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Quality Progress Report (QPR)

For

Oregon

FFY 2024

QPR Status: Accepted as of 2025-04-16 15:17:04 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, 2023, through September 30, 2024), 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.

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, 2024.

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, 2024. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

☒ Licensed center-based programs **1396**

☐ 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 **2413**

☐ 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 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, 2023 to September 30, 2024?

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

☐ No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 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, 2024 **27,975**

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, 2023 and September 30, 2024 (check all that apply)? If selected, how many staff received each type of support?

☒ Scholarships (for formal education institutions) **Betty Gray Scholarship- \$60,905.24 with a total of 36 recipients, Oregon Family Child Care Scholarship- \$194,975.32 with 95 recipients Early Learning Degree Pathway Scholarship- \$486,960.83 with 105 recipient**

☒ Financial bonus/wage supplements tied to education levels **Education Award Incentives- \$320,900.00 with 1,155 recipients**

☒ Career advisors, mentors, coaches, or consultants **Each of the 7 colleges and one university involved in the consortia have at least one navigator. Some are housed within the CRRR and some are college staff. There are 7 Business coaches across 7 CCR&R regions, 4 of the regions are rural. The business coaches serve a total of 15 counties 3 Agency-level Child Care 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.15 Child Care Specialists were available in regions throughout the state to provide consultation and technical assistance to child care providers caring for children with specialized needs. 387 consultation visits provided universal accommodation strategies and individualized plans for identified children with disabilities. 218 High Needs Rate assessments were completed. 68 Quality Improvement Specialists, Business Coaches, and Preschool Promise Quality Specialists 14 Infant Toddler Specialists 5 Mentor Coaches 21 Preschool Promise Coaches 4 Baby Promise Coaches/Specialists - 134 total.**

☒ Reimbursement for training **396**

☐ Loans

☒ Substitutes, leave (paid or unpaid) for professional development 65

☒ Other. Describe: **The 7 colleges and 1 university continued to receive consortia grant funding. The goal of the consortia is to reduce economic and non-economic barriers to ECE credential/degree attainment. From the date reported through on the last QPR, July 1, 2023 through the date of the latest available report June 30, 2024 the consortia collectively served 560 students; of those 104 achieved a degree or credential. The new BA consortia at Southern Oregon University served 21 students and expects to have more moving forward. 43% of consortia students indicated their primary language was Spanish.**

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."

From 10/1/2023-6/30/2024 the Early Learning Degree Pathway Scholarship \$486,960.83 was used to support 105 students before funds for college and university credits were fully expended for the biennium due to the scholarships popularity. DELC Funded 7 Business Coaches to provide business technical assistance to 177 Unique individuals from 10/1/23-9/30/24.

DELC funded a total 118 Focused Child Care Networks throughout the state supporting 678 Programs.

☐ 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, 2024:

- ☒ Child Development Associate (CDA) **1250**
- ☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **738**
- ☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **860**
- ☐ State child care credential
- ☐ State infant/toddler credential
- ☐ Unable to report this data. Indicate reason:

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, 2024:

- ☒ Child Development Associate (CDA) **687**
- ☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **472**
- ☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **565**
- ☐ State child care credential
- ☐ State infant/toddler credential
- ☐ Unable to report this data. Indicate reason:

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

☒ 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, 2023 to September 30, 2024? \$

☒ Unable to report total amount spent. Indicate reason: **Unable to report. Accounting records don't indicate enough information to know if the expenditure was for Training and Professional Development. Due to changes in Lead Agency, DELC has not yet enacted a new system to be able to track these records at this level. FY 2023 reporting still held**

documentation/systems at the Department of Education. Changes are being made to the way we track these expenditures to allow us to report accurately for FY25.

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

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: **The 7 colleges and 1 university continued to receive consortia grant funding. The goal of the consortia is to reduce economic and non-economic barriers to ECE credential/degree attainment. From the date reported through on the last QPR, July 1, 2023 through the date of the latest available report June 30, 2024 the consortia collectively served 560 students; of those 104 achieved a degree or credential. The new BA consortia at Southern Oregon University served 21 students and expects to have more moving forward. 43% of consortia students indicated their primary language was Spanish.**

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, 2023 to September 30, 2024?

☐ 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

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:

No progress to date, however revision of the Early Learning and Kindergarten Guidelines were included in the Birth Through Five Literacy Plan submitted to the Oregon State Legislature 12/31/24, and will be implemented, funding dependent.

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, 2023 to September 30, 2024?

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

- General description of QRIS: **Oregon's QRIS, known as Spark, uses a tiered star rating system. High quality is considered achieving a 3, 4 and 5-star rating.**

As of October 1st, 2023 another pathway for Spark participation has been available. Only programs that are ERDC listed may complete a portfolio, but all Spark eligible programs (C2Q level) may participate in the Quality Improvement Cycle regardless of their ERDC listing. In a Quality Improvement Cycle, providers choose their own goal for their quality improvement. They can then request support funds and explore resources to aid in their goal completion. Once they completed their goal, providers complete a QI Cycle reflection form and receive an incentive fund.

- 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.
☐ 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, 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: **289**
- Total number of licensed family child care homes meeting high quality definition: **263**
- Total number of CCDF providers meeting high quality definition: **269**
- Total number of children served by providers meeting high quality definition: **21343**

☐ 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, 2023 to September 30, 2024 (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

o Licensed child care centers **50**

o Licensed family child care homes **197**

☒ On-going or periodic quality stipends

o Licensed child care centers **307**

o Licensed family child care homes **491**

☒ Higher CCDF subsidy rates (including tiered rating)

o Licensed child care centers **95**

- o Licensed family child care homes **174**

[x]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)

[x]Other. Describe **Changes were made above - there was an error in the initial submission as we had only included 5 star providers but should have included 3 and 4 star as well.**

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?

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

[x] CCDF quality funds

[x] 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, 2023 to September 30, 2024? \$

[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.

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:

Our Child Care Resource and Referral agencies in each region continue to lead focused child care networks designed to support programs to improve their quality. Many of these networks utilize our Spark portfolio as a framework to assess each domain (Children’s Learning and Development, Health and Safety, Personnel Qualifications, Family Partnerships, and Administration and Business Practices), and then work together to identify goals for improvement, and provide resources and support to achieve their goals and increase the quality of the services they provide. We continue to see new programs apply for Spark and earn a star rating and programs advancing within the tiered system. One barrier to receiving the highest star rating is the evidence required for the Personnel Qualification domain. We hope to address this and other access concerns during our ongoing Spark redesign process. We are redesigning our QRIS, Spark, to be a Quality Recognition (versus Rating) and Improvement System that supports the continuous quality improvement of Oregon’s different 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 different 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.

Number of Children in Spark-rated programs: 44,361

Newly Rated Programs: 43

Programs achieving a higher rating: 44

Number of Spark Programs (C2Q-5-Star): 1504

Number of Star rated Programs (3-Star-5-Star): 621

Percent of Spark programs-Center: 48.5%

Percent of Spark programs-Family Child Care: 51.5%

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

Center

C2Q to 3 Star: 4

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: 1

Total: 4

Certified Family

C2Q to 3 Star: 7

C2Q to 4 Star: 1

C2Q to 5-Star: 0

3-star to 4-star: 3

3-star to 5-star: 1

4-star to 5-star: 1

Total: 13

Registered Family

C2Q to 3 Star: 8

C2Q to 4 Star: 0

C2Q to 5-Star: 1

3-star to 4-star: 1

3-star to 5-star: 1

4-star to 5-star: 0

Total: 11

Head Start

C2Q to 3 Star: 5

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: 5

License-Exempt Centers

C2Q to 3 Star: 1
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: 1

Clarification from 4.1: The reason the 289 (licensed child care centers) +263 (licensed family child care home) does not match 621 is because the 621 includes license exempt programs as the question is "number of Star rated programs (3star to 5star)". The question from 4.1.a only asks for licensed programs.

The total number of programs achieving a higher rating include programs that had their ratings reinstated from Licensing only, a category that doesn't exist in the breakout and is a different process but nonetheless did receive a rating within the time period. The breakout (34 programs) are those that went through the process, but the total includes reinstatements from revocations.

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, 2023 to September 30, 2024?

☒ Yes

- Number of specialists available to all providers **18**
- Number of specialists available to providers serving children who receive CCDF **18**
- Number of specialists available specifically trained to support family child care providers **18**
- Number of providers served **184**
- Total number of children reached **1342**

☐ 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 **Each specialist operates infant- and toddler-focused child care networks that provide targeted training on quality care for serving children 6 weeks to 3 years of age. The network providers receive enhanced training, technical assistance, and support funds geared towards increasing quality of care. Many of the specialists are trainers in the ZERO TO THREE Critical Competencies for Infant and Toddler Educators and deliver that curriculum/consultation supports as well.**

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, 2023 to September 30, 2024?

☒ Number of staffed family child care networks: **118**

- o Describe what the network/hub provides to participating family child care providers: **118 Focused Child Care Networks with 36 Coordinators and 678 programs participating.**

Focused Child Care Networks foster supportive groups of early learning and care professionals, structured around individualized supports and professional development opportunities, engaged in continuous quality improvement, designed to increase retention, reduce isolation, and improve outcomes for programs, children, and families.

☐ 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, 2023 to September 30, 2024? **\$5696772**

☐ 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 amount is inclusive of the 3%.**

There was an error on FY2023: should be corrected to \$9,273,483.48. FY2023 still included ARPA funds.

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:

Number of infant toddler specialists: 14 plus 4 Baby Promise coaches/specialists

Professional development opportunities for infant/toddler specialist: 11 90min TA Webinar, 5 2 hour FCCN Webinars, 7 1hour Quality Improvement CoPs.

Number of children enrolled in Baby Promise: 528 Desired Capacity slots for Infant-toddlers.

Based on Spark count, there are 231 children in BP-Spark participating programs (27 programs total)

Number of early education programs participating in Baby Promise: 41

Number of infants and toddlers enrolled in a Spark-rated program: 3,637

a) Birth - 17 months = 1,184

b) 18mo-35mo = 2,453

Number of childcare providers participating in infant-and-toddler trainings: 11,491 total attendees to IT trainings. This number definitely includes multiple counts of individual providers in multiple trainings.

Number of early educators participating in infant-and-toddler focused child care networks: 184

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, 2023 to September 30, 2024?

☒ 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, 2023 to September 30, 2024? **\$7121317**

☐ Unable to report total amount spent. Indicate reason:

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

☐ 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:

Number of Spark programs receiving ERDC: 798.

Number of FCCN and Early Educators- 70 Coordinators with 118 Network Groups with 678 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 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 cost of living adjustments for coaches and quality specialists to work with Preschool Promise programs in each Child Care Resource and Referral, and the addition of a new position in each CCR&R program for a regional child care specialist focused on

supporting early learning and care programs that request consultation to create better wraparound approaches to serving children.

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, 2023 to September 30, 2024? **964**

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, 2023 to September 30, 2024? Number of staff DELC's field operations office has **75 positions. 73% (55) of these positions are funded through CCDF, and the remaining 27% (20) are funded through state general funds. These positions consist of: Licensing specialists; Senior licensing specialists; and Regional licensing managers. These positions conduct inspections and ongoing monitoring of child care facilities. CCLD's central office includes 83 positions. 54% (45) of these positions are funded through**

CCDF, 39% (32) in state general fund, and 7% (6) in other funds. Central office includes: Background check unit; Compliance unit, where legal actions and hearings are managed; Investigations unit, where complaints are investigated.

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, 2023 to September 30, 2024? **Certified Center: 1396 Certified Family: 1156 Registered Family: 1257 Regulated Subsidy (Non-Relative license-exempt): 332 TOTAL: 4141** Child Care Licensing Division's Licensing specialists provide technical assistance as a part of every phone call, email and on site visit. During inspection and monitoring visits, licensing specialists determine if rules are being followed through observation and documentation provided by the provider/director. The Licensing Specialist verifies whether or not the program is in compliance with rules, and documents findings on the licensing contact reports and checklists. All programs receive technical assistance to help them understand the rationale behind the rules and what it means to be in compliance. If it is determined that a rule is not being followed, the staff will receive various forms of technical assistance (for example technical assistance resource documents and technical assistance consultation), as well as a

corrective action plan. In addition to technical assistance, a noncompliance finding may be issued. Licensing specialists follow up with the program staff to ensure the corrective action plan was followed, the program has come into compliance and to offer further technical assistance as needed.

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, 2023 to September 30, 2024? \$

☒ 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: **Percentage of providers subject to licensing regulation that received on-time monitoring.** Of the 3817 facilities that had an active status during the QPR period, 99% of facilities received timely monitoring. Strategies the agency has implemented to ensure on-time monitoring: Regional Licensing Managers continuously evaluate caseloads to distribute licenses as evenly as possible between staff. This sometimes involves reassignment of staff, reassignment of region, and/or additional training of staff into license types they had not previously been assigned. Licensing renewal dates are continuously reviewed to determine peak workload months with the purpose of evenly distributing workload throughout the calendar year to support timely monitoring and inspections. Regional Licensing Managers utilize comprehensive management reports when working with their teams. These reports assist in the ongoing tracking and timely completion of unannounced monitoring visits, compliance verification for both injuries and serious rule violations, and complaint inspections. Reports identify if these visit types were

completed within the agency set timelines. Regional Licensing Managers review these reports with their staff monthly and discuss how timelines are met and reasons why a visit may have been completed outside of agency timelines.

In September 2024, CCLD and the Oregon Center for Career Development (OCCD) updated the Introduction to Child Care Health and Safety training to enhance the information already provided regarding child maltreatment. The emergency preparedness section was also updated to include more information on reunification with families, planning for emergencies for infants, toddlers, and children with special needs and continuity of operations. Guidance Documents: The agency continues to increase transparency regarding compliance with rules and regulations through the creation and distribution of rule guidance documents. Guidance documents are translated into Spanish, Russian, Vietnamese and Chinese as needed for each type of care. Documents include, but are not limited to: Active supervision; Bicycle helmets; Contracted services; Teacher qualifications with international degrees/experience; Position qualifications templates; Record keeping requirements (program, staff and child records); CPSC Playground Safety Handbook; Bias awareness and cultural responsiveness in child care; Cribs and play yards; Fire Safety and Fire Drills; Responding to injuries; Child activity planning;

· 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 Child safety lock requirements; Disinfecting and sanitizing solutions; Naptime Ratios; Preventing Shaken Baby Syndrome and Abusive Head Trauma; Hot tub, pool and pond barriers. Video Series: With the newly adopted rules for certified child care centers (effective January 1, 2024), DELC developed a series of online videos describing the changes. These videos were available in both English and Spanish. Many health and safety regulations are covered in these videos including: Orientation and required training, emergency preparedness, prevention of hazards, maintenance and sanitation, handwashing, illness, and injuries, and transportation. DELC has plans to create a similar video series once the new rules for certified and registered family child care are adopted in December, 2024.

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

9/30/2024 · Total Number of Certified Center Facilities (includes certified center and certified school-age center): 1,399 (37%) o English: 1364 (97%) o Spanish: 7 (1%) o Russian: 2 (<1%) o Mandarin: 1 (<1%) o Not selected: 25 (2%) · Total Number of Certified Family Facilities: 1158 (30%) o English: 881 (76%) o Spanish: 274 (24%) o Vietnamese: 1 (<1%) o Somali: 2 (<1%) · Total Number Registered Family Facilities: 1260 (33%) o English: 818 (65%) o Spanish: 273 (22%) o Vietnamese: 22 (2%) o Chinese (Mandarin & Cantonese): 17 (2%) o Russian: 98 (8%) o Other (includes: Arabic, Burmese, Farsi, Japanese, Romanian, Somali and other): 32 (3%)

o None selected: 1 (<1%) · Total Number Registered Family Facilities: 1,192 o English: 786 (65.9%) o Spanish: 240 (20.1%) o Vietnamese: 21 (1.8%) o Chinese (Mandarin & Cantonese): 17 (1.4%) o Russian: 102 (8.6%) Other (includes: Arabic, Burmese, Farsi, Japanese, Romanian, Somali and other): 26 (2.2%) The agency requires and offers several training topics on health and safety topics. We offer these trainings in English, Spanish, Russian, Vietnamese, and Chinese. · 9,232 individuals completed the Foundations of Learning. · 10,380 early learning educators completed "Introduction to Child Care Health and Safety (ICCHS)" · 1,567 completed "Introduction to Registered Family Child Care Part 1(IRFCC)" · 1,925 completed ODHS Child Care Provider Orientation, Part 1 · 5,832 completed "Prevention is Better than Treatment" · 10,495 completed "Recognizing and Reporting Child Abuse and Neglect" · 7,218 completed "Safe Sleep for Oregon's Infants"

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, 2023 to September 30, 2024?

☒ QRIS

☒ CLASS

☒ ERS

☐ FCCERS

☐ ITERS

☐ State evaluation tool. Describe

☐ Core Knowledge and Competency Framework

☒ Other. Describe Oregon's QRIS, Spark, uses the Classroom Assessment Scoring System (CLASS) - an evidence-based classroom observation assessment that measures the quality of teacher-student interactions. Spark uses the CLASS quality tool in some 5-star programs within Oregon's Head Start, Preschool Promise, and Oregon Pre-Kindergarten (state funded Head Start) preschool programs. Spark is built on 33 evidence-based standards to assess the quality of participating programs.

Through a partnership with The Research Institute, the Environmental Rating Scale (ERS) assessments were voluntarily available for programs participating in Spark, Preschool Promise, and Oregon Pre-Kindergarten for the purposes of continuous quality improvement and system data. ERS assessments are another set of evidence-based classroom observation tools that measure structural aspects of quality and adult-child interactions.

Programs participating in Spark submit a portfolio documenting the quality level of their program in 33 standards across five domains, Children's Learning & Development (LD), Health & Safety (HS), Personnel Qualifications (PQ), Family Partnerships (FP), and Administration & Business Practices (AB). One standard within the Administration & Business Practices domain requires programs to use a comprehensive program evaluation process on an annual basis that examines their program's policies and procedures, care and education environment, curriculum, and administration and business practices. Sources can include: Spark Family Survey, program personnel feedback/input, formal rating scales or

evaluation instruments, child outcome data from assessments, and evaluations from outside evaluators such as Spark Observation & Assessment Specialists. Spark programs are asked to report improvements made from their comprehensive program evaluation process on an annual basis as part of the Spark Program Update Report (SPUR).

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

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

Another aspect that can impact a program's quality is the condition of the work environment, and a tool that can be used to assess early care and education work environments is the Supportive Environmental Quality Underlying Adult Learning (SEQUAL). It is a multi-purpose validated tool that addresses five critical areas of teachers' work environments: Teaching Supports, Learning Community, Job Crafting, Adult Well-Being, and Program Leadership. We contracted with the Center for the Study of Child Care Employment at the University of California, 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, 2023 to September 30, 2024?

- ☒ QRIS
- ☒ CLASS
- ☐ ERS
- ☒ FCCERS
- ☐ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☒ Other. Describe **SEQUAL**.

Two FCC programs received a CLASS observation.

- ☐ 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, 2023 to September 30, 2024?
\$

[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.

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: **Oregon's QRIS, Spark, offers several methods for evaluating and assessing child care programs, with a focus on both the quality of practices and their impact on children. Whether programs are completing a Spark portfolio or a Quality Improvement Cycle, they begin by conducting a self-assessment of their practices within one or more of the Spark domains: Children's Learning & Development (LD), Health & Safety (HS), Personnel Qualifications (PQ), Family Partnerships (FP), and Administration & Business Practices (AB). This initial step starts their quality improvement journey and establishes a baseline for evaluation.**

Programs that choose to complete the Spark portfolio compile evidence of their quality practices across 33 standards in all 5 domains. For example, one standard in the Administration & Business Practices domain requires programs to engage in a comprehensive annual program evaluation that examines their policies, procedures, environment, curriculum, and business practices. This process helps ensure that program practices align with quality standards that directly support positive child outcomes. Sources for this evaluation include the Spark Family Survey, feedback from program personnel, formal rating scales or evaluation instruments, child outcome data from assessments, and external evaluations such as those from Spark Observation & Assessment Specialists.

Additionally, Spark participants may request an on-site observation where a Spark observer evaluates their practices using evidence-based tools like the Classroom Assessment Scoring System (CLASS) or Environmental Rating Scale (ERS). These observations focus on assessing the quality of teacher-child interactions and the learning environment, which are critical factors in improving child outcomes. Although participation in these observations is voluntary, they contribute to the portfolio as evidence within the LD and AB domains and help programs identify quality improvement goals and practices.

State funding has expanded the availability of observations, ensuring that Oregon's Pre-Kindergarten (state-funded Head Start) and Preschool Promise programs receive a CLASS or ERS observation at least once every two to three years. Participation in these quality improvement activities, including observations, is a requirement of their grant.

Moreover, the observation scores are compiled across the state and analyzed to identify trends and potential areas for targeted technical assistance in each participating CCR&R region,

ensuring that all programs are continuously improving and effectively supporting positive child outcomes.

Number of children enrolled in Spark-rated programs: 44,361

Number of children receiving child care subsidies in star-rated programs : 798 programs receive subsidy with Spark. 2,575 Children in Star rated programs (This number is only for Licensed star rated programs as CCRIS does not have license exempt data)

Number of participating Spark programs:1,504

Number of Spark star-rated programs : 621

Number of early educators' advancement on Registry steps: There have been a total 1,529 step increases

Total # of ERS completed: 285

Total # of CLASS completed: 141

Total # of observations completed in licensed child care centers: 277

Total # of observations completed in licensed family child care home: 69

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, 2023 to September 30, 2024?

- ☐ 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, 2023 to September 30, 2024? \$

☐ 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:

Funds were offered to support providers in pursuing or maintaining accreditation but no programs applied

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, 2023 to September 30, 2024?

☒ 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: **Administration and Business Practices**

☒ Early Learning Guidelines

☒ State Framework. Describe **From March to November 2023, DELC tasked Community Wealth Partners and The Research Institute (TRI) at Western Oregon University with facilitating statewide engagement efforts as part of the redesign of Spark. The intent was to gather information from an array of families across different counties in Oregon. Also to gather information from different types of early learning and care professionals, including in communities that are bilingual or multicultural. The engagement efforts were led by three listening workgroups of families and early learning and care professionals. The groups listened to over 2,600 individuals, reviewed findings and created recommendations. Those from the workgroups were invited to join the Accountability Team as part of the next stage of the Spark redesign. The Accountability Team was finalized with 14 members from about ten different counties across Oregon. The Accountability Team is continuing to work with DELC and TRI to develop a redesigned Spark. They have created a Redesign Plan using the recommendations and feedback from the statewide engagement efforts.**

- ☐ 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: **Due to changes in Lead Agency, DELC has not yet enacted a new system to be able to track these records at this level. FY 2023 reporting still held documentation/systems at the Department of Education.**

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, 2023 to September 30, 2024? \$

☒ Unable to report total amount spent. Indicate reason: **Due to changes in Lead Agency, DELC has not yet enacted a new system to be able to track these records at this level. FY 2023 reporting still held documentation/systems at the Department of Education.**

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.

Over the past year, the Spark program has served a total of 44,361 children, a slight decrease from 44,614 the previous year, reflecting a reduction of 253 children. While there are fewer Spark programs serving infants and toddlers (from 587 to 559), the increase in infants and toddlers served (from 9,029 to 9,237, a growth of 208 children) is explained by more certified centers offering toddler-specific classrooms, particularly in Early Head Start programs, and a decrease in the number of Registered Family child care providers serving infants and toddlers. Preschool enrollment decreased slightly from 28,513 to 28,356, a drop of 157 children, which may reflect regional demographic changes, shifts in family enrollment preferences, or the opening and closing of programs within Spark. School-age participation also saw a decline from 7,072 to 6,768, a drop of 304 children, likely due to factors such as alternative care options or changes in school schedules.

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, 2023 to September 30, 2024?

☐ 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, 2023 to September 30, 2024?

☒ Yes. Describe: **The Agency is working in partnership with contractors to collaboratively redesign Spark with families and providers/educators to be a representative QRIS for Oregon's child care workforce. Our engagement and redesign approach has focused on listening to those who are most impacted by policy decisions. One of the goals of this work is to provide more available, 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. The proposed redesign has been approved by the agency and the community partners have now being engaged to fully develop and implement the redesign. A vendor has been approached to create 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.**

During this period a study of our registry system was done by the National Workforce Registry Alliance resulting in a workplan for system improvements. An additional legislatively required independent study was also started to consider workforce barriers that, though the final report was not completed during this time period, engagement occurred, and recommendations that impact the registry and future revisions were included in the final report as a result of that engagement and research.

☐ 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, 2023 to September 30, 2024?

☐ Yes. Describe findings:

☒ 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, 2023 to September 30, 2024?
Check all that apply.

- ☒ Child care deserts
- ☒ Infants/toddlers
- ☒ Children with disabilities
- ☒ English language learners
- ☒ Children who need child care during non-traditional hours
- ☐ Other. Describe:

11.4.2 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, 2023 and September 30, 2024 (check all that apply)? If indicated, how many providers received each type of support?

- ☐ Financial bonuses (not tied to education levels)
- ☒ Salary enhancements/wage supplements **Child Care Substitutes of Oregon provides licensed programs with 50 hours of substitute hours for the year. Between September 2023 and October 2024, approximately 3,030 hours of substitute care was provided to early learning programs.**

☒ Health insurance coverage A one-time allocation of \$5 million was negotiated for Telehealth benefits in 2021 through the Collective Bargaining process for family child care providers. All licensed family child care providers are eligible, and they have an average of 2,100 providers are signed up for the benefit. This will expire June 30, 2025 because we do not have ongoing funding.

☐ Dental insurance coverage

☒ Retirement benefits A one-time investment of \$5 million for retirement was negotiated in 2021, but it wasn't distributed fully until April 2024. 1,025 licensed family child care providers received \$4,878 total per provider.

☐ Loan Forgiveness programs

☒ Mental Health/Wellness programs A one-time allocation of \$5 million was negotiated for Telehealth benefits in 2021 through the Collective Bargaining process for family child care providers. All licensed family child care providers are eligible, and they have an average of 2,100 providers are signed up for the benefit. This will expire June 30, 2025 because we do not have ongoing funding.

☒ Start up funds 156 applications were approved for funding in fiscal year 2024 for a total of \$3,700,000 ARPA funds.

☒ Other. Describe: Through ERDC a High Need Rate is available through individualized assessment for eligible children who experience a significantly higher need for supervision and intervention while in child care. This fiscal year 1976 High Needs payments were made to 190 child care providers.

Financial incentives to child care programs are delivered through various initiatives. Funds are available for programs that participate in focused networks. During this year, 158 programs received Focused Network participation funds totalling \$252,500. 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. 47 programs received Spark supports during the fiscal year totalling \$63,000. Incentives are available for programs that receive a star rating. These incentives are tiered based on star level. During the fiscal year, 19 incentives were provided for a total of \$17,000. Additionally, programs received incentives to go through the rating renewal process. 36 programs went through the rating renewal process and received a total of \$7,000. Considered "incentives", not "bonuses" and incentives are given to programs, not individual staff members. Registered family is the program and the staff member concurrently. Program number having received incentives is included in response.

☐ 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, 2023 to September 30, 2024? \$

☒ Unable to report total amount spent. Indicate reason: **Unable to report. Accounting records don't cover 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.

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:

Impact Tracking and Evaluation: DELC evaluates the outcomes of business training and TA programs to identify effective practices and adapt strategies. This includes tracking metrics like provider satisfaction, financial stability, and program capacity changes. First Children's Finance conducted conversations with intermediary organizations including start-up and expansion grant programs and recipients, Spark and CCR&Rs to continue the assessment of child care business support needs throughout Oregon. First Children's Finance facilitated ongoing capacity-building sessions with DELC and child care intermediary organizations to analyze a child care ecosystem map, inform the development of a competency framework, in alignment with the recommendations produced in FY23 and support the implementation of recommendations. First Children's Finance developed a state of child care survey in Oregon to assess the sustainability and health of child care programs and reviewed internal survey materials to identify ways to adapt the survey to meet the needs of Oregon's child care sector. (NON-CCDF)

- o Through a Shared Services Alliance community partner known as the Oregon Child Care Alliance, and in partnership with Child Care Resource & Referral (CCR&R) agencies, child care providers have been able to seek support and technical assistance through Business Coaches to enhance their business acumen and reduce the administrative costs and burdens of running their businesses. This collaborative governance structure has resulted in providers expanding their facilities, increasing child care slots, and gaining access to free resources that improve sustainability. To date, the Alliance has supported 155 members, including 131 registered and certified family child care providers. Of these, 139 members are distributed across six CCR&R regions, with 46 members operating in rural communities, ensuring that services are reaching providers statewide. The Alliance's tiered model begins with foundational coaching and business training, progresses to onboarding with tools with child care management software systems, and culminates in providers "graduating" with the confidence and infrastructure to operate independently while still maintaining access to core shared services such as payroll support, professional networking, and quarterly coaching.

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. **All licensed child care centers are required by rule to report all serious injuries and deaths to the agency by 5:00PM the next business day. Registered family and certified family care homes, as well as unlicensed programs receiving CCDF are required by rule to report all serious injuries and deaths to the agency within 5 business days. DELC collects and annually analyzes this serious injury and fatality reporting data to determine necessary updates to rules, policy, or procedure, in addition to identify potential for targeted prevention-based technical assistance for child care providers. The analysis includes looking at what types of serious injuries occurred in what types of child care facilities, as well as the circumstances of those serious injuries, in order to determine if there are any trends based on circumstances such as types of activities or types of playground or other equipment might have been involved.**

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.

Regulation/Rule Updates. In January of 2024, the newly revised rules for certified child care center took effect. As reported in the 2023 QPR, many of the revised rules reflected the agency's ongoing efforts to support children's health and safety while in child care. The following are examples of rules that were amended or added to support injury prevention: o Amended requirements for outdoor play structure, protective surfacing requirements, and fall zone to align with Consumer Project Safety Commissions (CPSC) guidelines; o Added requirements for shock-absorbing surfacing for elevated indoor play equipment and requirements for lofts and ladders; o Required removal of products that have been recalled by

CPSC; Added requirement for well-fitting helmets to be worn when children use bikes, trikes, balance bikes and other wheeled equipment. o Amended water activities: Swimming is prohibited in natural bodies of water; wading is allowed only for children over 36 months of age. Joint dislocation was added to the definition of serious injury and beginning in January 2024, certified child care centers were required to report this injury. Similarly, in July 2025, registered family and certified family rules will be updated to align with the health and safety requirements in certified child care centers.

Agency Analysis of Injury Data. During the compressive review of serious injuries, DELC identified areas of improvement that may benefit data collection and analysis. Analysis of serious injury data indicated several inconsistencies in injury data entry that impacted the agency's ability to accurately analyze data and make any regulatory changes that might be needed based on the analysis. Inconsistencies included: 1) Serious injury list in the database does not align with the current definition/description of how the agency defines serious injury; 2) Injuries entered into the database that may not meet the definition of serious injury; 3) Circumstances of the injury were inconsistently entered into the database; and 4) Some injuries documentation lacked some or all of the required elements. Agency Response. Based on the completed analysis, DELC will make the following policy and data entry updates: o Align data entry injury type descriptions with definition of serious injury; o Update data entry to remove outdated or unnecessary text fields (for example, removal of the word illness, modify list of medical professional seen); o Update circumstances for injury to better reflect if the injury was connected to any noncompliance; o Create clear documentation and data entry requirements for licensing staff; o Update licensing staff manuals and provide training to licensing staff on serious injuries and data reporting.