



# Manual Language Update March 1, 2026

**Manual Title:** Baby Promise Program Operations Manual for Child Care Resource and Referral Entities

**Section:** CCR&R Personnel and Training and Glossary of Terms

**Page Number(s):** 9, 18,19,44,45

**Date of Update:** 3/1/2026

**Prepared By:** Maidie Rosengarden

**Reason for Update:** (e.g., policy change, clarity, compliance, alignment with new program requirements)

Original Manual Language	Updated Manual Language
<p><b>Page 9</b></p> <p>For the provision of business supports Membership with Oregon Child Care Alliance (OCCA <a href="https://www.oregonchildcarealliance.org/">https:// www.oregonchildcarealliance.org/</a>) is required for Baby Promise Providers (at no cost to the provider) in consultation with the designated CCR&amp;R staff member.</p> <p><b>Page 18, 19</b></p> <p>Key functions within the Baby Promise Program must be embedded within positions hired by the CCR&amp;R.</p> <p>The CCR&amp;R must have a designated position (minimum of .5 FTE) that fulfills the management and oversight of subcontracts with Baby Promise Program Providers. This position is responsible for administering subcontracted slot payments, maintaining records, billing, and monitoring each Early Learning and Care Program receiving Baby Promise subcontracted funds.</p>	<p><b>Page 9</b></p> <p>For the provision of business supports Membership with Oregon Child Care Alliance (OCCA <a href="https://www.oregonchildcarealliance.org/">https:// www.oregonchildcarealliance.org/</a>) may be required for Baby Promise Providers (at no cost to the provider) in consultation with the designated CCR&amp;R staff member. After consultation with the Grantee, Baby Promise Providers may opt out of membership by completed the grantee provided form.</p> <p><b>Page 18, 19</b></p> <p>Key functions within the Baby Promise Program must be embedded within positions hired by the CCR&amp;R.</p> <p>The CCR&amp;R must have a designated position (minimum of .5 FTE) that fulfills the management and oversight of subcontracts with Baby Promise Program Providers. This position is responsible for administering subcontracted slot payments,</p>



Original Manual Language	Updated Manual Language
<p>The CCR&amp;R must have a position (minimum of .5 FTE) that fulfills the eligibility, recruitment, selection, and enrollment functions of children in Baby Promise.</p> <p>The CCR&amp;Rs in Baby Promise regions must have at a minimum one full-time (1.0 FTE) Infant Toddler Coach in addition to any other Infant Toddler Specialists employed using funds from other grants. Regardless of the title of the Baby Promise Infant Toddler Coach (i.e. Coach, Quality Improvement Specialist, Program Specialist or other) they must meet the qualifications of an Infant Toddler Coach outlined below. This position is responsible for reporting monthly and quarterly to DELC and is not responsible for grant or contract monitoring.</p> <p>Infant Toddler Coaches must</p> <p>Train Early Educators and program directors or administrators in Zero to Three Core Competencies</p> <p>Complete required Zero to Three trainings within 18 months of hire.</p> <p>Lead Focused Child Care Network's (FCCN) with Baby Promise Early Educators and/or directors and administrators.</p> <ul style="list-style-type: none"> <li>· Attend monthly Community of Practice meetings led by DELC and attend individual meetings as required by DELC.</li> <li>· Attend Community of Practice meetings led by Zero to Three.</li> <li>· Take Essential Fellowship training (see link for more information).</li> <li>· Must take and train The Pyramid Model (see link for more information).</li> </ul>	<p>maintaining records, billing, and monitoring each Early Learning and Care Program receiving Baby Promise subcontracted funds.</p> <p>The CCR&amp;R must have a position (minimum of .5 FTE) that fulfills the eligibility, recruitment, selection, and enrollment functions of children in Baby Promise.</p> <p>The CCR&amp;Rs in Baby Promise regions must have at a minimum one full-time (1.0 FTE) Infant Toddler Coach in addition to any other Infant Toddler coaches employed using funds from other grants. Regardless of the title of the Baby Promise Infant Toddler Coach (i.e. Coach, Quality Improvement Specialist, Program Specialist or other) they must meet the qualifications of an Infant Toddler Coach outlined below. This position is not responsible for grant or contract monitoring.</p> <p>Infant Toddler Coaches must:</p> <p>Provide Infant and Toddler specific coaching professional development opportunities which are relationship-based and individualized to infant and toddler early education and care providers, as well as those early education professionals (subcontracted with the Baby Promise program) who are interested in serving infants and toddlers through an Infant Toddler Coach. i. Technical Assistance including coaching provided individually or in group settings shall include:</p> <ol style="list-style-type: none"> <li>I. Focus on relationship based, reflective practices</li> <li>II. ZERO TO THREE Critical Competencies for Infant and Toddler Educators</li> <li>III. Motivational Interviewing approaches</li> <li>IV. Anti-bias/anti-racist practices</li> </ol>



Original Manual Language	Updated Manual Language
<p>· Meet monthly with assigned caseload and coach individuals.</p> <p>· Coach Baby Promise providers and/or programs through a yearly observation cycle and growth and development plan (also known as continuous growth and development cycle). The plan may be for a QI cycle or part of a programs Spark process.</p> <p>· Infant and Toddler Coach must meet once a month or more with their designated DELC Agency Infant &amp; Toddler Specialist to receive coaching and professional development.</p> <p>· They must participate in required training and technical assistance activities to support the implementation of consultation related to infant and Toddler practices.</p> <p>Infant Toddler Coaches are encouraged to undertake professional development in the CLASS system of assessment, Environment Rating Scales for Infants and Toddler, and TIPITOS assessment methodology. They are also encouraged to take the Foundations of Coaching. Activities shall include, but are not limited to:</p> <p>Ongoing consultation</p> <p>Communities of practice</p> <p>Professional learning with outside contractors or trainers</p> <p>Assessment of coaching skills</p> <p>Data dialogues</p>	<p>V. Circle of Security Concepts</p> <p>VI. Supports for early care and education professionals (subcontracted with the Baby Promise program) at risk of suspending or expelling an infant or toddler</p> <p>VII. Trauma-responsive</p> <p>Grantee shall consider the needs of infant and toddler early care and education professionals in their communities (subcontracted with the Baby Promise program) and tailor their activities to best address those needs, including the following:</p> <p>I. Coaching, technical assistance and consultation</p> <p>II. Training and job-embedded professional development</p> <p>III. Goal setting and support for completion of goal cycles.</p> <p>IV. Connections to peers, professional support, and the community (where applicable).</p> <p>V. Participation in the early childhood professional system, including higher ed, Spark, Baby Promise, Early Head Start Child Care Partnership Programs and other processes/supports (where applicable).</p> <p>Coaching Activities will include:</p> <p>I. Grantee's Infant and Toddler Coach will engage regularly as requested by the agency in ongoing professional development and must participate in required training and technical assistance activities to support the implementation of coaching and consultation related to infant &amp; toddler practices. Activities will include, but are not limited to:</p> <p>A. ongoing consultation</p> <p>B. Mentor coach engagement as required by DELC</p>

Original Manual Language	Updated Manual Language
<p>Preferred Qualifications for Baby Promise Infant Toddler Coach are as follows:</p> <p><b>Strong Educational Background in Early Childhood Education</b></p>	<ul style="list-style-type: none"> <li>C. communities of practice</li> <li>D. professional learning with outside contractors or trainers</li> <li>E. Endorsement through ORIMHA</li> <li>F. Participation in Circle of Security P Facilitator Training</li> <li>G. Participation and certification in ZERO TO THREE Critical Competencies Training of Trainers (as available)</li> <li>H. Completion of Foundations of Coaching course through ELSI</li> <li>I. Train Early Educators and program directors or administrators in Zero to Three Core Competencies</li> <li>J. Complete required Zero to Three trainings within 18 months of hire.</li> <li>K. Lead Focused Child Care Network's (FCCN) with Baby Promise Early Educators and/or directors and administrators as directed by the Grantee</li> <li>L. Attend monthly Community of Practice meetings led by DELC and attend individual meetings as required by DELC.</li> <li>M. Attend Community of Practice meetings led by Zero to Three-as directed by the Grantee</li> <li>N. Coach Baby Promise providers and/or programs through a yearly observation cycle and growth and development plan (also known as continuous growth and development cycle). The plan may be for a QI cycle or part of a programs Spark process.</li> </ul> <p>Preferred Qualifications for Baby Promise Infant Toddler Coach are as follows:</p> <p><b>Strong Educational Background in Early Childhood Education</b></p>



Original Manual Language	Updated Manual Language
<p>Bachelor's degree in early childhood education, bachelor's degree in a related field and coursework in early childhood education, or a step 10 or higher on the Oregon registry.</p> <p><b>Experience Working with Infants and Toddlers</b></p> <p>At least two years of experience in an early childhood or youth development program with specific experience working with the age group or focus area of the position.</p> <p>At least one year of experience in an Early Learning Program that serves infants and toddlers, as a supervisor, coach, or instructional leader or at least one year's experience providing Technical Assistance and training, including coaching, to Early Learning Programs who care for infants and toddlers.</p> <p><b>Ability to Develop and Conduct Training for Early Educators</b></p> <p>Oregon Registry Master Trainer</p> <p><b>Cultural, Linguistic, and Equity Skills</b></p> <p>Culturally competent, able to understand and avoid bias. Demonstrated skills, education and abilities in anti-bias and cultural competency, ongoing training, and reflective supervision Ability to meet the cultural and linguistic needs of Early Educators</p>	<p>Bachelor's degree in early childhood education, bachelor's degree in a related field and coursework in early childhood education or a step 10 or higher on the Oregon Registry</p> <p><b>Experience Working with Infants and Toddlers</b></p> <p>At least one year experience in an early childhood or youth development program with specific experience working with children birth to three</p> <p>At least one year of providing TA and/or training or coaching to Early Learning Programs or peers (e.g. co-teachers/other staff)</p> <p><b>Ability to Develop and Conduct Training for Early Educators</b></p> <p>Be considered or able to become master trainer in Oregon Registry Online</p>

Original Manual Language	Updated Manual Language
<p><b>Page 44, 45</b></p> <p><b>Glossary of Terms</b></p> <p><b>Community of Practice”</b> (CoP) The term Community of Practice was first introduced by Jean Lave and Etienne Wenger (1991). A community of practice (CoP) is a group of people (generally peers) who share a concern or passion for something they do. Participants learn how to improve their practice as they interact regularly over time. The goal of each CoP is for participants to connect, share experiences and gain expertise from each other; it is not a time for training, policy/process clarification or general updates. A CoP may include time for focused dialogue, reflections on a shared learning experience, reflective protocols, and sharing of a problem of practice for peer insights and guidance. To support relationships and conversations, Communities of Practice should not be recorded.</p> <p><b>Infant Toddler Coach”</b> Is an Infant Toddler Specialist specifically funded through Baby Promise and who works exclusively with Baby Promise Programs. The Infant Toddler Coach has expertise and content knowledge to provide support to programs serving infants and toddlers. The Infant Toddler Coach will lead Focused Child Care Networks specifically working with Baby Promise Early Educators and/or Program Directors or administrators assisting to develop their continuous quality improvement processes, provide professional development, coaching, and other supports to facilitate high-quality care.</p> <p><b>“Focused Child Care Network (FCCN)” “Focused Child Care Network” or “FCCN”</b> means a cohort of childcare practitioners who meet frequently and</p>	<p><b>Page 44, 45</b></p> <p><b>Glossary of Terms</b></p> <p><b>“Coaching”</b> means a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient. Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting and achievement for an individual or group. Coaching may be provided in different formats, including but not limited to, one on one coaching, peer-coaching, and group coaching.</p> <p><b>“Community of Practice” or “CoP”</b> means a group of people who share a common concern, a set of problems, goals, or an interest in a topic, and who come together to fulfill both individual and group goals Generally, there is a facilitator who leads the Community of Practice and supports the coordination of the group.</p> <p><b>“Consultation”</b> means a collaborative, problem-solving process led by a Quality Improvement Specialist with specific expertise or skills. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.</p> <p><b>“Infant Toddler Coach”</b> means an individual who provides both ongoing and intensive Technical Assistance, including coaching as well as other modalities tailored to Early Educators and Early Learning Programs serving infants and toddlers, and who meets the qualifications described in this Grant. The Infant</p>

Original Manual Language	Updated Manual Language
<p>regularly, in small or large groups, with a Quality Improvement Specialist to discuss best practices as defined and as directed by Agency; access and share resources; receive training; and encourage progress as they work toward increasing the quality of their Early Learning Programs.</p>	<p>Toddler Coach is a specialized position focused on increasing the individualized system of supports to infant and toddler early educators, to include goal setting, improved child-level outcomes, improved early educator retention and wellbeing, and availability and quality of infant and toddler care in the Grantee's Region.</p> <p><b>“Focused Child care Network” or “FCCN”</b> means a supportive, relationship-based group of early learning and care professionals who meet regularly, over time, with the support of a dedicated Coordinator. The network is designed to provide individualized and group-based professional learning, build community, and support continuous quality improvement. It is a structure for ongoing support, reflection, connection, and growth.</p>
<p><i>(Insert the exact text being replaced)</i></p>	<p><i>(Insert the new approved text)</i></p>