolled in Spark-rated programs

Numbers of children receiving child care subsidies in star-rated programs.

Numbers of participating and star-rated programs

Oregon's Professional Development Registry reports of early educators' advancement on Registry step levels.

Progress in improving the effectiveness of child care programs and services January 1 - December 31, 2020:

Number of children enrolled in Spark rated programs: 44,479

Numbers of children receiving child care subsidies in star rated programs: 4,499
Numbers of participating and star rated programs: 1,441 participating, 689 Stark rated.
Oregon's Professional Development Registry report of early educators' advancement on
Registry step levels from July 1, 2019 - June 30, 2020: 12,379

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: **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, 243 observations were conducted in a variety of settings including licensed-exempt centers, certified centers, and certified family homes to support continuous quality improvement efforts that positively impact children. One group that we would like to see utilize this resource more frequently is registered family homes. During this period, we added on-site observations as a Spark rating renewal option, simplified the observation request process, and created more targeted education and marketing to explain what the tools are and how they can support their programs' ability to positively impact children. Several videos were created about the observation process and were added to the Spark Observation & Assessment page of the website.

The number of children in Spark-rated programs is 44,614 which is 291 more than last year. And, while programs continue to apply to participate in Spark and advance their ratings (+43), we did see a decrease (-55) in Spark-rated programs. Some programs lost their ratings due to serious licensing violations and other programs closed.

It also appears that the number of children receiving child care subsidies in star-rated programs is likely an undercount as it doesn't include license-exempt programs that are operated by Education Service Districts. Additionally, there are 4,454 children in programs that are at the entry-level position within Spark, called Commitment to Quality (or C2Q), which means that children receiving child care subsidies in in Spark participating programs totals 6,676.

Number of children enrolled in Spark-rated programs: 44,614
Number of children receiving child care subsidies in star-rated programs: 2,222
Number of programs participating in Spark: 1,477
Number of star-rated programs: 644
Number of early educators' advancement on Registry steps:

Total # of ERS completed: 200
Total # of CLASS completed: 43
Total observations completed: 243
Total # completed in licensed child care centers: 189
Total # completed in licensed family child care home: 54

9) Supporting child care 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 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2022 to September 30, 2023?

- 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:

9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023? \$

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent
 No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan: **Spark participating programs can use their support funds to pursue accreditation. When they receive accreditation, they are offered Spark incentive funds, and then may receive up to \$750 toward the cost of renewal. Eligible accreditations include: National Association for Family Child Care, National Association for the Education of Young Children, and Association of Christian Schools International. During this reporting period, no funds were used for pursuing or maintaining accreditation.**

10) Supporting providers in 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 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2022, to September 30, 2023?

QRIS, 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
- 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:

Early Learning Guidelines

State Framework. Describe

Core Knowledge and Competencies

Other. Describe

N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2022 to September 30, 2023? \$

Unable to report total amount spent. Indicate reason: **Our budget team was unable to get the exact dollar amount due to these services were contract out and the expenses are billed with other projects.**

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

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

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Oregon measures progress in efforts to develop or adopt high quality program standards for:

Infants & Toddlers:

Number of infants enrolled in Baby Promise

Number of infants and toddlers in Spark rated programs

Preschoolers:

**Number of children enrolled in Preschool Promise
Number of preschool-aged children enrolled in Spark rated programs**

School Age:

Number of school-age children in Spark rated programs

**Progress in efforts to develop or adopt high quality program standards as of December 31, 2020
for:**

Infants & Toddlers:

**Number of infants enrolled in Baby Promise as of January 2021: 91 children
Number of infants and toddlers in Spark-rated programs:**

**Birth - 17 months: 7,840
18 months - 35 months: 5,241**

Preschoolers:

**Number of children enrolled in Preschool Promise[MM-E1] as of January 2021: 2,159
children.**

Number of preschool-aged children enrolled in Spark-rated programs:

**3 years old: 12,982
4 years old: 9,826**

School Age:

Number of school-age children in Spark-rated programs:

5 years: 5,673

6-11 years: 3,277

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan: **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. In comparison to last year, the number of infants and toddlers being served in Spark-rated programs increased by 221 and now totals 9,029. There was also a modest increase in preschoolers in participating in Spark programs from 28,358 to 28,513. However, School-age children in Spark-rated programs dropped by 85, and now totals 7,072.

Infants enrolled in Baby Promise: 256

11) Other activities to improve the quality of child care services

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 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2022 to September 30, 2023?

Yes. If yes, describe and check which types of providers were eligible and number served.

Licensed center-based programs

License-exempt center-based programs

Licensed family child care homes

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

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

Other (explain)

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

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, 2022 to September 30, 2023?

Yes. Describe: **The Agency has invested in a new Provider Management Platform to replace CCRIS, and the technology to stand up DELC's own data infrastructure - including but not limited to a data warehouse. Further more, DELC has purchased and implemented an Awards Management System for grant management and award compliance.**

Additionally, DELC is partnering with TRI and Work Life Systems to develop and release a new Child Care Safety Portal. As a new agency, DELC is establishing a data governance organizational structure to provide a solid foundation for coordination and alignment of data-related decision making and policy implementation.

The Agency is working in partnership with contractors to collaboratively redesign Spark with racially/ethnically, linguistically, and geographically diverse families and providers/educators to be an equitable, inclusive, and accessible QRIS for Oregon's diverse child care workforce. Our engagement and redesign approach has centered the voices of those historically excluded in the development of actions that most impact them. One of the goals of this work is to provide more accessible, up-to-date, and relevant information to families about programs thus enabling them to select the provider or program that is the best fit for their child. We plan to invest in an application and/or platform that will align with the redesigned system and support families in choosing a provider or program, allow providers/programs to share up-to-date information, and support providers to continuously improve the quality of the care and education services they provide in order to better meet the needs of their community.

No

11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

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, 2022 to September 30, 2023?

Yes. Describe findings: **As of December 2022, using the child care desert standard, families with infants and toddlers in 35 of 36 Oregon counties still live in a child care desert. The picture is slightly better for families with preschool-age children; families in 18 of 36 counties live in a child care desert. The majority of Oregon’s child care supply is parent-funded (tuition and fees); public funding makes up less than a quarter of slots across the state yet plays a crucial role in the child care supply. Between early 2020 and 2022, the number of publicly funded slots for infants and toddlers increased by 49% and publicly funded slots for preschooler by 30%. Without publicly funded slots, all except three Oregon counties would be child care deserts. Nonmetropolitan counties tend to have a higher proportion of public slots compared to metropolitan counties. In addition, higher percentages of preschool slots are publicly funded as compared to infant/toddler slots."** Find the full report here:

https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregons_child_care_deserts_2022.pdf

No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement 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, 2022 to September 30, 2023? 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: **Children and families who face historical and current inequities due to factors such as race, income, zip code, or language.**

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2022 and September 30, 2023 (check all that apply)? If indicated, how many providers received each type of support?

Financial bonuses (not tied to education levels) **120**

Salary enhancements/wage supplements **3592**

Health insurance coverage

Dental insurance coverage

Retirement benefits

Loan Forgiveness programs

Mental Health/Wellness programs

Start up funds **163**

Other. Describe: **Financial bonuses (not tied to education levels):** Financial incentives to child care programs are delivered through various initiatives. Funds are available for programs that participate in focused networks. During this year, 72 programs received Focused Network participation funds totalling \$96,500. Additionally, supports and incentives are available for participation in Spark, Oregon's Quality Rating Improvement System. Supports are available to programs prior to their rating to help them increase the quality of their program. 76 programs received Spark supports during the fiscal year totalling \$82,500. Incentives are available for programs that receive a star rating. These incentives are tiered based on star level. During the fiscal year, 44 incentives were provided for a total of \$48,200.

Salary enhancements/wage supplements: CCSO provides licensed programs with 50 hours of substitute hours for the year.

Other: Through ERDC, a High Needs Rate is available through individualized assessment for children who experience a significantly higher need for supervision, intervention and monitoring while in childcare. This fiscal year, 139 providers received a total of 1644 High Need payments.

Additionally, Oregon allocated ARP Supplemental Discretionary funds to enroll providers in a United Healthcare HealthiestYou telehealth subscription through a Letter of Agreement with one of Oregon's child care provider unions. During the report period, \$478,500 was expended for this service, serving approximately 1990 providers.

N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? \$

Unable to report total amount spent. Indicate reason: **No other activities to report at this time - unable to disaggregate funding to this level.**

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **No other activities to report at this time - unable to disaggregate funding to this level.**

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

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.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **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 stabilization grants have completed this year, however, the contract with First Children's Finance continues to support both CCR&Rs in business acumen strategies for early educators and trainings in business acumen for early educators.**

Two new initiatives have been funded at Western Oregon University in support of child care services. Child Care Substitutes of Oregon has been established to provided up to 50 hours of substitute care per program. It is being rolled out through out the state, as additional substitutes are hired each different regions. Newly hired substitutes are provided in-service trainer before entering classrooms. Ongoing professional learning is provided to substitutes employed by CCSO. As of Sept. 30, 2023, CCSO employees 33 substitutes in five regions, and is continuing recruitment efforts state wide.

DELC is also funding Western Oregon University to provide another round of start up grants for programs,. The purpose of these grants is to provide funding directly to programs to improve quality. As of Sept 30, 2023, Western Oregon University was in the beginning phase of application planning, as well as conducting community engagement and outreach.

12) Annual Report

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 Annual Report and Changes

12.1.1 Annual Report:

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 previous years, 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.**

In the tragic event of a fatality in a child care setting, upon learning of the death CCLD would immediately begin a detailed process of response. This would include coordination with partner agencies to ensure the safety of the other children in care and to support the investigation(s) of the fatality, including CCLD's own investigation of the regulatory environment at the time of the death. Within 48 hours, or upon clearance from law enforcement if needed, CCLD would update the relevant Child Care Safety Tool pages of the DELC website, which includes the Child Care Safety Portal (the [Portal](#)) to provide community notification. In addition, CCLD will notify 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. Membership on this team provides an opportunity for multi-disciplinary prevention analysis of fatalities affecting children in child care settings. Compliance staff are participating on county multidisciplinary teams (MDT) reviewing child fatalities which may include licensed and unlicensed child care. The objective of participation by CCLD staff provides an opportunity for child fatality prevention. This information has the potential to 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. Rules relevant to safe sleep have been revised and improved to reflect the most current best practice recommendations by the American Academy of Pediatrics, and provider-required safe sleep training is undergoing concurrent revision with consultation from Oregon Health Authority.

The agency collects and annually analyzes serious injury reporting data to determine necessary updates to policy and procedure, in addition to identify potential for targeted prevention-based technical assistance for child care providers.

12.1.2 Annual Report Changes:

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. **DELIC modified its rules for certified centers (adopted in June 2023 with implementation set for January 2024). Many rules regarding general health and safety have been added or amended. Changes include:**

Adding dislocated bone to the list of serious injuries which must be reported to the agency.

Amended requirements for outdoor play structure, protective surfacing requirements, and fall zone to align with Consumer Project Safety Commissions (CPSC) guidelines.

Added requirements for shock-absorbing surfacing for elevated indoor play equipment and requirements for lofts and ladders.

Amended infant sleep equipment and safe sleep requirements to align with APA recommendations. Prohibits the use of bassinets, stacking, wall or modular cribs.

Amended language to prohibit the use of baby doorway jammers, accordion safety gates, bean bags, water beds, and unstructured infant slings or wraps.

Required removal of products that have been recalled by CPSC

Updated facility emergency preparedness and response plan requirements. Added requirement that the plan be reviewed and if necessary updated annually.

Facilities must take into consideration and prepare for weather conditions and other natural events that may impact children's health.

Facilities must have an emergency kit available which includes: first aid kit, flashlight, radio, batteries, whistle or other alarm.

Added requirements for the preventing access to bodies of water, pools, and hot tubs.

Clarifies cleaning processes including soap & water use prior to sanitizing and disinfecting.

Additional requirements for the clean-up of bio-contaminants

Added carbon-monoxide detector requirements

Added requirement for well-fitting helmets to be worn when children use bikes, trikes, balance bikes and other wheeled equipment.

Added requirement that injuries to a child's head be reported to the parent/emergency contact immediately.

Additions to first aid kit requirements: slings, tweezers, plastic bags, and cold packs.

Allows permission for chronic medical conditions to be given for 12 months.

Allows for emergency medications (inhalers, epinephrin) to be storage out-of-reach of children, but does not have to be locked-provides staff with quicker access in care of exposure.

Amended requirements for care plans when supporting children with increased risk for a chronic physical, developmental, behavioral, or emotional condition and who requires health and related services of a type or amount beyond that required by children generally.

Amended transportation requirements, whether a facility transports children themselves, or contacts for those services.

Amended water activities: Swimming is prohibited in natural bodies of water; wading is allowed only for children over 36 months of age.

To support facilities with implementation of the new requirements, DELC will provide programs with access to 24 video series to highlight changes. In addition, technical assistance documents will be updated or added to support implementation. DELC will host webinars to provide overview of the rule changes and share additional resources.

DELC will update the forms used for inspections (both announced renewal inspections as well as unannounced monitoring) to reflect both the rule language and any rule citations needed. DELC staff receive extensive training (all staff training, individual work unit trainings, self-study guides) to support their understanding of the rule changes. Staff will feel comfortable providing guidance to programs on rule changes and be able to enforce the requirements.

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 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

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 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

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%**