

XVII. APPENDIX TABLE OF CONTENTS

#	Attachment Title	Relevant Selection Criterion
1 – 5	Senate Bill 909	A (1)
6 – 13	Senate Bill 248	A (1)
14 – 31	Senate Bill 552	A (1)
32 - 64	Early Childhood and Family Investment Transition Report	A (1), E (1)
65 – 72	Early Learning Design Team Draft Strawperson Proposal	A (2), C (3)
73- 85	Oregon Kindergarten Readiness Survey Report	E (1)
86- 143	Core Body of Knowledge for Oregon’s Childhood Care and Education Profession	C (1), D (1), E (2)
144 - 147	Collection and Management of Data to be used in Oregon EQUIP	B (1), B (3), E (2)
148 - 155	Early Childhood Foundations and Born to Learn – Ages Birth to Five	B (1), C (1)
156 – 196	Approaches to Learning – Birth to Three	C (1)
197 - 202	Overview of Program / Agency / Licensing Relating to Standard I : Collaborative Family Partnerships	B (1)
203 - 206	Oregon Child Care Centers: Descriptive Statistics on Five Quality Indicators	B (2)
207 - 233	The Head Start Child Development and Early Learning Framework	C (1)
234 - 246	Memo – Linkage of Common Core Standards and HS Child Development and Early learning Framework	C (1)
247 - 249	Oregon Child Care Licensing Recommendations – Mid-Project Status Report	Priority 2
250 - 253	Oregon Registry Steps for the Oregon Registry: pathways to professional Recognition in Childhood Care and Education	D (1), D (2)
254 - 255	The Quality Indicators	B (1), B (2)

#	Attachment Title	Relevant Selection Criterion
256 - 269	Oregon Program of Quality Standards with Indicators and Performance Criteria	B (1)
270 - 272	MOU – Governor’s Office	A
273 - 275	Scope Of Work – Governor’s Office	A
276 - 278	MOU – Early Learning Council	A
279 - 281	Scope Of Work – Early Learning Council	A
282 - 284	MOU – Oregon Commission on Children and Families	A
285 - 287	Scope Of Work – Oregon Commission on Children and Families	A
288 - 290	MOU – Oregon Health Authority	A
291 – 293	Scope Of Work – Oregon Health Authority	A
294 - 296	MOU – State Library	A
297 – 298	Scope Of Work – State Library	A
299- 301	MOU – Oregon Employment Department	A
302 – 308	Scope Of Work – Oregon Employment Department	A
309 - 311	MOU – Oregon Department of Education	A
312 - 315	Scope Of Work – Oregon Department of Education	A
316 – 318	Table: Letters of Support	A
319 - 381	Letters of Support	A

A-Engrossed Senate Bill 909

Ordered by the Senate April 27
Including Senate Amendments dated April 27

Sponsored by COMMITTEE ON RULES (at the request of Governor John A. Kitzhaber)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

[Establishes Task Force on Education Investment Board for purpose of determining whether to establish education investment board and to identify potential functions of board.]

Establishes Oregon Education Investment Board for purpose of ensuring equitable outcomes for public school students by overseeing unified public education system that begins with early childhood services and continues throughout public education from kindergarten to post-secondary education. Directs board to appoint Chief Education Officer.

Establishes Oregon Education Investment Fund. Continuously appropriates moneys in fund to board for purpose of funding duties of board.

Establishes Early Learning Council. Directs council to prepare and submit information to board related to plans to merge, redesign or improve coordination of early childhood services, to align early childhood services with child-centered outcomes and to implement specified early childhood services.

Directs board to submit report related to proposed changes in public education to legislative committees on education by December 15, 2011.

Declares emergency, effective on passage.

A BILL FOR AN ACT

1
2 Relating to education; appropriating money; and declaring an emergency.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1. (1) The Oregon Education Investment Board is established for the purpose**
5 **of ensuring equitable outcomes for all public school students of this state by overseeing a**
6 **unified public education system that begins with early childhood services and continues**
7 **throughout public education from kindergarten to post-secondary education.**

8 **(2) The board consists of 13 members as follows:**

9 **(a) The Governor, or the designee of the Governor; and**

10 **(b) Twelve members who are appointed by the Governor, subject to confirmation by the**
11 **Senate in the manner provided in ORS 171.562 and 171.565, and who serve at the pleasure of**
12 **the Governor.**

13 **(3) The Governor, or the Governor's designee, shall serve as chairperson of the Oregon**
14 **Education Investment Board.**

15 **(4) The duties of the board include:**

16 **(a) Ensuring that early childhood services are streamlined and connected to public edu-**
17 **cation from kindergarten through grade 12 and that public education from kindergarten**
18 **through grade 12 is streamlined and connected to post-secondary education. To assist the**
19 **board in fulfilling this duty, the board shall oversee the Early Learning Council established**
20 **by section 4 of this 2011 Act.**

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 (b) Recommending strategic investments in order to ensure integrated, outcome-based
2 budgets for public education.

3 (c) Providing an integrated, statewide, student-based data system that monitors expen-
4 ditures and returns on investments. The board shall provide the data system described in
5 this paragraph by:

6 (A) Developing the data system or identifying or modifying an existing data system that
7 accomplishes the goals of the data system; and

8 (B) Ensuring that the data system is maintained.

9 (5) An appointed member of the board is entitled to compensation and expenses as pro-
10 vided in ORS 292.495.

11 (6) A majority of the members of the board constitutes a quorum for the transaction of
12 business.

13 (7) The board shall meet at such times and places specified by the call of the chairperson
14 or of a majority of the members of the board.

15 (8) In accordance with applicable provisions of ORS chapter 183, the board may adopt
16 rules necessary for the administration of the laws that the board is charged with adminis-
17 tering.

18 **SECTION 2.** (1) The Oregon Education Investment Board established by section 1 of this
19 2011 Act shall appoint a Chief Education Officer who shall serve at the pleasure of the board.

20 (2) The Chief Education Officer shall be a person who, by training and experience, is well
21 qualified to:

22 (a) Perform the duties of the office, as determined by the board; and

23 (b) Assist in carrying out the functions of the board, as described in section 1 of this 2011
24 Act.

25 **SECTION 3.** (1) The Oregon Education Investment Fund is established in the State
26 Treasury, separate and distinct from the General Fund. Moneys in the Oregon Education
27 Investment Fund may be invested and reinvested. Interest earned by the Oregon Education
28 Investment Fund shall be credited to the fund.

29 (2) Moneys in the Oregon Education Investment Fund are continuously appropriated to
30 the Oregon Education Investment Board established by section 1 of this 2011 Act for the
31 purpose of funding the duties of the board related to early childhood services and public ed-
32 ucation from kindergarten through post-secondary education.

33 **SECTION 4.** (1) The Early Learning Council is established. The council shall function
34 under the direction and control of the Oregon Education Investment Board established by
35 section 1 of this 2011 Act.

36 (2) The council is established for the purpose of assisting the board in overseeing a uni-
37 fied system of early childhood services, including the funding and administration of those
38 services.

39 (3) The council consists of nine members who are appointed by the Governor and serve
40 at the pleasure of the Governor. At least one of the members must be an appointed member
41 of the Oregon Education Investment Board.

42 (4) The activities of the council shall be directed and supervised by the Early Childhood
43 System Director, who is appointed by the Governor and serves at the pleasure of the Gov-
44 ernor.

45 **SECTION 5.** (1) The Early Learning Council established by section 4 of this 2011 Act shall

1 prepare and submit to the Oregon Education Investment Board the information described in
2 this section for inclusion in the report required under section 6 of this 2011 Act.

3 (2) The council shall conduct an analysis of plans to merge, redesign or improve the co-
4 ordination of early childhood services and to align early childhood services with child-
5 centered outcomes. The early childhood services to be considered in the analysis include:

6 (a) Certain programs or services funded or administered by the State Commission on
7 Children and Families, including:

8 (A) Healthy Start Family Support Services programs described in ORS 417.795.

9 (B) Relief nurseries described in ORS 417.788.

10 (C) Community schools described in ORS 336.505 to 336.525.

11 (D) Great Start.

12 (E) Family preservation programs.

13 (F) Any other services identified by the board that are funded by grants or other moneys
14 awarded to the commission for the purpose of serving children, youth and families.

15 (b) Certain programs or services funded or administered by the Department of Education,
16 including:

17 (A) Early intervention services.

18 (B) Early childhood special education.

19 (C) Head Start programs.

20 (D) Oregon prekindergarten programs, as defined in ORS 329.170.

21 (E) The federal Even Start Statewide Family Literacy Initiative.

22 (F) Special education and related services.

23 (c) Certain programs funded or administered by the State Library, including Ready to
24 Read.

25 (d) Certain programs or services funded or administered by the Oregon Health Authority,
26 including:

27 (A) Maternal and child health services.

28 (B) The Women, Infants and Children Program established by ORS 409.600.

29 (e) Certain programs funded or administered by the Employment Department, including:

30 (A) The Child Care Division established under ORS 657A.010.

31 (B) The Commission for Child Care created by ORS 657A.600.

32 (f) Certain programs funded or administered by the Department of Human Services, in-
33 cluding:

34 (A) The Employment Related Day Care program.

35 (B) The Wraparound initiative described in ORS 418.977.

36 (3) The council shall establish a plan to implement early childhood services that could
37 be implemented by June 30, 2012, to accomplish the following goals:

38 (a) Ensure the early identification of children and families who are at risk based upon
39 identified, critical indicators.

40 (b) Establish and maintain family support managers who:

41 (A) Coordinate support services provided to children and families;

42 (B) Act as an intermediary between providers of support services and children and fam-
43 ilies receiving support services; and

44 (C) Serve a geographic area that represents the service area of one or more elementary
45 schools.

1 (c) Provide services at a biennially calculated average cost per child to ensure account-
2 ability for efficient and equitable service delivery to children and families with minimal ad-
3 ministrative costs.

4 (d) Ensure that contracts with early childhood services providers require measured
5 progress, establish goals and provide payment based on the success of the provider in
6 achieving the goals.

7 (e) Establish kindergarten readiness assessments and early learning benchmarks.

8 (f) Collect and evaluate data related to early childhood services to ensure that stated
9 goals are being achieved.

10 (4) The council shall submit the information described in this section to the board by a
11 date identified by the board. The board shall determine what information to present in the
12 report described in section 6 of this 2011 Act and how the information shall be presented.

13 **SECTION 6.** (1) The Oregon Education Investment Board established by section 1 of this
14 2011 Act shall submit a report to the interim legislative committees on education on or be-
15 fore December 15, 2011, and may file proposed legislative measures with the Legislative
16 Counsel in the manner allowed by both houses of the Legislative Assembly.

17 (2) The report required by this section shall describe the proposed legislative measures,
18 which may provide for any of the following:

19 (a) Allowing the Oregon Education Investment Board to carry out the duties of the board
20 described in section 1 of this 2011 Act.

21 (b) Merging, redesigning or improving the coordination of early childhood services and
22 aligning early childhood services with child-centered outcomes, as described in section 5 (2)
23 of this 2011 Act.

24 (c) Implementing early childhood services that meet the goals described in section 5 (3)
25 of this 2011 Act.

26 (d) Merging the State Board of Education and the State Board of Higher Education and
27 transferring the duties of those boards and the State Commission on Children and Families
28 to the Oregon Education Investment Board by June 30, 2012.

29 (e) Requiring the Commissioner for Community College Services, the Chancellor of the
30 Oregon University System and the executive director of the Oregon Student Assistance
31 Commission to function under the direction and control of the Chief Education Officer of the
32 Oregon Education Investment Board by June 30, 2012.

33 (f) Consolidating, aligning and coordinating governance, programs and funding for youth
34 development and training, including the Oregon Youth Investment Foundation, juvenile
35 crime prevention programs and services, the Oregon Youth Conservation Corps and the
36 Youth Standing Committee of the Oregon Workforce Investment Board.

37 **SECTION 7.** The Oregon Education Investment Board established by section 1 of this 2011
38 Act shall ensure that the statewide data system described in section 1 (4)(c) of this 2011 Act
39 is operating on or before June 30, 2012.

40 **SECTION 8.** If Senate Bill 242 becomes law, section 1 of this 2011 Act is amended to read:

41 **Sec. 1.** (1) The Oregon Education Investment Board is established for the purpose of ensuring
42 equitable outcomes for all public school students of this state by overseeing a unified public educa-
43 tion system that begins with early childhood services and continues throughout public education
44 from kindergarten to post-secondary education.

45 (2) The board consists of 13 members as follows:

1 (a) The Governor, or the designee of the Governor; and

2 (b) Twelve members who are appointed by the Governor, subject to confirmation by the Senate
3 in the manner provided in ORS 171.562 and 171.565, and who serve at the pleasure of the Governor.

4 (3) The Governor, or the Governor's designee, shall serve as chairperson of the Oregon Educa-
5 tion Investment Board.

6 (4) The duties of the board include:

7 (a) Ensuring that early childhood services are streamlined and connected to public education
8 from kindergarten through grade 12 and that public education from kindergarten through grade 12
9 is streamlined and connected to post-secondary education. To assist the board in fulfilling this duty,
10 the board shall oversee:

11 (A) The Early Learning Council established by section 4 of this 2011 Act.

12 (B) **The Higher Education Coordinating Commission established by section 1, chapter ____,**
13 **Oregon Laws 2011 (Enrolled Senate Bill 242).**

14 (b) Recommending strategic investments in order to ensure integrated, outcome-based budgets
15 for public education.

16 (c) Providing an integrated, statewide, student-based data system that monitors expenditures and
17 returns on investments. The board shall provide the data system described in this paragraph by:

18 (A) Developing the data system or identifying or modifying an existing data system that ac-
19 complishes the goals of the data system; and

20 (B) Ensuring that the data system is maintained.

21 (5) An appointed member of the board is entitled to compensation and expenses as provided in
22 ORS 292.495.

23 (6) A majority of the members of the board constitutes a quorum for the transaction of business.

24 (7) The board shall meet at such times and places specified by the call of the chairperson or of
25 a majority of the members of the board.

26 (8) In accordance with applicable provisions of ORS chapter 183, the board may adopt rules
27 necessary for the administration of the laws that the board is charged with administering, **including**
28 **any rules necessary for the oversight of the direction and control of the Higher Education**
29 **Coordinating Commission.**

30 **SECTION 9. The amendments to section 1 of this 2011 Act by section 8 of this 2011 Act**
31 **become operative on January 1, 2012.**

32 **SECTION 10. This 2011 Act being necessary for the immediate preservation of the public**
33 **peace, health and safety, an emergency is declared to exist, and this 2011 Act takes effect**
34 **on its passage.**

35

Enrolled
Senate Bill 248

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with pre-session filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Senate Interim Committee on Education and General Government for Full-Day Kindergarten Implementation Committee)

CHAPTER

AN ACT

Relating to kindergarten; creating new provisions; amending ORS 327.006, 327.077, 327.106, 327.297, 330.101, 336.092, 336.095 and 339.141 and sections 2 and 3, chapter 40, Oregon Laws 2008; and repealing ORS 327.082.

Be It Enacted by the People of the State of Oregon:

SECTION 1. Section 2, chapter 40, Oregon Laws 2008, as amended by section 1, chapter 388, Oregon Laws 2009, is amended to read:

Sec. 2. Section 1, chapter 40, Oregon Laws 2008, applies to the 2007-2008, 2008-2009, 2009-2010, 2010-2011, [and] 2011-2012, **2012-2013, 2013-2014 and 2014-2015** school years.

SECTION 2. Section 3, chapter 40, Oregon Laws 2008, as amended by section 2, chapter 388, Oregon Laws 2009, is amended to read:

Sec. 3. Section 1, chapter 40, Oregon Laws 2008, is repealed on June 30, [2012] **2015**.

SECTION 3. ORS 336.095 is amended to read:

336.095. (1)(a) **A school district that is not a union high school district must offer half-day kindergarten and may choose to offer full-day kindergarten.**

(b) **A public charter school may choose to offer half-day kindergarten or full-day kindergarten.**

(c) **The State Board of Education shall adopt by rule:**

(A) **Standards for half-day kindergarten and full-day kindergarten; and**

(B) **The minimum number of instructional hours required for half-day kindergarten and full-day kindergarten.**

[(1)] (2) [The district school board of every common school district shall] **Every school district that is not a union high school district must** provide kindergarten facilities free of charge for the kindergarten children residing in the district by operating [such] **the** facilities either singly or jointly with other districts or by contracting with public or private providers that conform to standards adopted by rule by the State Board of Education.

[(2)] (3) [However,] Nothing in this section prevents a district school board from admitting free of charge a child who is a resident of the district and whose needs for cognitive, social and physical development would best be met in the school program, as defined by policies of the district school board, even though the child has not attained the minimum age requirement.

[(3)] (4) [Kindergartens established under] **Kindergarten that is offered as provided by** subsection (1) of this section shall be funded in the same manner as other [schools] **grades** of the dis-

trict are funded, **except that the aggregate days membership of children in kindergarten shall be calculated as provided by ORS 327.006.**

~~[(4)]~~ **(5)** ~~[Kindergartens are]~~ **Kindergarten** is an integral part of the public school system of this state.

SECTION 4. ORS 327.106 is amended to read:

327.106. (1) Any school district that does not offer education programs in kindergarten through grade 12 ~~[on and after July 1, 1997,]~~ shall be considered nonstandard under ORS 327.103. **A school district may satisfy the requirements of this section by offering half-day kindergarten or full-day kindergarten.**

~~[(2) This section shall not apply to any school district not required to merge under section 2 (3) or (4), chapter 393, Oregon Laws 1991.]~~

~~[(3)]~~ **(2)** Notwithstanding subsection (1) of this section, a school district ~~[shall not be]~~ **is not** considered to be nonstandard under ORS 327.103 if~~[:]~~ **the school district:**

(a) Is not required to merge under section 2 (3) or (4), chapter 393, Oregon Laws 1991.

~~[(a)]~~ **(b) Meets all of the following requirements:**

(A) The school district offered education programs in kindergarten through grade 12 on September 1, 1996;

~~[(b)]~~ **(B)** After September 1, 1996, a majority of the board of the school district voted not to offer education programs in grades 9 through 12; and

~~[(c)]~~ **(C)** The school district merges with a unified school district and the merger takes effect under ORS 330.103 within one year after the vote of the board under **this** paragraph ~~[(b) of this subsection].~~

(c) Is a union high school district, as defined in ORS 330.005.

SECTION 5. ORS 339.141 is amended to read:

339.141. (1) For the purposes of this section:

(a) "Public charter school" has the meaning given that term in ORS 338.005.

~~[(b) "Regular school program" means the regular curriculum provided in the required full-time day sessions in the schools of the district, including public charter schools, for grades 1 through 12 and the school program for kindergarten during the period of approximately nine months each year when the schools of the district or public charter schools are normally in operation and does not include summer sessions or evening sessions.]~~

(b) "Regular school program" means the regular curriculum that is provided in the schools of the school district, including public charter schools, and that is provided:

(A) As required full-day sessions in grades 1 through 12;

(B) As required half-day sessions in kindergarten or as optional full-day sessions in kindergarten; and

(C) During the hours and months when the schools of the school district or public charter schools are normally in operation, except summer sessions or evening sessions.

(c) "Tuition" means payment for the cost of instruction and does not include fees authorized under ORS 339.155.

(2) Except as provided in subsection (3) of this section, district school boards and public charter schools may establish tuition rates to be paid by pupils receiving instruction in educational programs, classes or courses of study, including traffic safety education, which are not a part of the regular school program. Tuition charges, if made, shall not exceed the estimated cost to the district or public charter school of furnishing the program, class or course of study.

(3) Except as provided in ORS 336.805 for traffic safety education:

(a) No tuition shall be charged to any resident pupil regularly enrolled in the regular school program for special instruction received at any time in connection therewith.

(b) No program, class or course of study for which tuition is charged, except courses of study beyond the 12th grade, shall be eligible for reimbursement from state funds.

SECTION 6. The amendments to ORS 327.106, 336.095 and 339.141 by sections 3 to 5 of this 2011 Act first apply to the 2015-2016 school year.

SECTION 7. ORS 327.006, as amended by section 11, chapter 846, Oregon Laws 2007, and section 41, chapter 11, Oregon Laws 2009, is amended to read:

327.006. As used in ORS 327.006 to 327.133, 327.348 and 327.731:

(1) "Aggregate days membership" means the sum of days present and absent, according to the rules of the State Board of Education, of all resident pupils when school is actually in session during a certain period. The aggregate days membership of kindergarten pupils shall be calculated on the basis of a half-day program **for half-day kindergarten and on the basis of a full-day program for full-day kindergarten.**

(2)(a) "Approved transportation costs" means those costs as defined by rule of the State Board of Education and is limited to those costs attributable to transporting or room and board provided in lieu of transporting:

(A) Elementary school students who live at least one mile from school;

(B) Secondary school students who live at least 1.5 miles from school;

(C) Any student required to be transported for health or safety reasons, according to supplemental plans from districts that have been approved by the state board identifying students who are required to be transported for health or safety reasons, including special education;

(D) Preschool children with disabilities requiring transportation for early intervention services provided pursuant to ORS 343.224 and 343.533;

(E) Students who require payment of room and board in lieu of transportation;

(F) A student transported from one school or facility to another school or facility when the student attends both schools or facilities during the day or week; and

(G) Students participating in school-sponsored field trips that are extensions of classroom learning experiences.

(b) "Approved transportation costs" does not include the cost of constructing boarding school facilities.

(3) "Average daily membership" or "ADM" means the aggregate days membership of a school during a certain period divided by the number of days the school was actually in session during the same period. However, if a district school board adopts a class schedule that operates throughout the year for all or any schools in the district, average daily membership shall be computed by the Department of Education so that the resulting average daily membership will not be higher or lower than if the board had not adopted such schedule.

(4) "Consumer Price Index" means the Consumer Price Index for All Urban Consumers of the Portland, Oregon, Metropolitan Statistical Area, as compiled by the United States Department of Labor, Bureau of Labor Statistics.

(5) "Kindergarten" means a kindergarten program that conforms to the standards and rules adopted by the State Board of Education.

(6) "Net operating expenditures" means the sum of expenditures of a school district in kindergarten through grade 12 for administration, instruction, attendance and health services, operation of plant, maintenance of plant, fixed charges and tuition for resident students attending in another district, as determined in accordance with the rules of the State Board of Education, but net operating expenditures does not include transportation, food service, student body activities, community services, capital outlay, debt service or expenses incurred for nonresident students.

(7)(a) "Resident pupil" means any pupil:

(A) Whose legal school residence is within the boundaries of a school district reporting the pupil, if the district is legally responsible for the education of the pupil, except that "resident pupil" does not include a pupil who pays tuition or for whom the parent pays tuition or for whom the district does not pay tuition for placement outside the district; or

(B) Whose legal residence is not within the boundaries of the district reporting the pupil but attends school in the district with the written consent of the affected school district boards.

(b) A pupil is not considered to be a resident pupil under paragraph (a)(A) of this subsection if the pupil is attending school in another school district pursuant to a contract under ORS 339.125 and in the prior year was considered to be a resident pupil in another school district under para-

graph (a)(B) of this subsection. The pupil shall continue to be considered a resident of another school district under paragraph (a)(B) of this subsection.

(c) A pupil is not considered to be a resident pupil under paragraph (a)(B) of this subsection if the pupil is attending school in a school district pursuant to an agreement with another school district under ORS 339.133 and in the prior year was considered to be a resident pupil under paragraph (a)(A) of this subsection because the pupil was attending school in another school district pursuant to a contract under ORS 339.125. The pupil shall continue to be considered a resident pupil under paragraph (a)(A) of this subsection.

(d) "Resident pupil" includes a pupil admitted to a school district under ORS 339.115 (7).

(8) "Standard school" means a school meeting the standards set by the rules of the State Board of Education.

(9) "Tax" and "taxes" includes all taxes on property, excluding exempt bonded indebtedness, as those terms are defined in ORS 310.140.

SECTION 8. ORS 327.077, as amended by section 7, chapter 705, Oregon Laws 2009, is amended to read:

327.077. (1) For purposes of this section:

(a) The "adjusted average daily membership" or "ADMa" for an elementary school is the average daily membership for the school, but no less than 25.

(b) The "adjusted average daily membership" or "ADMa" for a high school is the average daily membership for the school, but no less than 60.

(2)(a) A school may qualify as a remote small elementary school if the average daily membership in [*grades one through*] **kindergarten through grade** eight for an elementary school teaching:

(A) Nine grades is below 252.

[(a)] **(B) Eight grades is below 224.**

[(b)] **(C) Seven grades is below 196.**

[(c)] **(D) Six grades is below 168.**

[(d)] **(E) Five grades is below 140.**

[(e)] **(F) Four grades is below 112.**

[(f)] **(G) Three grades is below 84.**

[(g)] **(H) Two grades is below 56.**

[(h)] **(I) One grade is below 28.**

(b) For purposes of this subsection, kindergarten may be included in the calculation for determining the number of grades at an elementary school only if the kindergarten is full-day kindergarten.

(3) A school may qualify as a small high school if:

(a) The school is in a school district that has an ADMw of less than 8,500; and

(b) The average daily membership in grades 9 through 12 for a high school teaching:

(A) Four grades is below 350.

(B) Three grades is below 267.

(4) An elementary school does not qualify as a remote small elementary school under subsection (2) of this section if it is within eight miles by the nearest traveled road from another elementary school unless there are physiographic conditions that make transportation to another school not feasible.

(5)(a) If an elementary school in a school district qualifies as a remote small elementary school, the district shall have an additional amount added to the district's ADMw.

(b) The additional amount = {[224] **252** - (ADMa ÷ (number of grades in the school ÷ [*eight*] **nine**))} × 0.0045 × ADMa × distance adjustment.

(6)(a) If a high school in a district qualifies as a small high school, the district shall have an additional amount added to the district's ADMw.

(b) The additional amount = {350 - (ADMa ÷ (number of grades in the school ÷ four))} × 0.0029 × ADMa.

(7) The distance adjustment for an elementary school = 0.025 for each 10th of a mile more than eight miles that a school is away from the nearest elementary school measured by the nearest traveled road or 1.0, whichever is less.

(8)(a) A school may qualify as a remote small elementary school under this section only if the location of the school has not changed since January 1, 1995, and if the school qualified as a remote small school on July 18, 1995.

(b) A school may qualify as a small high school under this section only if:

(A) The location of the school has not changed since January 1, 1995;

(B) The school qualified as a small high school on July 23, 2009; and

(C) On or after October 23, 1999, and prior to July 23, 2009, the school was not part of a high school that divided or otherwise reorganized into two or more high schools in the same city.

(c) A public charter school as defined in ORS 338.005 may qualify as a remote small elementary school under this section only if the location of the school has not changed since January 1, 1995, and if the school qualified as a nonchartered public remote small school on July 18, 1995.

(d) A public charter school as defined in ORS 338.005 may qualify as a small high school under this section only if the location of the school has not changed since January 1, 1995, and if the school qualified as a nonchartered public remote small school on July 18, 1995.

(e) The Superintendent of Public Instruction may waive the requirements of paragraph (a), (b), (c) or (d) of this subsection if the superintendent determines that exceptional circumstances exist.

(f) An alternative education program as defined in ORS 336.615 may not qualify as a small high school under this section.

(9) The opening of a public charter school shall not disqualify a school as a remote small elementary school under subsection (4) of this section or change the distance adjustment for a school under subsection (7) of this section.

(10)(a) Notwithstanding subsections (3), (6) and (8)(b) and (d) of this section, if two high schools merge and prior to the merger at least one of the high schools qualified as a small high school under this section, the Department of Education shall continue to add an additional amount pursuant to subsection (6) of this section to the ADMw of the school district in which the new merged high school is located that is equal to the higher of:

(A) The additional amount the school district of each of the former small high schools would have received under this section for the small high school based on the ADMa of each of the high schools prior to the merger; or

(B) In the case of a high school that remains qualified as a small high school under subsection (3) of this section after a merger, the ADMa of the merged small high school.

(b) The department shall add the additional amount under this subsection only for the first four fiscal years after the merger of the two high schools is final. If the merger of the two high schools becomes final on or before September 1, for purposes of this paragraph the merger shall be considered final in the prior fiscal year.

SECTION 9. ORS 327.297 is amended to read:

327.297. (1) In addition to those moneys distributed through the State School Fund, the Department of Education shall award grants to school districts, education service districts, the Youth Corrections Education Program and the Juvenile Detention Education Program for activities that relate to increases in student achievement, including:

(a) Early childhood support including establishing, maintaining or expanding quality prekindergarten programs [*and full-day kindergarten programs*];

(b) Class size reduction with an emphasis on the reduction of kindergarten through grade three class sizes;

(c) Increases in instructional time including summer programs and before- and after-school programs;

(d) Mentoring, teacher retention and professional development;

(e) Remediation, alternative learning and student retention;

(f) Services to at-risk youth;

(g) Programs to improve a student achievement gap between student groups identified by culture, poverty, language and race and other student groups;

(h) Vocational education programs;

(i) Literacy programs;

(j) School library programs; and

(k) Other research-based student improvement strategies approved by the State Board of Education.

(2)(a) Each school district, each education service district, the Youth Corrections Education Program and the Juvenile Detention Education Program may apply to the Department of Education for a grant.

(b) The department shall review and approve applications based on criteria established by the State Board of Education. In establishing the criteria, the State Board of Education shall consider the recommendations of the Quality Education Commission established under ORS 327.500.

(c) The applications shall include the activities to be funded and the goals of the district or program for increases in student performance. The applications shall become part of the local district continuous improvement plan described in ORS 329.095.

(3) The Department of Education shall evaluate the annual progress of each recipient of grant funds under this section toward the performance targets established by the Quality Education Commission. The evaluation shall become part of the requirements of the department for assessing the effectiveness of the district under ORS 329.085, 329.095 and 329.105. The department shall ensure district and program accountability by providing appropriate assistance, intervening and establishing consequences in order to support progress toward the performance targets.

(4) Each biennium the Department of Education shall issue a report to the Legislative Assembly on the grant program and the results of the grant program.

(5)(a) Notwithstanding ORS 338.155 (9), the Department of Education may not award a grant under this section directly to a public charter school.

(b) A school district that receives a grant under this section may transfer a portion of the grant to a public charter school based on the charter of the school or any other agreement between the school district and the public charter school.

(c) A public charter school that receives grant funds under this subsection shall use those funds for the activities specified in subsection (1) of this section.

(6)(a) The amount of each grant for a program or school district = the program's or school district's ADMw \times (the total amount available for distribution to programs and school districts as grants in each fiscal year \div the total ADMw of all programs and school districts that receive a grant).

(b) The amount of each grant for an education service district = the education service district's ADMw \times (the total amount available for distribution to education service districts as grants in each fiscal year \div the total ADMw of all education service districts that receive a grant).

(c) As used in this subsection, "ADMw" means:

(A) For a school district, the extended weighted average daily membership as calculated under ORS 327.013, 338.155 (1) and 338.165 (3);

(B) For the Youth Corrections Education Program, the average daily membership as defined in ORS 327.006 multiplied by 2.0;

(C) For the Juvenile Detention Education Program, the average daily membership as defined in ORS 327.006 multiplied by 1.5; and

(D) For an education service district, the sum of the ADMw of the component school districts of the education service district.

(7) Each district or program shall deposit the grant amounts it receives under this section in a separate account, and shall apply amounts in that account to pay for activities described in the district's or program's application.

(8) The State Board of Education may adopt any rules necessary for the administration of the grant program.

SECTION 10. The amendments to ORS 327.006, 327.077 and 327.297 by sections 7 to 9 of this 2011 Act apply to State School Fund distributions commencing with the 2015-2016 distributions.

SECTION 11. ORS 336.092 is amended to read:

336.092. As used in ORS 336.092 and 336.095, unless the context requires otherwise:

(1) "Kindergarten child" means a child five years of age or whose fifth birthday occurs on or before September 1 or who has been admitted by the district school board under ORS 336.095 [(2)] (3).

(2) "Kindergarten facilities" includes physical facilities, supplies, equipment and personnel suitable for the education and training of kindergarten children.

(3) "Physical facilities" includes but is not limited to public school buildings, rented buildings which meet health and safety standards or homes used in school district sponsored programs.

SECTION 12. ORS 330.101 is amended to read:

330.101. (1) Before the proposed change or merger is ordered, the district boundary board shall give notice in the manner provided in ORS 330.400 of the proposed change or merger and the session of the board at which it will be ordered. If no remonstrance petition on the change or merger is submitted requiring an election as provided in subsection (2) of this section, the board shall issue an order that the change or merger shall become effective as provided in ORS 330.103. The remonstrance petition is subject to ORS 332.118. However, the boundary board shall not issue an order until all affected boundary boards have had opportunity to consider the proposed change or merger.

(2) If a remonstrance petition on a proposed change or merger signed by at least five percent or at least 500, whichever is less, of the electors of a school district affected by the proposed change or merger is filed with the district boundary board within 20 days after the date of the order to effect the proposed change or merger, and when all district boundary boards have acted on the change or merger as provided in ORS 330.095 (3), the board shall submit the question of the proposed change or merger to the electors of each affected school district from which a remonstrance petition was filed, with the district boundary board acting as the district elections authority on behalf of the school districts. Separate elections shall be held in sequence in the districts from which remonstrance petitions have been filed, commencing with the least populous district and progressing in order of population to the most populous district. If the majority of votes in each election favor the change or merger, an election shall be held in the next most populous district. The cost of an election on a proposed boundary change or merger shall be prorated between or among the district school boards involved in accordance with ORS 255.305.

(3) If the majority of votes cast in any affected district oppose the change or merger, the change or merger shall be defeated, and the same or a substantially similar change or merger shall not be ordered until 12 months have elapsed from the date of the election at which the change or merger was defeated, unless otherwise required by law. If the vote is favorable in all remonstrating districts, the district boundary board shall declare the change or merger effective as provided in ORS 330.103 and issue an order without further elections.

(4) For any school district merger that is initiated [*under*] **as described in** ORS 327.106 [(3)] (2)(b), no remonstrance petition or election shall be allowed.

(5) When a unified elementary district with an average daily membership of greater than 50 that has, prior to the merger, paid tuition for the majority of its high school students to attend an out-of-state high school merges with a district that provides education in kindergarten and grades 1 through 12, the following shall apply after the merger:

(a) The students who reside in the former unified elementary district shall be authorized to attend the out-of-state high school that the majority of the high school students of the unified elementary district were attending during the 1992-1993 school year;

(b) The merged district shall pay tuition for the students described in paragraph (a) of this subsection but not in an amount greater than the district's average expenditure for high school students; and

(c) The parents of a student who wish the student to attend the out-of-state high school must agree to pay the difference, if any, between what the district is authorized to pay as tuition under paragraph (b) of this subsection and the amount of tuition charged by the out-of-state high school.

SECTION 13. ORS 327.082 is repealed.

SECTION 14. The amendments to ORS 327.006, 327.077, 327.106, 327.297, 330.101, 336.092, 336.095 and 339.141 by sections 3 to 5, 7 to 9, 11 and 12 of this 2011 Act and the repeal of ORS 327.082 by section 13 of this 2011 Act become operative July 1, 2015.

Passed by Senate March 24, 2011

Received by Governor:

Repassed by Senate June 21, 2011

.....M.,....., 2011

Approved:

.....
Robert Taylor, Secretary of Senate

.....M.,....., 2011

.....
Peter Courtney, President of Senate

.....
John Kitzhaber, Governor

Passed by House June 21, 2011

Filed in Office of Secretary of State:

.....
Bruce Hanna, Speaker of House

.....M.,....., 2011

.....
Arnie Roblan, Speaker of House

.....
Kate Brown, Secretary of State

Enrolled
Senate Bill 552

Sponsored by Senator EDWARDS, Representatives HOYLE, HUFFMAN, CLEM; Senators HASS, MORSE, Representatives BAILEY, BARKER, BARNHART, CANNON, CONGER, DOHERTY, ESQUIVEL, FREEMAN, GARRETT, GREENLICK, HARKER, JOHNSON, KOMP, KOTEK, LINDSAY, MATTHEWS, OLSON, READ, SHEEHAN, SPRENGER, THATCHER, WAND (Pre-session filed.)

CHAPTER

AN ACT

Relating to Superintendent of Public Instruction; creating new provisions; amending ORS 171.130, 171.133, 171.735, 173.130, 240.205, 244.050, 249.002, 249.056, 249.215, 254.005, 258.036, 258.055, 260.005, 260.076, 292.311, 292.430, 292.930, 329.837, 343.465 and 458.558 and section 1, chapter 856, Oregon Laws 2009; repealing ORS 326.305 and 326.330; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 326.330 is repealed and section 2 of this 2011 Act is enacted in lieu thereof.

SECTION 2. (1) As provided by section 1, Article VIII of the Oregon Constitution, the Governor is the Superintendent of Public Instruction.

(2)(a) The Governor, acting as Superintendent of Public Instruction, shall appoint a Deputy Superintendent of Public Instruction. The deputy superintendent must have at least five years of experience in the administration of an elementary school or a secondary school. The appointment of the deputy superintendent shall be subject to confirmation by the Senate as provided by ORS 171.562 and 171.565.

(b) The deputy superintendent shall perform any act or duty of the office of Superintendent of Public Instruction that is designated by the Governor, and the Governor is responsible for any acts of the deputy superintendent.

(3) The deputy superintendent may be removed from office by the Governor following consultation with the State Board of Education.

(4) The deputy superintendent shall receive a salary set by the Governor, and shall be reimbursed for all expenses actually and necessarily incurred by the deputy superintendent in the performance of official duties.

SECTION 3. (1) Notwithstanding section 2 of this 2011 Act, the Governor shall become the Superintendent of Public Instruction when one of the following first occurs:

(a) The expiration of the term of the Superintendent of Public Instruction holding office on the effective date of this 2011 Act; or

(b) The vacancy for any cause in the office of Superintendent of Public Instruction that occurs on or after the effective date of this 2011 Act.

(2) The Superintendent of Public Instruction holding office on the effective date of this 2011 Act shall continue to serve as superintendent until the date on which the Governor

becomes Superintendent of Public Instruction as provided by subsection (1) of this section. A superintendent so continuing to serve shall have the authority, powers, functions and duties of, and be subject to other provisions of law applicable to, the superintendent.

(3) The Governor may appoint a Deputy Superintendent of Public Instruction pursuant to section 2 of this 2011 Act to take office on or after the date on which the Governor becomes Superintendent of Public Instruction as provided in subsection (1) of this section.

SECTION 4. ORS 171.130 is amended to read:

171.130. (1) At any time in advance of any regular or special session of the Legislative Assembly fixed by the Legislative Counsel Committee, or at any time in advance of a special session as may be fixed by joint rules of both houses of the Legislative Assembly, the following may file a proposed legislative measure with the Legislative Counsel:

(a) Members who will serve in the session and members-elect.

(b) Interim and statutory committees of the Legislative Assembly.

(2) On or before December 15 of the year preceding a regular legislative session, or at any time in advance of a special session as may be fixed by joint rules of both houses of the Legislative Assembly, the following may file a proposed legislative measure with the Legislative Counsel:

(a) The Oregon Department of Administrative Services, to implement the fiscal recommendations of the Governor contained in the budget report of the Governor.

(b) The person who will serve as Governor during the session.

(c) The Secretary of State, the State Treasurer, the Attorney General[,] **and** the Commissioner of the Bureau of Labor and Industries [*and the Superintendent of Public Instruction*].

(d) The Judicial Department.

(3) Notwithstanding subsection (2) of this section, a statewide elected official who initially assumes office in January of an odd-numbered year may submit proposed measures for introduction by members or committees of the Legislative Assembly until the calendar day designated by rules of either house of the Legislative Assembly. The exemption granted by this subsection to a newly elected Governor does not apply to state agencies in the executive branch.

(4) On or before December 15 of the year preceding a regular legislative session, a state agency may file a proposed legislative measure with the Legislative Counsel through a member or committee of the Legislative Assembly.

(5) The Legislative Counsel shall order each measure filed pursuant to subsections (1) to (4) of this section prepared for printing and may order the measure printed. If the person filing a measure specifically requests in writing that the measure be made available for distribution, the Legislative Counsel shall order the measure printed and shall make copies of the printed measure available for distribution before the beginning of the session to members and members-elect and to others upon request.

(6) Copies of all measures filed and prepared for printing or printed pursuant to this section shall be forwarded by the Legislative Counsel to the chief clerk of the house designated by the person filing the measure for introduction.

(7) The costs of carrying out this section shall be paid out of the money appropriated for the expenses of that session of the Legislative Assembly for which the measure is to be printed.

(8) The Legislative Counsel Committee may adopt rules or policies to accomplish the purpose of this section.

(9) This section does not affect any law or any rule of the Legislative Assembly or either house thereof relating to the introduction of legislative measures.

SECTION 5. ORS 171.133 is amended to read:

171.133. (1) A state agency shall not cause a bill or measure to be introduced before the Legislative Assembly if the bill or measure has not been approved by the Governor.

(2) As used in ORS 171.130 and this section, "state agency" means every state agency whose costs are paid wholly or in part from funds held in the State Treasury, except:

(a) The Legislative Assembly, the courts and their officers and committees;

(b) The Public Defense Services Commission; and

(c) The Secretary of State, the State Treasurer, the Attorney General[,] **and** the Commissioner of the Bureau of Labor and Industries [*and the Superintendent of Public Instruction*].

SECTION 6. ORS 171.735 is amended to read:

171.735. ORS 171.740 and 171.745 do not apply to the following persons:

(1) News media, or their employees or agents, that in the ordinary course of business directly or indirectly urge legislative action but that engage in no other activities in connection with the legislative action.

(2) Any legislative official acting in an official capacity.

(3) Any individual who does not receive compensation or reimbursement of expenses for lobbying, who limits lobbying activities solely to formal appearances to give testimony before public sessions of committees of the Legislative Assembly, or public hearings of state agencies, and who, when testifying, registers an appearance in the records of the committees or agencies.

(4) A person who does not spend more than an aggregate amount of 24 hours during any calendar quarter lobbying and who does not spend an aggregate amount in excess of \$100 lobbying during any calendar quarter.

(5) The Governor, chief of staff for the Governor, deputy chief of staff for the Governor, legal counsel to the Governor, deputy legal counsel to the Governor, Secretary of State, Deputy Secretary of State appointed pursuant to ORS 177.040, State Treasurer, Chief Deputy State Treasurer appointed pursuant to ORS 178.060, chief of staff for the office of the State Treasurer, Attorney General, Deputy Attorney General appointed pursuant to ORS 180.130, [*Superintendent of Public Instruction*,] Deputy Superintendent of Public Instruction appointed pursuant to [*ORS 326.330*] **section 2 of this 2011 Act**, Commissioner of the Bureau of Labor and Industries, deputy commissioner of the Bureau of Labor and Industries appointed pursuant to ORS 651.060, members and staff of the Oregon Law Commission who conduct the law revision program of the commission or any judge.

SECTION 7. ORS 173.130 is amended to read:

173.130. (1) The Legislative Counsel shall prepare or assist in the preparation of legislative measures when requested to do so by a member or committee of the Legislative Assembly.

(2) Upon the written request of a state agency, the Legislative Counsel may prepare or assist in the preparation of legislative measures that have been approved for preparation in writing by the Governor or the Governor's designated representative. The Legislative Counsel may also prepare or assist in the preparation of legislative measures that are requested in writing by the Judicial Department, the Governor, the Secretary of State, the State Treasurer, the Attorney General[,] **or** the Commissioner of the Bureau of Labor and Industries [*or the Superintendent of Public Instruction*]. In accordance with ORS 283.110, the Legislative Counsel may charge the agency or officer for the services performed.

(3) The Legislative Counsel shall give such consideration to and service concerning any measure or other legislative matter before the Legislative Assembly as is requested by the House of Representatives, the Senate or any committee of the Legislative Assembly that has the measure or other matter under consideration.

(4) The Legislative Counsel, pursuant to the policies and directions of the Legislative Counsel Committee and in conformity with any applicable rules of the House of Representatives or Senate, shall perform or cause to be performed research service requested by any member or committee of the Legislative Assembly in connection with the performance of legislative functions. Research assignments made by joint or concurrent resolution of the Legislative Assembly shall be given priority over other research requests received by the Legislative Counsel. The research service to be performed includes the administrative services incident to the accomplishment of the research requests or assignments.

(5) The Legislative Counsel shall give an opinion in writing upon any question of law in which the Legislative Assembly or any member or committee of the Legislative Assembly may have an interest when the Legislative Assembly or any member or committee of the Legislative Assembly requests the opinion. Except as provided in subsection (2) of this section and ORS 173.135, the

Legislative Counsel shall not give opinions or provide other legal services to persons or agencies other than the Legislative Assembly and members and committees of the Legislative Assembly.

(6) The Legislative Counsel may enter into contracts to carry out the functions of the Legislative Counsel.

SECTION 8. ORS 240.205 is amended to read:

240.205. The unclassified service shall comprise:

(1) One executive officer and one secretary for each board or commission, the members of which are elected officers or are appointed by the Governor.

(2) The director of each department of state government, each full-time salaried head of a state agency required by law to be appointed by the Governor and each full-time salaried member of a board or commission required by law to be appointed by the Governor.

(3) The administrator of each division within a department of state government required by law to be appointed by the director of the department with the approval of the Governor.

(4) Principal assistants and deputies and one private secretary for each executive or administrative officer specified in ORS 240.200 (1) and in subsections (1) to (3) of this section. "Deputy" means the deputy or deputies to an executive or administrative officer listed in subsections (1) to (3) of this section who is authorized to exercise that officer's authority upon absence of the officer. "Principal assistant" means a manager of a major agency organizational component who reports directly to an executive or administrative officer listed in subsections (1) to (3) of this section or deputy and who is designated as such by that executive or administrative officer with the approval of the Director of the Oregon Department of Administrative Services.

(5) Employees in the Governor's office and the principal assistant and private secretary in the Secretary of State's division.

(6) The director, principals, instructors and teachers in the school operated under ORS 346.010.

(7) Apprentice trainees only during the prescribed length of their course of training.

(8) Licensed physicians and dentists employed in their professional capacities and student nurses, interns, and patient or inmate help in state institutions.

(9) Lawyers employed in their professional capacities.

(10) All members of the Oregon State Police appointed under ORS 181.250 and 181.265.

(11) **The Deputy [superintendents] Superintendent of Public Instruction appointed under section 2 of this 2011 Act** and associate superintendents in the Department of Education.

(12) Temporary seasonal farm laborers engaged in single phases of agricultural production or harvesting.

(13) Any individual employed and paid from federal funds received under the Emergency Job and Unemployment Assistance Act of 1974 (United States Public Law 93-567) or any other federal program intended primarily to alleviate unemployment. However, persons employed under this subsection shall be treated as classified employees for purposes of ORS 243.650 to 243.782.

(14) Managers, department heads, directors, producers and announcers of the state radio and television network.

(15) Employees, including managers, of the foreign trade offices of the Oregon Business Development Department located outside the country.

(16) Any other position designated by law as unclassified.

SECTION 9. ORS 244.050 is amended to read:

244.050. (1) On or before April 15 of each year the following persons shall file with the Oregon Government Ethics Commission a verified statement of economic interest as required under this chapter:

(a) The Governor, Secretary of State, State Treasurer, Attorney General, Commissioner of the Bureau of Labor and Industries, [*Superintendent of Public Instruction,*] district attorneys and members of the Legislative Assembly.

(b) Any judicial officer, including justices of the peace and municipal judges, except any pro tem judicial officer who does not otherwise serve as a judicial officer.

(c) Any candidate for a public office designated in paragraph (a) or (b) of this subsection.

- (d) The Deputy Attorney General.
- (e) The Legislative Administrator, the Legislative Counsel, the Legislative Fiscal Officer, the Secretary of the Senate and the Chief Clerk of the House of Representatives.
- (f) The Chancellor and Vice Chancellors of the Oregon University System and the president and vice presidents, or their administrative equivalents, in each institution under the jurisdiction of the State Board of Higher Education.
- (g) The following state officers:
 - (A) Adjutant General.
 - (B) Director of Agriculture.
 - (C) Manager of State Accident Insurance Fund Corporation.
 - (D) Water Resources Director.
 - (E) Director of Department of Environmental Quality.
 - (F) Director of Oregon Department of Administrative Services.
 - (G) State Fish and Wildlife Director.
 - (H) State Forester.
 - (I) State Geologist.
 - (J) Director of Human Services.
 - (K) Director of the Department of Consumer and Business Services.
 - (L) Director of the Department of State Lands.
 - (M) State Librarian.
 - (N) Administrator of Oregon Liquor Control Commission.
 - (O) Superintendent of State Police.
 - (P) Director of the Public Employees Retirement System.
 - (Q) Director of Department of Revenue.
 - (R) Director of Transportation.
 - (S) Public Utility Commissioner.
 - (T) Director of Veterans' Affairs.
 - (U) Executive director of Oregon Government Ethics Commission.
 - (V) Director of the State Department of Energy.
 - (W) Director and each assistant director of the Oregon State Lottery.
 - (X) Director of the Department of Corrections.
 - (Y) Director of the Oregon Department of Aviation.
 - (Z) Executive director of the Oregon Criminal Justice Commission.
 - (AA) Director of the Oregon Business Development Department.
 - (BB) Director of the Office of Emergency Management.
 - (CC) Director of the Employment Department.
 - (DD) Chief of staff for the Governor.
 - (EE) Administrator of the Office for Oregon Health Policy and Research.
 - (FF) Director of the Housing and Community Services Department.
 - (GG) State Court Administrator.
 - (HH) Director of the Department of Land Conservation and Development.
 - (II) Board chairperson of the Land Use Board of Appeals.
 - (JJ) State Marine Director.
 - (KK) Executive director of the Oregon Racing Commission.
 - (LL) State Parks and Recreation Director.
 - (MM) Public defense services executive director.
 - (NN) Chairperson of the Public Employees' Benefit Board.
 - (OO) Director of the Department of Public Safety Standards and Training.
 - (PP) Chairperson of the Oregon Student Assistance Commission.
 - (QQ) Executive director of the Oregon Watershed Enhancement Board.
 - (RR) Director of the Oregon Youth Authority.
 - (SS) Director of the Oregon Health Authority.

(TT) Deputy Superintendent of Public Instruction.

- (h) Any assistant in the Governor's office other than personal secretaries and clerical personnel.
- (i) Every elected city or county official.
- (j) Every member of a city or county planning, zoning or development commission.
- (k) The chief executive officer of a city or county who performs the duties of manager or principal administrator of the city or county.
- (L) Members of local government boundary commissions formed under ORS 199.410 to 199.519.
- (m) Every member of a governing body of a metropolitan service district and the executive officer thereof.
- (n) Each member of the board of directors of the State Accident Insurance Fund Corporation.
- (o) The chief administrative officer and the financial officer of each common and union high school district, education service district and community college district.
- (p) Every member of the following state boards and commissions:
 - (A) Board of Geologic and Mineral Industries.
 - (B) Oregon Business Development Commission.
 - (C) State Board of Education.
 - (D) Environmental Quality Commission.
 - (E) Fish and Wildlife Commission of the State of Oregon.
 - (F) State Board of Forestry.
 - (G) Oregon Government Ethics Commission.
 - (H) Oregon Health Policy Board.
 - (I) State Board of Higher Education.
 - (J) Oregon Investment Council.
 - (K) Land Conservation and Development Commission.
 - (L) Oregon Liquor Control Commission.
 - (M) Oregon Short Term Fund Board.
 - (N) State Marine Board.
 - (O) Mass transit district boards.
 - (P) Energy Facility Siting Council.
 - (Q) Board of Commissioners of the Port of Portland.
 - (R) Employment Relations Board.
 - (S) Public Employees Retirement Board.
 - (T) Oregon Racing Commission.
 - (U) Oregon Transportation Commission.
 - (V) Wage and Hour Commission.
 - (W) Water Resources Commission.
 - (X) Workers' Compensation Board.
 - (Y) Oregon Facilities Authority.
 - (Z) Oregon State Lottery Commission.
 - (AA) Pacific Northwest Electric Power and Conservation Planning Council.
 - (BB) Columbia River Gorge Commission.
 - (CC) Oregon Health and Science University Board of Directors.
 - (DD) Capitol Planning Commission.
- (q) The following officers of the State Treasurer:
 - (A) Chief Deputy State Treasurer.
 - (B) Chief of staff for the office of the State Treasurer.
 - (C) Director of the Investment Division.
- (r) Every member of the board of commissioners of a port governed by ORS 777.005 to 777.725 or 777.915 to 777.953.
- (s) Every member of the board of directors of an authority created under ORS 441.525 to 441.595.
- (2) By April 15 next after the date an appointment takes effect, every appointed public official on a board or commission listed in subsection (1) of this section shall file with the Oregon Govern-

ment Ethics Commission a statement of economic interest as required under ORS 244.060, 244.070 and 244.090.

(3) By April 15 next after the filing deadline for the primary election, each candidate described in subsection (1) of this section shall file with the commission a statement of economic interest as required under ORS 244.060, 244.070 and 244.090.

(4) Within 30 days after the filing deadline for the general election, each candidate described in subsection (1) of this section who was not a candidate in the preceding primary election, or who was nominated for public office described in subsection (1) of this section at the preceding primary election by write-in votes, shall file with the commission a statement of economic interest as required under ORS 244.060, 244.070 and 244.090.

(5) Subsections (1) to (4) of this section apply only to persons who are incumbent, elected or appointed public officials as of April 15 and to persons who are candidates on April 15. Subsections (1) to (4) of this section also apply to persons who do not become candidates until 30 days after the filing deadline for the statewide general election.

(6) If a statement required to be filed under this section has not been received by the commission within five days after the date the statement is due, the commission shall notify the public official or candidate and give the public official or candidate not less than 15 days to comply with the requirements of this section. If the public official or candidate fails to comply by the date set by the commission, the commission may impose a civil penalty as provided in ORS 244.350.

SECTION 10. ORS 249.002, as amended by section 2, chapter 18, Oregon Laws 2010, is amended to read:

249.002. As used in this chapter:

(1) "Candidate" means an individual whose name is or is expected to be printed on the official ballot.

(2) "County clerk" means the county clerk or the county official in charge of elections.

(3) "Elector" means an individual qualified to vote under section 2, Article II, Oregon Constitution.

(4) "Judge" means judge of the Supreme Court, Court of Appeals, circuit court or the Oregon Tax Court, or any county judge who exercises judicial functions.

(5) "Member" means an individual who is registered as being affiliated with the political party.

(6) "Minor political party" means a political party that has qualified as a minor political party under ORS 248.008.

(7) "Nonpartisan office" means the office of judge, [*Superintendent of Public Instruction*,] Commissioner of the Bureau of Labor and Industries, any elected office of a metropolitan service district under ORS chapter 268, justice of the peace, county clerk, county assessor, county surveyor, county treasurer, sheriff, district attorney or any office designated nonpartisan by a home rule charter.

(8) "Prospective petition" means the information, except signatures and other identification of petition signers, required to be contained in a completed petition.

(9) "Public office" means any national, state, county, city or district office or position, except a political party office, filled by the electors.

(10) "State office" means Governor, Secretary of State, State Treasurer, Attorney General, Commissioner of the Bureau of Labor and Industries, [*Superintendent of Public Instruction*,] judge, state Senator, state Representative or district attorney.

SECTION 11. ORS 249.056 is amended to read:

249.056. (1) At the time of filing a declaration of candidacy a candidate for the following offices shall pay to the officer with whom the declaration is filed the following fee:

(a) United States Senator, \$150.

(b) Governor, Secretary of State, State Treasurer, Attorney General, Commissioner of the Bureau of Labor and Industries, [*Superintendent of Public Instruction*,] Representative in Congress, judge of the Supreme Court, Court of Appeals or Oregon Tax Court, or executive officer or auditor of a metropolitan service district, \$100.

(c) County officer, district attorney, county judge who exercises judicial functions or circuit court judge, \$50.

(d) State Senator or Representative or councilor of a metropolitan service district under ORS chapter 268, \$25.

(2) No filing fee shall be required of persons filing a declaration of candidacy for precinct committeeperson or justice of the peace.

SECTION 12. ORS 249.215 is amended to read:

249.215. (1) If a vacancy occurs in a state office before the 61st day before the first general election to be held during that term of office, the remaining two years of the term of the state office shall be filled by the electors at that general election.

(2) The remaining two years of the term of the state office shall commence on the second Monday in January following the general election. Any appointment made to fill the vacancy shall expire when a successor to the office is elected and qualified.

(3) Candidates for the remaining two years of the term of the state office under this section shall be nominated as provided in this chapter except as follows:

(a) A major political party or a minor political party, by party rule, or an assembly of electors or individual electors, may select a nominee; and

(b) The Secretary of State shall accept certificates of nomination and notifications of nominees filed with the secretary pursuant to a schedule for filing set by the secretary, but in any case not later than the 62nd day before the first general election.

(4) As used in this section, "state office" means the office of Governor, Secretary of State, State Treasurer, Attorney General[,] and Commissioner of the Bureau of Labor and Industries [*and Superintendent of Public Instruction*].

SECTION 13. ORS 254.005, as amended by section 3, chapter 18, Oregon Laws 2010, is amended to read:

254.005. As used in this chapter:

(1) "Ballot" means any material on which votes may be cast for candidates or measures. In the case of a recall election, "ballot" includes material posted in a voting compartment or delivered to an elector by mail.

(2) "Chief elections officer" means the:

(a) Secretary of State, regarding a candidate for a state office or an office to be voted on in the state at large or in a congressional district, or a measure to be voted on in the state at large.

(b) County clerk, regarding a candidate for a county office, or a measure to be voted on in a county only.

(c) City clerk, auditor or recorder, regarding a candidate for a city office, or a measure to be voted on in a city only.

(3) "County clerk" means the county clerk or the county official in charge of elections.

(4) "Elector" means an individual qualified to vote under section 2, Article II, Oregon Constitution.

(5) "Major political party" means a political party that has qualified as a major political party under ORS 248.006.

(6) "Measure" includes any of the following submitted to the people for their approval or rejection at an election:

(a) A proposed law.

(b) An Act or part of an Act of the Legislative Assembly.

(c) A revision of or amendment to the Oregon Constitution.

(d) Local, special or municipal legislation.

(e) A proposition or question.

(7) "Minor political party" means a political party that has qualified as a minor political party under ORS 248.008.

(8) "Nonpartisan office" means the office of judge of the Supreme Court, Court of Appeals, circuit court or the Oregon Tax Court, [*Superintendent of Public Instruction*,] Commissioner of the

Bureau of Labor and Industries, any elected office of a metropolitan service district under ORS chapter 268, justice of the peace, county clerk, county assessor, county surveyor, county treasurer, county judge who exercises judicial functions, sheriff, district attorney or any office designated nonpartisan by a home rule charter.

(9) "Prospective petition" means the information, except signatures and other identification of petition signers, required to be contained in a completed petition.

(10) "Regular district election" means the election held each year for the purpose of electing members of a district board as defined in ORS 255.005 (2).

(11) "Vote tally system" means one or more pieces of equipment necessary to examine and tally automatically the marked ballots.

(12) "Voting machine" means any device that will record every vote cast on candidates and measures and that will either internally or externally total all votes cast on that device.

SECTION 14. ORS 258.036 is amended to read:

258.036. (1) Not later than the 40th day after the election or the seventh day after completion of a recount of votes cast in connection with the election, any person authorized to contest a result of the election may file a petition of contest. The petition shall be filed with:

(a) The Circuit Court for Marion County if the petition involves a state measure, a candidate for election to the office of elector of President and Vice President of the United States or a candidate for nomination or election to the office of United States Senator, United States Representative in Congress, Governor, Secretary of State, State Treasurer, Attorney General, Commissioner of the Bureau of Labor and Industries[, *Superintendent of Public Instruction*] or a position of judge on the Oregon Supreme Court, the Oregon Court of Appeals or the Oregon Tax Court.

(b) The circuit court for the county where a majority of the electors in the electoral district reside if the petition involves a candidate for nomination or election to the office of state Senator, state Representative, circuit court judge or district attorney.

(c) The circuit court for the county in which the filing officer is located if the petition involves a candidate for nomination or election to county, city or district office or a county, city or district measure. If a district is located in more than one county, the petition shall be filed with the circuit court for the county in which the administrative office of the district is located.

(d) The circuit court for the county in which the filing officer authorized to order the recall election is located if the petition involves the recall of a public officer.

(2) The petition shall be verified in the manner required for verification of complaints in civil cases and shall specify:

(a) The cause of the contest; and

(b) The names of all contestees.

SECTION 15. ORS 258.055 is amended to read:

258.055. (1) Except as provided in subsection (2) of this section, when a contestant files a petition of contest with the circuit court described under ORS 258.036, the contestant shall, within three business days of filing the petition, publish a notice stating that the petition has been filed and identifying the date of the deadline described in this subsection for filing a motion to intervene. The notice must be published at least once in the next available issue of a newspaper of general circulation published in the county where the proceeding is pending. Jurisdiction over the election contest shall be complete within 10 days after the notice is published as provided in this subsection. Any person interested may at any time before the expiration of the 10 days appear and contest the validity of the proceeding, or of any of the acts or things enumerated in the proceeding.

(2) Subsection (1) of this section does not apply if the contest involves:

(a) A state measure.

(b) The election of a candidate to the office of elector of President and Vice President of the United States.

(c) The nomination or election of a candidate to the office of United States Senator, United States Representative in Congress, Governor, Secretary of State, State Treasurer, Attorney General, Commissioner of the Bureau of Labor and Industries[, *Superintendent of Public Instruction*] or a po-

sition of judge on the Oregon Supreme Court, the Oregon Court of Appeals or the Oregon Tax Court.

(d) The recall of a person from the office of Governor, Secretary of State, State Treasurer, Attorney General, Commissioner of the Bureau of Labor and Industries[, *Superintendent of Public Instruction*] or a position of judge on the Oregon Supreme Court, the Oregon Court of Appeals or the Oregon Tax Court.

(3) Not later than two business days after the contestant files a petition of contest with the circuit court, the contestant shall serve a copy of the petition by certified mail on each contestee. If the Secretary of State or county clerk is not a contestee, not later than one business day after the contestant files a petition of contest with the circuit court, the contestant shall file a copy of the petition with:

(a) The Secretary of State if the petition involves a candidate for state office, the recall of a person from state office or a state measure; or

(b) The county clerk if the petition involves a candidate for county, city or district office, the recall of a person from county, city or district office or a county, city or district measure. As used in this paragraph, "county clerk" includes the county clerk of the county in which the administrative office of a city or district is located regarding a measure, a recall or a candidate for an office to be voted on in a city or district located in more than one county.

(4) The circuit court shall fix a time for the hearing by the circuit court of the contest proceeding, and not later than the fifth day before the hearing shall give written notice of the hearing to each party to the proceeding. In fixing the time for the hearing, the court shall consider the dates set in any notice published under subsection (1) of this section and the dates of service on the contestees. The contest proceeding shall take precedence over all other business on the circuit court docket.

(5) The circuit court shall hear and determine the proceeding without a jury and shall issue written findings of law and fact. The practice and procedure otherwise applicable to civil cases shall govern the proceeding, except that the contestant has the burden of proof by clear and convincing evidence.

SECTION 16. ORS 260.005 is amended to read:

260.005. As used in this chapter:

(1)(a) "Candidate" means:

(A) An individual whose name is printed on a ballot, for whom a declaration of candidacy, nominating petition or certificate of nomination to public office has been filed or whose name is expected to be or has been presented, with the individual's consent, for nomination or election to public office;

(B) An individual who has solicited or received and accepted a contribution, made an expenditure, or given consent to an individual, organization, political party or political committee to solicit or receive and accept a contribution or make an expenditure on the individual's behalf to secure nomination or election to any public office at any time, whether or not the office for which the individual will seek nomination or election is known when the solicitation is made, the contribution is received and retained or the expenditure is made, and whether or not the name of the individual is printed on a ballot; or

(C) A public office holder against whom a recall petition has been completed and filed.

(b) For purposes of this section and ORS 260.035 to 260.156, "candidate" does not include a candidate for the office of precinct committeeperson.

(2) "Committee director" means any person who directly and substantially participates in decision-making on behalf of a political committee concerning the solicitation or expenditure of funds and the support of or opposition to candidates or measures. The officers of a political party shall be considered the directors of any political party committee of that party, unless otherwise provided in the party's bylaws.

(3) Except as provided in ORS 260.007, "contribute" or "contribution" includes:

(a) The payment, loan, gift, forgiving of indebtedness, or furnishing without equivalent compensation or consideration, of money, services other than personal services for which no compensation is asked or given, supplies, equipment or any other thing of value:

(A) For the purpose of influencing an election for public office or an election on a measure, or of reducing the debt of a candidate for nomination or election to public office or the debt of a political committee; or

(B) To or on behalf of a candidate, political committee or measure;

(b) Any unfulfilled pledge, subscription, agreement or promise, whether or not legally enforceable, to make a contribution; and

(c) The excess value of a contribution made for compensation or consideration of less than equivalent value.

(4) "Controlled committee" means a political committee that, in connection with the making of contributions or expenditures:

(a) Is controlled directly or indirectly by a candidate or a controlled committee; or

(b) Acts jointly with a candidate or controlled committee.

(5) "Controlled directly or indirectly by a candidate" means:

(a) The candidate, the candidate's agent, a member of the candidate's immediate family or any other political committee that the candidate controls has a significant influence on the actions or decisions of the political committee; or

(b) The candidate's principal campaign committee and the political committee both have the candidate or a member of the candidate's immediate family as a treasurer or director.

(6) "County clerk" means the county clerk or the county official in charge of elections.

(7) "Elector" means an individual qualified to vote under section 2, Article II of the Oregon Constitution.

(8) Except as provided in ORS 260.007, "expend" or "expenditure" includes the payment or furnishing of money or anything of value or the incurring or repayment of indebtedness or obligation by or on behalf of a candidate, political committee or person in consideration for any services, supplies, equipment or other thing of value performed or furnished for any reason, including support of or opposition to a candidate, political committee or measure, or for reducing the debt of a candidate for nomination or election to public office. "Expenditure" also includes contributions made by a candidate or political committee to or on behalf of any other candidate or political committee.

(9) "Filing officer" means:

(a) The Secretary of State:

(A) Regarding a candidate for public office;

(B) Regarding a statement required to be filed under ORS 260.118;

(C) Regarding any measure; or

(D) Regarding any political committee.

(b) In the case of an irrigation district formed under ORS chapter 545, "filing officer" means:

(A) The county clerk, regarding any candidate for office or any measure at an irrigation district formation election where the proposed district is situated wholly in one county;

(B) The county clerk of the county in which the office of the secretary of the proposed irrigation district will be located, regarding any candidate for office or any measure at an irrigation district formation election where the proposed district is situated in more than one county; or

(C) The secretary of the irrigation district for any election other than an irrigation district formation election.

(10) "Independent expenditure" means an expenditure by a person for a communication in support of or in opposition to a clearly identified candidate or measure that is not made with the cooperation or with the prior consent of, or in consultation with, or at the request or suggestion of, a candidate or any agent or authorized committee of the candidate, or any political committee or agent of a political committee supporting or opposing a measure. For purposes of this subsection:

(a) "Agent" means any person who has:

(A) Actual oral or written authority, either express or implied, to make or to authorize the making of expenditures on behalf of a candidate or on behalf of a political committee supporting or opposing a measure; or

(B) Been placed in a position within the campaign organization where it would reasonably appear that in the ordinary course of campaign-related activities the person may authorize expenditures.

(b)(A) "Clearly identified" means, with respect to candidates:

(i) The name of the candidate involved appears;

(ii) A photograph or drawing of the candidate appears; or

(iii) The identity of the candidate is apparent by unambiguous reference.

(B) "Clearly identified" means, with respect to measures:

(i) The ballot number of the measure appears;

(ii) A description of the measure's subject or effect appears; or

(iii) The identity of the measure is apparent by unambiguous reference.

(c) "Communication in support of or in opposition to a clearly identified candidate or measure" means:

(A) The communication, taken in its context, clearly and unambiguously urges the election or defeat of a clearly identified candidate for nomination or election to public office, or the passage or defeat of a clearly identified measure;

(B) The communication, as a whole, seeks action rather than simply conveying information; and

(C) It is clear what action the communication advocates.

(d) "Made with the cooperation or with the prior consent of, or in consultation with, or at the request or suggestion of, a candidate or any agent or authorized committee of the candidate, or any political committee or agent of a political committee supporting or opposing a measure":

(A) Means any arrangement, coordination or direction by the candidate or the candidate's agent, or by any political committee or agent of a political committee supporting or opposing a measure, prior to the publication, distribution, display or broadcast of the communication. An expenditure shall be presumed to be so made when it is:

(i) Based on information about the plans, projects or needs of the candidate, or of the political committee supporting or opposing a measure, and provided to the expending person by the candidate or by the candidate's agent, or by any political committee or agent of a political committee supporting or opposing a measure, with a view toward having an expenditure made; or

(ii) Made by or through any person who is or has been authorized to raise or expend funds, who is or has been an officer of a political committee authorized by the candidate or by a political committee or agent of a political committee supporting or opposing a measure, or who is or has been receiving any form of compensation or reimbursement from the candidate, the candidate's principal campaign committee or agent or from any political committee or agent of a political committee supporting or opposing a measure.

(B) Does not mean providing to the expending person upon request a copy of this chapter or any rules adopted by the Secretary of State relating to independent expenditures.

(11) "Initiative petition" means a petition to initiate a measure for which a prospective petition has been filed but that is not yet a measure.

(12) "Judge" means judge of the Supreme Court, Court of Appeals, circuit court or the Oregon Tax Court.

(13) "Mass mailing" means more than 200 substantially similar pieces of mail, but does not include a form letter or other mail that is sent in response to an unsolicited request, letter or other inquiry.

(14) "Measure" includes any of the following submitted to the people for their approval or rejection at an election:

(a) A proposed law.

(b) An Act or part of an Act of the Legislative Assembly.

(c) A revision of or amendment to the Oregon Constitution.

- (d) Local, special or municipal legislation.
- (e) A proposition or question.
- (15) "Occupation" means:
 - (a) The nature of an individual's principal business; and
 - (b) If the individual is employed by another person, the business name and address, by city and state, of the employer.
- (16) "Person" means an individual, corporation, limited liability company, labor organization, association, firm, partnership, joint stock company, club, organization or other combination of individuals having collective capacity.
- (17) "Petition committee" means an initiative, referendum or recall petition committee organized under ORS 260.118.
- (18) "Political committee" means a combination of two or more individuals, or a person other than an individual, that has:
 - (a) Received a contribution for the purpose of supporting or opposing a candidate, measure or political party; or
 - (b) Made an expenditure for the purpose of supporting or opposing a candidate, measure or political party. For purposes of this paragraph, an expenditure does not include:
 - (A) A contribution to a candidate or political committee that is required to report the contribution on a statement filed under ORS 260.057, 260.076 or 260.102 or a certificate filed under ORS 260.112; or
 - (B) An independent expenditure for which a statement is required to be filed by a person under ORS 260.044.
- (19) "Public office" means any national, state, county, district, city office or position, except a political party office, that is filled by the electors.
- (20) "Recall petition" means a petition to recall a public officer for which a prospective petition has been filed but that is not yet a measure.
- (21) "Referendum petition" means a petition to refer a measure for which a prospective petition has been filed but that is not yet a measure.
- (22) "Regular district election" means the regular district election described in ORS 255.335.
- (23) "Slate mailer" means a mass mailing that supports or opposes a total of three or more candidates or measures.
- (24)(a) "Slate mailer organization" means any person who directly or indirectly:
 - (A) Is involved in the production of one or more slate mailers and exercises control over the selection of the candidates and measures to be supported or opposed in the slate mailers; and
 - (B) Receives or is promised payment for producing one or more slate mailers or for endorsing or opposing, or refraining from endorsing or opposing, a candidate or measure in one or more slate mailers.
- (b) "Slate mailer organization" does not include:
 - (A) A political committee organized by a political party; or
 - (B) A political committee organized by the caucus of either the Senate or the House of Representatives of the Legislative Assembly.
- (25) "State office" means the office of Governor, Secretary of State, State Treasurer, Attorney General, Commissioner of the Bureau of Labor and Industries, [*Superintendent of Public Instruction,*] state Senator, state Representative, judge or district attorney.

SECTION 17. ORS 260.076 is amended to read:

260.076. (1) A legislative official, statewide official or candidate therefor, or the official's or candidate's principal campaign committee, shall file statements showing contributions received by or on behalf of the official, candidate or committee during the period beginning January 1 immediately preceding a regular biennial session of the Legislative Assembly and ending upon adjournment of the regular biennial session of the Legislative Assembly, or during any special session of the Legislative Assembly.

(2) The Governor, Governor-elect or a candidate for Governor, or the principal campaign committee of the Governor, Governor-elect or candidate, shall file statements showing contributions received by or on behalf of the Governor, Governor-elect, candidate or committee during the period beginning January 1 immediately preceding a regular biennial session of the Legislative Assembly and ending 30 business days following adjournment of the regular biennial session of the Legislative Assembly, or during any special session of the Legislative Assembly.

(3) A person or political committee affiliated with a political party, caucus of either house of the Legislative Assembly, legislative official, statewide official or the Governor, Governor-elect or candidate for Governor shall file statements showing contributions received by the person or committee on behalf of a legislative official, statewide official or candidate therefor, during the period beginning January 1 immediately preceding a regular biennial session of the Legislative Assembly and ending upon adjournment of the regular biennial session of the Legislative Assembly, or during any special session of the Legislative Assembly.

(4) A person or political committee affiliated with a political party, caucus of either house of the Legislative Assembly, legislative official, statewide official or the Governor, Governor-elect or candidate for Governor shall file statements showing contributions received by the person or committee on behalf of the Governor, Governor-elect or candidate for Governor, during the period beginning January 1 immediately preceding a regular biennial session of the Legislative Assembly and ending 30 business days following adjournment of the regular biennial session of the Legislative Assembly, or during any special session of the Legislative Assembly.

(5) A statement described in subsections (1) to (4) of this section shall be filed with the Secretary of State on a form prescribed by the secretary. For contributions received during the period beginning on January 1 immediately preceding a regular biennial session of the Legislative Assembly and ending on the first day of the regular biennial session, a statement shall be filed not later than two business days after the first day of the regular biennial session. For contributions received on or after the first day of the regular biennial session, a statement shall be filed not later than two business days after the date a contribution is received. For contributions received during any special session of the Legislative Assembly, a statement shall be filed not later than two business days after the date a contribution is received.

(6) If a statement has been filed under subsections (1) to (4) of this section, the next statement filed by the Governor, Governor-elect, official, candidate, principal campaign committee or other political committee under ORS 260.057 shall include the contributions reported in statements filed under this section.

(7) This section applies notwithstanding the filing of a certificate under ORS 260.112.

(8) As used in this section:

(a) "Legislative official" means any member or member-elect of the Legislative Assembly.

(b) "Statewide official" means the Secretary of State or Secretary of State-elect, State Treasurer or State Treasurer-elect, [*Superintendent of Public Instruction or Superintendent-elect of Public Instruction,*] Attorney General or Attorney General-elect and the Commissioner of the Bureau of Labor and Industries or the Commissioner-elect of the Bureau of Labor and Industries.

SECTION 18. ORS 292.311 is amended to read:

292.311. The incumbents of each of the following offices shall be paid an annual salary on a monthly basis, as follows:

(1) Governor, \$93,600 for the year beginning July 1, 2009, and for each year thereafter. The Governor shall also be paid \$1,000 per month regularly for expenses necessarily incurred but not otherwise provided for.

(2) Secretary of State, \$72,000 for the year beginning July 1, 2009, and for each year thereafter. The Secretary of State shall also be paid \$250 per month regularly for expenses necessarily incurred but not otherwise provided for.

(3) State Treasurer, \$72,000 for the year beginning July 1, 2009, and for each year thereafter. The State Treasurer shall also be paid \$250 per month regularly for expenses necessarily incurred but not otherwise provided for.

(4) Attorney General, \$77,200 for the year beginning July 1, 2009, and for each year thereafter. The Attorney General shall also be paid \$250 per month regularly for expenses necessarily incurred but not otherwise provided for.

[(5) *Superintendent of Public Instruction, \$72,000 for the year beginning July 1, 2009, and for each year thereafter. The superintendent shall also be paid \$250 per month regularly for expenses necessarily incurred but not otherwise provided for.*]

[(6)] (5) Commissioner of the Bureau of Labor and Industries, \$72,000 for the year beginning July 1, 2009, and for each year thereafter. The commissioner shall also be paid \$250 per month regularly for expenses necessarily incurred but not otherwise provided for.

SECTION 19. ORS 292.430 is amended to read:

292.430. (1) In addition to the annual salaries established as provided in ORS 292.907 to 292.930, the Oregon Department of Administrative Services may “pick-up,” assume and pay to the Public Employees Retirement Fund any employee contributions, otherwise required by ORS 238.200, for the Governor, Secretary of State, State Treasurer, Attorney General, [*Superintendent of Public Instruction,*] Commissioner of the Bureau of Labor and Industries and members of the Legislative Assembly.

(2) The department may provide health, dental, life and long-term disability insurance without cost to the officers referred to in subsection (1) of this section and to judges of the Supreme Court, Court of Appeals, Oregon Tax Court and circuit courts in such amounts as are provided from time to time to employees in the unclassified service of the state.

SECTION 20. ORS 292.930 is amended to read:

292.930. Each of the following elective officers shall be paid an annual salary on a monthly basis as determined by the Legislative Assembly each biennium:

(1) Governor.

(2) Secretary of State.

(3) State Treasurer.

(4) Attorney General.

[(5) *Superintendent of Public Instruction.*]

[(6)] (5) Commissioner of the Bureau of Labor and Industries.

[(7)] (6) Chief Judge of the Court of Appeals.

[(8)] (7) Court of Appeals Judge.

[(9)] (8) Chief Justice of the Supreme Court.

[(10)] (9) Supreme Court Judge.

[(11)] (10) Circuit Court Judge.

[(12)] (11) Tax Court Judge.

SECTION 21. ORS 329.837 is amended to read:

329.837. The University of Oregon shall report annually on the implementation, longitudinal progress and results of the Early Success Reading Initiative to the Governor[, *the Superintendent of Public Instruction*] and the appropriate legislative committees.

SECTION 22. ORS 343.465 is amended to read:

343.465. (1) It is the policy of this state to respect the unique nature of each child, family and community with particular attention to cultural and linguistic diversity, and to support a system of services for preschool children with disabilities and their families that:

(a) Recognizes the importance of the child’s family, supports and builds on each family’s strengths and respects family decision-making and input regarding service options and public policy.

(b) Identifies, evaluates and refers services for preschool children with disabilities at the earliest possible time.

(c) Uses specialized services and all other community services and programs for children, including community preschools, Head Start programs, community health clinics, family support programs and other child-oriented agencies.

(d) Uses a variety of funding sources for preschool children with disabilities and their families, including public and private funding, insurance and family resources.

(e) Assists families in utilizing necessary services in the most cost-effective and efficient manner possible by using a coordinated planning and implementation process.

(f) Insures that all children and their families, regardless of disability, risk factors or cultural or linguistic differences, are able to utilize services for which they would otherwise be qualified.

(g) Encourages services and supports for preschool children with disabilities and their families in their home communities and in settings with children without disabilities.

(h) Recognizes the importance of developing and supporting well-trained and competent personnel to provide services to preschool children with disabilities, and their families.

(i) Evaluates the system's impact on the child and family, including child progress, service quality, family satisfaction, transition into public schooling, longitudinal and cumulative reporting over several biennia and interagency coordination at both the state and local level.

(j) Reports information described in paragraph (i) of this subsection to the State Interagency Coordinating Council, the Governor, [*the Superintendent of Public Instruction,*] the State Board of Education and the Legislative Assembly each biennium.

(2) In carrying out the provisions of subsection (1) of this section, the Department of Education, the Department of Human Services and the Oregon University System shall coordinate services to preschool children with disabilities, or who are at risk of developing disabling conditions, and their families. All program planning, standards for service, policies regarding services delivery and budget development for services for preschool children with disabilities, and their families shall reflect the policy outlined in subsection (1) of this section and elaborated through rules and agreements.

SECTION 23. Section 1, chapter 856, Oregon Laws 2009, as amended by section 31, chapter 856, Oregon Laws 2009, is amended to read:

Sec. 1. (1) There is created the Alcohol and Drug Policy Commission, which is charged with producing a plan for the funding and effective delivery of alcohol and drug treatment and prevention services. The commission shall recommend:

- (a) A strategy for delivering state-funded treatment and prevention services;
- (b) The priority of funding for treatment and prevention services;
- (c) Strategies to maximize accountability for performance of treatment and prevention services;
- (d) Methods to standardize data collection and reporting; and
- (e) A strategy to consolidate treatment and prevention services and reduce the fragmentation in the delivery of services.

(2) The membership of the commission consists of:

(a) Sixteen members appointed by the Governor, subject to confirmation by the Senate in the manner prescribed in ORS 171.562 and 171.565, including:

- (A) An elected district attorney;
- (B) An elected county sheriff;
- (C) A county commissioner;
- (D) A representative of an Indian tribe;
- (E) An alcohol or drug treatment provider;
- (F) A chief of police;
- (G) An alcohol or drug treatment researcher or epidemiologist;
- (H) A criminal defense attorney;
- (I) A judge of a circuit court, who shall be a nonvoting member;
- (J) A representative of the health insurance industry;
- (K) A representative of hospitals;
- (L) An alcohol or treatment professional who is highly experienced in the treatment of persons with a dual diagnosis of mental illness and substance abuse;
- (M) An alcohol or drug abuse prevention representative;
- (N) A consumer of alcohol or drug treatment who is in recovery;
- (O) A representative of the business community; and
- (P) An alcohol or drug prevention representative who specializes in youth.

(b) Two members of the Legislative Assembly appointed to the commission as nonvoting members of the commission, acting in an advisory capacity only and including:

(A) One member from among members of the Senate appointed by the President of the Senate; and

(B) One member from among members of the House of Representatives appointed by the Speaker of the House of Representatives.

(c) The following voting ex officio members:

(A) The Governor or the Governor's designee;

(B) The Attorney General;

(C) The Director of the Oregon Health Authority;

(D) The Director of the Department of Corrections; and

(E) The **Deputy** Superintendent of Public Instruction **or the deputy superintendent's designee.**

(3) The Alcohol and Drug Policy Commission shall select one of its members as chairperson and another as vice chairperson, for such terms and with duties and powers necessary for the performance of the functions of such offices as the commission determines.

(4) A majority of the voting members of the commission constitutes a quorum for the transaction of business.

(5) Official action of the commission requires the approval of a majority of the voting members on the commission.

(6) The commission may establish a steering committee and subcommittees. These committees may be continuing or temporary.

(7) Each commission member appointed by the Governor serves at the pleasure of the Governor. If there is a vacancy for any cause, the Governor shall make an appointment to become immediately effective.

(8) The Oregon Health Authority shall provide staff support to the commission. Subject to available funding, the commission may contract with a public or private entity to provide staff support.

(9) Members of the commission who are not members of the Legislative Assembly are entitled to compensation and expenses incurred by them in the performance of their official duties in the manner and amounts provided for in ORS 292.495. Claims for compensation and expenses shall be paid out of funds appropriated to the Oregon Health Authority or funds appropriated to the commission for purposes of the commission.

SECTION 24. ORS 458.558 is amended to read:

458.558. (1) The members of the Oregon Volunteers Commission for Voluntary Action and Service must be citizens of this state who have a proven commitment to community service and who have a demonstrated interest in fostering and nurturing citizen involvement as a strategy for strengthening communities and promoting the ethic of service in all sectors of this state.

(2) The Governor shall appoint as members of the commission at least one of each of the following:

(a) An individual with experience in educational, training and development needs of youth, particularly disadvantaged youth.

(b) An individual with experience in promoting involvement of older adults in service and volunteerism.

(c) A representative of community-based agencies or organizations within this state.

(d) The **Deputy** Superintendent of Public Instruction or designee.

(e) A representative of local governments in this state.

(f) A representative of local labor unions in this state.

(g) A representative of business.

(h) A person at least 16, but not more than 25, years of age who is a participant or supervisor in a national service program.

(i) A representative of a national service program described in 42 U.S.C. 12572(a).

(3) In addition to appointing members under subsection (2) of this section, the Governor may appoint as members individuals from the following groups:

(a) Educators.

(b) Experts in the delivery of human, educational, environmental or public safety services to communities and individuals.

(c) Members of Native American tribes.

(d) At-risk youths who are out of school.

(e) Entities that receive assistance under the Domestic Volunteer Service Act of 1973 (42 U.S.C. 4950 et seq.).

(4) In making appointments of members described in subsections (2) and (3) of this section, the Governor shall ensure that:

(a) No more than 50 percent of the appointed members are from the same political party; and

(b) No more than 25 percent of the appointed members are state employees.

SECTION 25. ORS 326.305 is repealed.

SECTION 26. Section 2 of this 2011 Act and the amendments to ORS 171.130, 171.133, 171.735, 173.130, 240.205, 244.050, 249.002, 249.056, 249.215, 254.005, 258.036, 258.055, 260.005, 260.076, 292.311, 292.430, 292.930, 329.837, 343.465 and 458.558 and section 1, chapter 856, Oregon Laws 2009, by sections 4 to 24 of this 2011 Act and the repeal of ORS 326.305 and 326.330 by sections 1 and 25 of this 2011 Act do not apply to:

(1) A Superintendent of Public Instruction who is holding office on the effective date of this 2011 Act; or

(2) A Deputy Superintendent of Public Instruction who is appointed under the authority of a Superintendent of Public Instruction who is holding office on the effective date of this 2011 Act.

SECTION 27. This 2011 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2011 Act takes effect on its passage.

Passed by Senate April 6, 2011

.....
Robert Taylor, Secretary of Senate

.....
Peter Courtney, President of Senate

Passed by House June 21, 2011

.....
Bruce Hanna, Speaker of House

.....
Arnie Roblan, Speaker of House

Received by Governor:

.....M.,....., 2011

Approved:

.....M.,....., 2011

.....
John Kitzhaber, Governor

Filed in Office of Secretary of State:

.....M.,....., 2011

.....
Kate Brown, Secretary of State

Early Childhood and Family Investment Transition Report

Prepared for:

Governor John Kitzhaber

Prepared by:

Members of the Early Childhood and Family Investment Transition Team:

- Pam Curtis, Co-Chair, Deputy Director, Center for Evidence-based Policy
- Lynne Saxton, Co-Chair, CEO, ChristieCare

- Swati Adarkar, Executive Director, Children's Institute
- Mary Louise McClintock, Early Childhood Program Director, Oregon Community Foundation
- Bob Stewart, Superintendent, Gladstone Public Schools
- Judge Nan Waller, Presiding Family Court Judge, Multnomah County Circuit Court
- Dr. David Willis, Medical Director, Artz Center for Developmental Health

The Transition Team offers gratitude and thanks for the special assistance of Andrew Grover, Allyson Ford, Lynn Rosenberg, Samantha Slaughter-Mason and Beth Church.

January 23, 2011

Early Childhood and Family Investment Transition Report

Executive Summary

Oregon's best opportunity for distinction and success in the global economy of the 21st century is creating a world-class education system that starts early and produces results.

Every year about 45,000 children are born in Oregon. Roughly 40% of these children are exposed to a well-recognized set of socio-economic, physical or relational risk factors which adversely impact their ability to develop the foundations of school success. These include poverty, unstable family backgrounds, substance abuse, criminal records and negative peer associations. Today, Oregon spends approximately \$380 million per year on services for children ages 0 to 5, not including healthcare, K-12 and tertiary human services (welfare, child protection and behavioral health treatment). Oregonians can and should expect a return on this investment.

Currently there are also a wide range of public, private and non-profit programs, services and organizations focused on early childhood care and education. Although some of these programs and services are delivering very good results, our state does not consistently track these results. The programs and services do not work in concert and some are disconnected from the K-12 education system. In short, our current system is neither integrated nor accountable.

Based on the Governor's charge, the goal of the Early Childhood and Family Investment team was to **integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.** After five work sessions and surveying current research and statewide stakeholders in early childhood programs and services, we make the following bold and innovative recommendations to improve early childhood services in Oregon. The recommendations include significant changes in the ways in which we identify, deliver, and fund services so that a more efficient, accountable approach is used which delivers measurable results. Our recommendations support an integrated, collective, financially accountable approach and outline changes in three areas:

- A. Early identification and support
 - a. Ensure early identification of families and children for critical, identified indicators of risk.

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

- b. Establish neighborhood catchment areas at elementary school sites where a Family Support Manager will coordinate support services for families and children.
 - c. Outcomes, services and resources will be managed by 5 regional entities at an average cost per child of \$10,500 per biennium.
- B. Shared measurement and accountability
- a. Convert current contracts with early childhood service providers to performance-based contracts with accountability for reaching identified goals. Disproportionality must be addressed in the efficacy of services and performance contracts should require measured progress.
 - b. Outcome measures should be required for the following developmental domains: child health; child language, literacy and learning; social-emotional development; parent, family and support development; and cognitive development.
 - c. A kindergarten readiness assessment and early learning benchmarks should be adopted.
 - d. An integrated statewide data system should be ready to deploy for this work on January 1, 2012.
- C. Budget and governance
- a. Create an Early Childhood System Director in the Governor's Office and an Early Learning Council to consolidate multiple existing efforts, funding streams and administrative structures.
 - b. Data on the return on this investment must be collected and evaluated on a consistent platform at regular intervals to insure results are produced.

The changes recommended by this report are significant. Many of them will be difficult to make. Other groups have recommended some of them for more than 20 years. And some of them will be resisted – even by those who currently serve our youngest children. But we cannot afford to wait to implement them.

If the appropriate investment is made, coupled with a successful service delivery system and accountability for defined outcomes, children will enter the Oregon education system with the skills and developmental assets required to complete their education and enter the workforce. Our investment will be returned through productive and responsible citizens. If we wait, or fail to implement these changes, we put at risk the future prosperity of our state by failing to produce a globally competitive workforce.

Early Childhood and Family Investment Transition Report

Introduction

Oregon's best opportunity for distinction and success in the global economy of the 21st Century is by creating a world-class education system that starts early and produces results.

Children are born learning. The research about how our brains work and how we learn is indisputable: the foundation of academic success lies in the early childhood years – before pre-kindergarten, before preschool, indeed from birth. To maximize learning, all children must develop cognitive, language, sensory, motor and attention skills. But they also need to be exposed to the experiences and social interactions that are essential to encourage the underlying brain development upon which literacy, healthy relationships, and other abilities are built. This starting point, which is different than the one upon which our current education system is based, reflects current research and science and the consensus of leaders in the early childhood and education fields.

Every year, about 45,000 children are born in Oregon. Roughly half of them are exposed to a well-recognized set of socio-economic, physical, or relational risk factors, which adversely impact their ability to develop the foundations of school success. These include poverty, unstable family backgrounds and inconsistent parenting, substance abuse, criminal records among other family members, and negative peer associations. If not addressed, these risk factors have an almost linear correlation with school failure, school dropout, substance abuse, social dependency and involvement in the criminal justice system. They also set lifestyle patterns that lead to the chronic conditions that account for most of the costs in our health and criminal system. These factors, known as “social indicators” are set during the early years of a child's life. Ultimately, these indicators produce a workforce that struggles to compete successfully in a global economy and a citizenry that is a liability rather than an asset to Oregon's future.

These factors are overrepresented in children of color. Across the United States, more African American young men are in prison than graduate from high school. A black male born in 2001 has a one in three chance of being imprisoned in his life (Children's Defense Fund, 2010). According to the Center for Disease Control and Prevention, American Indian/Alaska Native males in the 15 to 24 year old age group have a much higher suicide rate than any other cultural group. In a state desirous of a growing economy, we must aspire to the very best for our all our children from the very beginning of their lives: strong families, comprehensive healthcare, and world-competitive education.

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

Today, Oregon spends approximately \$380 million total funds¹ per year on services for children ages 0 to 5, not including healthcare, K-12 and tertiary human services (such as public welfare, child protection or behavioral health treatment). Oregonians can and should expect a return on their investment. Our investment goal should be the reasonable, definable expectation that **children are ready to learn when they enter school and ready to read in first grade**. In order to ensure this level of readiness, all children need supports, experiences and interactions that enable learning. When those supports are not available from families, communities or natural helpers, publicly funded services must be deployed.

Currently there is a wide range of public, private and non-profit programs, services and organizations focused on early childhood care and education. There are additional providers of healthcare, mental health, physical health and addiction services. Although some of these programs and services are delivering very good results, we do not consistently track these results. The programs and services do not work in concert, and some are disconnected from the K-12 education system. In short, our current system is neither integrated nor accountable.

However, with appropriate management and documented, measurable outcomes, our return on investment can be tracked. Though we have many fine efforts throughout the state today, and many highly committed individuals working hard to produce results, we do not have the data set, the performance indicators or the integration of services required to guarantee reasonable results to the recipients (children and families) or the investors (taxpayers and citizens of Oregon). In short, we have lofty goals and spend millions of dollars, but we do not have integrated services with measured results supporting our investment. This report focuses on what Oregon needs to do to ensure that children meet the measurable goal of **ready to learn and ready to read in first grade**. Failure to realize this goal jeopardizes our children's and our state's economic future. We can do better.

And we are poised to do better. According to Jack Shonkoff, author of the well-respected Neurons to Neighborhoods report:

“Although public understanding of the impact of early experience on brain development has grown dramatically in the 10 years since From Neurons to Neighborhood was published, our ability to improve the lives of vulnerable, young children across the country has not increased at the same pace. What we need right now are creative, new initiatives guided by bold leaders who have the willingness to try new things, the courage to take risks, the commitment to measure the right outcomes, the wisdom to learn from both successes and disappointments, and the vision to create the future of early childhood policy and practice.” Washington, D.C., 2010.

¹ This equates to \$760 million per biennium.

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

Section 1 –Team Work Plan

The Early Childhood Team was given the following charge:

Recommend changes to our existing systems (including services, agencies and resources) in order to:

1. Maximize our investment by consolidating and aligning existing services and resources (including healthcare, family support, child care and Pre-K education, etc.) with a keen focus on early school readiness and success.
2. Develop approaches for the early identification of those most in need.
3. Coordinate public, private, and not-for profit services through local elementary schools and; to the greatest extent possible reorganize them so that they are delivered by trusted, culturally sensitive community-based organizations.
4. Establish a tracking system to monitor efforts, measure progress, evaluate outcomes and ensure accountability.
5. Establish an Early Childhood Coordinating Council in the Governor’s Office to monitor the effort and ensure ongoing effectiveness and efficiency in the use of resources.
6. Maximize our investment in child welfare by focusing investments on keeping families together and children out of foster care (focusing on parental supports and community services).

The Team met five times in work sessions to consider this charge and make recommendations. Research was conducted outside Team meetings, including consultation with experts and review of efforts underway in other states. Two analysts from the Budget and Management Division of the State Department of Administrative Services also supported the Team’s work.

In addition, to ensure informed and representative recommendations, members of the Early Childhood and Family Investment Team sent their charge to over 80 organizations with a stake in early childhood wellness and requested their response. Recipients were asked to forward the request to additional organizations for feedback. A second, repeated request was sent to organizations representing communities of color when the initial feedback was insufficient. Participants responded with their names and organization, and answered the following questions:

- 1) What opportunities does the charge provide?
- 2) What concerns do you have about the charge?
- 3) If you were making recommendations to Governor-elect Kitzhaber, based on the charge, what would be your number-one recommendation?

A total of 175 individuals and organizations responded to the request. Respondents represented a wide range of perspectives, including:

- 30% from county programs or organizations
- 19% from non-profit organizations

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

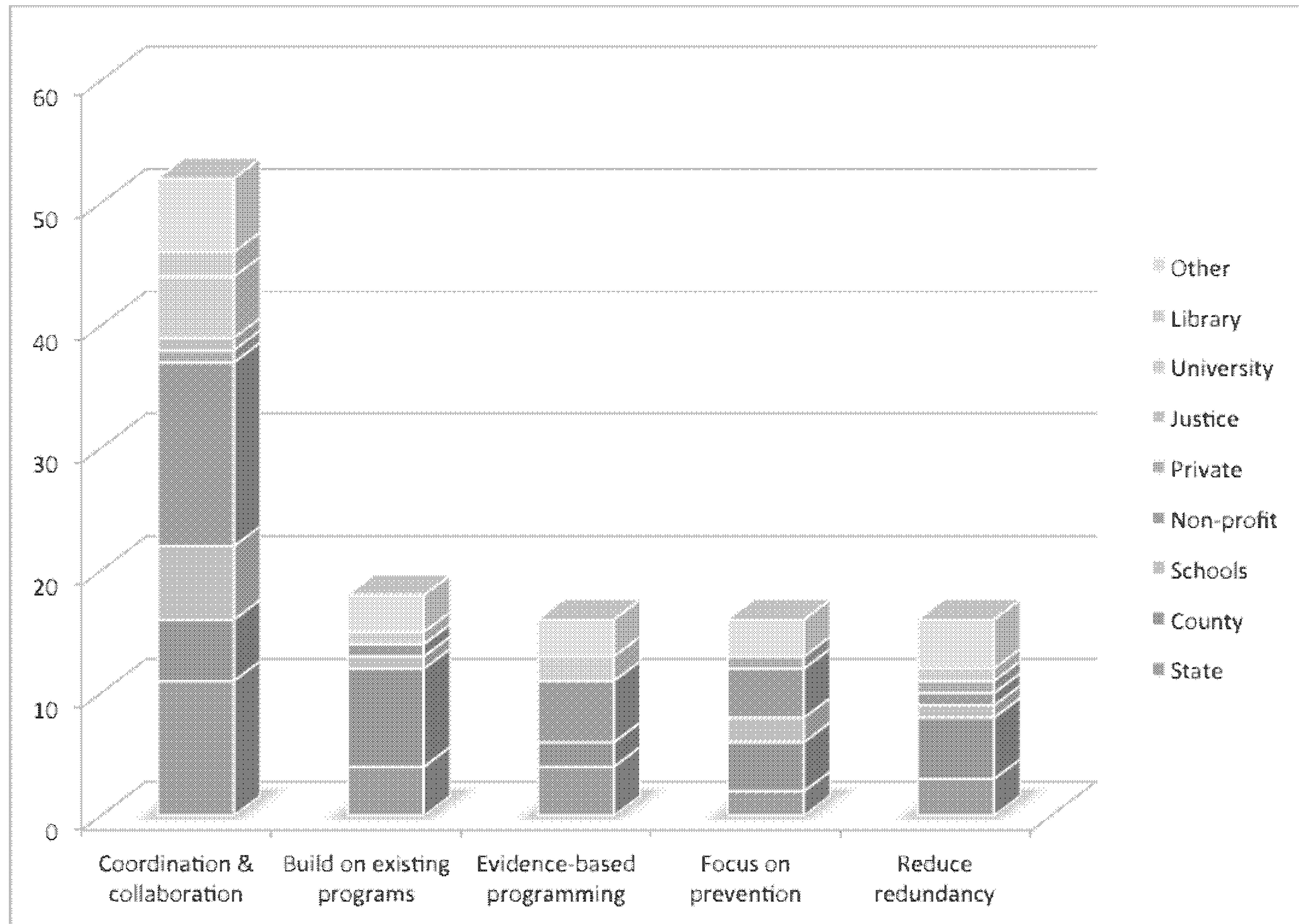
- 12% from State of Oregon departments and programs
- 11% from schools and school districts
- 8% were either unidentified or from other types of organizations
- 7% from universities and colleges
- 6% from private organizations
- 3% from libraries
- 3% from Relief Nurseries
- 2% from justice

Overall, respondents were positive about the opportunity for increased collaboration and coordination across service providers and increased partnerships. Respondents were encouraged by the focus on prevention and family focus. There was significant concern about lack of funding and resources, as well as concern that administrative and bureaucratic procedures will inhibit the successful and efficient implementation of a more integrated system. Additionally, many respondents noted historical barriers, “turf wars” and similar issues as hindrances to successful coordination. Some expressed concern about coordinating services in elementary school catchment areas (although no school respondent mentioned this concern). Respondents urged building on existing programs, infrastructure, partnerships and expertise. Investing in professional development, having clear goals and metrics for measuring success, and using evidence-based practices were also highly encouraged.

Results are depicted in Graphs 1 and 2 on the following pages. A complete summary of feedback received can be found in the Attachment Section.

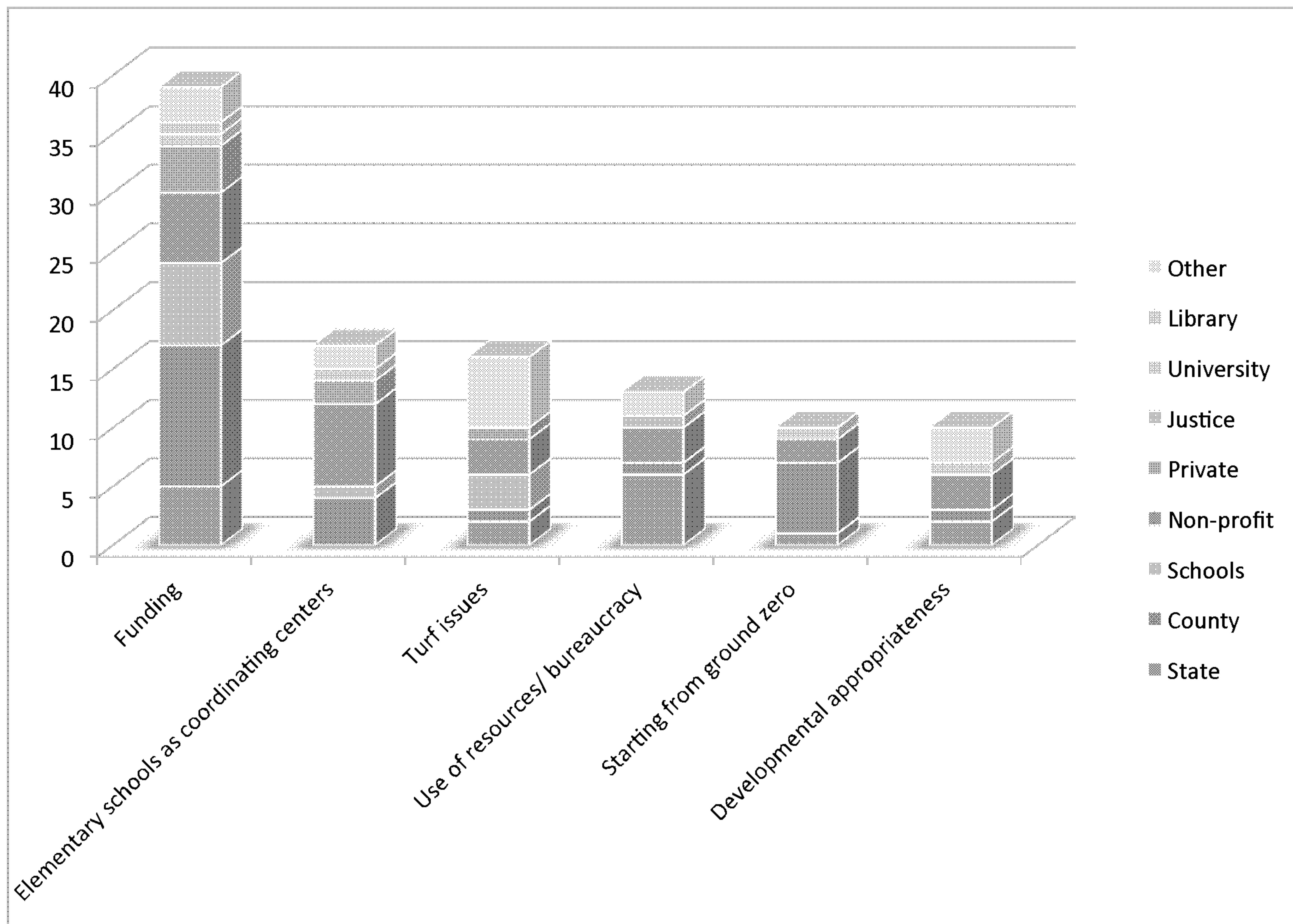
Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

Graph 1: Opportunities identified by respondent type



Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

Graph 2: Concerns identified by respondent type



Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

Section 2 – Findings and Recommendations

The scale and complexity of Oregon's education, health and social support systems has thwarted attempted reforms for decades and the requisite infrastructure for measuring and evaluating results to support investment has never been built. There have been multiple and heroic efforts among legislators, non-profits, former governors, business leaders and agencies. Many of these have made important individual improvements, yet system-wide progress has not been obtained. Successful examples in addressing complex social problems have demonstrated that individual players must change their operating models and work together to impact complex problems within performance-based models. The underlying system in which they operate must also fundamentally change.

Our current systems are oriented toward finding and funding a solution embedded within a single organization, with the hope that the most effective will be replicated and their impact widely extended. Oregon has more than half-a-dozen agencies operating dozens of programs for early childhood care and education – each with concomitant local governance structures. Although it is unknown how many are exclusively social service oriented, our state also has 28,000 non-profits trying to invent solutions to major and complex social problems. Our state identifies organizations to provide services, and if evaluation happens at all, it is focused on the services the agency delivers (not impact on the problem) in isolation of the numerous other organizations that may also influence the issue. We must focus on outcomes/results for children and families as opposed to process indicators. There are exceptions and there are successes, but the net composite result is insufficient, given the amount of resource expended.

Ron Heifetz, a co-founder of the Center for Public Leadership at the John F. Kennedy School of Government, Harvard University, describes social problems as "adaptive problems" – they are complex, the answer is not known, and even if it were, no single entity has the resources or authority to bring about the necessary change. Ensuring our children are successful in school is an adaptive problem. Reaching an effective solution requires learning by the stakeholders involved in the problem, who must then change their own operations in order to create a solution.

Shifting to an approach of collective impact across systems is not merely a matter of encouraging more collaboration or public- private partnerships. Oregon has done that repeatedly. It requires a systemic approach that drives to results through disciplined integrated management of the relationships between organizations and progress toward shared objectives. It necessitates changes in the structures, accountabilities and business or operating model of state government. And it requires that non-profit management organizations have the skills and resources to assemble, coordinate, measure and report the specific elements necessary for collective action to succeed. These skill sets may not be available in every organization. When they are not available,

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

the state must stay focused on attaining desired results, while the service delivery organization focuses on making the changes necessary to obtain the skill sets.

The recommendations of the Early Childhood and Family Investment Team build on Oregon's historical attempts to improve early childhood services and coordination. The recommendations support an integrated, collective, financially accountable approach and outline needs in three areas:

- A. Early identification and support
- B. Shared measurement and accountability
- C. Budget and governance

A. Early Identification and Support

Oregon's youngest children fall in the moderate- to high-risk categories in many U.S. socio-demographics. For example, nation-wide, 30% of children under the age of six live in families with incomes below 150% of the Federal Poverty Level (FPL). In Oregon, that number is 36% for the same age group (National Center for Children in Poverty, 2011). Our children of color fare worse than Caucasian children. And, our existing processes to identify and assist these children are largely uncoordinated and under-performing.

Hospitals, birth settings, and primary physicians' offices are the primary location that touches the majority of Oregon children before they enter school. Hospitals and child health primary care providers increasingly recognize the significant role they have for identifying and monitoring the strengths and risks of each family, infant and child that predicts future health trajectories. Yet, in 2008, the Commonwealth Fund ranked Oregon number 34 in the nation in child health system performance (Shea, Davis and Schor, 2008). The child health system has always been expected to provide standardized monitoring of developmental status of all children, yet universal efforts have been largely incomplete, inconsistent and uncoordinated across all systems.

Standardized screening dramatically increases the early identification rates of delays, disorders and disabilities well before school entry. Early intervention has been proven to make a difference for those children falling behind. Early detection of developmental challenges or behavioral delays in young children will benefit them, their families and our State long into the future. Child health providers also benefit from ensuring that children are healthy and achieving developmental milestones. And, studies have shown that the quality of care and parental satisfaction at developmental visits also increases. Researchers have found that school readiness at age six predicts a child's ability to benefit from academic instruction in elementary school. This body of research has also concluded that academic performance in elementary school is a major predictor of whether a child will complete high school. Educators know that many children who demonstrate academic problems and low achievement test scores as early as grade 3 will end up dropping out of school before graduation (Annie E. Casey Foundation, 2010).

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

In addition, children who lack appropriate social skills at the time of entry to school frequently engage in behaviors such as aggression and bullying later on. Research also correlates third-grade reading to teen pregnancy, juvenile crime and other inappropriate and anti-social behaviors. Despite the importance of third-grade reading, Oregon falls in the bottom quartile of states whose fourth-graders are reading proficient (US Department of Education 2007). Our children of color fare worse: 85% of black children are unable to read and write at grade level in grade 3 (Children's Defense Fund, 2010).

The foundation for third-grade reading and other educational success is set in a child's earliest years and it is during these years that the family and community have the greatest influence. The Early Childhood and Family Investment Team is firmly committed to the belief that children are best raised by families and that provision of external supports must be driven by family needs and with a goal of family preservation.

The importance of relationships and strong parental attachment to promote the healthy development of children is well documented. The quality of a child's attachment from birth through preschool is related to "concrete, definable parental capacities, caregiving behavior patterns, and internal working models" (Cooper, G., Hoffman, K., & Powell, B., 2000). Furthermore, the quality of a child's attachment can be used to predict risk for social indicators of health such as "emotion-regulation struggles, behavior difficulties, and relationship problems as well as future academic difficulties," particularly for high-risk populations.

Longitudinal studies conducted at the University of Minnesota have found that a secure attachment serves as a protective factor for children from families who have experienced high stress, and an "early history of competence" in youth was characterized by a secure attachment at twelve and eighteen months (as cited in (Cooper, G., Hoffman, K., & Powell, B., 2000)). A young child's subsequent healthy development was directly related to "social competence with peers and teachers, impulse control, conduct disorders, anxiety, depression, dissociative disorders, and other psychiatric and legal problems" (Cooper, G., Hoffman, K., & Powell, B., 2000). These same factors are also closely related to early attachment relationships.

Every child's capacity to learn is shaped by individual experiences with nutrition, sensory and cognitive stimulation, and stable, loving relationships in which there is early exposure to language and books. These critical, development-promoting consequences of social, emotional and cognitive stimulation – or lack of them – should be of intense interest to all of us. We must start long before children enter school to ensure our children have the opportunity for early learning and to address the range of individual and family risk factors that are precursors to early conduct problems and antisocial behavior. High quality early learning experiences are among the very best investments

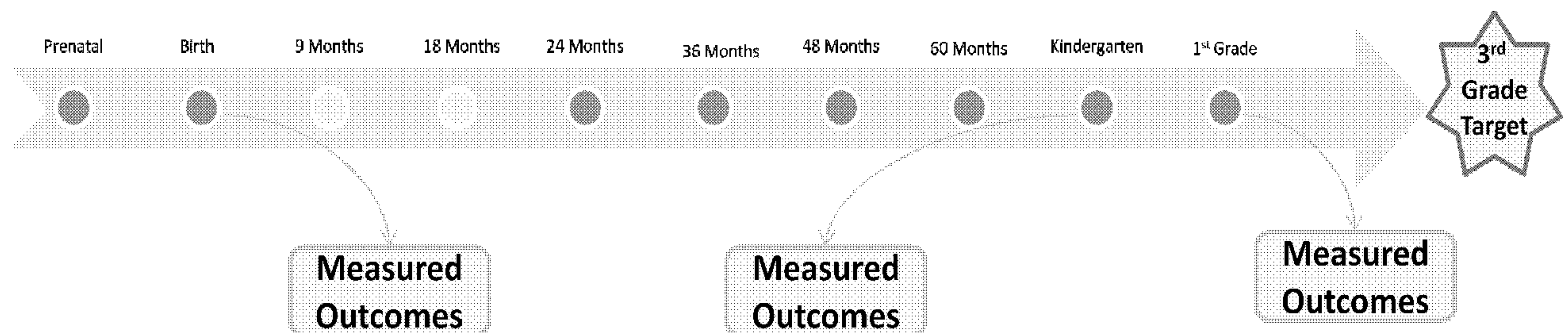
Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

we can make in reducing future costs associated with special education, abuse and neglect, health care, school dropout, teen pregnancy, welfare, and the criminal justice system and to create a qualified workforce for Oregon's future.

Recommendations

- 1) Utilize Oregon's health reform effort within Oregon Health Authority (OHA) to transform and strengthen the practice of perinatal, infant and young child health care by obliging, incentivizing and reimbursing hospitals, birthing centers and all primary care providers for comprehensive, coordinated and longitudinal screening of all families and children:
 - Prenatal / perinatal family risk/strength assessments
 - Maternal depression screening and monitoring
 - Standardized developmental and psychosocial screening and monitoring on current standards (such as ABCD II and AAP's Bright Future) and occurring at regular intervals: prenatal, birth, 9mo, 18mo, 24/30mo, and yearly till 1st grade.

Assessment & Early Identification



Children and their families identified by screening as needing assistance with developmental promotion services and supports will be referred, by consent, to a Family Support Manager in their neighborhood catchment area. (See also Recommendation 2). The assistance established by the Family Support Manager will be comprehensive, targeted, flexible, culturally appropriate, longitudinal, and measured.

- All assistance and services will be connected, coordinated and communicated with the child's medical home
- Oregon's health reform activities that expand care coordination will utilize the Family Support Managers for children and their families, as indicated, without duplication, but with coordination that brokers

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

services and activities between community and the medical home to address both health, developmental and social risks.

Families with young children, who apply for TANF, WIC or Food Stamp assistances from the Department of Human Services, should be automatically referred to a Family Support Manager as a requisite for receiving assistance.

- 2) We estimate that a "cohort" of about 108,000² children aged 0-5 years will be in need of early childhood support each year. Some of their families will have primary issues (such as mental health or substance abuse disorders) that are better coordinated and provided by tertiary systems. We estimate that approximately 65% of the 108,000 families (or 70,000 per year) will need and consent to services primarily through Oregon's transformed early childhood system.

Services to support the learning readiness of these children and their families will be coordinated around the elementary school enrollment areas and will be scaled and budgeted to need. Family support managers will serve as advocates, resource managers and service brokers on behalf of families in these areas. We have selected elementary school catchment areas as the focal point for this effort for these key reasons:

- Access
- Approachability
- Connectivity to the K-12 infrastructure
- Connecting schools to the support structures in their communities.

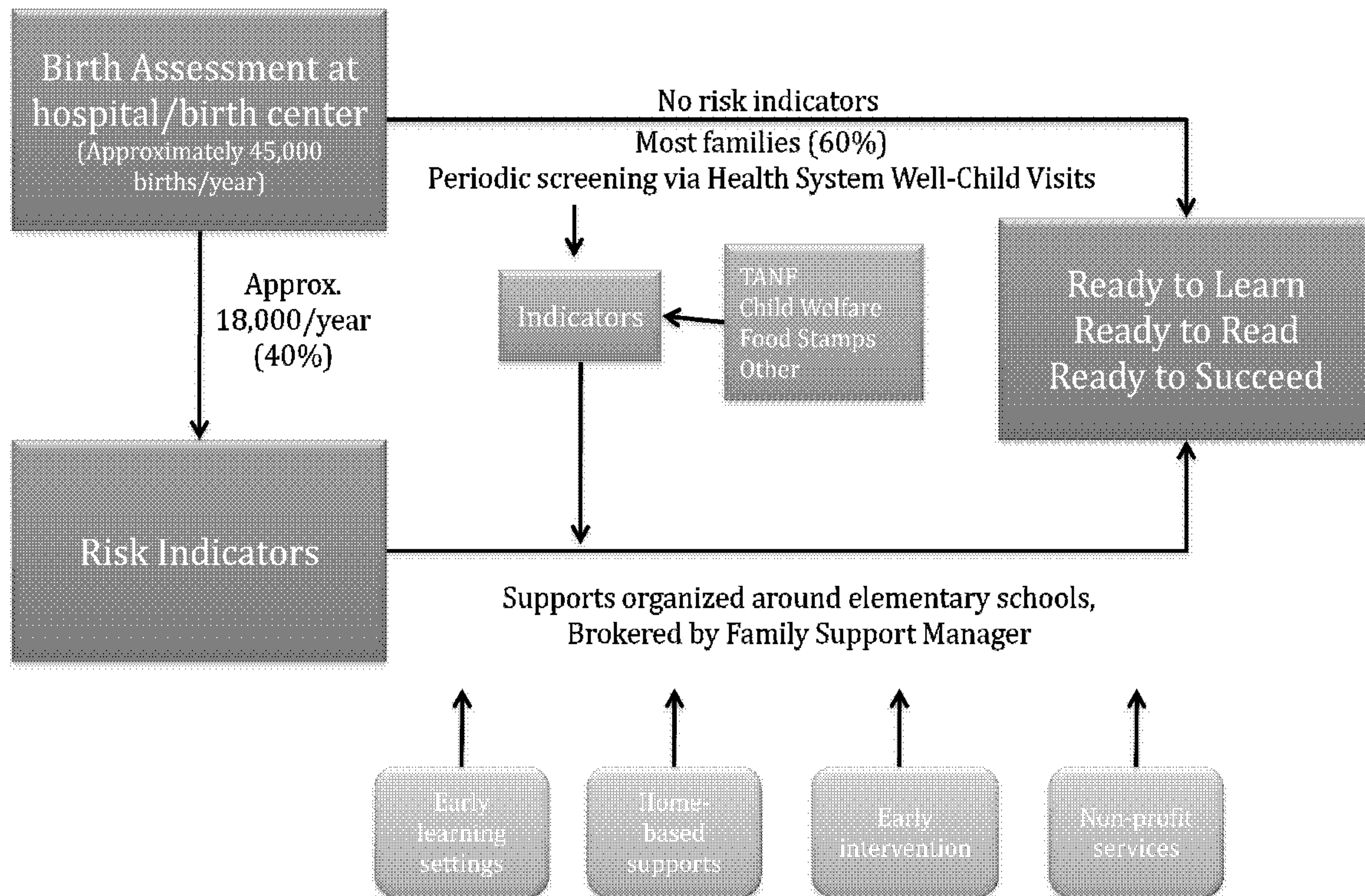
The majority of Oregon children attend public elementary schools. Their boundaries are a natural point-of-care because all children throughout Oregon live in school boundaries and most will attend them. Families will have ongoing relationships with these schools and they do not carry the stigma of other government offices. Many programs and services for younger children already co-locate at elementary school sites. The transition to kindergarten and first grade is critical, and it will be the responsibility of the Family Support Manager working in conjunction with the public elementary school.

This strategy embraces all providers and entities that can bring appropriate levels of accountability, cost-effective services, and measurable outcomes. We

² Approximately 40% of the 45,000 children born in Oregon each year are estimated to be "medium and high-risk." The number 108,000 equates to the sum of estimated medium and high-risk children ages 0-5 at any one point in time. This number also closely correlates with the numbers of young children at and below 150% Federal Poverty level. The estimated 70,000 children served equates to approximately 110% FPL. (National Center for Child Poverty, 2011)

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

envision contracting with one entity accountable for managing and integrating results in each of five regions (See also Recommendation 4). These regional entities would not provide the services, but rather would be directly responsible for getting interested non-profit providers to produce desired results. All providers will be required to produce results within budget targets.



- 3) The model represented by these recommendations should be continued for children and families throughout school-aged years. Concepts should be integrated into health, prevention, education and human service systems touching the lives of school-age children and adolescents.
- 4) Outcomes, services and resources will be managed by 5 regional entities at an average per child cost of \$5,225 per year or \$10, 500 per biennium. Regional accountability entities will replace current local governance organizations for the funds represented in Recommendation 12. Regions should have combined administrative overhead allocations not to exceed 15-20% (including service provider allocations). Regional accountability entities referenced in these recommendations should be aligned with regional structures referenced in other

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

transition team reports (such as health and education) and across the re-engineering of state government. See also the diagram in the Attachment Section.

- 5) Given the focus on educational outcomes, and the early developmental milestones necessary to attain them, it is also critical that these recommendations be integrated into the work of health and human services across state government. Achieving kindergarten readiness and first grade literacy should also be a measurable focus for our health and human service systems. Specifically:
 - a. The Oregon Health Authority should address life span health and development by creating measurable child health outcomes aligned with the Governor's early childhood agenda.
 - b. Early Childhood System Director should have an equal role as the Oregon Health Authority within the Governor's office to manage the required alignment of system and health reform for child outcomes.
 - c. The Early Childhood System Director should focus and align the health reform efforts with the Oregon Health Authority, the Department of Human Services and the Oregon Education Investment Board. The Early Childhood System Director should also create public-private partnerships to accelerate leadership, innovation and implementation of these recommendations.
 - d. The Oregon Department of Human Services should adopt an approach to services that utilizes early identification; the same Family Support Manager role for tertiary services; and flexible resources that follow the child/family and are designed to be accountable and strengthen the foundation for lifelong success and learning. This approach should be seamless across state government so that:
 - Children with unfounded abuse/neglect are provided support through an early prevention system;
 - Families indicating they need assistance via TANF, food stamps or other systems are referred automatically to a Family Support Manager and provided early learning support for their young children; and
 - Children and families in the early childhood system, when needing tertiary care (such as mental health or substance abuse), are prioritized and can be assured of a smooth handoff to a similar service model and consistent approach.

Oregon's reform efforts as guided by the OHA for health and DHS for human services provide a unique opportunity to strengthen the role of health and human services in achieving Oregon's early learning goals. The American Academy of Pediatrics' current strategic agenda on Early Brain and Child Development is responding to the scientific knowledge of the last decade that clearly demonstrates that lifespan health has its

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

foundations in early childhood. Thus, the goal of educational readiness becomes an outcome of the child health agenda to build healthy social-emotional and cognitive brain processes from birth (Center on the Developing Child at Harvard University, 2010) Since 95% of young children are seen within the child health system (public and private) in their first two years of life, healthcare provides a critical access point around which to organize and promote early brain and child development activities. The child health system's responsibility for prenatal, perinatal and post-natal identification of risk and resiliency for each child and family, the monitoring of developmental trajectories in early childhood and the efficient coordination and referral with Family Support Managers across health, service and education systems will help expand and build upon existing reform efforts.

Issues facing our youngest children, and the need for connection between systems, are also illustrated by our public and child welfare statistics. About half of children (49%) who have founded cases of abuse are under the age of 6. Children under the age of 6 are also the children who are most frequently removed from their homes because of neglect, and who tend to stay the longest in out of home placements. In 2009, 12 of the 14 children who died from abuse/neglect were age 5 or under. Again, our children of color fare worse. They are over-represented in reports to child protective services, compared with their representation in the population. For example, American Indian/Alaska Native families are 2 times more likely, and Black families are 2.5 times more likely to be reported to child protective services in Oregon than their representation in the adult population. When abuse or neglect is founded, children of color are removed from their parents at higher rates than white children:

- American Indian/Alaska Native –51.4%
- Pacific Islander – 56.8%
- Black – 43.3%
- White – 40.1% (Murphy, Miller, and White, 2009)

Oregon's human service system also represents an important 'early identification' opportunity for the needs of young children. For example, in 2009, 40% of children in foster care had families on TANF for at least 2 months. Sixty-four percent of those children were under the age of 6. We should expect no less than efficient referral, coordination and 'hand-off,' using a consistent care-coordinator approach across systems and departments. Doing so would also build on existing reform efforts and extend the likelihood that our youngest children are ready to succeed.

B. Shared Measurement and Accountability

Oregon, like many other states, has a variety of early childhood programs. We spend approximately \$380³ million each year (\$760 per biennium) on primary and secondary prevention services for children ages 0-5. These services are funded through about a

³ This number does not include federal Head Start funds.

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

half-dozen state agencies operating dozens of programs, each with parallel local governance structures. There are at least eight additional early childhood related coordinating 'councils' at the state level. And, approximately 185 state staff work on these efforts through programmatic, administrative and policy support (very few if any of the 185 provide direct services to children).

Due to the lack of measurement and accountability systems, it is difficult to identify the number of children and families served across these programs and multiple administrative structures. Although likely duplicated in some cases, the number is close to 40,000 per year (or about 37% of those estimated to need support). While some of these programs track results and produce very good outcomes, some do not.

Despite multiple and long-term attempts at coordination, these programs do not work in concert, and they are disconnected from the K-12 education system and health and human service systems. There is a lack of accountability in our ability to identify and track outcomes for the children and families served across these myriad programs.

The state needs composite outcome and result data to support continued investment and to ensure children are ready to read in first grade. In addition, by setting clear expectations for all providers and systems and evaluating their efforts on a regular and consistent basis, we can create a path to consistent and successful outcomes for the children they serve. Families want results with the least amount of interference in their lives. Communities want results to ensure their ongoing viability and quality of life. Payers, including the State of Oregon, have a vested interest in these challenging economic times in getting the highest possible return for their expenditures. At all levels, there is a critical need for integration, measurable outcomes and results. The majority of our investment must go to direct services, and we must require administration to be lean and accountable.

We propose a series of measures for results as well as a specified range of investment for the targeted population. In other words, we recommend determining an average rate of investment per child and requiring that a Family Support Manager, supported by a regional accountability structure, produce results for this investment. We also recognize that we must be willing to be good before we are perfect, and that moderate accountability progress with an imperfect model is preferable to a perfect model with no accountable progress.

Recommendations

- 6) No later than January 1, 2012, the state should convert its current contracts with providers of early childhood care and education services into performance-based contracts. Disproportionality must be addressed in the efficacy of these services and performance contracts must require measured progress. The conversion should be done in a manner that does not adversely affect the state's ability to

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

continue to obtain federal funding, and with consideration of options to further maximize federal funding opportunities and increase flexibility in the use of such funds, including for preventive and in-home services. Performance-based contracts should be structured to hold service agencies accountable for measuring and achieving the following goals:

- a. Readiness to learn at kindergarten;
- b. Readiness to read entering first grade; and
- c. Reading when leaving first grade.

In addition, interim outcome measures should be incorporated in the following areas:

- Child health
- Child language, literacy and learning
- Social-emotional
- Parent, family, and support development
- Cognitive development

While there is variation and no one indicator is predictive of child success, these outcomes, correlated with developmental milestones and the desired goals, should be assessed and measured.

- 7) Oregon should adopt and implement a reliable and valid statewide kindergarten readiness assessment for policy planning and to track progress in reaching its school readiness goals, and replace the “readiness to learn survey” formerly conducted by the Department of Education. Oregon should be ready to pilot the school readiness assessment by November 2011. The school readiness assessment should:
 - a. Be administered statewide to a representative sample of children during the fall of their kindergarten year.
 - b. Address the full range of developmental domains predictive of later school success (i.e., physical well-being; language usage; approach to learning; cognition/general knowledge; social/emotional development; and motor development).
 - c. Be conducted by (or in close cooperation with) kindergarten teacher.
 - d. Draw on research-based models.
 - e. Include literacy assessment associated with first grade reading readiness
- 8) Oregon should develop a predictive benchmark for meeting state standards by the end of first grade in the common core areas. The benchmark should be connected to the range of developmental domains predictive of school success (outlined in Recommendation 6).

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

- 9) If DAS, DHS or ODE has an integrated data system ready to deploy for this application, implement its use at the regional level on January 1, 2012. Otherwise, engage Oregon-based private sector partners to develop a statewide, child-based data system that tracks state expenditures and return on investment. The better able we are to connect data from the school readiness assessment to information about early childhood experiences (including health data) and to later school experiences, the more questions we will be able to answer, increasing our ability to effectively direct resources. It is essential that the development of a school readiness assessment be followed by and connected to the development of a better-coordinated early childhood data system. Oregon needs to build an early childhood data system that achieves all 10 of the fundamentals of a coordinated early care and education data system identified by the national Early Childhood Data Collaborative as listed below:
- a. Unique statewide child identifier
 - b. Child-level demographic and program participation information
 - c. Child-level data on child development
 - d. Ability to link child-level data with K–12 and other key data systems integrated with DHS and Education
 - e. Unique program site identifier with the ability to link with children and the ECE workforce
 - f. Program site data on structure, quality and work environment
 - g. Unique ECE workforce identifier with ability to link with program sites and children
 - h. Individual ECE workforce demographics, including education, and professional development information
 - i. State governance body to manage data collection and use
 - j. Cost/benefit analysis
 - k. Transparent privacy protection and security practices and policies

C. Budget and Governance

The need for additional funding was one of the primary pieces of feedback the Early Childhood and Family Investment Team received. The Team did not debate the need for additional funding. Ensuring our young children are ready and able to learn is the most solid foundation Oregon can have for our future economic and educational goals. We know that many early childhood interventions are successful. Now we must integrate these efforts to produce the outcomes we require. We need an accountability and measurement system that measures performance to target. More money without measurable outcomes is not a sustainable model and reflects little common sense.

As a result, we are not only proposing a series of measures for results, we are also proposing the integration and “flattening” of myriad administrative structures, and a specified range of investment for the targeted population. In other words, we

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

recommend an average rate of investment per child and requiring the system to produce results for this investment, supported by one efficient accountability structure.

Recommendations

- 10) In accomplishing the conversion to performance-based contracts, the state should decrease the total number and type of local governance and accountability entities to five. Accountability entities should enter into subcontracts with licensed agencies to provide direct services (see Recommendation 6). A federally recognized tribe located in the state should be allowed to enter into a performance-based contract with a local accountability entity. Accountability entities should be responsible for:
 - a. Developing local services, organized around elementary schools, and integrated with health and education, which can be integrated by a Family Support Manager.
 - b. Monitoring child and family progress.
 - c. Monitoring quality of services.
 - d. Ensuring that services are provided in accordance with federal and state laws.
 - e. Participating in statewide data system.
 - f. Tracking the outcome of services at a family and system level.
 - g. Total combined overhead for regional accountability entity and all providers should not exceed 20% (e.g. 10% regional entity 10% provider there could be an incentive for even lower overhead expenditures).

- 11) Beginning immediately, use the \$1.2 million in ARRA funds (currently for the state early childhood education council) to fund the transformation of the early childhood system, as led by an Early Childhood System Director in the Governor's Office. This position(s) will serve as a focal point for re-engineering and transforming Oregon's Early Childhood System and producing measurable results and cost/benefit analysis. This position will use existing funds, and build on the work already underway. In conjunction with the Governor and in coordination with related transformation efforts, this position will create a single oversight authority – The Oregon Early Learning Council. Many or most existing structures and coordinating councils will no longer be needed, including: Childcare Commission, Childcare Coordinating Council, Headstart Council, Early Childhood Education Council, Early Care and Coordination Council, Early Childhood Matters Council and Oregon Commission on Children and Families. Following necessary re-engineering, this work should be aligned into the Oregon Education Investment Board. Any council should exist to advise the Governor's Office on the transformation of the Early Childhood system.

- 12) Restore early childhood funds from current LAB, minus allotment adjustment (Legislatively Approved Budget with allotment reductions taken) to

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

747,004,884—representing an additional biennial investment of \$44 million total funds. These funds should be focused on primary and secondary prevention for children under six, and spent, at the direction of the Governor's Office (as described above), to re-engineer the Early Childhood System in accordance with the recommendations of the Transition Team. Some of these programs may require federal or state flexibility and/or innovation in the manner in which requirements are addressed. Oversight, accreditation and licensing will need to continue for some programs.

- a. Oregon Pre-kindergarten and Early Head Start. Amend federal Memorandum of Understanding (MOU) to 1) create a template for outcomes and outcome measurement; 2) allow for flexibility in use of federal Head Start dollars; and 3) require coordination and transition planning for all children and their outcomes with the local education agencies
- b. Employment Related Day Care (EDRC) and any other child care subsidy. Oregon should change policy so that childcare settings incorporate a focus on developmental outcomes. Families receiving these funds should 1) participate in child assessment to determine needs of the child; and 2) when their children are not at developmental levels, access funds through a Family Support Manager for a high-quality preschool or early learning program. Focus on developmental outcomes could be accomplished via differential payments, contracting with specific providers for slots or other incentive mechanisms.
- c. Early Intervention/Early Childhood Special Education (EI/ECSE) Funds will be accessed by a Family Support Manager and linked to the health system.
- d. Childcare Division and Commission (see also b regarding childcare subsidies)
- e. Ready to Read Program
- f. Maternal and Child Health programs (including Babies First, Healthy Child Care Oregon, Maternity Case Management, etc.). Some of these programs will require federal flexibility, and/or innovation in meeting requirements.
- g. Even Start
- h. Special Education grants (for families with disabilities)
- i. Healthy Start
- j. Great Start
- k. Community Schools
- l. Oregon Commission on Children and Families (OCCF) System Development
- m. Children, Youth and Families grants
- n. Relief Nurseries

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

- o. Family preservation and support
- p. Children's Wraparound

13) Data on the return for this investment must be collected and evaluated on a consistent platform, and at regular intervals. The infrastructure necessary to create an effective data and tracking system must be created first, not last. And, it must be done in conjunction with data efforts across the enterprise of state government. The characteristics of the data system should mirror that of the integrated, collective service approach described here. If data systems are allowed to be independent and separate (across health care, human services and education), the effort to create an effective, integrated service approach will not be successful. As a critical and foundational element, and if no other resources are available, we recommend investing an additional \$12 million in an effective data system that is shared across health, early childhood and education. Current systems for education and health have tracking capability, but need to be 1) integrated; 2) retooled to track return on investment; and 3) include early childhood. A “data warehouse” currently exists at DHS, with assets that could be used toward this effort. Oregon’s private high-tech sector should be engaged to fulfill this recommendation.

Conclusion

Far too many Oregon children are growing up without the family and community supports to be successful, independent learners. A strategy for changing their stories, through a streamlined, accountable and sustained investment is a foundation for our efforts to ensure the economic, health and academic success of Oregonians. If we fail to make this kind of investment, we will accelerate the current trend of disinvestment in our human and education capital, and we will continue to see economic and human consequences downstream. Failing to create a competitive workforce fosters continuing economic instability. This is the kind of disinvestment that characterizes Oregon’s current general fund.

This report represents bold and innovative changes necessary to reverse this trend. The recommendations include significant changes in the ways in which we identify, deliver, and fund services so that a more efficient, accountable approach is used which delivers measurable results. It recommends focusing on the delivery of services by streamlining our multiple attempts at coordination and making our multiple administrative and governance structures more efficient and accountable.

In the spirit of accountability, the Early Childhood and Family Investment Team believes the recommendations contained in this report should be measured for success. If implemented, the following outcomes should be achieved within one biennium (two years) of implementing the recommendations of this report:

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

- Currently approximately 40,000 children 0-5 years receive primary and secondary early childhood services. Yet approximately 108,000 are estimated to need support. Within two years, at least fifty percent more, or 60,000 children, should be served.
- The average cost per child served should be reduced by 30% to be approximately \$5225 per child per year.
- It is estimated that between 25-33% of at-risk children will meet state reading benchmarks when they are revised in two years. By 2018, at least 70% of children served with these re-engineered services should meet state benchmarks for kindergarten and first grade.

Oregon cannot afford to wait to reverse our trend of expenditure and disinvestment. The longer we wait to start investing in early childhood through an efficient and accountable approach that addresses unhealthy patterns, behaviors and risk factors, – the harder and more expensive it becomes to deflect children back toward a healthy life trajectory, and the more significant our education and economic consequences. The changes recommended by this report are significant. Many of them will be difficult to make. And some of them will be resisted – even by those who currently serve our youngest children. But we cannot afford to wait. Because by changing the beginning, we can change our whole story. And the time is now.

“The future of any society depends on its ability to foster the education, health and well-being of the next generation. Today’s children will become tomorrow’s citizens, workers, and parents. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk.”

—*The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do, 2007* Center on the Developing Child at Harvard University

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

Section 3 – References

- OR Demographics of Poor Children. (2006). from http://www.nccp.org/profiles/OR_profile_7.html
- Annie E Casey Foundation. (2010). *Early Warning! Why Reading by the End of Third Grade Matters* o. Document Number)
- Barnett, W. S., Epstein, D. J., Friedman, A. H., Sansanelli, R. A., & Hustedt, J. T. (2009). The state of preschool 2009: State preschool yearbook. New Brunswick, NJ: National Institute for Early Education Research, Rutgers University.
- Center on the Developing Child at Harvard University. (2010). The Foundations of Lifelong Health Are Built in Early Childhood. Retrieved from <http://www.developingchild.harvard.edu>.
- Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. *Web-based Injury Statistics Query and Reporting System (WISQARS)*. Retrieved Jan. 3, 2007, from: <http://www.cdc.gov/ncipc/wisqars>.
- Children's Defense Fund. (2010). Black Community Crusade for Children. Retrieved from www.childrensdefense.org/bccc.
- Cooper, G., Hoffman, K., Marvin, & Powell, B. (2000). Treatment Assumptions. Retrieved from: http://www.circleofsecurity.net/treatment_assumptions.html.
- Murphy, K., Miller, K. M., & White, J. (2009). Safe and Equitable Foster Care Reduction: Report on Disproportionality and Disparities in Oregon's Child Welfare System.
- National Center for Children in Poverty. (2011). National Data Calculated from the Annual Social and Economic Supplement (March) of the Current Population Survey from 2010: National Center for Children in Poverty, Mailman School of Public Health, Columbia University.
- National Center for Children in Poverty. (2011). State Data Calculated from the 2009 American Community Survey: National Center for Children in Poverty, Mailman School of Public Health, Columbia University.
- National Conference of State Legislatures (NCSL). (2010). *Early Care and Education State Budget Actions FY 2010: State Profiles*: NCSL.

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

Oregon Department of Education. (2004). 2004 Kindergarten Survey Report, *Readiness to Learn*. Oregon Department of Education.

PEW Center on the States. (2010). Home Visiting Inventory 2010: The Pew Charitable Trusts.

Shea, K., Davis, K., & Schor, E. (2008). U.S. Variations in Child Health System Performance: A State Scorecard. *The Commonwealth Fund, 94*.

Shonkoff, J. P. M. D., Director, Center for the Developing Child, Harvard. (2010, October 28). *From Neurons to Neighborhood*. Paper presented at the 10th Yr Anniversary Invitational Conference, Washington DC.

U.S. Department of Education. (2007). *Mapping State Proficiency Standards Onto NAEP Scales*: U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences.

Section 4 – Attachments

Themes from the Transition Team Survey

A total of 175 respondents participated in the survey. Respondents represented a wide range of perspectives, including:

- 30% from county programs or organizations
- 19% from non-profit organizations
- 12% from State of Oregon departments and programs
- 11% from schools and school districts
- 8% were either unidentified or from other types of organizations
- 7% from universities and colleges
- 6% from private organizations
- 3% from libraries
- 3% from Relief Nurseries
- 2% from justice

Opportunities

- 27% of respondents mentioned the increased or expanded coordination and collaboration of services. This included increased coordination between agencies, across service providers, and collaboration with communities. Respondents also noted the opportunity to “break down silos,” “remove historical barriers” to collaboration and improve communication between partners.
- 12% of respondents noted the opportunity to build on current infrastructure and strengthen, improve, or expand existing services. This is consistent with respondents concerns of “starting from ground zero.” In contrast, only one respondent (~1%) cited creating a new system as an opportunity.
- 10% of respondents cited using evidence-based programs and practices as an opportunity. This included the translation of research to practice, and fidelity of evidence-based programming.
- 10% of respondents cited the focus on prevention as an opportunity. Other responses included increased inclusion or integration of oral health, nutrition, mental health, prenatal care, universal screening, and universal pre-kindergarten.
- 10% of respondents cited the opportunity to reduce redundancies within the system as an opportunity by integrating services, focusing resources, reducing

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

- waste. An additional 2% of respondents noted the opportunity to identify service gaps, while 1% noted the opportunity to assess the current system.
- 6% of respondents noted the systematic, holistic, comprehensive, or multidisciplinary approach of the charge as an opportunity.
 - Other frequent opportunities included:
 - Early identification and intervention (5%)
 - Measured outcomes (5%)
 - Increased or expanded partnerships (5%)
 - Parent education and support (5%)

By Respondent Type

Most frequent opportunities identified State respondents:

- Coordination & collaboration (11)
- Building on current infrastructure, programs, partnerships (4)
- Evidence-based (4)
- Reducing redundancy (3)

Most frequent opportunities identified County respondents:

- Building on current infrastructure, programs, partnerships (8)
- Coordination & collaboration (5)
- Reducing redundancy (5)
- Integrating early childhood services with K-12 system (4)
- Focus on prevention (4)

Most frequent opportunities identified school/school district respondents:

- Coordination & collaboration (6)
- Improve/expand early childhood special education services (2)
- Focus on prevention (2)
- Providing targeted services (2)

Most frequent opportunities identified non-profit respondents:

- Coordination & collaboration (15)
- Evidence-based (5)
- Focus on prevention (4)
- Linking early childhood services to parents (4)
- Linking early childhood services to K-12 system (4)

Concerns

- 21% of respondents indicated concerns over funding. This included resource allocation, unfunded mandates, coordinating funding, sustainable funding, and shrinking resources.

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

- 10% of respondents indicated concern with the concept of elementary schools tasked as coordinating centers. Many respondents cited already overburdened schools ill-equipped with the resources necessary to successfully manage this task. Other concerns included the disinterest of schools themselves with this task.
- 9% of respondents indicated concern with turf wars, or political infighting. An additional 5% of respondents were concerned with the process of managing coordination. Issues included different “cultures,” variability across programs, different funding requirements, resistance to change, and incentives for change.
- 7% of respondents indicated concern with additional resources lost in bureaucratic processes such as meetings and planning. Several respondents noted that similar process have been attempted in the past, but have resulted in little change.
- 7% of respondents indicated concern with “starting from ground zero” and/or failing to fully assess, understand, and recognize the current system. An additional 5% of respondents were concerned that this could lead to loss of services if leadership acted too quickly. One respondent noted that although some programs may appear similar, they provide different services.
- 6% of respondents indicated concern with the developmental appropriateness of the charge. The most frequent concern noted was that not all children are ready to read at the same age/stage and the developmental needs of the child should dictate the services provided. An additional 2% of respondents were concerned with the definition of “ready to learn” or “school readiness.”
- Other frequent concerns included:
 - Actionability (6%)

By Respondent Type

Most frequent concerns identified by State respondents:

- Funding (5)
- Ineffective use of resources on reorganization/bureaucracy (3)
- Performance measures (2)
- Developmental appropriateness (2)
- Loss of services (2)

Most frequent opportunities identified by County respondents:

- Funding (12)
- Redundancy of ECCC (5)
- Elementary schools as coordinating centers (4)
- Lack of recognition for current system (3)
- Center of authority/decision making at local level (3)
- Fully understand state and local programs before acting (3)

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

Most frequent opportunities identified by school/school district respondents:

- Funding (7)
- Turf issues (3)
- Increased accountability of K-12 system (2)

Most frequent opportunities identified by non-profit respondents:

- Elementary schools as coordinating centers (7)
- Funding (5)
- Political will/follow-through (4)
- Developmental appropriateness (3)
- Turf issues (3)
- Cultural considerations (3)
- Starting from ground zero (2)
- Staffing needs (2)

Most frequent opportunities identified by private respondents:

- Funding (4)
- Elementary schools as coordinating centers (2)
- Need to be outcome driven (2)

Most frequent opportunities identified by library respondents:

- Exclusion of public libraries (2)

Most frequent opportunities identified by Relief Nursery respondents:

- Ineffective use of resources on reorganization/bureaucracy (2)
- Turf issues (2)

Recommendations

- 14% of respondents recommend building on existing programs and relationships. Respondents suggested identifying what is working (particularly at the county level), evaluating current programs, and utilizing existing collaborations.
- 6% of respondents recommend mandating and funding full day kindergarten for all children in Oregon.
- 5% of respondents recommend mandating the use of evidence-based programs, or utilizing evidence-based programming.
- 5% of respondents recommend investing in professional development of childcare providers and educators. This includes expanded training requirements for educators and care providers.
- Additional recommendations included:

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

- Including all stakeholders in the process: families, communities, partners, children and families that have not been adequately served, etc. to ensure diverse perspectives (3%)
- Fund/provide universal pre-kindergarten (3%)
- Prenatal screening and prevention (3%)

By Respondent Type

Most frequent concerns identified by college/university respondents:

- Use evidence-based programs (3)
- Utilize ECE experts (2)
- Build on existing programs/work/collaborations (2)

Most frequent concerns identified by State respondents:

- Utilize ECMAC (3)
- Build on existing programs/work/collaborations (3)
- Professional development (childcare providers & educators) (2)
- Prenatal care (2)

Most frequent concerns identified by County respondents:

- Build on existing programs/work/collaborations (2)
 - Build on success of counties (5)
- Create one point of entry into system (2)
- Utilize CCF (2)

Most frequent concerns identified by school/school district respondents:

- Full day kindergarten (7)

Most frequent concerns identified by non-profit respondents:

- Build on existing programs/work/collaborations (7)
- Professional development (3)
- Range of services (2)
- Full day kindergarten (2)
- Engage families in early childhood education (2)
- Targeted programs (vs. universal) (2)
- Subsidize childcare (2)
- Create cabinet-level position (2)

Most frequent concerns identified by private respondents:

- Involvement from private sector in development and control of process (2)

Most frequent concerns identified by library respondents:

- Restore Ready to Read Grants (4)

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

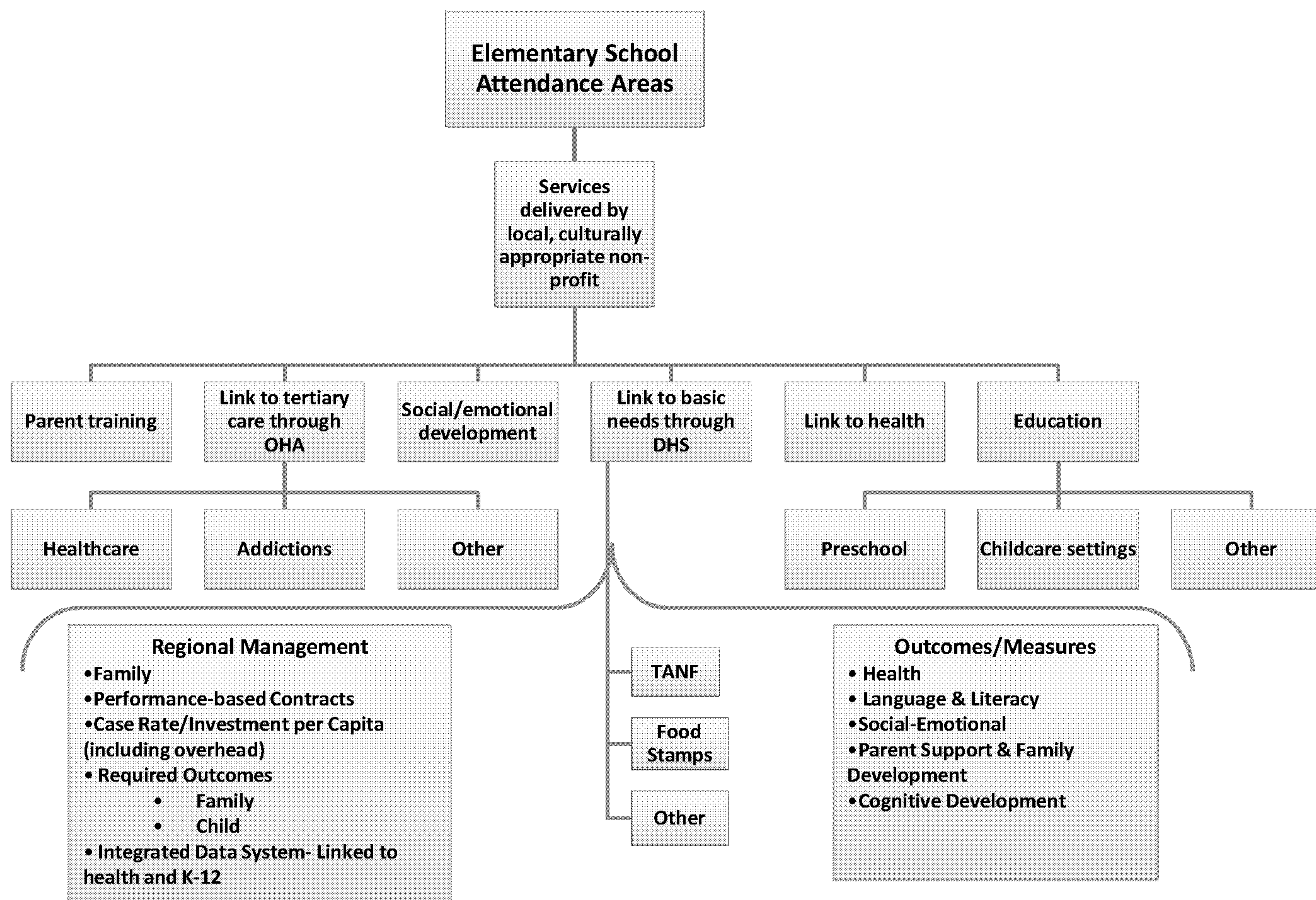
Most frequent concerns identified by Relief Nursery respondents:

- Evidence-based programs (2)

Overall, respondents were positive about the opportunity for increase collaboration and coordination across service providers and increased partnerships. Respondents were encouraged by the focus on prevention and family integrity. There was concern about lack of funding and resources, as well as a concern that administrative and bureaucratic procedures will inhibit the successful and efficient implementation of initiatives. Additionally, many respondents noted historical barriers, “turf wars” and similar issues as hindrances to successful coordination of services. Respondents urged building on existing programs, infrastructure, partnerships, and expertise. Investing in professional development, having clear goals and metrics for measuring success, and utilizing evidence-based practices were also highly encouraged.

Transition Team Goal: Integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading.

Regional Structure



Early Learning Design Team Strawperson Proposal

DRAFT for Comment

The Early Learning Design Team previously established as foundational elements:

- Definition of “40%” Target population as children who are touched by existing publicly funded systems, are children of color, and are economically disadvantaged. These characteristics may overlap in the target population (for example, some children touched by existing publicly funded systems are economically disadvantaged or are children of color).
- Definitions of Primary, Secondary, and Tertiary services, with agreement that the Early Learning Design Team is focused on Primary and Secondary. Tertiary services will be accounted for in terms of better coordination and smooth, cost effective transitions with systems that serve these children/families.
- Children are best raised and supported in families. Families best receive support in communities.
- It is important to continually review and improve Oregon’s early childhood system. The complexity and inefficiency of the current system is partly due to pressures and demands that were not subject to such review, and our lack of discipline in viewing new ideas through the lens of improving the system.

To implement the concepts represented in the Early Childhood and Family Investment Transition Team report and to build upon the foundational elements adopted by the Design Team, the following architectural components are recommended by the Design Team:

Service Delivery and Organization

1. *Early Identification and screening processes are universal and nested in existing opportunities.*

Multiple screening processes exist across programs and systems. These processes should be coordinated into a common assessment in order to reduce burden on families and potential duplication among programs. Screenings should be applied at universal access points (notably hospitals and birthing centers) as well as culturally appropriate natural touch points for families (child care providers, churches and synagogues, etc.). The screening process is critical for early identification and handoff to family support managers (see #2). The data system (#7) is critical to the success of this component.

The following characteristic criteria should be used for screening and assessment tools:

- System-wide tools that can be used in diverse and multiple settings – multi-modal

- Ease of implementation state-wide
- Tool is evidence-based/best practice
- Level of expertise in Oregon exists
- Current penetration and/or capacity to scale statewide to serve children and families
- Potential to link results with a unified data system and inform us about the status of the states young population
- Current support from organizations, professionals, and payers
- Screening tool can be modified over time to reflect emerging evidence and best practice
- Sensitive to the diversity of families – multi languages and culturally sensitive, meet the needs of the population that is growing

It is likely that there will need to be tradeoffs among these desired characteristics when choosing specific tools for implementation. For example, there is very little “norming” of many tools on diverse populations. As a result, a population or risk assessment model may also need to be used. While the Design Team recommends use of several tools across developmental domains (below), additional work needs to be done to identify tools capable of measuring risks and strengths related to the family relational domain.

Recommended Screening Tools

Domain	Prenatal	Birth-1 year	1-3 Years	3-5 Years
Maternal Health/Mental Health	*SBIRT (Screening, Brief Intervention, & Referral to Treatment) PHQ 2 & 9 (Patient Health Questionnaire)	EPDS (Edinburgh Postnatal Depression Scale)		
Family Risk	Add'l Tools Currently Under Development New Baby Questionnaire	*PSI-SF (Parenting Stress Index Short Form)		
General Developmental		ASQ (Ages & Stages Questionnaire)		
Physical Health		Otoacoustic Emissions Testing (Hearing) Oral Health 4 Elements Vision Weight/BMI		
Behavioral/Psycho-Social (Relational)		Recommend risk assessment ASQ-SE (Ages & Stages-Social Emotional)	Parent Survey M-Chat + Follow up interview (Modified checklist for Autism in toddlers)	SDQ (Strengths & Difficulty Questionnaire)

*Same tool used in another domain

Additional work also needs to be done to identify which of these tools should be used as identification/screening mechanisms, and which are appropriate to tracking outcome over time. After some experience with implementation, it may be possible to design screening protocols that address some of the weaknesses inherent in these tools (such as lack of validation in communities of color).

2. *Family Support Managers act as service brokers, resource managers and align services to meet child/family needs.*

Similar to screening and early identification, there are multiple “family support manager” models nested in existing early childhood programs. The role of “family support manager” is currently being fulfilled in many community programs, and some cases are legally required (e.g. Head Start Family Advocates, Healthy Start Home Visitors, EI/ECSE Case Managers, etc.). These functions should be seen as a foundation to be built upon, supported and resourced appropriately by the Early Learning Council. In addition, other “systems” are suggesting care coordination (e.g., healthcare). Families should have one, not multiple, family support managers, so mechanisms will be put in place to coordinate and “hand-off” the family support manager role across service providers and systems. Family support managers should be able to coordinate and access services of multiple programs to address multiple needs. And, families should receive needed support to achieve goals, but not unnecessary or intrusive services. The level of support will need to be matched with the depth of family need (some families will need quite a bit, and others may need very little). Family support managers will fulfill the following functions:

- Coordinate access to support through multiple channels, community agencies, state assistance, etc.
- Know the community and its formal/informal resources
- Be trusted and known by the community
- Accountability for outcomes
- Accountability for accessing supports within a defined budget
- Ability to help families across the silos of state and local services
- Assist families who need it with building lifelong supports that will continue beyond formal services

Family support managers will be housed in community-based (which can be public or private) organizations, but safeguards will be in place to ensure they are neutral and independent of specific programs, and able to help families access needed supports regardless of program or provider. Family support managers will work directly with families, not manage contracts. Family support managers should be expected to work with only as many families as they can to successfully achieve outcomes. And, they will need to receive support, technical assistance and training (see #12), including inventory of available resources.

3. *Services are delivered locally and organized using elementary school catchment areas.*

School or neighborhood catchment areas will be used to organize services for families. They are the most consistent natural proxy for “community” across the state. Services should not be delivered or “owned” by schools, although school buildings could be the location of some services if they are organized to do so by that community. Rather, elementary school catchment areas will be used as a placeholder for the geographic boundary of a community. Families often share the culture, values and demographic characteristics with others in their community. Supports are often most effective when they are provided in this context.

4. *Systematic connection will be made to other systems, including human services, health care and education.*

Several critical mechanisms should be used universally across health, human services and education in order to make successful connections, reduce burden on families for accessing multiple systems, and ensure efficient unduplicated use of resources: a) shared identification and ability to track outcomes; b) one family support worker or care coordinator used across systems, regardless of services, including the ability to link, connect and support families as they move among multiple systems; c) consistent processes to transition families from early childhood supports to the K-12 system; and d) viewing supports and services to young children and their families as one integrated and continuous continuum, regardless of funding source or programmatic home; e) all systems and services should share the goals of getting children ready to learn and reading by the end of first grade (recognizing that for some children with identified developmental disabilities, different measurements of outcomes will be necessary as is the case currently in some programs, such as EI/ECSE).

5. *Regional “hubs” will be the management structure for service delivery.*

Regional structures for early childhood services should be aligned with existing and emerging structures (such as Community Care Organizations, regional Education entities, etc.). There is a strong need to align regions statewide for efficiency and scale. Early childhood goals (of Kindergarten Readiness and First-grade reading) should be included as an accountability mechanism for education, health and human service structures. Regional hubs will be structured in a way that simplifies existing systems and regions for economy and scale, while balancing the need for fewer regions with the need to be efficient and nimble. Regional accountability hubs will include representatives of health, human services, education, business, faith and other community groups to ensure community responsiveness, cultural appropriateness, and continuous improvement. Regional hubs must be administered in a way that does not institutionalize them as an ongoing structure, special interest, or additional layer of governmental administration. Family support managers (see #2) will be employed by or strongly connected to regional hubs.

Accountability

6. *There will be an explicit focus on achieving outcomes that are linked to the overarching goals of Kindergarten Readiness and First-grade Reading.*

Many factors impact the goals of Kindergarten Readiness and First-grade Reading. These variables have been organized into five evidence-based domains. Outcomes as well as indicators of progress should be tracked in each domain. Outcomes will be tracked at the child/family and program level, and indicated in performance-based contracts with providers. They will be explicit and focused on the five developmental domains linked by evidence to the over-arching goals. Before adopting a final list, the Design Team recommends that outcomes and interim indicators be mapped to research, existing programmatic guidelines (e.g., the Head Start Act, MCH, etc.), and that attention be paid to indicators that are culturally sensitive and appropriate to the target populations, including children with identified disabilities. Initial focus should be given to the following (standardized measures exist for most or all):

1. Child Health
 - Nutrition, including healthy weight
 - Motor skill function
 - Immunizations
2. Child Language & literacy
 - Age appropriate vocabulary
 - Key literacy measures
3. Social-emotional development
 - Cultural identity
 - Healthy attachment
 - Behavioral indicators for school readiness
4. Parent & family support
 - Role and engagement of father figure
 - Realistic parental expectation & interactions
 - Family/parent involvement
 - Family stability, including economic and basic needs
5. Cognitive
 - Problem solving abilities
 - Adaptability
 - Age appropriate cognition and ability

7. *An integrated data system will be able to track outcomes and return on the public's investment, overtime.*

Many data solutions exist in the form of present databases, off-the-shelf products and examples from other states. In addition, Oregon has a number of accessible IT experts who could help determine the appropriate solution, across the many options. While the specific data/IT work will occur during implementation phase, the Design Team recommends it meet the following characteristics:

- Web-based
- Easily accessible
- Predictive
- Uses unique identifier focused on the child (recommend SSID used by schools already)
- Facile
- Privacy compliant
- Used across systems
- Able to report outcomes at client, program, region and statewide levels
- Disciplined approach to conventions

Additional characteristics are described in the Transition Team report and represent national best practices for early childhood data systems. If a phased implementation approach is used, the Design Team recommends beginning with steps that ensure early and shared success.

8. *State resources will be distributed using outcome-based contracts with providers.*

The state will use outcome-based contracts with providers, and will require regional hubs (see #5) to oblige outcomes of providers. The purpose of these contracts will be to track outcomes, not volume, outputs or process, although a basic minimum level of service will be required. Contracts will define goals and outcomes, and track them during the course of the contract. It is intended that local communities and providers balance the use of proven methodologies or research-based practiced with innovation required to achieve contracted outcomes. The state will be seeking high performance at lowest possible cost. Regular and timely feedback will be provided to regions and providers, using the data system (see #7), and contracts will be adjusted as necessary including moving or discontinuing contracts. Providers will be incentivized through contracts to serve and make progress with the most difficult families. Outcome-based contracts are performance based at the program level. Compensation systems for an organization's workforce will not be prescribed by the state.

9. *There will be a cap on cumulative overhead.*

There is a need to define "overhead" and what is currently included. Nevertheless, there should be a cumulative limit on non-direct service expenditures of 15-20% maximum. Please refer to the grid of state early childhood programs for an indication of existing practices.

10. *Oregon's investment for young children will be viewed as ONE investment using the lens of a "global budget".*

The Design Team recommends we treat Oregon's collective investment in young children as one investment, rather than dozens of individual programmatic expenditures. This approach allows expenditures to be driven by the needs of children and families, not by the needs of programs or politics. Implementation should include a catalog of regulations (state, federal, and those that are simply "myths of operation") that stand in the way of allowing resources and services to be driven by the child/family. The Early Learning Council, part of the Education Investment Board, is an appropriate oversight and coordinating body for this global budget approach, but should be comprised of individuals not affiliated with individual programs. Early Childhood investments should be linked to state subsidies so that families are incentivized to share in the responsibility for their child's readiness for kindergarten and ability to read in first grade. Additional discussion is needed to determine both the ceiling and the floor of individual child/family investment. For example, financing will need to accommodate both a "wraparound" type approach with broad parameters for families who need a high level of support, and a "broker" approach for families who need very little.

Capacity

11. *Oregon will seek relief from regulatory barriers.*

A catalog will be developed of regulations (state, federal, and those that are simply "myths of operation") that stand in the way of allowing resources and services to be driven by the child/family. Regulations that are real and serve as barriers should be addressed in administrative rule, statute or federal waiver if necessary. In addition, disincentives for coordination and simplification among programs should be dissolved (including but not limited to repetitive reports, multiple plans required of local jurisdictions, etc.).

12. *An Early Childhood workforce will be developed, where needed, trained and supported.*

Skill training, ongoing support and consistent expectations are needed to implement this unified early childhood system, especially for the family support manager function. Training, support and consistent expectations should be embedded across the multiple professions and programs expected to be implementers. Support should also be ongoing, available in local areas, and available when it is needed. Opportunities to do so may include: expanding childcare workforce professional development; developing and implementing one consistent training curriculum; or expanding the offerings by universities and community colleges.

13. *Oregonians across the state will understand and support the value of early childhood investments and they will be engaged in their local efforts.*

Just as there should be high expectations of the workforce, we should have consistent and high expectations for all Oregonians to help achieve the goals of readiness for kindergarten and reading in first grade. While this may be a cultural shift for some, it is in the best interest for all of us. Establishing this mind set involves a) social marketing and communication strategy; b) an effort to establish a shared community ethic of support for young children that outlast budget and election cycles; c) acknowledging that different strategies will be needed to reach different audiences; d) identifying and mobilizing community groups, involving the private sector as highly valued partners; e) broadening the view of “investment” beyond state dollars; and f) creating an integrated, unified and synergistic approach at a neighborhood (school catchment) level. Existing community groups and efforts, such as Head Start Policy councils required by the Head Start Act, represent a proven example to be built upon. It will be important across these strategies to articulate expected outcomes and explicitly capture return on investment.

14. *Standard assessments will be available to measure kindergarten readiness and first grade reading.*

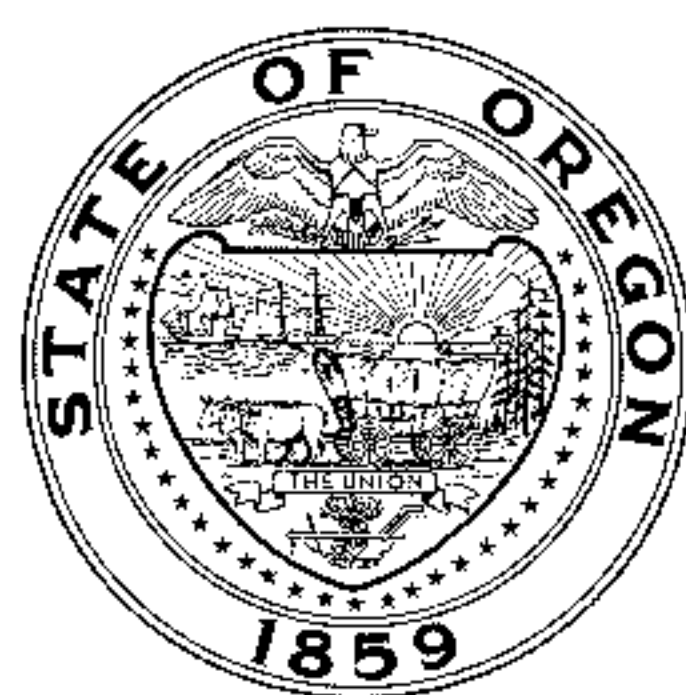
The Design Team acknowledges that some children (e.g. those with serious disabilities or developmental delays) will not be “reading” or “ready” in the same manner as their peers. Nevertheless, it is critical that Oregon have methods in place to measure both readiness for kindergarten and reading level in first grade, and that these be linked to assessment efforts in K-12.

15. *The Early Learning Council should serve as a policy board for early childhood.*

A venue is needed to identify longitudinal issues related to the early learning goals of kindergarten readiness and first grade reading, and recommend strategies for addressing them. The Early Learning Council should not be limited to operational issues of the early childhood system, but fulfill this function as well. This is consistent with the Head Start Act, National Governors Association, National Council of State Legislatures and emerging national best practices about “Children’s Cabinets”.

2008
Oregon Kindergarten Readiness
Survey Report

Readiness to Learn



Susan Castillo
State Superintendent of Public Instruction

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE; Salem, Oregon 97310-0203
Phone (503) 947-5600

READINESS TO LEARN

HOW ARE THE YOUNG CHILDREN IN OREGON PERFORMING?

A special thank you is due to the kindergarten teachers in Oregon who voluntarily completed the Kindergarten Readiness Survey. It would not have been possible to assess the value of pre-kindergarten experience for young children without the kindergarten teachers' responses and feedback. The Oregon Kindergarten Readiness to Learn Report is the result of their skillful observations and thoughtful communication.

This report is posted on the Oregon Department of Education (ODE) website at <http://www.ode.state.or.us/search/page/?id=1356>

Appendix B includes additional reports of county-level, district-level, and school-level data based on the 2008 Oregon Kindergarten Readiness Survey.

CAUTION: The Oregon Kindergarten Readiness Survey is a voluntary, annual survey completed by kindergarten teachers. Data collected are based on each teacher's perception of a child's readiness measured through sixteen indicators. Survey results are reported as averages that may vary significantly in size. Averages have not been weighted to adjust for group size. *Therefore, caution should be exercised when comparing results from group to group.*

Questions about this report may be directed to Catherine Heaton, Education Specialist at the Oregon Department of Education (ODE), catherine.heaton@state.or.us or 503-947-5714.

The Oregon Department of Education hereby gives permission to copy this report.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education.

2008 Oregon Kindergarten Readiness Survey Report

Table of Contents

	Page
Acknowledgements.....	2
Oregon Kindergarten Readiness 2008	4
Executive Summary.....	4
Key Findings.....	4
History of Kindergarten Surveys.....	4
National	4
Oregon	5
Changes in the 2008 Oregon Survey	5
2008 Survey Methodology	6
Notes to Reader.....	7
All-Student Data for Five Developmental Domains.....	8
Approaches to Learning	8
Social and Personal Development.....	8
Physical Health, Well-Being, and Motor Development.....	8
General Knowledge and Cognitive Development	9
Communication, Literacy, and Language Development.....	9
Detail Within the Communication, Literacy, and Language Development Domain.....	9
Demographic and Category Data.....	10
All Students	10
Gender	10
English Language Learners.....	10
Early Childhood Education	11
Data Summary: 2008 Developmental Domains Met by County	12
Appendix A: Kindergarten Readiness Survey forms and instructions for completing the survey are located at http://www.ode.state.or.us/search/page/?id=2562	

Appendix B: Additional reports are located at <http://www.ode.state.or.us/search/page/?id=2563>

Appendix B: County, District, School Reports
Kindergarten Readiness: Developmental Domains by County, District, School
Kindergarten Readiness: Indicators by County, District, School
Enrollment in Early Childhood Programs Percents by County
Enrollment in Early Childhood Programs Counts by County
Enrollment in Early Childhood Programs Percents by District
Enrollment in Early Childhood Programs Counts by District
Enrollment in Early Childhood Programs Percents by School
Enrollment in Early Childhood Programs Counts by School

2008 OREGON KINDERGARTEN READINESS SURVEY REPORT

EXECUTIVE SUMMARY

In 2008, the Oregon Kindergarten Readiness Survey collected data from a total of 23,382 public school kindergarten children representing 492 schools in 148 districts. Survey results are important for early childhood staff, kindergarten teachers, parents, and policy-makers. Being aware of the skills and knowledge children have as they enter school enables teachers and parents to help each child move forward on his/her educational journey. Results from the survey inform early childhood staff of areas of needed change and policy-makers of critical decisions that impact programs for young children prior to the Kindergarten–Grade 12 educational setting.

KEY FINDINGS

- ◆ Of children entering Oregon kindergartens in 2008, 46.3% of those who were surveyed met all five developmental domains of readiness.
- ◆ In 2008, 59.4% of the surveyed children met four or more of the developmental domains.
- ◆ Of the students who were surveyed, 73.5% met the *Physical Health, Well-Being, and Motor Development* domain.
- ◆ Of the students who were surveyed, 70.0% met the *Social and Personal Development* domain.
- ◆ Of the students who were surveyed, 69.6% met the *Approaches to Learning* domain.
- ◆ Of the students who were surveyed, 63.5% met the *General Knowledge and Cognitive Development* domain.
- ◆ Of the students who were surveyed, 61.9% met the *Communication, Literacy and Language Development* domain.
- ◆ Of the students who were surveyed, 52.6% of the female children were reported as meeting all five domains, and 65.9% met four or more domains.
- ◆ Of the students who were surveyed, 40.5% of the male children were reported as meeting all five developmental domains, and 53.5% met four or more domains.
- ◆ Of the students who were surveyed, 29.6% of students who are English Language Learners met all five developmental domains, and 44.7% of the English Language Learners met four or more domains.
- ◆ Of the students who were surveyed, 51.9% of students who had received Early Childhood Special Education met the *Reading* indicators.
- ◆ Of the students who were surveyed, students who had attended preschool exceeded the all-student averages in all five developmental domains.

NATIONAL HISTORY

In 1990, under the direction of President George H. W. Bush and 50 state governors, the National Education Goals Panel (NEGP) was established. The first educational goal stated, “By the year 2000, all children in America will start school ready to learn.” The NEGP defined readiness by identifying three major components: readiness in the child; schools’ readiness for children; and family and community supports and services that contribute to children’s readiness.

The panel insisted that any approach to identification of readiness must be research-based and linked to knowledge about child development and early education. The NEGP addressed five dimensions of readiness: Physical Well-Being and Motor Development; Social/Emotional Development; Approach to Learning; Language Development; and Cognition and General Knowledge.

OREGON HISTORY

In 1993, the Oregon Progress Board identified school readiness as a critical Oregon Early Childhood Benchmark. The Progress Board contracted with the Northwest Regional Educational Laboratory in 1993-1994 to do a study of Oregon kindergartners that focused on two dimensions of the Early Childhood Benchmark: physical health and well-being; and language and literacy development.

In 1996 the Oregon Department of Education (ODE) and the Oregon Progress Board began discussions regarding how to measure the status of Oregon's current kindergarten children and their developmental readiness for school. It was agreed that a survey would provide an overview of Oregon kindergarten teachers' perceptions about the readiness of Oregon children to succeed in school. The survey questions were selected from characteristics rated by kindergarten teachers in the 1995 National Household Education Survey as essential to school readiness. Six developmental dimensions were addressed as an attempt to gauge young children's readiness for school. Those six developmental dimensions were: Physical Well-Being, Language and Literacy, Approach to Learning, Cognition and General Knowledge, Motor Development, and Social/Emotional Development.

Oregon's first Kindergarten Teachers Survey on School Readiness was conducted in 1997. Subsequent surveys were conducted in 2000, 2002, 2004, 2006, and 2008. To ensure continuous improvement in the survey, reviews and improvements occurred after each survey cycle, with substantial changes in the survey being made between 2006 and 2008.

CHANGES IN THE 2008 OREGON SURVEY

Shortly after completion of the 2006 survey, ODE gathered a statewide group of kindergarten teachers who were asked to review the survey process and to provide input about possible revisions. During the following year, ODE worked with multiple sources of stakeholder input to revise the format of the survey and the rating system. See Appendix A for the 2008 Oregon Kindergarten Readiness Survey forms.

For the first time, the 2008 survey utilized student-level demographic data provided by the Secure Student Identifier system. This newly-revised consolidated student file format allowed districts to enter the Kindergarten Readiness data more efficiently. No longer were teachers requested to supply information that was already available through other data systems. Kindergarten teachers provided data about readiness indicators and early childhood education program experiences only. These improvements in the survey format and administration are part of an ongoing effort to ensure that future surveys are as easy as possible to complete while still providing the most accurate information at state and county levels.

The content of the 2008 survey changed significantly. The developmental domains were reduced in number from six to five, while the indicators were increased both in number (from twelve to sixteen) and in specificity. In addition, the rating codes were reduced in number from five to four, and the definitions of the rating codes were refined in specificity. The four points on the 2008 rating scale were *Proficient*, *In Progress*, *Beginning*, and *Not Yet*. Ratings of *Proficient* and *In Progress* were considered *ready to learn*.

The table below displays the content of the domains and indicators in the updated survey:

2008 Oregon Kindergarten Readiness Survey	
Domain	Indicator
Approaches to Learning	Curiosity and Interest: Child shows eagerness to learn by observing, asking questions, and exploring.
	Attentiveness and Persistence: Child sustains attention to tasks and persists when facing challenges.
Social and Personal Development	Adult Interaction: Child accepts guidance and directions from familiar adults.
	Peer Interaction: Child plays and works with other children.
	Adaptive Social Behavior: Child reacts appropriately to a variety of situations.
	Self-Control: Child modifies behavior when asked; and follows simple rules and routines.
Physical Health, Well-Being, and Motor Development	Gross Motor Skills: Child demonstrates strength, control, and coordination of large motor muscles to walk and run with ease.
	Fine Motor Skills: Child demonstrates strength, dexterity, and control needed to use pencils, crayons, markers, paintbrushes, scissors, and other manipulative materials.
	Physical Fitness: Child demonstrates the stamina and energy to participate in daily activities.
	Daily Living Skills: Child demonstrates personal health and hygiene skills; and appears to be physically healthy, well-rested, and well-nourished.
General Knowledge and Cognitive Development	Critical and Analytical Thinking: Child demonstrates awareness of cause and effect; makes comparisons; differentiates between events that happen in the past, present, and future; and demonstrates the ability to follow directions.
	Number Sense and Operations: Child demonstrates beginning understanding of numbers, counting, and quantity; and sorts, classifies, and organizes objects.
	Scientific Thinking: Child collects information through observation, exploration, and manipulation.
Communication, Literacy, and Language Development	Receptive and Expressive Language: Child demonstrates understanding of messages in conversation by listening and responding appropriately; communicates needs, wants, and thoughts verbally (in child's primary language); and speaks clearly and conveys ideas effectively.
	Reading: Child demonstrates awareness of the alphabetic principle; knows print carries the message in a book; listens with interest and understanding to stories; and recognizes own name in print.
	Writing: Child writes/draws pictures or symbols to communicate understanding and to communicate in messages.

2008 OREGON KINDERGARTEN READINESS SURVEY METHODOLOGY

Kindergarten teachers in all Oregon school districts were asked to complete the 2008 Oregon Kindergarten Readiness Survey. Teachers rated all of their students who were enrolled on November 1, 2008, by completing the individual student report for each child. The kindergarten teachers who participated voluntarily in the 2008 survey submitted data for a total of 23,382 kindergarten children. Data collection occurred between December 1, 2008, and January 14, 2009.

The Oregon Department of Education (ODE) communicated with school districts through many methods. Kindergarten teachers and principals at public elementary schools received pre-survey email messages with survey forms and instructions for completing the survey. Instructions and survey forms were also posted on the ODE website. The survey was listed on the Oregon Department of Education (ODE) Schedule of Due Dates, accessible to school district staff on the ODE district secure website. Announcements were also included in the online ODE NEWSline. For the first time, a video training about the Kindergarten Readiness Survey was also posted on the ODE website.

Districts and schools developed the process locally for data entry on the ODE district secure website. In some districts, teachers entered data; in others, school and district staff completed the data entry. During the week prior to winter break, an extensive ice storm caused many school districts to close. The January 14 end-date for data collection enabled kindergarten teachers to complete the survey when they returned from winter break.

NOTES TO READER

CAUTION: The Oregon Kindergarten Readiness Survey is a voluntary, annual survey completed by kindergarten teachers. Data collected are based on each teacher's perception of each child's readiness as measured through sixteen indicators. Survey results are reported as averages that may vary significantly in size. Averages have not been weighted to adjust for group size. *Therefore, caution should be exercised when comparing results from group to group.*

Definitions: Types of Early Childhood Education Programs

- 1. Preschool:** An environment in which children have opportunities through a planned schedule of learning activities that promotes school readiness. Preschool children range in age from three to five years.
- 2. Oregon Head Start Prekindergarten (OPK):** Comprehensive services for Oregon's lowest income three- and four-year old children. Services focus on the child's education, social and emotional development, physical and mental health, and nutrition.
- 3. Early Childhood Special Education (ECSE):** Services for children ages 3 to kindergarten and their families. Children qualify for ECSE services because of a developmental delay or a disability which may result in a developmental delay.

Definitions: Ethnic Designations

- 1. Hispanic:** A student of Cuban, Mexican, Puerto Rican, South or Central American descent, or other Spanish culture or origin, regardless of race.
- 2. American Indian/Alaskan Native (Am Indian/Alaskan Nat):** A student having origins in any of the original peoples of North, South, and Central America, and who maintains tribal affiliation or community attachment.
- 3. Asian/Pacific Islander (Asian/Pacific Islander):** A student having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, Hawaii, Guam, Samoa, or other Pacific Islands.
- 4. Black:** A student having origins in any of the black racial groups of Africa.
- 5. White:** A student having origins in any of the original peoples of Europe, the Middle East, or North Africa.

KINDERGARTEN READINESS: ALL-STUDENT DATA BY DOMAIN

Approaches to Learning: All-Student Data

Indicators of readiness in the Approaches to Learning domain:

- **Curiosity and Interest:** Child shows eagerness to learn by observing, asking questions, and exploring.
- **Attentiveness and Persistence:** Child sustains attention to tasks and persists when facing challenges.

Percentage of Surveyed Kindergarten Students Meeting the Approaches to Learning Domain

All Students	Gender		Attended Preschool	Attended Head Start	Attended ECSE	Ethnicity				
	Male	Female	Yes	Yes	Yes	Hispanic	Am Indian/ Alaskan Nat.	Asian/ Pacific Islander	Black	White
69.6%	64.2%	75.4%	79.9%	63.7%	44.5%	61.2%	65.0%	71.7%	66.0%	72.4%

Social and Personal Development: All-Student Data

Indicators of readiness in the Social and Personal Development domain:

- **Adult Interaction:** Child accepts guidance and directions from familiar adults.
- **Peer Interaction:** Child plays and works with other children.
- **Adaptive Social Behavior:** Child reacts appropriately to a variety of situations.
- **Self-Control:** Child modifies behavior when asked; and follows simple rules and routines.

Percentage of Surveyed Kindergarten Students Meeting the Social and Personal Development Domain

All Students	Gender		Attended Preschool	Attended Head Start	Attended ECSE	Ethnicity				
	Male	Female	Yes	Yes	Yes	Hispanic	Am Indian/ Alaskan Nat.	Asian/ Pacific Islander	Black	White
70.0%	63.3%	77.2%	78.0%	63.8%	42.7%	65.6%	68.1%	70.9%	60.5%	71.7%

Physical Health, Well-Being, and Motor Development: All-Student Data

Indicators of readiness in the Physical Health, Well-Being and Motor Development domain:

- **Gross Motor Skills:** Child demonstrates strength, control, and coordination of large motor muscles to walk and run with ease.
- **Fine Motor Skills:** Child demonstrates strength, dexterity, and control needed to use pencils, crayons, markers, paintbrushes, scissors, and other manipulative materials.
- **Physical Fitness:** Child demonstrates the stamina and energy to participate in daily activities.
- **Daily Living Skills:** Child demonstrates personal health and hygiene skills; and appears to be physically healthy, well-rested, and well-nourished.

Percentage of Surveyed Kindergarten Students Meeting the Physical Health, Well-Being, and Motor Development Domain

All Students	Gender		Attended Preschool	Attended Head Start	Attended ECSE	Ethnicity				
	Male	Female	Yes	Yes	Yes	Hispanic	Am Indian/ Alaskan Nat.	Asian/ Pacific Islander	Black	White
73.5%	67.3%	80.1%	82.7%	70.3%	43.4%	69.2%	70.2%	77.5%	67.4%	74.9%

General Knowledge and Cognitive Development: All-Student Data

Indicators of readiness in the General Knowledge and Cognitive Development domain:

- **Critical and Analytical Thinking:** Child demonstrates awareness of cause and effect; makes comparisons; differentiates between events that happen in the past, present, and future; and demonstrates the ability to follow directions.
- **Number Sense and Operations:** Child demonstrates beginning understanding of numbers, counting, and quantity; and sorts, classifies, and organizes objects.
- **Scientific Thinking:** Child collects information through observation, exploration, and manipulation.

Percentage of Surveyed Kindergarten Students Meeting the General Knowledge and Cognitive Development Domain

All Students	Gender		Attended Preschool	Attended Head Start	Attended ECSE	Ethnicity				
	Male	Female	Yes	Yes	Yes	Hispanic	Am Indian/ Alaskan Nat.	Asian/ Pacific Islander	Black	White
63.5%	60.9%	66.2%	77.3%	56.8%	38.2%	46.9%	62.7%	64.3%	59.1%	68.7%

Communication, Literacy, and Language Development: All-Student Data

Indicators of readiness in the Communication, Literacy, and Language Development domain:

- **Receptive and Expressive Language:** Child demonstrates understanding of messages in conversation by listening and responding appropriately; communicates needs, wants, and thoughts verbally (in child's primary language); and speaks clearly and conveys ideas effectively.
- **Reading:** Child demonstrates awareness of the alphabetic principle; knows print carries the message in a book; listens with interest and understanding to stories; and recognizes own name in print.
- **Writing:** Child writes/draws pictures or symbols to communicate understanding and to communicate in messages.

Percentage of Surveyed Kindergarten Students Meeting the Communication, Literacy, and Language Development Domain

All Students	Gender		Attended Preschool	Attended Head Start	Attended ECSE	Ethnicity				
	Male	Female	Yes	Yes	Yes	Hispanic	Am Indian/ Alaskan Nat.	Asian/ Pacific Islander	Black	White
61.9%	57.1%	67.2%	74.7%	56.4%	32.6%	47.1%	58.5%	64.2%	57.3%	66.8%

Percentage of Surveyed Kindergarten Students Meeting the Communication, Literacy, and Language Development Domain by Indicators

Indicator	All Students	Gender		Attended Preschool	Attended OPK	Attended ECSE	Ethnicity				
		Male	Female	Yes	Yes	Yes	Hispanic	Am Indian/ Alaskan N	Asian/ Pac Islander	Black	White
Receptive, Expressive Language	77.1%	73.9%	80.4%	87.3%	72.2%	46.3%	64.6%	75.6%	72.0%	73.8%	81.3%
Reading	72.1%	69.2%	75.2%	83.8%	68.7%	51.9%	58.0%	71.7%	72.3%	68.0%	76.6%
Writing	68.0%	62.8%	73.5%	79.3%	63.8%	42.3%	55.1%	66.9%	70.8%	61.4%	72.1%

KINDERGARTEN READINESS: DEMOGRAPHIC AND CATEGORY DATA

Percentage Meeting Developmental Domains: All-Student Data

In 2008, 46.3% of all surveyed kindergarten children met all five developmental domains, and 59.4% met four or more of the domains.

Percentage of Surveyed Kindergarten Students Meeting Domains by Number of Domains Met

Students	5	4	3	2	1	None
All Students	46.3%	13.1%	9.9%	8.1%	8.4%	14.2%

Percentage Meeting Developmental Domains: Gender

In 2008, 40.5% of the male kindergarten students were reported as meeting all five domains, and 53.5% met four or more. In 2008, 52.6% of the female kindergarten students were reported as meeting all five domains, and 65.9% met four or more domains.

Percentage of Male and Female Kindergarten Students Meeting Domains by Number of Domains Met

Gender	5	4	3	2	1	None
Male Students	40.5%	13.0%	10.3%	8.9%	9.7%	17.7%
Female Students	52.6%	13.3%	9.5%	7.3%	7.0%	10.4%

Percentage Meeting Developmental Domains: English Language Learners

The following readiness data refer to those children whose native language is not English and who are English Language Learners. In 2008, 29.6% of students who were English language learners met all five domains, and 44.7% of the students met four or more domains.

Percentage of Kindergarten Students Who Are English Language Learners Meeting Domains by Number of Domains Met

	5	4	3	2	1	None
English Language Learners	29.6%	15.1%	13.6%	11.1%	11.9%	18.8%

Early Childhood Education

Percentage Attending Early Childhood Education Programs: All-Student Data

More than half (61.2%) of the 23,382 kindergarten children who were surveyed had attended some type of early childhood education program, and some children had received more than one type of early childhood education.

Percentage of Surveyed Kindergarten Children Who Attended Early Childhood Education Program by Demographic Characteristics

Type of Early Childhood Education	All Students	Gender		Ethnicity				
		Male	Female	Hispanic	Am Indian/ Alaskan N	Asian/ Pacific Islander	Black	White
Attended Preschool	38.8%	37.9%	39.7%	16.0%	27.3%	40.9%	32.3%	46.6%
Attended OPK	16.4%	16.1%	16.8%	26.7%	37.7%	8.3%	24.8%	12.6%
Attended ECSE	6.0%	7.9%	3.9%	5.1%	8.1%	5.2%	6.3%	6.1%
Total Attending Early Childhood Education	61.2%	61.9%	60.4%	47.8%	73.1%	54.4%	63.4%	65.3%

Percentage Meeting Developmental Domains: Early Childhood Education Programs

Children who attended preschool exceeded all-student averages in all five developmental domains.

Percentage of Surveyed Kindergarten Children Meeting Developmental Domains by Early Childhood Education Program

Type of Early Childhood Education	Developmental Domains				
	Approaches to Learning	Social, Personal Development	Physical Health, Well-Being, Motor Development	General Knowledge, Cognitive Development	Communication, Literacy, Language Development
All Students	69.6%	70.0%	73.5%	63.5%	61.9%
Attended Preschool	79.9%	78.0%	82.7%	77.3%	74.7%
Attended OPK	63.7%	63.8%	70.3%	56.8%	56.4%
Attended ECSE	44.5%	42.7%	43.4%	38.2%	32.6%

Percentage Meeting Developmental Domains: Early Childhood Education Programs

Of all kindergarten students surveyed, 59.4% met at least four of the five developmental domains, compared to 72.5% of those who had attended preschool, 53.0% of those who had attended OPK, and 30.6% of those who had attended ECSE.

Percentage of Surveyed Kindergarten Children Meeting Developmental Domains by Early Childhood Education Program and Number of Domains Met

Type of Early Childhood Education	Number of Domains Met					
	All 5	4	3	2	1	None
All Students	46.3%	13.1%	9.9%	8.1%	8.4%	14.2%
Students Who Attended Preschool	59.6%	12.9%	8.6%	6.0%	5.5%	7.4%
Students Who Attended OPK	37.4%	15.6%	11.1%	8.8%	10.6%	16.5%
Students Who Attended ECSE	21.4%	9.2%	8.7%	9.1%	13.5%	38.2%

DATA SUMMARY: DOMAINS MET BY COUNTY

Percentage of Students Meeting Developmental Domains

County	Approaches to Learning	Social, Personal Development	Physical Health, Well-Being, Motor Development	General Knowledge, Cognitive Development	Communication, Literacy, Language Development
All Students	69.6%	70.0%	73.5%	63.5%	61.9%
Baker	69.6%	68.0%	73.6%	68.8%	73.6%
Benton	75.0%	73.8%	77.5%	76.0%	73.3%
Clackamas	76.0%	75.4%	78.6%	68.6%	69.4%
Clatsop	71.7%	70.2%	76.0%	71.7%	62.0%
Columbia	66.8%	67.0%	75.1%	71.6%	73.6%
Coos	69.9%	73.3%	74.5%	67.5%	68.6%
Crook	48.7%	44.1%	50.0%	37.8%	47.1%
Curry	49.7%	50.9%	51.6%	49.7%	41.5%
Deschutes	64.6%	64.9%	67.8%	59.1%	56.1%
Douglas	65.0%	72.5%	74.8%	61.9%	62.9%
Gilliam	55.6%	55.6%	72.2%	61.1%	55.6%
Grant	83.7%	73.5%	73.5%	69.4%	53.1%
Harney	87.5%	87.5%	90.3%	90.3%	80.6%
Hood River	74.1%	69.4%	73.7%	65.1%	65.1%
Jackson	73.6%	75.5%	80.5%	70.7%	68.8%
Jefferson	65.3%	77.2%	76.9%	61.2%	63.1%
Josephine	71.7%	73.0%	78.1%	71.6%	67.7%
Klamath	71.5%	70.4%	76.3%	70.9%	68.9%
Lake	64.2%	74.6%	74.6%	68.7%	59.7%
Lane	79.2%	79.9%	81.8%	72.4%	67.2%
Lincoln	66.4%	63.7%	71.2%	64.8%	63.2%
Linn	61.5%	64.5%	66.2%	66.8%	62.3%
Malheur	67.6%	66.0%	75.6%	53.1%	53.1%
Marion	69.6%	68.8%	70.4%	54.9%	57.1%
Morrow	81.3%	81.3%	77.5%	72.0%	58.2%
Multnomah	58.0%	54.1%	62.7%	46.3%	45.1%
Polk	70.6%	72.3%	75.1%	71.8%	65.0%
Sherman	84.2%	89.5%	89.5%	63.2%	63.2%
Tillamook	92.3%	88.5%	88.5%	76.9%	73.1%
Umatilla	68.8%	67.9%	75.5%	59.4%	60.4%
Union	63.1%	68.3%	58.6%	51.4%	55.4%
Wallowa	82.3%	79.0%	75.8%	75.8%	66.1%
Wasco	56.1%	60.7%	57.3%	46.0%	45.2%
Washington	72.2%	77.2%	80.9%	73.7%	71.1%
Wheeler	100.0%	50.0%	100.0%	100.0%	100.0%
Yamhill	67.3%	59.5%	64.7%	53.3%	46.3%

DETAILED DATA SUMMARY
DOMAINS AND INDICATORS BY COUNTY, DISTRICT, AND SCHOOL

Additional county-level, district-level, and school-level data are located online in Appendix B at <http://www.ode.state.or.us/search/page/?id=2563>

Note to the reader:

Some categories of county-level, district-level, and school-level data represent small sample sizes. Caution should be exercised when drawing conclusions about data drawn from small groups. Care should be taken to protect the confidentiality of individuals within the groups.

**Core Body of Knowledge
January 2008, Revised**

**Core Body of Knowledge
for
Oregon's Childhood Care and Education Profession**



Table of Contents

A Guide to the Core Body of Knowledge.....	3
Core Body of Knowledge.....	5
A Guide on How to Read and Understand the Core Body of Knowledge.....	6
Core Knowledge Categories	9
Diversity	10
Families & Community Systems.....	14
Health, Safety & Nutrition.....	18
Human Growth & Development.....	22
Learning Environments & Curriculum.....	26
Observation & Assessment.....	30
Personal, Professional & Leadership Development	34
Program Management.....	38
Special Needs	42
Understanding & Guiding Behavior	46
Glossary	49
Appendix A: THE PROFESSION	50
Appendix B: THE SYSTEM	52
Appendix C: THE PROCESS	55

A Guide to the Core Body of Knowledge

This guide for the **Core Body of Knowledge** will be used by a broad range of individuals in the childhood care and education profession, for a variety of purposes.

- **Childhood care and education professionals** will use this guide to select community-based training, create a plan to acquire the core body of knowledge, and move to desired steps on the Oregon Registry.
- **Trainers and professional organizations** will use this guide to plan community-based training to support professionals in acquiring knowledge appropriate to their level of professional development.
- **Administrators and directors** will use this guide to support employees through professional development planning.
- **State agencies** will use this guide to provide background for policy and planning related to benchmarks, certification and registration, scholarship, compensation, and program participation.
- **Higher education** will use this guide to provide a basis for articulation from community based training to degree completion.
- **Oregon Registry review teams** will use this guide as a basis for analyzing community-based training of Oregon Registry applicants.

[This page left blank intentionally]

Core Body of Knowledge

The **Core Body of Knowledge** is the basis for the training and education essential for on-going professional development in the childhood care and education profession.

- Ten specific **core knowledge categories** make up the Core Body of Knowledge for Oregon's Childhood Care and Education Profession: Diversity; Families & Community Systems; Health, Safety & Nutrition; Human Growth & Development; Learning Environments & Curriculum; Observation & Assessment; Personal, Professional & Leadership Development; Program Management; Special Needs; and Understanding & Guiding Behavior.
- **Key concepts** are the big ideas in each core knowledge category.
- **Sets of knowledge** are the progression of increased depth and breadth of knowledge within each core knowledge category. Each set provides increased knowledge on how to place that knowledge into practice in professional work. The three sets of knowledge are Set One (Introductory Knowledge) Oregon Registry Steps 1 - 7, Set Two (Intermediate Knowledge), Oregon Registry Steps 7.5 - 9, and Set Three (Advanced Knowledge) Oregon Registry Steps 9.5 – 10.
- **Standards** are what the professional is learning within each core knowledge category and within each set of knowledge.
- **Steps** are the sequence from Enrollment through Step 12 in the Oregon Registry. Each step represents increased training and education in the Core Body of Knowledge.
- **Supporting explanations** are explanations of how the key concepts in each core knowledge category relate to best practices and to the everyday work with children, youth and families.
- **Sample Topics** are examples of topics a professional may look for in training sessions, or topics a trainer may use to plan training sessions, workshops, seminars, and other professional development activities that would meet the requirements for core knowledge in the Oregon Registry.
- The **Core Body of Knowledge for Oregon's Childhood Care and Education Profession** provides a **foundation** for both the Oregon Registry and the Oregon Registry Trainer Program.

Please read **The Profession: Appendix A** for information regarding the profession of Childhood Care and Education.

Please read **The System: Appendix B** for information regarding the Oregon Registry, Oregon Registry Trainer Program, Oregon's Professional Development System, and Oregon's Childhood Care and Education Infrastructure.

Please read **The Process: Appendix C** for information regarding the development of the Core Body of Knowledge for Oregon's Childhood Care and Education Profession.

A Guide on How to Read and Understand the Core Body of Knowledge

For each of the 10 core knowledge categories there is a multiple-page table containing the following:

Title and definition of the core knowledge category

A specific area of knowledge. The total of all of the 10 core knowledge categories combined make up the Core Body of Knowledge for Oregon's Childhood Care and Education Profession

Key Concepts:

The big ideas in each core knowledge category

Supporting Explanations:

Explanations of how the key concepts in each core knowledge category relate to best practices, and to the everyday work with children, youth and families

Set One Standards for Oregon Registry Steps 1-7

The first of three groups or sets of knowledge providing **introductory** knowledge in the core knowledge category.

What the professional is learning in Set One includes:

- Awareness
- Basic Principles
- Definition
- Description
- Explanation
- Fundamentals
- Identification
- Introduction
- Overview
- Understanding

Set Two Standards for Oregon Registry Steps 7.5-9

The second of three groups or sets of knowledge providing **intermediate** knowledge in the core knowledge category.

What the professional is learning in Set Two includes:

- Application
- Development
- Examination
- Exploration
- Implementation
- Influences
- Links
- Practice
- Selection
- Strategies

Set Three Standards for Oregon Registry Steps 9.5-10

The third of three groups or sets of knowledge providing **advanced** knowledge in the core knowledge category.

What the professional is learning in Set Three includes:

- Analysis
- Comparison
- Critical Examination
- Evaluation
- In-depth Study
- Interrelationships
- Research
- Theories

**Set One Sample Topics
for Oregon Registry Steps 1-7**

For Professionals:

Examples of some of the topics that a professional may look for/take in training sessions, workshops, seminars, and other professional development activities that would meet the requirements for knowledge for Oregon Registry Steps 1 - 7.

For Trainers:

Examples of some of the topics that trainers may use to develop training sessions and other professional development activities that would meet the requirements for knowledge for Oregon Registry Steps 1 - 7.

**Set Two Sample Topics
for Oregon Registry Steps 7.5-9**

For Professionals:

Examples of some of the topics that a professional may look for/take in training sessions, workshops, seminars, and other professional development activities that would meet the requirements for knowledge for Oregon Registry Steps 7.5 - 9.

For Trainers:

Examples of some of the topics that trainers may use to develop training sessions and other professional development activities that would meet the requirements for knowledge for Oregon Registry Steps 7.5 - 9.

**Set Three Sample Topics
for Oregon Registry Steps 9.5-10**

For Professionals:

Examples of some of the topics that a professional may look for/take in training sessions, workshops, seminars, and other professional development activities that would meet the requirements for knowledge for Oregon Registry Steps 9.5 - 10.

For Trainers:

Examples of some of the topics that trainers may use to develop training sessions and other professional development activities that would meet the requirements for knowledge for Oregon Registry Steps 9.5 - 10.

Questions?

If you have questions on how to use this guide to the Core Body of Knowledge, the Oregon Registry, the Oregon Registry Trainer Program, or the Oregon Professional Development System, please contact the Oregon Center for Career Development in Childhood Care and Education, toll free phone 1 (877) 725-8535, Fax (503) 725-5430, Email centerline@pdx.edu or, website www.centerline.pdx.edu.

[This page left blank intentionally]

Core Knowledge Categories

Diversity

Knowledge of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion. Weaving anti-bias awareness throughout all program activities and learning environments for children and youth.

Families & Community Systems

Knowledge of the complex characteristics of children's families and communities. Establishing respectful relationships and communication with family and community members.

Health, Safety & Nutrition

Knowledge of basic health, safety, and nutrition principles and practices. Knowledge of child abuse and neglect prevention, identification, reporting procedures, and therapeutic care. Promoting healthy choices and safety awareness with children and youth.

Human Growth & Development

Knowledge of social, emotional, cognitive and physical growth and development. Using developmentally appropriate practices and principles in programs for children and youth.

Learning Environments & Curriculum

Knowledge of the relationship between physical space, activities, experiences, and materials with child behavior, growth and development. Creating developmentally appropriate and culturally appropriate learning environments and curricula to foster optimum growth and development of children and youth.

Observation & Assessment

Knowledge of observation techniques, assessment tools, and documentation procedures for children and youth. Using observation and assessment to individualize learning experiences, improve the effectiveness of the learning environment, and support referrals for specialized services.

Personal, Professional & Leadership Development

Knowledge of childhood care and education as a profession with an identified body of knowledge, professional standards, professional ethics, and established systems. Participating in leadership, advocacy, personal growth, and professional development activities.

Program Management

Knowledge of accepted business practices, legal and regulatory requirements, financial obligations, and record keeping. Developing or implementing program policies, communication strategies, management plans, and sound financial practices.

Special Needs

Knowledge of disabilities and other special needs, related resources, and regulations/laws. Implementing an inclusive and sensitive practice with children and youth in partnership with families.

Understanding & Guiding Behavior

Knowledge of developmentally appropriate and culturally appropriate guidance theories, principles and practices. Providing positive guidance to foster self-esteem, self-regulation, constructive behavior, and positive relationships for children and youth.

Diversity

Knowledge of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion. Weaving anti-bias awareness throughout all program activities and learning environments for children and youth

Key Concepts:

- Acceptance and tolerance toward all differences can be promoted by infusing anti-bias awareness throughout all programs and learning environments.
- Childhood care and education environments routines, and curricula can reflect the lives, cultures, and languages of families, children, youth, professional staff, and the community.
- Parents and other family and community members are essential resources for diverse learning.
- Assessment of individual development and growth is as unbiased as possible in all matters of diversity.
- Personal values, attitudes, beliefs and biases can impact interactions with children, youth and adults.

Supporting Explanation:

People are diverse. The development of attitudes, preferences, and prejudice among children and youth depend greatly on the information they receive from the curriculum, environment, and people that surround them. Creating a safe and sensitive learning environment that respects and values the children, youth, families and staff is important.

All programs have children and/or youth and adults who come from families or communities exhibiting a variety of values and beliefs. People are diverse with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles.

It is important to foster awareness, respect, and appreciation of individuals and families. This can be promoted by attending to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, child rearing practices, and language.

Diversity Standards

Set One Standards for Oregon Registry Steps 1-7
Awareness of personal culture, values, attitudes, beliefs and/or biases
Definition of culture including sociological, anthropological, historical and/or psychological perspectives
Awareness of cultural aspects of communication
Overview of basic principles for promoting anti-bias attitudes and practices among professionals, children, youth and families
Awareness of environments and activities that reflect cultures and home languages of children and/or youth in the program
Awareness of environments and activities that reflect a diverse community and society
Discussion of assessment tools that use unbiased methods in all matters of diversity

Set Two Standards for Oregon Registry Steps 7.5-9
Exploration of the impact of culture values, attitudes, beliefs and/or biases on interactions
Examination of perspectives which shape cultural identity of self and others
Examination of the influences of cultural diversity on communication and interaction
Development of activities and approaches that promote anti-bias attitudes and practices among professionals, children, youth and families
Development of culturally and linguistically appropriate programs and environments reflecting families and communities being served
Development of culturally diverse programs and environments
Examination or application of assessment tools that use unbiased methods in all matters of diversity

Set Three Standards for Oregon Registry Steps 9.5-10
Critical examination of the impact of culture, values, attitudes, beliefs, and/or biases on interactions and their implications
In depth study of the interrelationships between the cultural identity of self and others
Comparison of modes of communication and interactions among mainstream and marginalized communities
In-depth study of anti-bias strategies, activities, and approaches and their impact on attitudes, approaches, and practices among professionals, children, youth and families
Critical examination of the links between culturally and linguistically relevant programs and practices and child development
Critical examination of theories of bias and social justice
Critical examination, comparison or evaluation of assessment tools that use unbiased methods in all matters of diversity

Diversity Sample Topics

Set One Sample Topics for Oregon Registry Steps 1-7

Criteria for judging a curriculum's anti-bias content

Norms, mores and/or traditions in cultures and/or lifestyles

Defining culture

Incorporating home language, and linguistically and culturally diverse routines

Family and community members as resources for multicultural learning

Environments and materials that reflect the cultures and/or home languages of children and/or youth in the program

How cultural and/or language differences affect creative expression

Supporting bilingual development

Multicultural environments and materials

Unbiased assessment

Identifying personal values, attitudes, beliefs, and biases

Sign language as a home language

Set Two Sample Topics for Oregon Registry Steps 7.5-9

Infusing anti-bias throughout all programs and learning environments

Incorporating cultures relevant to participating families and staff

Activities and materials addressing learning styles, developmental needs and cultural diversity

Cultural context in staff-child groupings

The role of family culture, lifestyle, religion, and child-rearing practices in programs

Family goals, traditions and culture in planning environments and curriculum

Effects of personal values/attitudes/beliefs/biases on human interactions

Reflecting community diversity and cultures in the program

Working effectively with families from various cultural, linguistic and socioeconomic backgrounds

Set Three Sample Topics for Oregon Registry Steps 9.5-10

Research in techniques to infuse anti-bias awareness

Policy design supporting both a variety of beliefs and program philosophies

Design of policies and programming sensitive to family goals, traditions, lifestyles and cultures

Research on biases of assessment tools

Critical examination of personal values, attitudes, beliefs, and biases

Working with prejudice and bias in the program and community

Family structures in various cultures

Sharing culturally responsive child development information with families

[This page left blank intentionally]

Families & Community Systems

Knowledge of the complex characteristics of the children's families and communities. Establishing respectful relationship and communication with family and community members.

Key Concepts:

- Understanding and valuing the importance and complex characteristics of families and communities are important.
- Providers respond empathetically and knowledgeably to families' feelings and concerns regarding child care, guidance, and their child's development. Communication is in the home language whenever possible.
- Good family relations are established by respecting, supporting, and empowering families. This can be done by expressing interest in their culture, concerns, and accomplishments, and by involving families in the program.
- Relationships are developed with other disciplines and specialties in related fields.

Supporting Explanation:

Childhood care and education programs are an integral part of the community. Understanding and valuing the importance and complex characteristics of families and communities enables everyone to work together. Programs which benefit children and youth play a key role in working with families to ease school transitions and provide access to community resources and services.

A provider's role may also be spokesperson, advocate and/or community leader for children, youth and their families. Developing and maintaining relationships with other disciplines and specialties in related fields can strengthen the services provided for the children, youth and families in the community.

Families & Community Standards

Set One Standards for Oregon Registry Steps 1-7	Set Two Standards for Oregon Registry Steps 7.5-9	Set Three Standards for Oregon Registry Steps 9.5-10
Awareness of characteristics of family and/or community systems	Exploration of theories of family development and community systems	Research on family development, family systems, and/or community systems
Identification of family stress factors, such as violence, substance abuse, economic insecurity, and mental health issues	Exploration of strategies to support families in stress	In-depth study of research and programs to support families in stress
Basic principles of partnerships with families and/or community systems	Application of techniques to develop positive partnerships with families and/or community systems	Critical examination, comparison, or development of practices that involve families in programs and/or community systems
Identification of ways to respect, support, and empower families	Development of strategies to respect, support, and empower families	Critical analysis of research and theories of family support and empowerment
Awareness of community resources to support families and/or childhood care and education programs	Utilization and coordination of community resources to support families and/or childhood care and education programs	Critical analysis or development of community systems to support families and/or childhood care and education program
Identification of opportunities to network with professionals from other programs that support children, youth and/or families	Application of techniques to develop links with other programs, agencies and specialties to form community systems that support children, youth and/or families	Critical examination, research, or evaluation of techniques to form community systems that support children, youth and/or families
Identification of opportunities to connect children, youth and/or families with community systems and resources	Application of strategies to connect children, youth and/or families with community systems and resources	Critical analysis of programs and initiatives to connect children, youth and/or families with community systems and resources

Families & Community Systems Sample Topics

Set One Sample Topics for Oregon Registry Steps 1-7	Set Two Sample Topics for Oregon Registry Steps 7.5-9	Set Three Sample Topics for Oregon Registry Steps 9.5-10
<p>Principles of families and community systems</p> <p>Identify systems and settings that make up a community</p> <p>Childhood care and education from the family's perspective</p> <p>Families as primary care provider and educator</p> <p>Family orientations, home visits, and conferences</p> <p>Working with parents to ease school transitions</p> <p>Effective communication skills with families and community partners</p> <p>Ethics of confidentiality</p> <p>Maintaining communication and connection with families</p> <p>Services available to assist children/youth and families</p> <p>Maintaining continuity between home and childhood programs</p> <p>Involving families in the program respectfully</p> <p>How families' attitudes influence children's ability and interest to learn</p> <p>Stress factors affecting families</p>	<p>Examination of families and community systems</p> <p>Effects of family and community factors on development and learning</p> <p>Developing and maintaining relationships with other disciplines and specialties</p> <p>Including families in program components</p> <p>Incorporating family and resources into curriculum</p> <p>Volunteerism in childhood care and education programs</p> <p>Strategies to involve different families in different ways</p> <p>Ethical commitments to families and communities</p> <p>Discussions and decisions with family regarding children/youth, program, and philosophy</p> <p>Sharing knowledge of child development with families</p> <p>Variations in parenting styles</p> <p>Using adult learning principles in family meetings and parent education groups</p> <p>Assisting families in discovering resources and developing skills</p> <p>Creating program evaluations for families and using results for program planning</p>	<p>Research in families and community systems</p> <p>Interrelationships of systems that support children, youth and families</p> <p>Role as spokesperson, advocate and community leader for children/youth and their families</p> <p>Families as collaborating decision-makers</p> <p>Innovative ideas and actions to promote communication</p> <p>Public awareness activities</p> <p>How family and community systems impact individual thought and child rearing beliefs and practices</p> <p>Ethical dilemmas in relationships with families, community and society</p> <p>Supporting families in various stages of parenting</p> <p>In-depth examination of current theory and research on family relationships</p> <p>Theories of family development and dynamics in pluralistic cultures</p> <p>Study of strengths-based, family-centered early intervention approaches</p> <p>Involving families in child assessments</p> <p>Community resources and agencies as sources of research and information</p>

Community resources as a source for curriculum and/or program enrichment

Sense of community within and beyond the childhood care and education program

Impacts of substance abuse and/or domestic violence

Introduction to community and family support systems, such as criminal justice system, faith-based communities, foster care programs, mental health programs, adoption agencies, services for special needs

Factors that impact families and their ability to nurture their children and youth

Evaluating family stressors and crises

Making referrals based upon family strengths

Establishing community and professional partnerships

Strategies to connect families to community support systems

Collaborating to improve programs and practices for children, youth and families

Research on effectiveness of community systems to support families

Health, Safety & Nutrition

Knowledge of basic health, safety, and nutrition principles and practices. Knowledge of child abuse and neglect prevention, identification, reporting procedures, and therapeutic care. Promoting healthy choices and safety awareness with children and youth.

Key Concepts:

- Keeping children, youth and staff safe and healthy requires the implementation of laws, practices and routines in all aspects of the program.
- An understanding of nutrition supports positive growth and development of children and youth.
- Advocating for policies and procedures that affect the nutritional welfare of the individuals in the program and in the broader community is an important role.
- Recognizing signs and symptoms of abuse and neglect and domestic violence—and knowing the proper course of action to take in these situations—is required as a mandatory reporters.

Supporting Explanation:

The health and safety of community members, especially the children and youth, is a number one priority. Children and youth need a safe place to stay.

Knowledge of health and safety laws, practices, and routines (such as adequate supervision, routine care and maintenance of materials and equipment, and other risk management plans) contributes to a family's sense of comfort and a child's health and welfare.

A child's nutrition strongly affects his/her physical, social, emotional and cognitive development.

Familiarity with the causes, results and treatments for abuse and neglect of children and youth, and domestic violence makes the reporting process easier for all parties involved.

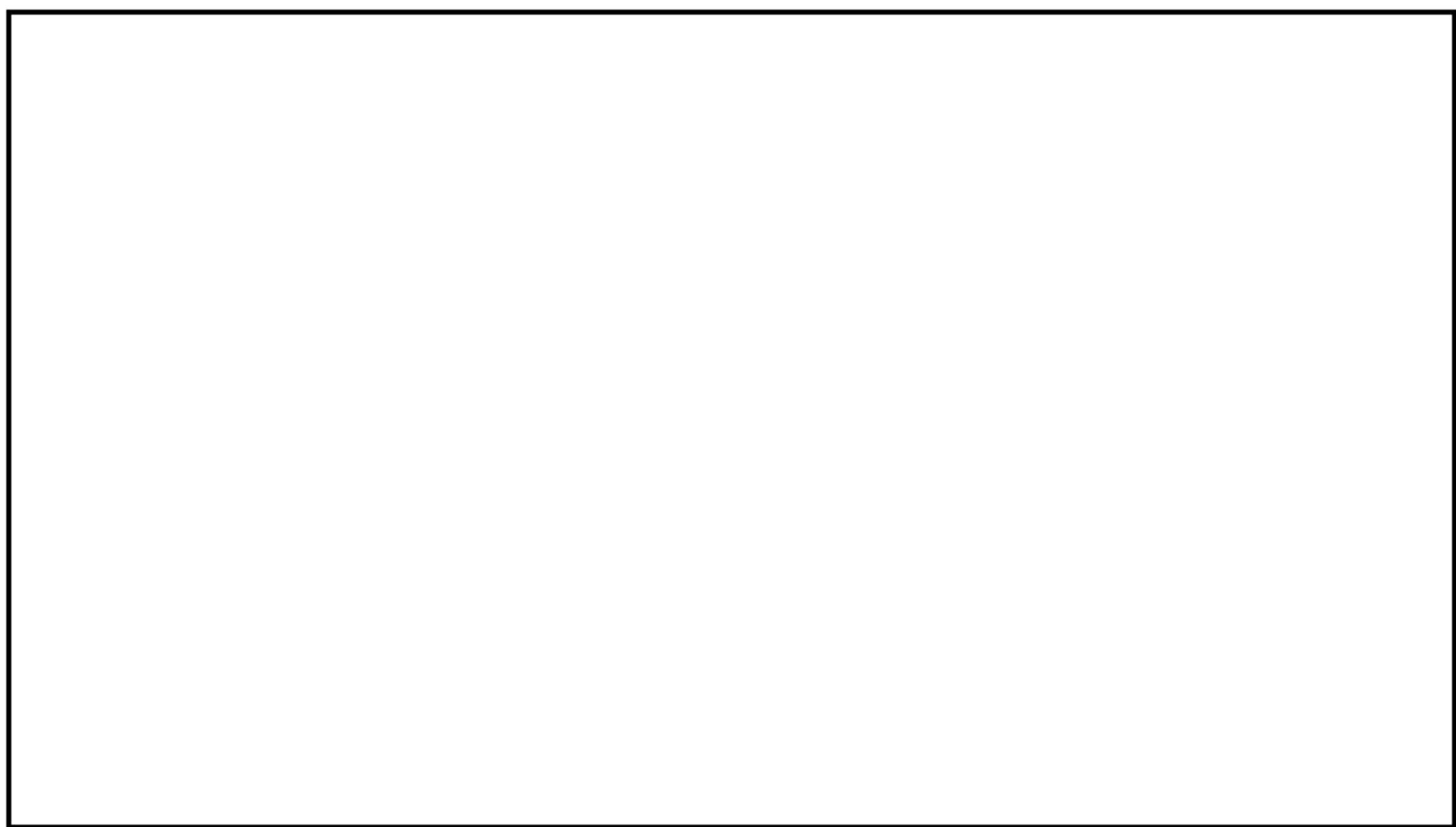
Health, Safety & Nutrition Standards

Set One Standards for Oregon Registry Steps 1-7	Set Two Standards for Oregon Registry Steps 7.5-9	Set Three Standards for Oregon Registry Steps 9.5-10
Identification of safe and healthy activities for children, youth, families, and/or professionals	Development of safe and healthy activities for children, youth, families, and/or professionals	Analysis and synthesis of research on practices and procedures to promote health and safety of children, youth, professionals, and/or families
Identification of safe and healthy physical and/or psychological environments for children, youth and adults and/or unsafe, unhealthy environmental factors	Exploration and application of safe and healthy practices in daily lives and/or examination of the effects of unsafe, unhealthy practices	Analysis, synthesis, and implications of research on safe and healthy environments and/or the effects of unsafe, unhealthy environments for children, youth and/or adults
Introduction to nutrition	Exploration and application of sound nutritional and feeding practices and/or the effects of unhealthy nutritional and feeding practices	Examination of nutrition research and its implications for childhood care and education practices for children, youth and/or families
Fundamentals of child abuse, and neglect, and required reporting procedures for mandated reporters	Examination of the effects of child abuse and neglect and/or domestic violence on brain development, attachment, and behavior	Critique of programs for the prevention and remediation of effects of child abuse, stress, neglect, trauma, substance abuse, and/or domestic violence
Definitions of domestic violence and/or substance abuse and awareness of programs for prevention and treatment	Examination of the effects of domestic violence and/or substance abuse on the well-being of children, youth and adults	Critique of programs for the prevention and treatment of effects of domestic violence and/or substance abuse
Identification of ways to balance work and play in daily lives	Exploration and application of health and wellness activities	Development of health and wellness policies and programs for children, youth and/or professionals

Health, Safety & Nutrition Sample Topics

Set One Sample Topics for Oregon Registry Steps 1-7	Set Two Sample Topics for Oregon Registry Steps 7.5-9	Set Three Sample Topics for Oregon Registry Steps 9.5-10
<p>Principles of safety, health and nutrition</p> <p>First Aid, CPR and Food Handlers training</p> <p>Recognizing and reporting child abuse and neglect</p> <p>Sudden Infant Death Syndrome</p> <p>Preparing staff and children/youth for drills and emergencies</p> <p>Effects of child nutrition on development</p> <p>Child safety and supervision</p> <p>Procedures for sanitation such as hand washing, diapering, or preventing cross contamination</p> <p>Laws, regulations, standards, practices, and/or routines that promote healthy, safe environments</p> <p>Effects of environmental toxins on human development</p> <p>Keeping health records and reporting hazards</p> <p>Effects of drug abuse</p> <p>Effects of domestic violence</p> <p>Informing families of health, safety, and nutritional best practices</p> <p>Burn-out, stress</p> <p>Mental health</p>	<p>Theories on safety, health, and nutrition</p> <p>Compliance with state and national health and safety standards</p> <p>Developing health, safety, and nutrition policies</p> <p>Infectious disease control practices</p> <p>Choosing healthy bodies/lifestyles/environment curriculum</p> <p>Menu evaluation regarding nutritional value and balance, cultural preferences, individual allergies, and special needs</p> <p>Links between health, safety, and nutrition practices and children/youth's development and individual needs</p> <p>Health records, communication, and confidentiality</p> <p>Health resources for families</p> <p>Causes, results, and treatments for child abuse and neglect</p> <p>Treatment programs for preventing and treating drug abuse in children, youth and/or families</p> <p>Programs for children/youth affected by domestic violence</p> <p>Burnout stress</p>	<p>Research in safety, health, and nutrition</p> <p>Code of ethics as a monitoring tool for compliance with regulations</p> <p>Design and implementation of curriculum promoting healthy bodies/lifestyles/environment</p> <p>Analyze policies to minimize staff and child illness and injury</p> <p>Policies and procedures affecting health, safety, or nutritional welfare of the broader community</p> <p>Meeting the health care needs of individual children/youth</p> <p>Effective relationships with families regarding health issues</p> <p>Policies and procedures for continuous monitoring and adjustments of health and safety practices</p> <p>Affect of regulations on program quality</p> <p>Designing and evaluating emergency preparedness plans</p> <p>Developing programs and practices supportive of abused and neglected children and youth</p> <p>Developing programs for prevention and treatment of drug abuse in children, youth and/or families</p>

Mind body connection
Alternative health practices
Effects of “screen time” on health
School violence, bullying
Communicable diseases



Developing programs and treatments for children/youth affected by domestic violence
Developing and implementing a reporting plan for child abuse and neglect
Developing and implementing programs for the prevention of bullying and/or school violence

Human Growth & Development

Knowledge of social, emotional, cognitive, and physical growth and development. Using developmentally appropriate practices and principles in programs for children and youth.

Key Concepts:

- Knowledge of human growth and development is based on major principles, theories, and research.
- All areas of human growth and development are interrelated and are linked to how humans learn.
- Humans grow and develop socially, emotionally, cognitively, and physically.
- Children/youth's healthy growth and development is influenced by environmental, biological, and social factors.

Supporting Explanation:

An understanding of human growth and development enables the professional to recognize typical and atypical behavior and development. This information also guides daily childhood care and education practices and influences work with individual children and youth.

When designing programs for children and youth, it is important to be knowledgeable of all developmental areas and optimal periods of development.

Human Growth & Development Standards

Set One Standards for Oregon Registry Steps 1-7	Set Two Standards for Oregon Registry Steps 7.5-9	Set Three Standards for Oregon Registry Steps 9.5-10
Overview of major principles, theories, and/or research on growth, development and education of children, youth and/or adults	Examination or application of major principles, theories, and research on growth, development and education of children, youth and/or adults	Focused critical examination of, or comparison between, major principles, theories, and research on growth, development, and education of children, youth and/or adults or their implications
Discussion of how all areas of development are interrelated and are linked to how humans learn	Examination or application of how all areas of development are interrelated and are linked to how humans learn	Analysis or theoretical and practical study of how all areas of development are interrelated and are linked to how humans learn
Introduction to social, emotional, cognitive, and/or physical development	Exploration or application of social, emotional, cognitive, intellectual, and/or physical development theories and principles to child care practices	Focused critical examination of social, emotional, cognitive, intellectual, and/or physical development or their implications
Description of children/youth constructing their own understandings of the world around them through active learning	Examination of how children/youth construct their own understandings of the world around them through active learning or application of practices supporting this concept	Theoretical and practical study of how children/youth construct their own understandings of the world around them through active learning or the implications of this idea
Overview of how healthy development is influenced by environmental, biological, and social factors	Examination of how healthy development is influenced by environmental, biological, and social factors or application of practices that support this concept	Theoretical and practical study of how healthy development is influenced by environmental, biological and social factors or evaluation and implications of various practices
Fundamentals of Developmentally Appropriate Practice	Application of the principles of Developmentally Appropriate Practice	Critical examination of Developmentally Appropriate Practice and how it reflects current research

Human Growth & Development Sample Topics

Set One Sample Topics for Oregon Registry Steps 1-7	Set Two Sample Topics for Oregon Registry Steps 7.5-9	Set Three Sample Topics for Oregon Registry Steps 9.5-10
<p>Principles and milestones of human growth and development: physical, social, emotional and/or cognitive</p> <p>Domains and stages of development</p> <p>Overview of research on temperaments</p> <p>Links between development and learning</p> <p>Practices that support all areas of growth and individual needs</p> <p>NAEYC's Developmentally Appropriate Practice guidelines</p> <p>Individual differences in growth, development, and learning</p> <p>Optimal periods of development</p> <p>Importance of play and active learning in growth and development and/or school readiness</p> <p>Effects of stress, separation, and transition on development</p> <p>Developmental indicators of special needs</p> <p>Basic principles of resiliency</p> <p>Bonding and attachment</p> <p>Brain development</p>	<p>Theories in human development and learning</p> <p>Influences on growth and development</p> <p>Typical and atypical behavior or development</p> <p>Links between theories of human development and learning</p> <p>Links between culture and learning and development</p> <p>Individual and group programs based on human development and learning</p> <p>Construction of knowledge through children/youth's active learning and social interactions</p> <p>How to implement NAEYC's Developmentally Appropriate Practice guidelines in program activities</p> <p>Examining the development of resiliency</p>	<p>Research in human development and learning</p> <p>Interrelationships among theories, domains of development, culture, and learning</p> <p>In-depth study of theories of human development and learning</p> <p>Program design based upon theory and research in human development and learning</p> <p>Affect of development and learning on individual capacities, temperament, and life experiences</p> <p>Comparison of current research with current Developmentally Appropriate Practice guidelines and practices</p> <p>Theories, implications and/or programs to support development of resiliency</p>

[This page left blank intentionally]

Learning Environments & Curriculum

Knowledge of the relationship between physical space, activities, experiences, and materials with child behavior, growth and development. Creating developmentally appropriate and culturally appropriate learning environments and curricula to foster optimum growth and development of children and youth.

Key Concepts:

- It is important to know, understand, and use a wide variety of effective approaches, strategies, and tools to positively influence children's and youth's development and learning.
- When planning learning experiences, it is important to consider: program philosophy and goals; family and community expectations; developmental stages, needs, interests, cultures, abilities; quality and content standards. Smooth, predictable routines and transitions, as well as a good balance in scheduled activities, are also important.
- It is important to organize space that is predictable, appropriate, flexible, orderly, and aesthetic. It can encourage active involvement, initiative, responsibility, creativity, and a growing sense of autonomy.
- All supplies, equipment, and materials reflect children's and youth's development, diversity of ability, culture, families, circumstances, and community. They also support all areas of learning and development.
- Selection and use of materials are guided by individual learning styles, varying developmental levels, special needs, and the languages and cultures of the people in the group.

Supporting Explanation:

Curriculum is experience that allows learners to acquire, construct, and practice skills, concepts, creative expression, attitudes, and dispositions through interactions with others and through carefully selected materials and thoughtfully planned activities.

Learning environments include all of the relationships with people and all of the various interactions with materials in all of the settings in which people grow and learn. Children and youth vary in prior experiences, rates of development, learning styles, and interests. An environment that maximizes the potential for each person to acquire and construct knowledge, skills, and understandings includes a variety of opportunities.

As individuals grow and learn, the specific areas of content may become the focus of study. It is important to know, understand, and use a wide variety of effective approaches, strategies, and tools to positively influence children's and youth's development and learning. Children and youth need opportunities and support to understand, acquire, and use verbal, nonverbal, written, and spoken communication. Print- and conversation-rich environments help children and youth develop language skills, self-expression, vocabulary, and early literacy skills.

Learning Environments & Curriculum Standards

Set One Standards for Oregon Registry Steps 1-7	Set Two Standards for Oregon Registry Steps 7.5-9	Set Three Standards for Oregon Registry Steps 9.5-10
Overview of major principles, theories, models and research on curriculum	Examination or application of major principles, theories, models, and research on curriculum and curriculum development	Comparison between major theories, models, and research on curriculum and curriculum development
Introduction to effective ways to integrate language, literacy, the arts, science and technology, mathematics, social sciences, health, physical education, and/or life skills	Exploration or application of effective approaches, strategies, and tools integrating language, literacy, the arts, science and technology, mathematics, social sciences, health and physical education, and/or life skills	Evaluation of effective approaches, strategies, and/or tools integrating language, literacy, the arts, science and technology, mathematics, social sciences, health and physical education, and life skills and the implications of each
Overview of major principles, theories, and research on learning environments	Examination or application of major principles, theories, and research on learning environments	Comparison between major theories, and research on learning environments and their implications
Introduction to environmental choices based on individual learning styles, varying development levels, special needs, and/or language and cultures of the people in the group	Examination or application of environmental choices based on individual learning styles, varying development levels, special needs, and/or language and cultures of the people in the group	Critical examination, comparison, or evaluation of environmental choices based on individual learning styles, varying development levels, special needs, and/or language and cultures of the people in the group
Description of routines and transitions that support development	Exploring approaches, strategies, and tools to promote development and learning.	Designing and evaluating learning experiences consistent with program philosophy
Identification of types of play	Examination of theories of play	In-depth study of research and theories of play
Discussion of Early Childhood Foundations as a basis for program development	Application of Early Childhood Foundations to program development	Content analysis and/or comparison of state early learning standards

Learning Environments & Curriculum Sample Topics

Set One Sample Topics for Oregon Registry Steps 1-7	Set Two Sample Topics for Oregon Registry Steps 7.5-9	Set Three Sample Topics for Oregon Registry Steps 9.5-10
<p>Principles of curriculum components</p> <p>Principles of learning environments</p> <p>Promoting creative expression</p> <p>How materials and equipment can support child development</p> <p>Routines and transitions that support development</p> <p>Promoting positive group participation skills</p> <p>Outdoor activities for development and learning</p> <p>Introduction to types of play</p> <p>Introduction to literacy and language development and practices</p> <p>Teacher as facilitator and play partner</p> <p>Ways to modify curriculum to meet a child's individual needs</p> <p>Creative expression as necessary to the development of the whole child</p> <p>Experiences, activities and interactions that allow children/youth to construct their own knowledge</p> <p>The importance of each content area in children's/youth's learning</p> <p>The importance of each developmental domain in children's/youth's learning</p>	<p>Curriculum theories and frameworks</p> <p>Theories in learning environments</p> <p>Reflection of program philosophy in curriculum and environment</p> <p>Choosing approaches, strategies, and tools to promote development and learning</p> <p>Intermediate study of literacy and language theory, research and practices</p> <p>Developmentally and functionally appropriate individual activities, small group, and large group activities</p> <p>Theories of play</p> <p>Co-operative learning methodology and techniques</p> <p>Developmentally effective approaches to teaching and learning</p> <p>Curriculum content areas and concepts</p> <p>Linking curriculum and environment to assessment results</p> <p>Curriculum and environment reflecting children's/youth's needs and interests</p> <p>Learning centers that promote growth in multiple subjects and developmental domains</p> <p>The role of repetition and reflection in refining thinking and skills</p>	<p>Research in curriculum theory and learning environments</p> <p>Designing and evaluating learning experiences consistent with program philosophy</p> <p>Effects of environmental factors on development, diversity, temperament, stress, and sensory integration dysfunction</p> <p>Evaluating books and materials for literacy, listening, and drawing</p> <p>Advanced study of literacy and language theory, research, and practices</p> <p>Advanced study of research and theories on play</p> <p>Designing, implementing, and evaluating curriculum and environments for comprehensive development and learning opportunities</p> <p>Researching, designing, implementing and evaluating group experiences for individual growth, group management, and co-operative learning activities</p> <p>Changing curriculum and environments in response to assessment results</p> <p>Major theories, research, and controversies related to content areas, curriculum models, and teaching methodologies</p>

Making developmentally appropriate toys and games
Changing curriculum and environments to change behaviors
Arranging effective and appropriate learning centers
Selecting equipment and materials
Arranging equipment and space to promote development and learning
Program tours
Playing with blocks
House corner or dramatic play area
Table toys and manipulatives
Music and Movements
The mathematics curriculum
The science curriculum
The value of art activities
Planning, designing, and setting up learning centers
The basic ingredients of planning
Baby signs
Oregon's Early Childhood Foundations

Analysis and selection of commercial toys, games and software
Planning service-learning and leadership activities for school-aged children and youth
Comparing curricula and environments
Development of training sessions/ training curricula for adults
Productive environments for adult learning

Strategies supporting child-directed curriculum planning
Researching claims of commercial toys, games and software

Observation & Assessment

Knowledge of observation techniques, assessment tools, and documentation procedures for children and youth. Using observation and assessment to individualize learning experiences, improve the effectiveness of the learning environment, and support referrals for specialized services.

Key Concepts:

- Observations and assessments can be used to learn to know each person as an individual.
- There are many observation, record-keeping and assessment tools and procedures available.
- Which tool is selected and used depends on who is being assessed and why the assessment is being conducted. It also depends on the compliance of the tool with established criteria and standards.
- Observation and assessment procedures are used in a manner that promotes and demonstrates communication between colleagues, families, and specialists in planning, coordinating, implementing, and evaluating program support for children, youth and staff.

Supporting Explanation:

Observation and assessment aid in understanding and responding to children's and youth's personal, cultural and developmental needs. Observation and assessment also help to improve the effectiveness of environments and programs.

The right assessment methods, whether formal or informal, written or verbal, provide valid, reliable, accurate and helpful information regarding programs, curricula, environment, children, youth, and staff.

A collaborative approach in observation and assessment improves communication with stakeholders (parents, specialists, staff, etc.). Collaboration makes the assessment more effective and decisions regarding further referrals to specialists more responsive to everyone involved.

Observation & Assessment Standards

Set One Standards for Oregon Registry Steps 1-7	Set Two Standards for Oregon Registry Steps 7.5-9	Set Three Standards for Oregon Registry Steps 9.5-10
Overview of basic techniques and methods for useful observation, assessment, and record keeping	Exploration or application of techniques and methods of observation, assessment, and recordkeeping to the care and education setting	Comparison and critique of various instruments and procedures used for observation, assessment, and record keeping
Overview of tools used for observation, assessment, and record-keeping	Selection of instruments and tools that promote authentic, developmentally appropriate and culturally appropriate assessment	Selection of instruments and tools that promote and demonstrate communication and collaboration among staff, families, and referral specialists
Techniques for sharing observations with families and specialists	Development of communication systems for sharing observations and assessments with families, specialists, and community	Development of systems for program accountability through authentic assessment and evaluation
Protection of confidentiality in the context of ethical conduct	Responsible use of observation and assessment.	Critique of national models of program evaluation and effectiveness research.
Discussion of use of observation and assessment for program planning	Links between authentic observation and assessment, individualizing curriculum and developing programs	Analysis of models for connecting observation and assessment to program outcomes

Observation & Assessment Sample Topics

Set One Sample Topics for Oregon Registry Steps 1-7	Set Two Sample Topics for Oregon Registry Steps 7.5-9	Set Three Sample Topics for Oregon Registry Steps 9.5-10
<p>Principles of observation and assessment</p> <p>Recording factual and descriptive observations</p> <p>Observation procedures</p> <p>Interpreting observations</p> <p>Tools for observing, recording, and record-keeping</p> <p>Sharing observations and records with professionals, families, and/or specialists</p> <p>Protecting privacy in the observation and record-keeping process</p> <p>Procedures and purposes of child assessment</p> <p>Early Childhood Foundations Assessment</p> <p>Ethical responsibilities for communicating and supporting families with assessment results</p>	<p>Strategies for observation and assessment</p> <p>Appropriate and inappropriate use of assessment methods</p> <p>Assessing programs, environment, curriculum, children, youth, and/or staff</p> <p>Applying human development theory to observation</p> <p>Program planning and curriculum implementation based on observations and assessments</p> <p>Involving families in assessment and planning</p> <p>Communicating and documenting assessment information</p> <p>Selecting observation and assessment tools</p> <p>Authentic assessment methods</p> <p>Pairing authentic assessment and formal assessment</p> <p>Culturally appropriate assessment tools and strategies</p>	<p>Research in observation and assessment</p> <p>Assessment tools that respect diversity and ability</p> <p>Evaluation of observation and assessment tools and techniques</p> <p>Choosing and improving observation and assessment tools</p> <p>In-depth interpretation of assessment information</p> <p>Establishing documentation methods for assessment</p> <p>Integrating assessment procedures throughout the program</p> <p>Assessment follow-up</p> <p>Research regarding developmental screening tests and assessments</p> <p>Assessment tools as a method of communicating with colleagues, families and specialists</p> <p>Critical analysis of assessment tools and strategies for developmental and/or cultural appropriateness</p> <p>Analysis of the results of using the Early Childhood Foundations Assessment</p>

[This page left blank intentionally]

Personal, Professional & Leadership Development

Knowledge of childhood care and education as a profession with an identified body of knowledge, professional standards, professional ethics, and established systems. Participating in leadership, advocacy, personal growth, and professional development activities.

Key Concepts:

- Professionals consider themselves as professionals and their work as a professional field of learning and practice.
- Professionals pursue learning opportunities that help to fulfill a personal and professional development plan.
- Professionals take advantage of opportunities to improve competence for personal and professional growth and for the benefit of the children, youth and families.
- Professionals value reflection on teaching and learning and use a variety of reflective activities, such as staff interaction, training/education, and journals.
- Professionals value the professional action of putting into practice new knowledge that is gained.
- Professionals understand the history, issues, trends and philosophies of the childhood care and education profession and the career development system of Oregon that give validity to the field.
- Professionals develop a philosophy, value-system, rationale, and organizational climate for their work.
- Professionals participate in professional development activities, childhood professional organizations, mentoring, and advocacy.
- Professionals have strong personal character traits and follow ethical standards.
- Professionals follow applicable federal, state, and local standards, policies, regulations and laws.
- Professionals use scientific research and resources relevant to childhood care and education, and the families and community related to their programs.

Supporting Explanation:

In order to provide high quality childhood care and education, those who care for children and youth must be professionals and be recognized as professionals.

People working in the field place high quality as a priority. Established standards for the profession define what is necessary to promote a high quality of care and education.

Personal, Professional & Leadership Development Standards

Set One Standards for Oregon Registry Steps 1-7	Set Two Standards for Oregon Registry Steps 7.5-9	Set Three Standards for Oregon Registry Steps 9.5-10
Identification or discussion of factors in personal, professional and leadership development	Exploration and application of professionalism and leadership	Study of professionalism and leadership in the childhood care and education field from a comparative perspective
Overview of applicable federal, state, and local standards, policies, regulations, and laws	Exploration and application of applicable federal, state, and local standards, policies, regulations, and laws	Critical examination, comparison, or evaluation of applicable federal, state, and local standards, policies, regulations, and laws
Fundamentals of and supports for professional and/or leadership development	Examination and application of professional and/or leadership development supports and strategies	Analysis or evaluation of professional development and implications for the field
Overview of the history, issues, trends, and philosophies of the childhood care and education profession and the career development system of Oregon	Examination of the history, issues, trends, and philosophies of the childhood care and education profession and the career development system of Oregon	Theoretical and practical study of the history, issues, trends, and philosophies of the childhood care and education profession and the career development system of Oregon and their implications
Fundamentals of a professional code of ethics	Application of professional code of ethics to professional practice in relationship to children, youth, families, colleagues, and community	Critical analysis of code of ethics in relationship to best practice, current research, and professional trends
Identification of leadership roles and work in childhood care and education	Exploration of qualities, values, methods, and skills in leadership	Analysis of various educational theories and their relationship to concepts and practices of leadership
Introduction to effective training and mentoring strategies and techniques to support personal, professional and leadership development	Exploration of effective training and mentoring strategies and techniques to support personal, professional and leadership development	In-depth study and development of models for training and mentoring to support personal, professional and leadership development
Fundamentals of advocacy	Examination and application of effective advocacy practices	In-depth study and development of models for advocacy
Discussion of stress and burnout and their effects on personal, professional and/or leadership development	Exploration of strategies to minimize the effects of stress and burnout	Research and theory on stress and burnout as it relates to the field

Personal, Professional & Leadership Development Sample Topics

Set One Sample Topics for Oregon Registry Steps 1-7

Principles of personal, professional, and leadership development

Child care as a profession

Applying ideals and principals to serving children, youth, families, communities, and society

Legal and regulatory requirements for establishing safe, nurturing, inclusive, and enriching programs

Starting a professional development plan

Introduction to the Code of Ethics

How to be a self-directed learner

Introduction to the childhood care and education profession and Oregon's career development system

Introduction to resources and professional organizations in childhood care and education

How to stay up-to-date in the field

Recognizing burnout and stress

Techniques of public speaking

Introduction to advocacy

What does research tell us?

Professional resources and /or organizations

Balance of work and play

Set Two Sample Topics for Oregon Registry Steps 7.5-9

Theories of personal, professional and leadership development

Organizational and community leadership

Reflective practices

Relationship between theory and practice

Introduction to collaborating with professional disciplines

Establishing a professional climate that fosters development, learning, and positive relations within the organization and community

Developing and implementing personnel practices that promote professional development for self and staff

Developing a professional development plan

Using the Code of Ethics to make professional decisions

Re-evaluating and updating a professional development plan

Intermediate study of the childhood care and education profession and Oregon's Professional Development System

Choosing a childhood care and education philosophy that works for you

Factors contributing to quality in childhood care and education

Set Three Sample Topics for Oregon Registry Steps 9.5-10

Research in personal, professional, and leadership development

Establishing a system for following standards, policies, regulations, and laws

Leadership and advocacy in the profession

How to be an effective board and committee member

How to work with the media

Evaluating and implementing staff training and development plans

Personal philosophy of childhood care and education based on knowledge of child development and best practices

Evaluation of current trends in childhood care and education

Program decision-making based on professional standards

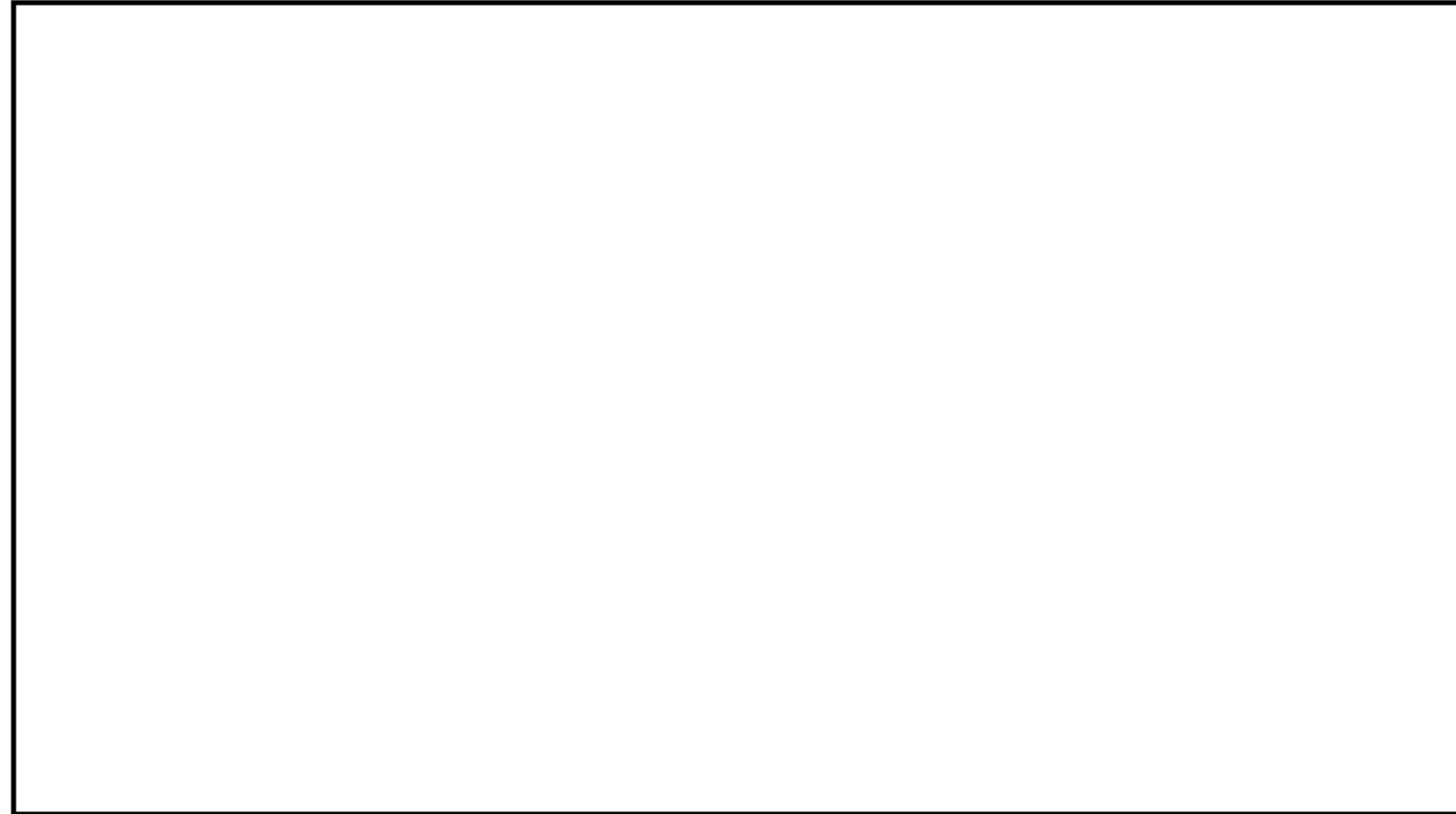
How to conduct action research

Application of current educational research to planning and decision-making

Legislative and advocacy processes that impact children, youth and their families

Promoting an environment encouraging reflection and self-directed learning

Promoting a strong code of ethics in the program



How to read a scientific study
Putting scientific research into practice
Effective training, coaching, and mentoring strategies
Planning and implementing advocacy strategies

Models of personal, professional and/or leadership development and promoting professional growth for others
Advanced study in the childhood care and education profession and professional development systems
Developing advocacy campaigns

Program Management

Knowledge of accepted business practices, legal and regulatory requirements, financial obligations, and record keeping. Developing or implementing program policies, communication strategies, management plans, and sound financial practices.

Key Concepts:

- The relationship between the program's philosophy and daily practice, to the professional guidelines and mandates guiding the program is important.
- Managing a program entails designing program policies that support the financial needs and the program's goals.
- Balance in a program necessitates meeting legal and regulatory requirements while advocating for children, youth, families, staff, and board.
- Promoting the philosophy and the needs of the program and responding to the needs of the community provides balance in a program.
- It is important to incorporate evaluation, planning, implementation, and management procedures into comprehensive programming and individual activities that match learner needs, diversity issues, and inclusion of children and youth with special needs. This includes acquisition, inventory, and evaluation of curriculum, equipment and materials, and other resources (financial, personnel, time).
- It is important to provide strong leadership and visionary direction by planning for, recruiting, hiring, orienting, supporting, valuing, training, supervising, and evaluating the growth and development of staff and volunteers.
- Program success depends on good public relations and marketing, and understanding how the program relates to the larger community.

Supporting Explanation:

Program management means knowing, understanding and affecting all components of the program. Building an effective program requires the ability to carefully observe, listen to, motivate and challenge key people, such as staff and volunteers.

Competent and committed program staff and volunteers receive acknowledgement and support.

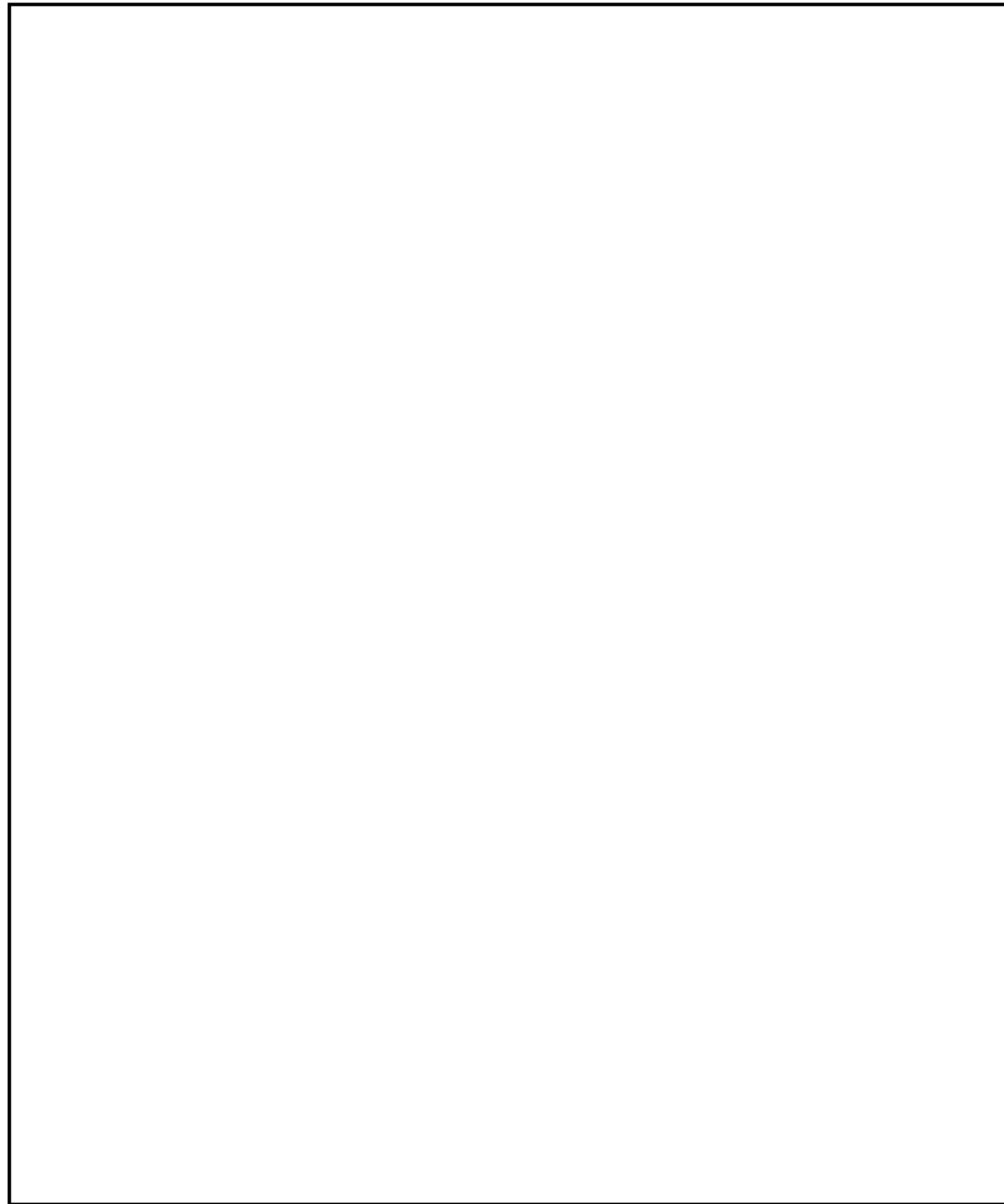
Building partnerships with families, colleagues, and community agencies creates more awareness and access to resources available in community. Good will goes a long way in retaining enrollment and affecting morale of professionals and families.

Program Management Standards

Set One Standards for Oregon Registry Steps 1-7	Set Two Standards for Oregon Registry Steps 7.5-9	Set Three Standards for Oregon Registry Steps 9.5-10
Fundamentals of accepted business practices	Examination or application of accepted business practices	Theoretical and practical study of accepted business practices and their implications
Identification of legal and regulatory requirements	Examination or application of legal and regulatory requirements	Theoretical and practical study of legal and regulatory requirements and their implications
Discussion of the importance of promoting the philosophy of the program	Examination of the philosophy of the program and how to promote it	Evaluation of the philosophy of the program.
Discussion of public relations, marketing and/or external communications	Examination of how the program relates to the larger community through public relations, marketing and/or external communications	Theoretical and practical study of public relations, marketing, and/or external communications
Discussion of positive internal communications and work climate	Development of strategies to enhance internal communications and work climate	Critical examination, comparison or evaluation of communication methods and/or systems
Overview of recruiting, hiring, orienting, supporting, valuing, training, supervising, and evaluating the growth and development of staff and volunteers	Examination or application of recruiting, hiring, orienting, supporting, valuing, training, supervising, and evaluating the growth and development of staff and volunteers	Critical examination, comparison or evaluation of accepted practices for recruiting, hiring, orienting, supporting, valuing, training, supervising, and evaluating the growth and development of staff and volunteers and their implications
Fundamentals of building partnerships with families, colleagues, and community agencies	Exploration or application of practices to build partnerships with families, colleagues, and community agencies	Critical examination, comparison or evaluation of accepted practices for building partnerships with families, colleagues, and community agencies and their implications

Program Management Sample Topics

Set One Sample Topics for Oregon Registry Steps 1-7	Set Two Sample Topics for Oregon Registry Steps 7.5-9	Set Three Sample Topics for Oregon Registry Steps 9.5-10
<p>Principles of program planning, evaluation, personnel management, and financial management</p> <p>Basic business practices</p> <p>Roles and responsibilities (such as accountability, confidentiality, custody, child abuse and neglect, anti-discrimination laws, labor laws, contracts, liability, insurance, public health codes, tax codes, accounting practices)</p> <p>How to be a leader and a team player</p> <p>Communication and positive interactions among staff, families, professionals, and community members</p> <p>Maintaining records and documentation</p> <p>Tax responsibilities</p> <p>Inventory and maintenance of equipment and materials</p> <p>Basic advertising techniques</p> <p>Introduction to computers and software programs</p> <p>Insurance and liability</p> <p>Identifying your leadership style</p> <p>Budgets, fees and tuition</p> <p>Interviews and contracts</p>	<p>Theories of program planning, development, and evaluation</p> <p>Frameworks for management of personnel, finances, programs</p> <p>Comparison of program philosophies and frameworks</p> <p>Reflection of program philosophy in curriculum and environment</p> <p>Review and implementation of laws and legal issues</p> <p>Program quality indicators, evaluation, and best practices</p> <p>Interrelationships between program philosophy, daily practice, professional guidelines, and mandates</p> <p>Staff recruitment, hiring and retention</p> <p>Effective communication among staff, families, and administrators</p> <p>Staff and volunteer supervision and meetings</p> <p>Professional development of staff</p> <p>Programs and partnerships to make families feel welcome and participatory</p> <p>How the program can respond to community needs</p>	<p>Research and policy on program planning, evaluation, personnel, and financial management</p> <p>Critical review and application of research and best practices for program design</p> <p>Strategic planning and goal setting</p> <p>Comprehensive program design and implementation</p> <p>Program philosophy and daily practices within the boundaries of professional guidelines and mandates</p> <p>Program evaluation</p> <p>Critical examination of laws and legal issues</p> <p>Relationships between early childhood and school age programs</p> <p>Constructive relationships with host agencies, funders, or sponsors</p> <p>Relationships between program and community</p> <p>Implications of staffing and enrollment patterns on program income and quality</p> <p>Design and implementation of job descriptions, evaluations, and procedures</p> <p>Personnel development programs</p> <p>Hiring, supervision, and evaluation with vision</p>



Budget-planning to maintain financial solvency, accounting principles, staffing costs

Links between program resources, children's/youth's and families' needs, and program goals

Development and use of appropriate community resources and collaborations

Facility maintenance

Basic marketing and public relations techniques

Policies and procedures for conflict resolution

Establishing and maintaining positive work climates

Putting your leadership style to work

Public relations strategies

Strategies for leadership development

Special Needs

Knowledge of disabilities and other special needs, related resources, and regulations/laws. Implementing an inclusive and sensitive practice with children and youth in partnership with families.

Key Concepts:

- Children and youth are persons first regardless of abilities or disabilities.
- Awareness of, knowledge about, and sensitivity to children and youth with special needs are key to providing high quality care and education for all.
- Children and youth with special needs can be supported by making changes to the program, materials and environment.
- It is important to develop daily activities in which all children and youth can participate.
- Families need clear and understandable information about their child's abilities and special needs.
- Families need information about available resources and the child and family's legal rights to services.

Supporting Explanation:

Children and youth with special needs develop within a broad range of human growth and development.

An understanding of special needs allows professionals to identify the resources and develop appropriate programming.

Developing an inclusive child care program provides for individualized, high quality care and education for all children and youth in the program.

Both parents and professionals have specialized knowledge about children and youth with special needs that must be shared.

Knowledge of available special needs resources assists in meeting the specific needs of children, youth and families.

Clear and understandable information about abilities, disabilities, services, and rights supports the professional, the parents, and the child.

Special Needs Standards

Set One Standards for Oregon Registry Steps 1-7	Set Two Standards for Oregon Registry Steps 7.5-9	Set Three Standards for Oregon Registry Steps 9.5-10
Overview of special needs within the ages and stages of human growth and development	Examination of the distinctions, similarities, and differences among the types of special needs	In depth study of the underlying factors associated with the various types of special needs
Fundamentals of inclusive child care	Taking the necessary steps to create an inclusive child care program	Evaluating the effectiveness of different strategies in operating an inclusive child care program
Introduction to partnering with parents of children/youth with special needs	Development of policies and procedures for communication and collaboration with parents of children/youth with special needs	Evaluation of effectiveness of communication systems and opportunities for family involvement in providing services to children/youth with special needs
An introduction to the team approach to services for children/youth with special needs	Understanding and implementing Individual Education Plans (IEP) and Individual Family Service Plans (IFSP) for children/youth with special needs	Exploration of various educational theories underlying specialized services to children/youth with special needs
Basic principles of making adaptations to programs, materials, and environments	Selecting specific program, material, and environmental adaptations	Evaluation of effectiveness of program, material, and environmental adaptations for specific children/youth with special needs
Understanding laws and regulations regarding services to children/youth with special needs	Examination of program policies and procedures for meeting the needs and rights of children/youth with special needs	Intensive examination of and advocacy for children, youth and/or family's legal right to services

Special Needs Sample Topics

Set One Sample Topics for Oregon Registry Steps 1-7

Developmental indicators of special needs

Purpose and implementation of Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs)

Implementing behavior support and management plans

Health, safety, and nutrition for children/youth with special needs

Risk of child abuse in special needs populations

Feeding issues for children/youth with special needs

Appropriate use of adaptive equipment

Exploring curricula and environments sensitive to special needs

A survey of intervention strategies

Collaboration with specialists to develop and implement special needs plans

Collaborating with families of children/youth with special needs

Working with talented and gifted children/youth

Program's legal requirements and family's legal rights

Sign language

All children/youth have special needs

Set Two Sample Topics for Oregon Registry Steps 7.5-9

Theories of special needs and inclusion

Potential impacts on families who have a child with special needs

Implementation of behavior support and management plans

Inclusion of all children/youth into group activities

Developing IEPs/IFSPs using strength-based, family-centered approaches

Environmental and program adaptations to support children/youth with special needs

Linking human service knowledge and strategies to intervention strategies

Planning curricula to meet IEP objectives and IFSP outcomes

Planning curricula to meet needs of talented and gifted children/youth

Referrals and follow-up using a family-centered approach

Knowledge and implementation of laws for early intervention, early special education, and special education

Planning inclusive programs

Set Three Sample Topics for Oregon Registry Steps 9.5-10

Research in special needs and inclusion

Implementation of appropriate health appraisal procedures

Designing behavior support and management plans

Americans with Disabilities Act compliance and staff training

Developing alternative and augmentative communication systems

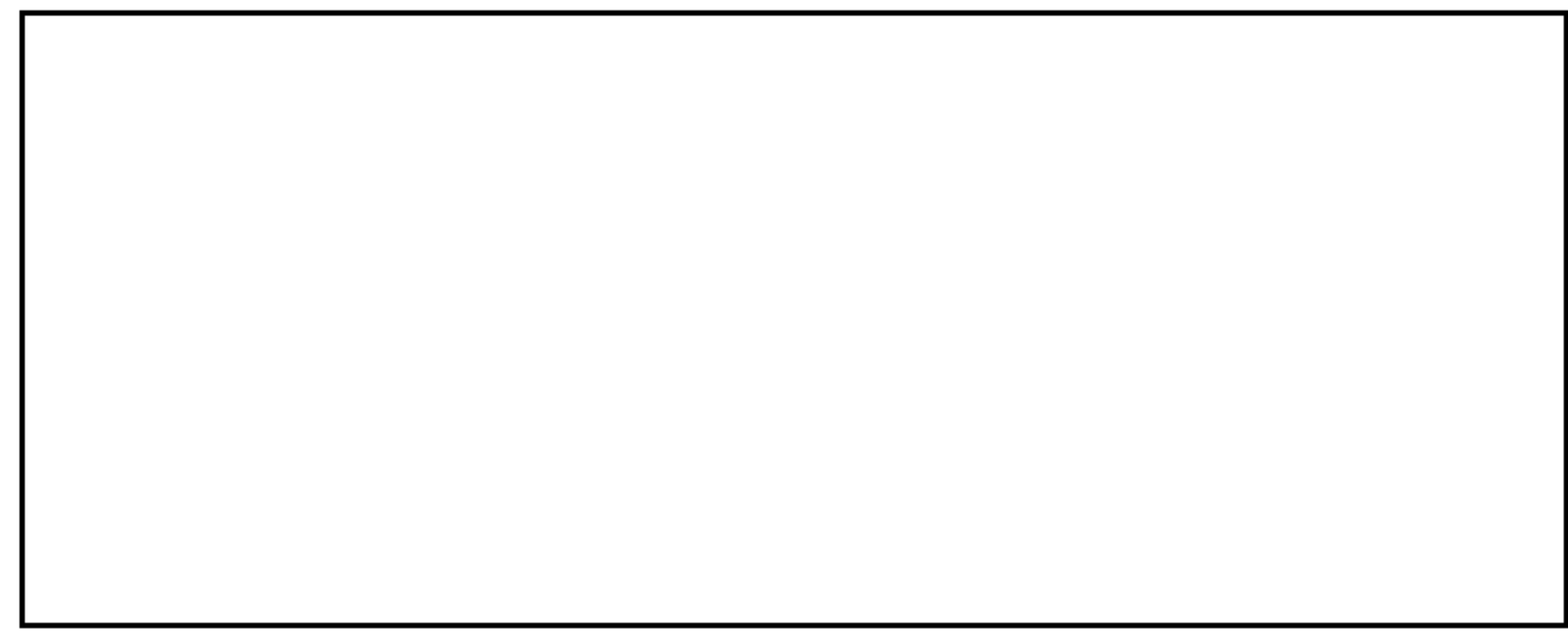
Developing plans to meet health care needs

Working with family members who have special needs

Designing, implementing, and evaluating curricula and environment for inclusion

Advocacy for children's/youth's and families' rights for services

Inclusive practices
Behavior as a special need
Mental illness as a special need
Americans with Disabilities Act and requirements



Understanding & Guiding Behavior

Knowledge of developmentally appropriate and culturally appropriate guidance theories, principles and practices. Providing positive guidance to foster self-esteem, self-regulation, constructive behavior, and positive relationships for children and youth.

Key Concepts:

- Knowledge about understanding and guiding behavior is based upon current principles, theories, and research.
- Understanding developmentally appropriate guidance and discipline strategies come from knowledge of both human development and positive relationships.
- It is important to understand behavior in the context of personal factors, such as developmental stages, individual temperaments, and learning styles.
- It is important to understand behavior in the context of environmental and social factors, such as families, cultures, and other external influences.
- Cooperative strategies of guidance are based upon practices that foster self-esteem, self-regulation, and constructive behavior.

Supporting Explanation:

An understanding of how children and youth develop and knowledge of guidance and discipline theories will lead to strategies that foster self-esteem, self-regulation, constructive behavior, and positive relationships.

A positive regard for children and youth by nurturing adults, in an environment of mutual respect, promotes healthy learning and development. Pro-social behavior can be learned through modeling of appropriate behaviors by others.

When designing programs that support pro-social behavior, it is important to be knowledgeable of both developmental and environmental-social factors, such as diverse values, cultural influences, individual needs, abilities, and learning styles. The end result will be developmentally and culturally appropriate guidance and discipline.

Understanding & Guiding Behavior Standards

Set One Standards for Oregon Registry Steps 1-7	Set Two Standards for Oregon Registry Steps 7.5-9	Set Three Standards for Oregon Registry Steps 9.5-10
Overview of major principles in understanding and guiding behavior	Examination or application of major principles and theories in understanding and guiding behavior	Focused critical examination and comparison between major theories and research on understanding and guiding behavior
Discussion of how developmentally appropriate guidance and discipline strategies come from knowledge of development and relationships	Examination or application of various guidance and discipline strategies to promotion of healthy development and relationships	Analysis and practical research in developmentally appropriate guidance and discipline strategies
Introduction of theory on guidance and behavior	Exploration or application of theory and research on guidance and behavior	Focused critical examination of theory and research on guidance and behavior
Description of behavior in context of personal factors, such as developmental stages, temperaments, and/or learning styles	Examination of behavior in context of personal factors, such as developmental stages, temperaments, and/or learning styles	Theoretical and practical research on behavior in context of personal factors, such as developmental stages, temperament
Description of behavior in context of environmental factors, such as families, cultures, and/or other external influences	Examination of behavior in the context of environmental factors, such as families, cultures, and/or other external influences	Theoretical and practical research on behavior in context of environmental factors, such as families, cultures, and/or other external influences

Understanding & Guiding Behavior Sample Topics

Set One Sample Topics for Oregon Registry Steps 1-7	Set Two Sample Topics for Oregon Registry Steps 7.5-9	Set Three Sample Topics for Oregon Registry Steps 9.5-10
<p>Principles of guiding behavior</p> <p>Appropriate guidance techniques based on human development</p> <p>Developing guidance strategies with families</p> <p>Facilitating the development of self-control and empathy in children</p> <p>Facilitating trust, security, and independence in children</p> <p>Cooperative strategies of guidance</p> <p>Modeling and promoting positive, warm, nurturing relationships</p> <p>Reflecting respect for self and others</p> <p>Supporting children/youth in the process of maturation</p> <p>Appropriate adult supervision</p> <p>Natural consequences</p> <p>Behavior in the context of temperaments</p> <p>Self regulation</p> <p>Brain development and self regulation</p> <p>Behavior and environment</p>	<p>Theories in guiding behavior</p> <p>Cooperative strategies that demonstrate realistic expectations</p> <p>Relationship between trust, security and independence</p> <p>Interactions among guidance, human development, and positive relationships</p> <p>Theories of child development applied to individual and group management techniques</p> <p>Instruction and guidance that address individual differences</p> <p>Development of individual guidance plan</p> <p>Supportive climates that encourage open communication</p> <p>Individual behavior problems related to stress</p> <p>Responding to different temperaments</p>	<p>Research in guiding behavior</p> <p>In-depth study of interactions between guidance, human development, and positive relationships</p> <p>In-depth study of interactions among guidance, learning environment, and curriculum</p> <p>Guidance programs that respect diversity</p> <p>Development of individual and group guidance policies</p> <p>Analysis of cooperative strategies of guidance</p> <p>Intervention and conflict resolution in children's playing and learning</p> <p>Strategies for positive adult-child and child-child communication</p> <p>Research in individual guidance and group management techniques</p>

Glossary

Core Body of Knowledge

The basis for the training and education essential for on-going professional development in the childhood care and education profession; a foundation for both the Oregon Registry and the Oregon Registry Trainer Program

Core Knowledge Category (CKC)

Ten specific core knowledge categories make up the Core Body of Knowledge for Oregon's Childhood Care and Education Profession: Diversity; Families & Community Systems; Health, Safety & Nutrition; Human Growth & Development; Learning Environments & Curriculum; Observation & Assessment; Personal, Professional & Leadership Development; Program Management; Special Needs; and Understanding & Guiding Behavior

Key Concepts

The big ideas in each core knowledge category

Sample Topics

Examples of topics a professional may look for in training sessions, or topics a trainer may use to plan training sessions, workshops, seminars, and other professional development activities that would meet the requirements for core knowledge in the Oregon Registry

Set One, Set Two, and Set Three

A progression of increased depth and breadth of knowledge within each core knowledge category. Each set provides increased knowledge on how to place that knowledge into practice in professional work. The three sets of knowledge are Set One (Introductory Knowledge) for Oregon Registry Steps 1-7, Set Two (Intermediate Knowledge) for Oregon Registry Steps 7.5-9, and Set Three (Advanced Knowledge) for Oregon Registry Steps 9.5-10.

Standards

What the professional is learning within each core knowledge category and within each set of knowledge

Steps

The sequence from Enrollment through Step 12 in the Oregon Registry. Each step represents increased training and education in the Core Body of Knowledge

Supporting Explanation

An explanation of how the key concepts in each core knowledge category relate to best practices and to the everyday work with children, youth and families

Appendix A: THE PROFESSION

The Profession

The profession of Childhood Care and Education is:

- A vital industry with jobs, productive workers, a tax base, and purchases of goods and services.
- A critical workforce allowing many families to work or to gain education necessary to work.

The profession of Childhood Care and Education includes all types of care and education for young children, and before/after school, and summer care programs for school age children and youth. Work in the profession involves care, nurturance, education, relationships, environments, and experiences.

Children and youth are the foundation for the future. Infants become toddlers, toddlers become preschoolers, preschoolers become youth, youth become young adults, and young adults become adults. Children become elementary, high school, and college students, citizens, the core of society, and the future workforce.

Children and youth benefit from high quality experiences, relationships, and environments provided by highly trained and educated professionals.

The Professional

The Childhood Care and Education professional possesses personal attributes appropriate for working with children, youth and families, achieves training and education in an identified core body of knowledge, translates knowledge into practice, accumulates experience in the field, has a strong commitment to professional ethics, and follows professional practices.

Childhood Care and Education professionals are individuals working in many settings and positions within the profession. Childhood Care and Education professionals also use core skills and knowledge in positions within other professions working with children, youth, and families.

Childhood Care and Education professionals work in a variety of settings: family child care homes, child care centers, for profit or corporate programs, not-for-profit or faith-based programs, early intervention or special education programs, Head Start or preschool programs, kindergarten through 3rd grade classes, teen parent or relief nursery programs, and before/after school or summer programs for youth. Individuals may work as family child care providers, child care center staff, teachers, aides, assistants, program staff, coordinators, and specialists.

Childhood Care and Education professionals work in support programs such as: resource and referral agencies, state agencies, independent consulting businesses, professional organizations, and higher education programs. Individuals may provide services for professionals as instructor, trainer, mentor, certification specialist, registration specialist, administrator, director, program support staff, and program management staff.

Professional Development

Professional development is training and education combined with quality professional experience that leads to increased knowledge and quality practice.

Professional development can include many venues and may follow either a college course credit and community-based training path, or a degree and certificate path. Opportunities for professional development may include: individual college credit classes at a community college, university, or private college; community based training sessions; distance learning opportunities; professional organization conferences; state certification or credential programs, and national credential programs.

Appendix B: THE SYSTEM

The Infrastructure

The State of Oregon, Employment Department, Child Care Division has developed an infrastructure to achieve four core outcomes in child care:

- Safety – children and youth are safe and healthy while in care
- Accessibility - parents can find the child care they need when they need it
- Affordability - parents spend less than 10% of household income on child care
- Quality - child care prepares children and youth to succeed in school and life

These core outcomes are joined together and supported by state level policy. Long term planning for each of these core outcomes has strategies for accomplishment and sustainable programs, some of which are funded and some of which exist as known gaps in service. Each of these core outcomes also has indicators of achievement.

One of the strategies in the State of Oregon’s plan and infrastructure to achieve quality is the development and operation of a Professional Development System.

Professional Development System

The Oregon Professional Development System is a framework that weaves the profession together.

A Professional Development System includes:

- Core body of professional knowledge
- Professional development pathways leading to achievement of that knowledge
- Professional standards and qualifications
- Professional certifications and credentials
- Trainer and training approval and evaluation systems
- Professional, personal, and leadership development opportunities
- Multiple delivery methods for professional development
- Access to and outreach for professional development opportunities
- Mentoring, coaching, advising, and peer support
- Quality practices
- Research and evaluation
- Public engagement efforts and initiatives
- Funding for professional development
- Scholarships
- Compensation and retention initiatives

- Quality rewards and reimbursements

The National Picture

Oregon is connected to the two primary resources for the development and implementation of state professional development systems.

The National Child Care Information Center (NCCIC), a service of the Child Care Bureau, provides professional development system information and resources, development of a national core knowledge crosswalk, and links to other federal initiatives.

The National Registry Alliance (NRA) is a professional organization of administrators of state professional development systems. The National Registry Alliance provides information and support for state professional development systems, national leadership, and the opportunity for connection to and collaboration with other states.

The Oregon Center for Career Development in Childhood Care and Education

The Oregon Center for Career Development in Childhood Care and Education (OCCD) works as part of the state infrastructure to set professional standards, develop systems for professional development, and provide support through professional development programs and services.

In carrying out its work, OCCD values national leadership and research, follows the state plan and infrastructure, and within that infrastructure acts as a coordinating agency in collaboration with partners. In developing programs, OCCD assures stakeholder input and feedback, uses pilot programs and field tests, implements proven practices, and conducts annual reviews.

Programs and Supports for Professionals

There are many programs operated by agencies within the state infrastructure, which support quality. Some of the programs and supports that are connected to professional development include:

- Oregon Registry: Pathways to Professional Recognition in Childhood Care and Education
- Oregon Registry Trainer Program
- Oregon Statewide Scholarship Program
- Oregon Child Care Resource and Referral Network and Programs (OCCRRN)
- Oregon Statewide Mentoring Program
- Oregon Statewide Training Initiatives
- Oregon AfterSchool for Kids (OregonASK)
- Oregon Inclusive Child Care Program
- Oregon Professional Organizations and Conferences
- Oregon Child Care Training Calendar
- Oregon Child Care Quality Indicators

Benefits and Results

The benefit and result of a state professional development system and a variety of programs and supports for professionals is a well trained and educated workforce in the field of childhood care and education.

A quality workforce results in high quality programs and services for children, youth, and families.

High quality programs and services for children, youth and families result in the positive growth and development of children and youth and a stronger social, educational and economic future.

Appendix C: THE PROCESS

Development of the Core Body of Knowledge for Oregon's Childhood Care and Education Profession

This document is a result of many hours of team effort and in-depth research.

The Professional Development Registry Work Group and the Trainer Standards Work Group of the Training and Quality Committee of the State Childhood Care and Education Coordinating Council developed the core knowledge categories and the professional steps. The subsequent Implementation Work Group reviewed a model for the standards and sets for each level professional development step and each core knowledge category.

The Core Body of Knowledge was developed after studying childhood care and education professional core knowledge and standards from many other states such as Iowa, New York, New Jersey, Pennsylvania, Kentucky, Hawaii, Colorado, Missouri and Kansas. Other documents that contributed to the Core Body of Knowledge were: NAEYC criteria for program accreditation, Oregon Early Childhood Foundations learning standards, Oregon K-12 Content and Benchmark Standards, Rating Scales, and Bloom's Taxonomy for educational objectives.

The Core Body of Knowledge was reviewed and minor revisions were made in Fall of 2007 with guidance from Oregon Registry Trainers, Oregon Registry Review Teams, mentors, Professional Development Standards Subcommittee, Sponsoring Organizations, resource & referral program staff and other state and local partners.

The Importance of the Core Body of Knowledge

The Core Body of Knowledge is a cornerstone of Oregon's Professional Development System.

- The Core Body of Knowledge provides a foundation for the Oregon Registry and the Oregon Registry Trainer Program.
- The Core Body of Knowledge outlines what a childhood care and education professional is learning within each core knowledge category and within each set of knowledge.
- The Core Body of Knowledge provides guidance for best practices in order to provide high quality care and education for children and youth.
- The Core Body of Knowledge provides guidance for the content and depth of professional development activities provided to those professionals who work with children and youth.

COLLECTION AND MANAGEMENT OF DATA TO BE USED IN OREGON EQUIP

Oregon is anchoring its quality improvement effort with data systems that will support system measurement at any point in time as well as over time. Oregon Registry Online (ORO) will capture person-level data and is being designed to enable Oregon to ask basic policy-relevant questions about the child care and education workforce. The Quality Indicator Program (QIP) database captures facility-level data and allows us to produce annual Quality Indicator Reports and basic descriptive statistics such as average education of teachers and directors. QIP data has been collected by Child Care Licensing Specialists (CCD), entered and checked by the Oregon Child Care Resource and Referral Network (OCCRN), and analyzed and reported by Oregon State University (OSU). QIP data collection and management will move to CCD at some point in time.

The credibility of QIP and to some extent ORO and EQUIP itself depends on the accuracy, completeness, and currency of its data. QIP reports that are inaccurate because of errors in data collection, entry, management, analysis, or reporting put the credibility and usefulness of QIP at risk. If people do not trust the accuracy of the reports and overall findings, achievement of our goals is put at some risk.

The Office of Planning, Research and Evaluation (OPRE) of the federal Administration for Children and Families (ACF) has contracted with Child Trends to support research and evaluation of state quality improvement systems and this initiative is called QRIS INQUIRE. At its August meeting the issues around the quality of QRIS data was a major topic—the value and credibility of a QRIS depends on the accuracy of the findings reported on each person or facility. The planners shared a chapter on collecting and managing data in research written by Peg Burchinal, a leading child care and education researcher. The group decided that what was needed was a similar document for those of us working with state data systems such as registries, licensing, and other data systems used in QRISs. Our timelines here in Oregon don't allow us to wait for the paper. The following is a first draft of standards which will enable a state to use state data systems (registry, licensing, QIP, etc.) to produce reports that will have stakeholder trust and provide accountability for quality improvement efforts.

BEST PRACTICES TO ASSURE THAT DATA IS ACCURATE, COMPLETE, AND CURRENT

SYSTEM COMPONENT	BEST PRACTICES	OREGON CHALLENGES	OTHER
STRUCTURE BEFORE DATA COLLECTION (i.e., data tools and systems)	Structure and contents of database should be designed and a tracking system created before data collection.	Some data bases already exist	
	Determine consistent and comprehensive ID across systems.		
	Design a master file with important information that will not change over time or systems.	7 essential/core identification variables: a) first name, b) city of birth, c) ssn, d) birthdate, e) gender, f) last name, g) email	<u>To do</u> : create a master list of facility information to see what is collected and what wouldn't change over time
	Plan or system for updating longitudinal databases and time changing information without overriding or replacing information.	One thought was to have 2 fields: 1) date of change, 2) reason for change.	
	Plan data entry and processing including quality assurance practices so that: <ul style="list-style-type: none"> a) Questionable values are identified and either resolved or flagged for later resolution b) Provide list of acceptable values for each datum and a list of fields that are required, and code to enter for missing values (communicate reason for missing) c) Independent data entry with comparisons for discrepancies d) Structure including conventions for naming variables, writing labels, setting up checks for inconsistencies and other errors e) Set up tacking system so that manager can track data collection for each facility or person each year and over time – if data not collected reason clearly coded 		

SYSTEM COMPONENT	BEST PRACTICES	OREGON CHALLENGES	OTHER
DATA COLLECTION METHOD	<p>Method (telephone, mail, internet, mixed method, administrative records) used to collect data is done using rigorous data collection procedures.</p> <ul style="list-style-type: none"> a) all forms/instruments are field-tested b) as many forced choices as possible c) includes verification procedures d) steps are taken to achieve a high response rate 	<p>QIP—logs now completed by directors and providers. Directors will edit/revise/add to pre-populated logs</p>	<p>Kitty—accuracy challenged by having 5,000 different people enter data into logs</p>
DATA ENTRY	<p>Persons who enter data into the database have manual , are trained, and have easy access to manager who can resolve issues in a timely manner.</p>		
	<p>Facility and individual ids are matched/checked to be sure that data is entered for the right facility/person (key identifying variables checked against a master file) and that the ids are the same as in other databases.</p>		
	<p>Checks are built into database for out-of-range values.</p>		
	<p>Reasons for (1) missing unit (e.g. facility or person), (2) missing value for an individual variable, or (3) missing a particular form are entered using agreed upon missing value codes (e.g., don't know, refused, missing, skip/not applicable).</p>		
DATA MANAGEMENT	<p>Data elements are verified or at least checked for accuracy. Understand which variables are self-report versus ones that can be verified with other data sources.</p>		
	<p>Data elements are not overridden.</p>		
	<p>At each stage, a new version of the data set is created so that old versions are not destroyed and can be retrieved if needed.</p>		

SYSTEM COMPONENT	BEST PRACTICES	OREGON CHALLENGES	OTHER
DATA MANAGEMENT <i>(continued)</i>	<p>A codebook/data dictionary is maintained that addresses information such as:</p> <ul style="list-style-type: none"> • Variable name and its abbreviation if relevant • Source of data for each variable • Description of each variable • Values for each variable (allowable value and what they mean) • Description of each variable • Documentation of any changes in the variable name • Structure of field: length, integer/text • Comments 	A way to identify verification status (yes, no, not applicable) for each variable.	
	Data entry person reports errors on items that manager needs to resolve.		
	Tracking system ensures easy access to individual files and files are kept together over time.		
	All changes will be documented so manager can tell why data differs from paper form or other original data source—signed change record kept in individual file.		
DATA ANALYSIS	Need to ensure that data set is complete, current, and as accurate as possible before any analyses are completed. The data should be cleaned and checked for out-of-range variables.		
	Complete an expanded codebook/data dictionary that includes variables created for analysis.		
	Maintain confidentiality if appropriate.		
	Secure, store, and regularly back up data.		

(b)(6)

Early Childhood Foundations and Born to Learn Ages Birth to Five

Oregon's *Early Childhood Foundations* are learning guidelines that describe what children should know, understand and be able to do during the first five years of life. The *Foundations* support school readiness by promoting healthy child development, early learning and effective teaching strategies. They inform parents about healthy child development and assists parents in supporting their children. Additionally, the *Early Childhood Foundations* are intended to be used by early childhood providers and teachers working with young children in all settings across the early childhood system. Early childhood settings include child care centers, family child care homes, private preschools, Early Head Start/Head Start and others.

Born to Learn is a companion document to the *Early Childhood Foundations*. It is a practical training manual developed to assist early childhood providers, teachers, and parents make the connection between what children are learning and how they can enhance that learning by aligning activities with the *Early Childhood Foundations*. *Born to Learn* is based on best practices for how children learn and describes quality early learning environments and experiences. It discusses how play-based activities and routines support children's development and learning.

Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

Oregon Department of Education, Office of Student Learning and Partnerships

<http://www.ode.state.or.us/search/results/?id=146>

Ready for School Initiative

<http://www.ode.state.or.us/search/page/?id=870>

**This product is made possible in whole or in part with funds from the
Oregon Department of Education/Head Start Collaboration Project
Department of Employment/Child Care Division
Oregon Commission on Children & Families**

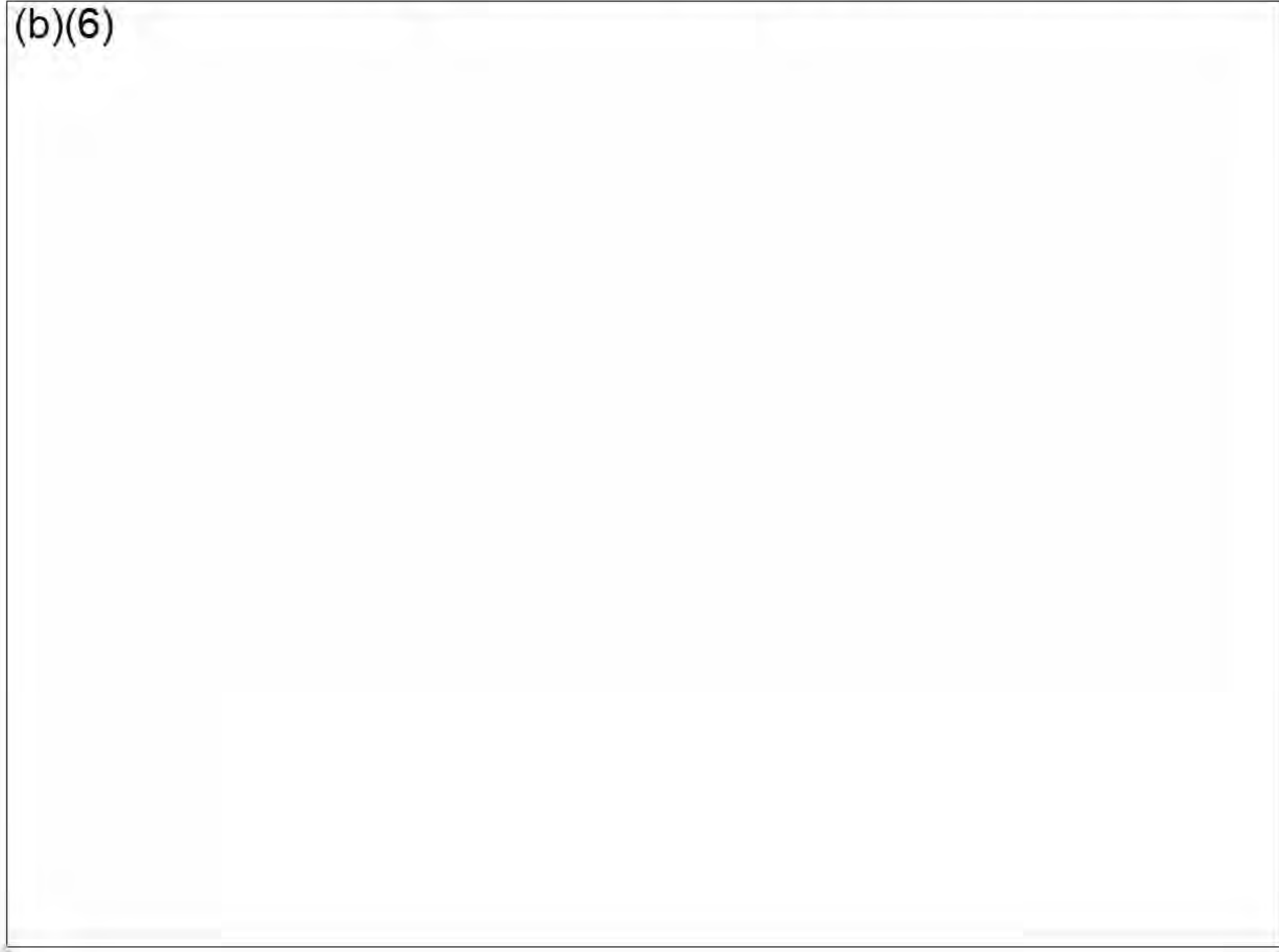
Special Acknowledgement to:

Nebraska Department of Education and Nebraska Health & Human Services System
Kentucky Department of Education
Head Start Child Outcomes Framework

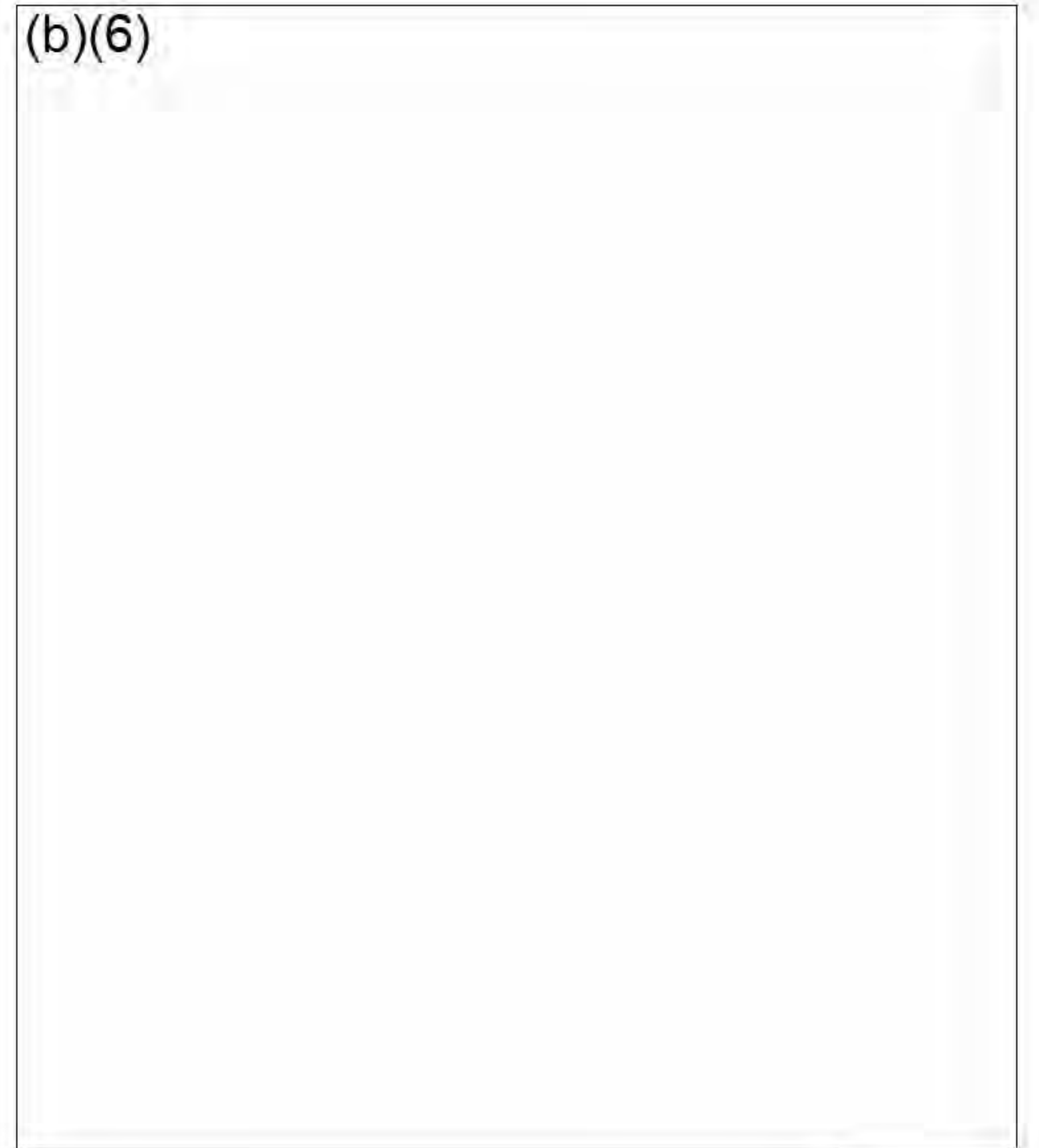
Early Childhood Foundations

A Companion Document to the Born to Learn

(b)(6)

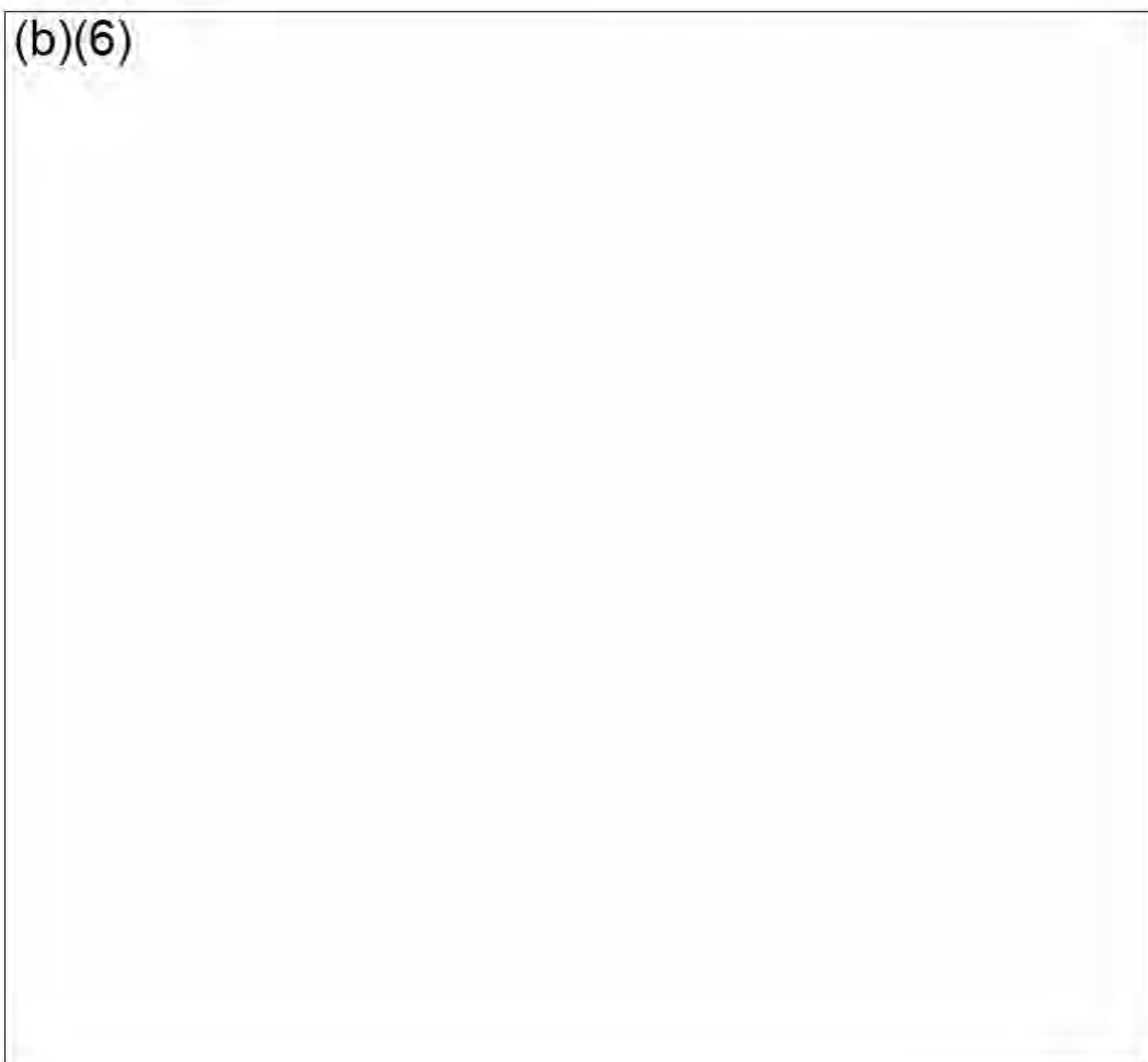


(b)(6)

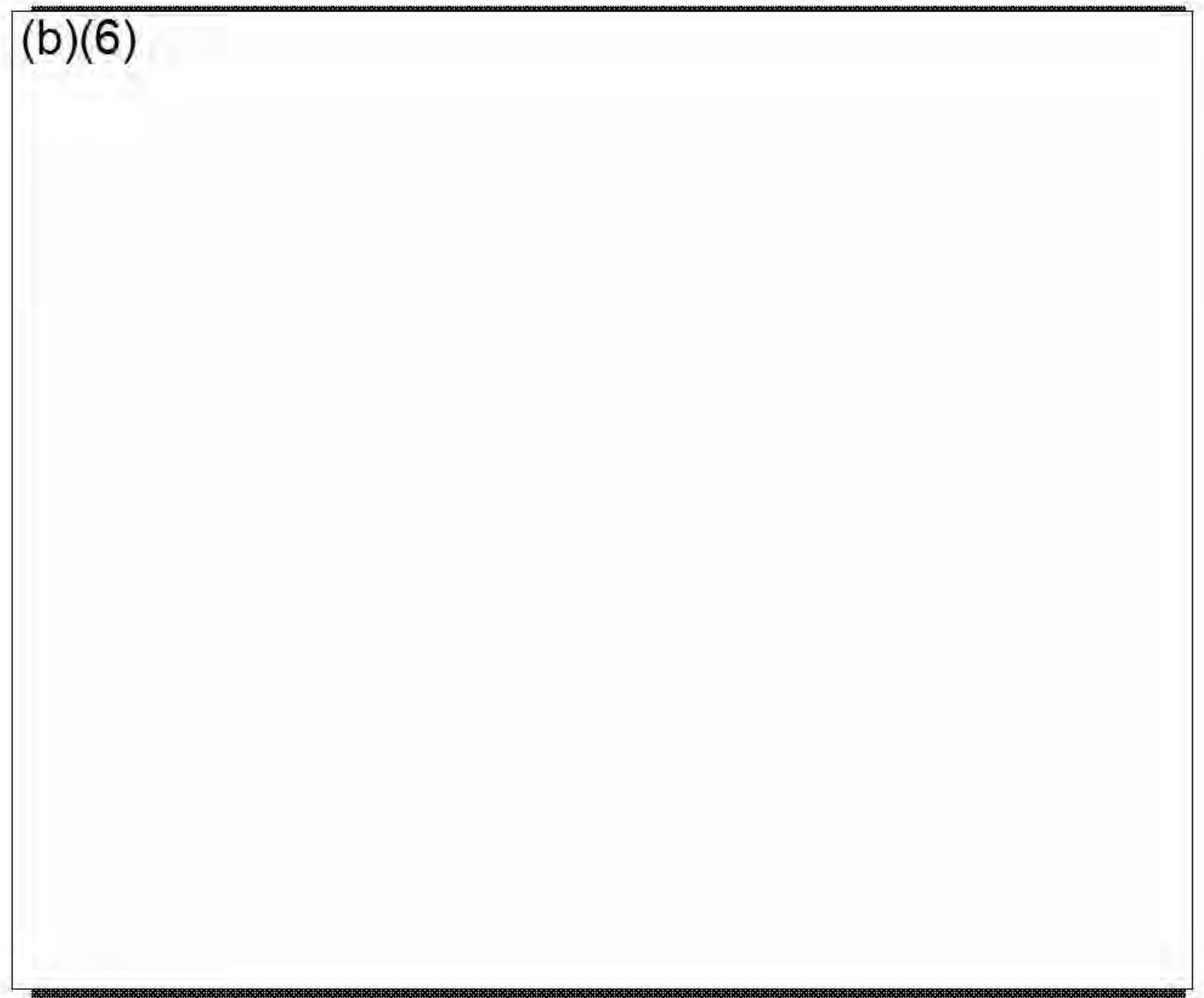


Building Upon Early Childhood Foundations

(b)(6)



(b)(6)



INTRODUCTION

OREGON EARLY CHILDHOOD FOUNDATIONS Ages Birth to Five

Preface

“Research has established a clear and compelling connection between the quality of children’s learning experiences and later success in school and in life.”
 (“Starting Early Starting Now,” Education Commission of the States, 2001)

Parents, families, Child-Care, Pre-school and Pre-Kindergarten programs that support the natural development of children and provide effective teaching practices stimulate children’s intellectual and social emotional growth, both critical to their future success in school.

Oregon is committed to a comprehensive early childhood system that ensures the health, education and well being of every child. The whole community must share the responsibility of such a system. Parents, care-givers, teachers, policy makers, schools, state and community agencies must partner to reach Oregon’s goal of each and every child entering school physically and emotionally healthy, eager to learn and prepared for life-long success.

The Oregon Early Childhood Foundations, Ages Birth to Five are “guidelines.” They are intended as a resource to assist parents, family members, early childhood teachers, caregivers and other adults promoting the development and learning of young children. They are designed to help children acquire important skills and concepts across all areas of development.

OREGON'S EARLY CHILDHOOD FOUNDATIONS: What They Are and How They Should be Used

The Oregon Early Childhood Foundations are a new resource providing “guidelines” for all adults working with children ages birth to five. They are designed to assist Parents, Families, Child-Care Providers, Pre-school and Pre-Kindergarten Programs promote learning and healthy development of Oregon’s young children.

Oregon’s Early Childhood Foundations are presented as a framework of building blocks that are important for school success. The Early Childhood Foundations are intended to be inclusive of all children -- English language learners, children with special health care needs, children with disabilities, and children who are typically developing -- recognizing that children may develop on the continuum at different times and in different ways. The Foundations are not an exhaustive list of everything a child should know or be able to do by the end of preschool. The Early Childhood Foundations are a guide, NOT a curriculum or a checklist of what all children can do.

The Early Childhood Foundations **SHOULD** be used to:

- Guide educators in the development of curriculum;
- Guide families and caregivers as they support their child’s development from ages birth to five;
- Focus conversations among families, caregivers, teachers, community members and legislators about the education of young children;
- Provide early childhood leaders direction for development of early childhood professional training programs and staff development;
- Provide a framework for administrators to oversee curricula practices and advocate for resources; and
- Guide the selection of assessment tools that are appropriate for learners from a variety of backgrounds with differing abilities.

DO NOT USE The Early Childhood Foundations to:

- Assess the competence of young children;
- Mandate specific teaching practices or materials;
- Determine rewards or penalties for educational personnel;
- Prohibit children from entering kindergarten; or
- Exclude groups of children because of disabilities or home language.

Domains of Development

Each domain area is considered equally important for the healthy development of the child. All domains should be integrated into the daily activities of the child. Some children may go beyond what is listed in the Early Childhood Foundations and some may not demonstrate development in a specific area. Because children develop at their own rate and differently in each domain area it is critical to be aware of, and meet each child's individual needs.

Eight Domains of Development

- Social and Emotional Development
- Approaches to Learning
- Physical Education and Health
- Language and Literacy Development
- Mathematics
- Science
- Social Science
- The Arts

Each domain area contains multiple key elements relating to the development of the domain.

Each domain is aligned with Oregon K-12 Standards (where State Standards exist), and the Head Start Child Outcomes Framework.

Each domain area has information relating to developing skills and knowledge for children ages birth to five.

Structure of the Oregon Early Childhood Foundation Document

Domain area and key elements:

- Each domain area and the key elements within the domain is individually presented

Overview:

- A brief review of the domain.
- Identification of the related Oregon K – 12 Standards and the Head Start Child Outcomes Framework

Layout for Individual Key Elements Within Domain Areas Include Three Sections:

A. Early Childhood Foundation:

- General knowledge and skills children are developing,
- Generalizations about most children's development and learning over time

B. Indicators: Observable Behaviors

- **The Child**, observable behaviors that demonstrate a continuum of growth toward the foundation knowledge and skills
- **The Adult**, examples of what adults can do to support children's growing and learning

D. Supportive Learning Environments:

- What must be considered when setting up indoor/outdoor space and materials

Resources:

- List of books related to each domain area for Parents, Families, Child-Care Providers, Pre-school and Pre-Kindergarten Programs (all of those working with young children and their families)
- List of books to use with children

GUIDING PRINCIPLES: How Young Children Grow and Learn

Knowledge about how children grow and learn informs successful practices for all children and in all settings. The following “Principles” of child development and learning should influence the environment, curriculum and strategies for teaching.

Children are Active Learners

- Children make meaning and learn through daily experiences and interactions with people, places and things. Relationships, play, curiosity, new experiences, and exploring their world provide children the foundations for learning. How children feel about themselves and how they interact with others and ideas impact their view of themselves as learners.

Each Child is Unique and Learns on His/Her Developmental Timeline

- All children are learners and each has unique characteristics that influence learning. Individual children vary in rate of development and learning. Children do not all achieve the same developmental milestones at the same rate or time. (All children do not walk at the same time or cut their teeth at the same time...they do not develop in all learning domains at the same time or rate) Each individual learner is influenced by genetics, the environment, experiences, interests, and motivation for learning. Learning often is uneven and may occur in spurts.

Learning That is Integrated Across All Areas of Development is Most Meaningful

- Children continuously construct knowledge, that is, make meaning, and integrate new ideas and concepts into their existing understandings. They seek connections between past and current experiences and knowledge. Each child’s achievement in language and learning are influenced by the social and emotional experiences during their development. Mathematical and scientific understandings are impacted by the ability to communicate. Domain areas of development and learning are not divided by clear lines but rather cross and intersect enriching the opportunity for each child’s growing understanding of concepts.

Learning is Continuous and Sequential

- Children’s understanding grows from simple to complex (or from concrete to abstract). New knowledge is built upon previous experiences.

Development and Learning are Deeply Influenced by Culture and Supported by Family

The child’s home language, knowledge, traditions and family expectations and experiences are the primary influences on development. Consistent, nurturing relationships within the family and community promote learning and secure, successful children.

Special Acknowledgement

The Oregon Department of Education and the Oregon Child Care Division acknowledges and gives special thanks to:

Nebraska Department of Education and Nebraska Health & Human Services System,

Kentucky Department of Education and

Head Start Child Outcomes Framework

Nebraska's "Early Learning Guidelines," Kentucky's, "Building A Strong Foundation for School Success" and the "Head Start Outcomes Framework" helped guide the development of Oregon's Early Childhood Foundations. Their "pioneer" work as well as those of California, Washington, Idaho, Hawaii, Illinois, Minnesota, and Connecticut is nationally recognized as positive steps towards building a better future for all of America's children.

Oregon is proud to join with the Nation's Early Childhood Leaders to provide guidelines for Oregon in the field of Early Childhood Care and Education. We will be honored if our document is as helpful to others as all of those from whom we borrowed.

APPROACHES TO LEARNING

Birth to Three

Early Childhood Foundation: Initiative and Curiosity

Children make independent choices and approach tasks with interest and eagerness by:

- Showing curiosity towards new people, toys, items or events
- Showing curiosity and initiative in using objects
- Showing interest in new people, experiences, toys and environments
- Trying new activities or tasks

Indicators: Observable Behaviors

The Child

- Shows curiosity towards and plays with a variety of sensory matter (play dough, glue, sand paper).
- Shows initiative in how objects can be used such as turning cup right-side-up or putting car upright on wheels.
- Laughs or smiles at adults who are engaging in unexpected events.
- Displays shyness at first, but usually able to warm up after developing sense of safety and trust when meeting new people.
- Takes pride in own achievements and sometimes resists help.

The Adult

- Experiences the outside world with children through play and conversations.
- Encourages curiosity through exploring new events and toys.
- Asks open ended questions to engage a child's imagination ("What is happening over there?").
- Answers children's questions with enthusiasm and encouragement.
- Helps children find answers through active hands-on exploration.
- Sets up materials and activities for exploration.
- Introduces a variety of events and items into the environment at home, outside in the car or in a group setting.

Supportive Learning Environments Include

- A safe, natural space for children to play and explore outdoors
- Opportunities for sand and water play
- A variety of different or new items and events to inspire curiosity and initiative

APPROACHES TO LEARNING

Birth to Three

Early Childhood Foundation: Reasoning and Problem Solving

Children make independent choices and approach tasks with interest and eagerness by:

- Exploring the environment and persisting when facing challenges
- Experimenting with cause and effect

Indicators: Observable Behaviors

The Child

- Looks for and finds an object or person that disappears from sight.
- Tries one or two ways to reach an object or person (rolls over, moves around something to reach a desired object).
- Uses repetition to discover materials or new skills.
- Looks at the adult for help when trying to accomplish a new task (hands the toy to the adult to open).
- Manipulates toy or household item to cause an action (hits the pot to make a loud noise).
- Combines two familiar objects in a functional manner, such as putting blocks in their container or putting a spoon into the bowl.
- Uses an object as a tool.

The Adult

- Watches closely and describes to children what they are experiencing.
- Answers children's questions with enthusiasm and encouragement.
- Helps children find answers through active hands-on exploration.
- Provides opportunities to increase the child's ability to make independent choices by setting up activities for exploration.
- Introduces a variety of events and items into the environment at home, outside, in the car or in a group setting.
- Gives children time to problem solve without intervening.
- Experiences the outside world with children through play and conversations.

Supportive Learning Environments Include

- A safe, natural space for children to play and explore outdoors
- Opportunities for sand and water play
- A variety of different or new items and events to inspire curiosity and initiative

Resources

125 Brain Games for Babies; Jackie Silberg

125 Brain Games for Toddlers and Twos: Simple Games to Promote Early Brain Development; Jackie Silberg

Baby Play and Learn; Penny Warner

Childspace Infants and Toddlers: A Program Guide and Caregiver Workbook; Jane Warren

Games to Play with Babies; (3rd Edition) Jackie Silber

Higglety Pigglety Pop; Jackie Weismann

Infant/Toddler: Introducing Your Child to the Joy of Learning; Earladeen Badger

Learning Through Play: Blocks; Ellen Booth Church

The Right Stuff for Children Birth to 8; Selecting Play Materials to Support Development (NAEYC); Martha Bronson

Thrifty Nifty Stuff for Little Kids; Dee Blose

What's Going On In There?: How the Brain and Mind Develop in the First Five Years of Life; Lise Eliot

Books for Children

Alphabet Under Construction; Denise Fleming

The Boy Who Wouldn't Go to Bed; Helen Cooper

Brown Bear, Brown Bear What Do You See?; Bill Martin, Jr.

Color; Ruth Heller

Corduroy; Don Freeman

From Head to Toe; Eric Carle

Goodnight Moon; Margaret Wise Brown

I Can; Helen Oxenbury

Maisey Drives The Bus; Lucy Cousins

Snow Play; Kate Spohn

What Does Baby Say?; Karen Katz

This product is made possible in whole or in part with funds from the Oregon Department of Education 3
and the Department of Employment, Child Care Division.

LANGUAGE AND LITERACY DEVELOPMENT

Birth to Three

Early Childhood Foundation: Listening and Understanding

Children gain information and understanding by observing, listening and responding to home language and English by:

- Responding to sounds in the environment
- Responding interactively with others
- Recognizing and responding to the meaning of familiar words
- Following simple or routine directions

Indicators: Observable Behaviors

The Child

- Smiles at person who talks or gestures to him/her.
- Waits for adult to take a turn in simple turn-taking routines, such as making sounds or pounding on the table.
- Responds with appropriate gestures to greetings/salutations, such as “bye bye”.
- Recognizes names of familiar objects, such as bottle or “binkie”.
- Responds to “give me” by relinquishing the object.
- Retrieves a familiar object on request from an adult.

The Adult

- Engages children in back and forth communicating.
- Pairs words with actions and objects during play activities and daily routines.
- Follows child’s lead, commenting on the child’s actions and sounds.
- Engages children in songs, rhymes, finger plays and stories.
- Names and describes people, things and actions.
- Expands on child’s language and answers questions.
- Encourages parents to develop and maintain their first language in the home.

Supportive Learning Environments Include

- Stories, songs, words and games in English and non-English
- Durable cloth, board or vinyl books, soft toys and puppets which are accessible throughout the day
- Sturdy board, vinyl and cloth books, photo albums and magazines with pictures

LANGUAGE AND LITERACY

Birth to Three

Early Childhood Foundation: Speaking and Communicating

Children use non-verbal communication and language in home language to express needs, wants and ideas by:

- Using sounds or body movements to communicate
- Using words to communicate
- Initiating and participating in conversations and thoughts
- Using a growing vocabulary
- Using multi-word sentences

Indicators: Observable Behaviors

The Child

- Requests continued actions of a toy or activity through body movements, eye contact or vocalizations.
- Indicates preferences such as “no more” by turning or pushing away or raising arms to be picked up.
- Uses single words to request information.
- Answers and asks simple questions.
- Labels objects and people.
- Uses two-word sentences that combine two concepts or thoughts, such as “daddy go” or “eat cookie”.
- Uses plurals.

The Adult

- Uses alternate ways to communicate when needed (gestures, sign language).
- Builds on interests to introduce new words and ideas during play.
- Engages child in back and forth conversations or interactions.
- Understands that crying or acting out is a child’s way of communicating wants and needs.
- Provides opportunities for children to engage in conversation.
- Responds to toddler’s cues and communications.

Supportive Learning Environments Include

- Materials that encourage face to face interactions (books, puppets, dolls and mirrors)
- Pictures of children and their families (books and photos)

LANGUAGE AND LITERACY DEVELOPMENT

Birth to Three

Early Childhood Foundation: Phonological Awareness

Children use sounds in a variety of contexts by:

- Imitating sounds and words
- Making oral rhymes or identifying syllables in spoken words
- Hearing beginning sounds and ending sounds in words
- Listening and telling differences in phonemes (smallest parts of sound in a spoken word)

Indicators: Observable Behaviors

The Child

- Imitates sounds when made by caregiver
- Attempts to make own mouth move like that of an adult
- Imitates familiar two-syllable words
- Imitates a variety of novel words
- Joins in reciting the rhyme and clearly says some key words
- Plays with language by repeating new words and making up nonsense words

The Adult

- Engages children in songs, finger plays and stories.
- Engages child in simple rhyming games that identify beginning syllables of words (Anna Banana).

Supportive Learning Environments Include

- Stories, songs or word games throughout the day
- Books that contain rhyming words (Cat in the Hat)

LANGUAGE AND LITERACY DEVELOPMENT

Birth to Three

Early Childhood Foundations: Book Knowledge and Appreciation

Children enjoy books and care for books by:

- Handling books appropriately
- Understanding the pictures and stories in books

Indicators: Observable Behaviors

The Child

- Manipulates books by looking, patting, pointing or turning pages.
- Acts out part of simple, familiar story.
- Holds book right side up.
- Turns pages front to back.
- Points to and names familiar pictures.
- “Reads” book to others, making multiple-word utterances to tell the story.
- Notices and reacts to changes in familiar stories.

The Adult

- Provides a variety of books and pictures that are accessible.
- Looks at and names pictures in books with the child.
- Provides books with simple realistic pictures to build vocabulary.
- Provides daily lap reading time.
- Provides books that engage senses (different textures, se of colors).

Supportive Learning Environments Include

- Soft, cozy place for looking at books (pillows, rugs, stuffed animals)
- Many types of durable children’s books accessible to children

LANGUAGE AND LITERACY DEVELOPMENT

Birth to Three

Early Childhood Foundation: Print Awareness and Concepts

Children develop awareness that symbols and print carry meaning and purpose by:

- Recognizing objects and the relationship of pictures to objects and actions
- Recognizing familiar signs and symbols
- Recognizing print as different from pictures or random lines
- Showing involvement and pleasure in being read to

Indicators: Observable Behaviors

The Child

- Attends to picture book for up to 3-5 minutes.
- Recognizes familiar/favorite books.
- Uses a few words to label objects or to name people.
- Names line drawings of common objects.
- Selects pictures of familiar actions.
- Recognizes the covers of several books and labels them.
- Recognizes familiar signs and labels (e.g., fast food restaurant symbol) or logos (e.g., cereal box label).
- Recognizes own name on bedroom wall, coat rack or on chart used for classroom opening activities.

The Adult

- Provides a variety of books and pictures that are accessible.
- Looks at and names pictures in books with the child.
- Points to and describes actions of characters in the pictures.
- Provides daily lap reading time.

Supportive Learning Environments Include

- Soft cozy place for looking at books (pillows, rugs, stuffed animals)
- Many types of durable children's books accessible to children

LANGUAGE AND LITERACY DEVELOPMENT

Birth to Three

Early Childhood Foundations: Early Writing

Children use symbols (pictures, scribbles) to represent ideas and words by:

- Showing interest in exploring writing
- Using tools to make marks, symbols, pictures
- Using symbol to represent name

Indicators: Observable Behaviors

The Child

- Bats at, reaches for, grasps or mouths objects placed within reach.
- Reaches for and picks up objects when placed in visual field.
- Manipulates objects with hands and fingers.
- Uses pincer grasp (i.e., thumb against tip of index finger).
- Uses writing tools.
- Scribbles spontaneously.
- Imitates a vertical stroke and horizontal stroke.
- Pretends to write.
- Copies simple shapes (e.g., circle, cross, square).
- Attempts to make symbol/s to represent name (e.g., to put name on picture).

The Adult

- Provides crayons and other art materials for an infant to explore.
- Respects scribbles as early forms of writing.
- Writes name of child on artwork.
- Models the use of writing and drawing in everyday activities.
- Writes child's dictation of story on artwork.
- Reads stories and points out letters or plays with magnet letters.
- Respects all attempts at writing by child.

Supportive Learning Environments Include

- A variety of writing tools, large sheets of paper, paint and brushes
- Displays of children's art
- Pictures or posters with words

Resources

The Creative Curriculum for Infants & Toddlers; Amy Laura Dombro, Laura J. Colker, and Diane Trister Dodge

Growing Up Reading: Learning To Read Through Creative Play; Jill Frankel Hauser

Learning Language and Loving It: A Guide to Promoting Children's Social and Language Development; Elaine Weitzman and Janice Greenber

Literacy: The Creative Curriculum Approach; Cate Heroman and Candy Jones

Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever, Mem Fox

Starting Out Right: A Guide to Promoting Children's Reading Success; Catherine E. Snow, M. Susan Burns, and Peg Griffin

The Scientist in the Crib: What Early Learning Tells Us About the Mind; Alison Gopnick, Andrew N. Meltzoff, and Patricia K. Kuhl

Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings; Jacalyn Post and Mary Hohmann

Young Children and Picture Books: Literature from Infancy to Six (NAEYC); Mary Renck Jalongo

Books for Children

I Love You, Sun I Love You, Moon; Karen Pandell and Tomie dePaola

My First Animal Board Book; Dorling Kindersley Publishing

My First Baby Games; Jane Manning

My Very First Mother Goose; Iona Archibald Opie

Time For Bed; Mem Fox

Who's Peeking?; Charles Reasoner

What Is That?; Tana Hoban

In the Tall, Tall Grass; Denise Fleming

Jessie Bear; What Will You Wear?; Nancy White Carlstrom

Mama Mama or Papa Papa; Jean Marzollo

On Mother's Lap; Ann Herbert Scott

Ten, Nine, Eight; Molly Bang

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division. 7

MATHEMATICS

Birth to Three

Early Childhood Foundations: Number and Operations

Children show awareness and interest in counting and grouping objects and numbers by:

- Matching and grouping objects
- Counting using names of numbers
- Understanding number concepts

Indicators: Observable Behaviors

The Child

- Indicates preference (wants more).
- Experiments with quantities and space (stacks blocks, fills containers, dumps contents).
- Manipulates similar objects (blocks, rings).
- Counts in Nursery Rhymes or songs, such as “Three Little Monkeys”.
- Sorts objects into separate piles.
- Compares quantities of small groups (all, more, less).
- Counts to five or higher from memory.
- Identifies a single piece of a puzzle as “one”.
- Gives 2 items when asked.

The Adult

- Describes children’s activities using words related to quantities (one, more, another).
- Exposes child to numbers and number concepts in pictures, books and songs.
- Provides materials to explore and manipulate that are not a choking hazard.
- Models counting objects.
- Provides counting finger plays and songs throughout the day.
- Looks for opportunities for child to pair and count objects.

Supportive Learning Environments Include

- Material available and accessible within the daily routine that child can manipulate and explore (rattles, blocks, magnetic shapes, pots and pans)
- Includes materials that encourage and provide examples of the use of numbers (books, pictures, toys)

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

MATHEMATICS

Birth to Three

Early Childhood Foundation: *Geometry and Spatial Sense*

Children shows interest in shapes and their relationships in space by:

- Using blocks or other materials to build or create
- Recognizing and using shapes to create a pattern
- Experimenting with gravity and space

Indicators: Observable Behaviors

The Child

- Visually tracks mobile or other object from side to side.
- Looks intently at patterns or geometric shapes.
- Places one block on top of another.
- Places round and or square forms into toys.
- Completes simple puzzles.
- Recognizes circle, square and triangle.
- Builds towers using blocks/Legos.

The Adult

- Provides experiences with toys with varying features (squeaky toys, bells, toys with moving parts, etc.).
- Provides blocks, empty boxes, containers for children to use in creating and construction.
- Uses descriptive words related to spatial concepts (over, under, more, less).
- Provides large boxes and climbing equipment for children to explore physical space.
- Takes children outside to explore nature and the neighborhood.

Supportive Learning Environments Include

- Various types of toys that require problem solving (puzzles and shape boxes)
- Materials of various sizes, colors, textures and shapes that can be manipulated in a variety of ways (blocks, boxes, tubes, shape sorters, measuring cups, pots and pans)
- Opportunity for water, sand and dirt play

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

MATHEMATICS

Birth to Three

Early Childhood Foundation: Patterns and Measurement

Children recognize and create patterns and compare quantity and time by:

- Recognizing routines
- Showing knowledge of measurement concepts such as big/small, heavy/light
- Separating objects by single feature such as color, size and shape

Indicators: Observable Behaviors

The Child

- Shows visual interest in contrasting colors, patterns and textures.
- Manipulates objects in a variety of ways to learn about their properties (shakes rattle, opens boxes).
- Anticipates familiar events (bed time, nap time, play time) by getting favorite toy, clothes, etc. associated with the event.
- Recognizes shapes and colors.
- Completes simple puzzles.
- Matches like objects, shapes and colors.
- Describes objects in play using size concepts, such as “big dog”.
- Understands time words such as after and before.

The Adult

- Provides interesting materials for child to look at and play with (stuffed toys, books, mirrors, balls, etc.).
- Talks about the child’s activities using descriptive language related to patterns and size.
- Provides toys that have incremental sizes (nesting cups, rings, etc.).
- Helps child see similarities and differences.

Supportive Learning Environments Include

- A variety of puzzles with different shapes and sizes that assist child in recognizing matching slots
- Opportunities for pouring, filling and scooping

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

Resources

Creative Resources for the Early Childhood Classroom; (4th Edition) Judy Herr

Everyday Discoveries: Amazingly Easy Science and Math Using Stuff You Already Have; Sharon MacDonald

Learning Through Play: Math-A Practical Guide; Sandra Waite-Stupiansky and Nicholas G. Stupiansky

Math for the Very Young: A Handbook of Activities for Parents and Teachers; Lydia Polonsky, Dorothy Freedman, Susan Lesher, and Kate Morrison

Showcasing Mathematics for the Young Child: Activities for Three, Four and Five Year Olds; Juanita Copely (Editor)

Books for Children

Anno's Counting Book; Mitsumasa Anno

Baby Minds: Brain-Building Games Your Baby Will Love; Linda Acredolo and Susan Goodwyn

Baby Play and Learn; Penny Warner

Catch Me & Kiss Me & Say It Again; Wendy Watson and Clyde Watson

Five Little Monkeys Jumping On The Bed; Eileen Christelow

Hand Rhymes; Marc Tolon Brown

Read Aloud Rhymes for the Very Young; Jack Prelutsky

Ten, Nine, Eight; Molly Bang

Two Shoes, New Shoes; Shirley Hughes

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

PHYSICAL EDUCATION AND HEALTH

Birth to Three

Early Childhood Foundation: Fine (Small) Motor

Children perform fine motor tasks using their fingers and hands in ways that develop hand-eye coordination, strength, control and object manipulation by:

- Using eyes, mouth and hands to explore large and small objects
- Exploring the environment and manipulating objects
- Using hands and fingers to control objects and demonstrate small motor coordination.
- Actively exploring the environment and manipulating objects

Indicators: Observable Behaviors

The Child

- Reaches for and grasps objects or toys.
- Explores textures in the environment.
- Transfers objects from hand to hand.
- Picks up and drops objects intentionally.
- Puts objects in container.
- Uses simple tools such as a spoon or crayon.
- Aligns or stacks blocks.

The Adult

- Ensures that materials do not present choking or other safety hazards.
- Plans activities with material that support the development of small motor skills (playing with rattles, blocks, plastic keys).
- Provides daily opportunities for hands-on activities and exploration of materials during indoor and outdoor play, including tummy time for non-mobile infants.
- Protects children from toxic materials such as those containing lead and cleaning materials.

Supportive Learning Environments Include

- A variety of age appropriate toys and materials and household items (rattles, musical toys, simple blocks, pots and pans, spoons, etc.)
- Various toys and materials placed at the child's level for easy access (soft animals, dolls, books, etc.)

PHYSICAL EDUCATION AND HEALTH

Birth to Three

Early Childhood Foundation: Gross (large) Motor

Children show basic gross motor development as they move through the environment by:

- Controlling their body
- Learning balance and coordination

Indicators: Observable Behaviors

The Child

- Controls movement of head (turns head to both sides), arms and legs (brings foot to mouth rolls from stomach to back).
- Sits with and without support.
- Crawls or moves across the floor independently.
- Stands with assistance or independently.
- Climbs stairs or onto chair independently or with assistive devices.
- Walks, runs, climbs and hops independently or with assistive devices.
- Participates in a variety of gross motor games (dances, throws a ball, Ring around the Rosey).

The Adult

- Allows the child floor time.
- Encourages the child to use a variety of gross muscle movements (roll, crawl, sit and stand) both indoors and out.
- Plays imitation games with child to build awareness of body.
- Provides a safe environment for exploration.

Supportive Learning Environments Include

- A variety of equipment and materials to encourage gross motor development (balls, push/pull toys, small climbing structures, etc.)
- Open spaces for movement and exploration, both indoors and outdoors (open floor space for crawling, low furniture that encourages pulling to stand, cruising and walking)
- Soft surface materials of various heights for climbing over and around
- A variety of riding toys

PHYSICAL EDUCATION AND HEALTH

Birth to Three

Early Childhood Foundations: Health Status and Practices

Children show healthy physical growth and awareness of personal health practices by:

- Independently feeding self
- Participating in familiar routines in hygiene and personal care
- Completing basic steps in dressing self
- Showing ability and awareness to follow basic instructions regarding safety

Indicators: Observable Behaviors

The Child

- Holds own bottle.
- Picks up food.
- Removes socks and loose clothing.
- Cooperates in hand washing or washed own hands.
- Holds parents hand outdoors.
- Understands and stays away from common dangers.
- Uses simple utensils.
- Puts on hat and coat.

The Adult

- Provides a safe physical environment and completes regular safety checks.
- Models good health and safety practices, especially proper hand washing techniques.
- Performs caregiving routines slowly and carefully, telling the child what is coming next and waiting for readiness before taking next step.

Supportive Learning Environments Include

- Safe physical space for children to explore without risks to health and safety both indoors and outdoors
- Sound health and hygiene practices (separate diapering and food preparation areas, sinks and refrigerators cleaned regularly)

Resources

Active Start: A Statement of Physical Activity Guidelines for Children Birth to five Years; National Association for Sports and Physical Education

Bright Futures: Guidelines for Health Supervision of Infants, Children and Adolescents; American Academy of Pediatrics

Bright Futures in Practice: Nutrition; Mary Story

Caring for our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs; American Academy of Pediatrics

Creative Resources for Infants and Toddlers; Judy Herr and Teri Swim

Outdoor Play Everyday: Innovative Play Concepts for Early Childhood; Karyn Wellhousen

Stepping Stones to Using Caring for Our Children; American Academy of Pediatrics

Books for Children

Busy Toes; C.W. Bowie

Can't You Sleep, Little Bear?; Martin Waddell

Each Peach Pear Plum; Janet Alhberg and Allan Ahlberg

Baby Faces: Eat!; Roberta Grobel Intrater

Finger, Nose and Toes; John Pinderhughes

The Foot Book; Dr. Seuss

Jamberry; Bruce Degen

Good Night, Baby; Cheryl Willis Hudson

Growing; Fiona Pragoff

How a Baby Grows; Nola Buck

Time for Bed; Mem Fox

The Wheels On The Bus; Raffi

Where Is Baby's Belly Button?; Karen Katz

SCIENCE

Birth to Three

Early Childhood Foundation: Scientific Skills and Methods: Matter

Children begin to understand the physical properties of matter and use tools to learn about their world by:

- Using senses to explore items in the environment
- Using items in the environment to obtain results

Indicators: Observable Behaviors

The Child

- Reacts to various sensations such as extreme temperatures or tastes.
- Explores environment, but still keeps close to parent.
- Enjoys messy activities with water or food.
- Points to distant objects outdoors such as the moon or stars.
- Explores cabinets and drawers by taking things out.
- Imitates environmental sounds.
- Uses tools to reach items out of reach.
- Uses tools to obtain results (snips with scissors, digs with shovel).

The Adult

- Provides food, items and materials that encourage active exploration.
- Describes the environment and how the child might observe or interact with textures, sounds and sensations.
- Provides a variety of toys and items in the natural environment to reach for, locate and use as tools.
- Encourages curiosity and answers questions.

Supportive Learning Environments Include

- Materials that are accessible throughout the day for observation, exploration and manipulation (rattles, blocks, activity boxes, etc.)
- Opportunities to observe natural objects and events (small plants, fish tank, water and sand toys)

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

SCIENCE

Birth to Three

Early Childhood Foundation: Scientific Skills and Methods: Force/Energy

Children understand how the movement of one object can affect another's and understand the forces of energy by:

- Exploring and observing the environment
- Repeated experiments with activities that produce an effect
- Using other objects to retrieve desired object

Indicators: Observable Behaviors

The Child

- Repeats action to produce desired effects.
- Repeats activity that produces an interesting result.
- Plays with a variety of toys to produce effects.
- Throws or drops objects and watches the effect.
- Retrieves objects by pulling on cloth to get out of reach object.
- Uses a stick to get a ball under a couch or chair.

The Adult

- Provides toys and materials that encourage active exploration.
- Describes the child's actions and properties of objects as the child explores and manipulates them.
- Encourages curiosity and answers questions.

Supportive Learning Environments Include

- Materials that are accessible throughout the day for observation, exploration and manipulation (rattles, blocks, activity boxes, etc.)
- Opportunities to experience natural objects and events (rain, snow, living creatures, plants, etc.)

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

SCIENCE

Birth to Three

Early Childhood Foundation: Scientific Skills and Methods **Forming the Questions and Hypothesis and Designing the Investigation**

Children explore and observe materials and nature and begin to participate in simple investigations to test observations by:

- Using senses to explore items in the environment
- Solving problems
- Asking questions about objects or events in the environment

Indicators: Observable Behaviors

The Child

- Uses hands and mouth for sensory exploration of objects.
- Smells different things.
- Enjoys messy activities with water or food.
- Reacts to various sensations such as varying temperatures or tastes.
- Uses adults to help solve problems (points to object they want, pulls adult over to open a door).
- Solves simple problems through repeatedly trying different solutions.
- Asks questions related to events in the environment (“what happened to”, “when will the bird come back . . .”).

The Adult

- Provides toys and materials that encourage active exploration of sound and senses.
- Provides opportunities to experience natural problem solving events, such as “How do we move that log?” or “How can we fit that into the box?”.
- Describes the child’s actions as they identify and problem solve through exploration and manipulation of events and items.

Supportive Learning Environments Include

- Materials and events that are accessible throughout the day to encourage observation, manipulation and generate problem solving
- Indoor and outdoor exploration of the world around them and opportunities to encounter common problems

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

SCIENCE

Birth to Three

Early Childhood Foundation: Scientific Skills and Methods

Collecting and Presenting Data and Analyzing and Interpreting Results

Children use a variety of techniques to investigate events and items and begin to predicting outcomes by:

- Observing and gathering data
- Explaining and generalizing on past events

Indicators: Observable Behaviors

The Child

- Observes or tracks events and objects.
- Sorts objects into categories.
- Describes objects in the environment using simple properties such as big or small.
- Records event through story telling, such as “this happened when we . . .”.

The Adult

- Provides toys and materials that encourage active exploration.
- Describes the child’s actions and properties of objects as the child explores and manipulates them.
- Encourages curiosity and answers questions.

Supportive Learning Environments Include

- Materials that are accessible throughout the day for observing, manipulating and sorting (colored blocks, activity boxes, etc.)
- Opportunities to experience outdoor walks or trips that encourage description through story telling

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

SCIENCE

Birth to Three

Early Childhood Foundation: Scientific Skills and Methods

Organisms and Heredity

Children demonstrate a growing understanding and knowledge of living things and begin to describe common attributes and differences by:

- Exploring living things by using senses
- Noticing similarities and differences in living things

Indicators: Observable Behaviors

The Child

- Inspects surroundings.
- Explores adult features (e.g., pokes, pats).
- Responds differently to children and adults.
- Recognizes several people in addition to immediate family.
- Matches sounds to animals.
- Identifies at least 4 animals in pictures when they are named or signed.
- Identifies the difference between living and non-living organisms.
- Supports the child's interest in and exploration of the environment, both indoors and outdoors.

The Adult

- Provides a variety of experiences with people and animals through books, pictures, community experiences.
- Names people and animals.
- Talks with children about families and their similarities.
- Explores the environment with children looking for living and non-living things.

Supportive Learning Environments Include

- Photos and books displaying people and families from various cultures
- Books and photos of animals and plants
- Opportunities to experience natural objects and events (rain, snow, living creatures, plants, etc.)
- Opportunities to observe natural objects and events (small plants, fish tank, water and sand toys)

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

SCIENCE

Birth to Three

Early Childhood Foundation: Scientific Skills and Methods: Diversity and Interdependence and the Dynamic Earth

Children understand the variety, needs and cycles of living things by:

- Recognizing the relationship between parent/caregiver and child
- Recognizing that living things have basic needs (food and water)
- Recognizing effects of actions on living things

Indicators: Observable Behaviors

The Child

- Acknowledges and shows preference for familiar adult/parent.
- Role plays affection and care with a doll or stuffed animal (patting, rocking, soothing doll).
- Shows understanding of the needs of animals at home and in the environment (birds need seeds, cat needs food and water).
- Attempts to comfort others in distress.
- Understands the impact of actions (hug comforts, kick can cause pain).

The Adult

- Consistently models affection and kindness to children.
- Acknowledges relationships of parent to child, brother to sister.
- Talks about and demonstrates assistance to living things (watering plants, feeding pets, putting seed out for birds).
- Encourages and reinforces children comforting others when hurt or distressed.

Supportive Learning Environments Include

- Books and pictures of varying types of families including human and animal
- Toys or items that can be treated with care or affection (dolls, stuffed animals, etc.)
- Bird feeders, small plants that need water, garden

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

Resources

Bugs to Bunnies; Ken Goin, Eleanor Ripp, and Kathleen Nastasi Solomon

Everyday Discoveries: Amazingly Easy Science and Math Using Stuff You Already Have; Sharon MacDonald

Hollyhocks and Honeybees: Garden Projects for Young Children; Sara Starbuck, Marla Olthof, and Karen Midden

Kitchen Science; Shar Levine and Leslie Johnstone

Learning Through Play: Blocks; Ellen Booth Church

More Mudpies to Magnets: Science for Young Children; Elizabeth A. Sherwood, Robert A. Williams, and Robert E. Rockwell

Nature in a Nutshell for Kids: Over 100 Activities You Can Do in Ten Minutes or Less; Jean Potter

Pint-size Science: Finding-Out Fun for You and Your Young Child; Linda Allison and Martha Weston

Your Child At Play: Birth to One Year: Discovering the Senses and Learning About the World; (2nd Edition) Marilyn Segal

Books for Children

Farm Animals; Phoebe Dunn

Growing; Fiona Pragoff

I Love You, Sun I Love You, Moon; Karen Pandell and Tomie dePaola

I Can, I See, I Hear, I Touch; Helen Oxenbury (4 books)

Machines At Work; Byron Barton

Mud!; Charnan Simon

The Five Senses; Keith Faulkner

Animal Sounds for Baby; Cheryl Willis Hudson

Ring! Bang! Boom!; Little Golden Books

Touch and Feel Series; Dorling Kindersley Publishing

Push, Pull, Empty, Full: A Book of Opposites; Tana Hoban

The Very Hungry Caterpillar; Eric Carle

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

May 2007

SOCIAL EMOTIONAL DEVELOPMENT

Ages Birth to Three

Early Childhood Foundation: Self Concept

Children express awareness of self by:

- Beginning to distinguish self from others
- Expressing likes and dislikes for people and materials
- Expressing a wide variety of feelings
- Using pronouns to refer to self and own property

Indicators: Observable Behaviors

The Child:

- Recognizes and responds playfully to own image in mirror.
- Regularly makes choices among toys, food and people, demonstrating clear preferences.
- Indicates “no” or otherwise indicates refusal.
- Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint.
- Expresses empathy and attempts to comfort others in distress.
- Makes positive statements about self, such as “I did it,” “Look at me,” “I run fast”.
- Engages in pretend play.

The Adult

- Observes child and responds based on individual needs throughout the daily routine.
- Consistently nurtures and responds to the emotional and physical needs of the child.
- Provides a variety of interesting materials for the child to explore.
- Follows child’s lead in play.
- Reinforces positive statements made by child.

Supportive Learning Environments Include

- Safe space with interesting materials that encourage children to explore
- Materials that reflect the life of the child (family photos, pictures, dolls, books, foods)

SOCIAL EMOTIONAL DEVELOPMENT

Ages Birth to Three

Early Childhood Foundation: Self Control

Children increase their capacity for self control by:

- Expressing emotions
- Using ways to calm or sooth self
- Expressing wants and needs through purposeful actions

Indicators: Observable Behaviors

The Child

- Communicates through non verbal cues: smiling, eye contact, showing interest by looking at an object or person and gesturing.
- Calms self with support from adults (sucking on hand or pacifier).
- Waits for adult to take a turn during vocal exchanges and social interaction games, such as peek-a-boo.
- Indicates “no more” or “I don’t like this” by vocalizing, turning away.
- Seeks adult’s assistance by vocalizing, pointing or other signals.
- Responds appropriately to redirection or reminders (wait, get down, my turn).
- Uses words to request assistance.

The Adult

- Establishes a trusting and caring relationship with the child.
- Provides words to describe feelings and actions.
- Models gentleness with people and objects.
- Maintains consistent and individualized routines.
- Coaches and reinforces positive social interactions.
- Soothes and calms child in response to her/his feelings and behaviors and provides reminders of ways child can calm self.
- Anticipates the actions of toddlers to prevent them from getting hurt.

Supportive Learning Environments Include

- A consistent daily routine designed around needs of child and adult
- Time for interaction with individual child
- A safe space for exploring softness and harmony in the environment (gentle voices, low noise, soft music)

SOCIAL EMOTIONAL DEVELOPMENT

Ages Birth to Three

Early Childhood Foundation: Cooperation

Children use social problem-solving skills with peers and adults by:

- Cooperating with caregiver in daily care routines
- Cooperating with adult in play
- Joining other children in play
- Cooperating with adult in familiar household or classroom routines and tasks
- Negotiating with other children about toys or activities

Indicators: Observable Behaviors

The Child

- Cooperates in eating and dressing.
- Participates in simple social games, such as peek-a-boo or This Little Piggy, by taking turns, anticipating an event or indicating s/he wants adult to continue playing.
- Cooperates in toileting.
- Spontaneously shares objects with adult.
- Plays alongside other children with some exchange of toys.
- Helps with simple household or classroom tasks.
- Negotiates with peer about toys, taking turns or trading.
- Uses socially acceptable verbal and nonverbal approaches to join other children who are engaging in cooperative play.

The Adult

- Provides a consistent routine throughout the day.
- Consistently nurtures and responds to needs of the child.
- Responds to initiations to play.
- Provides guidance and reinforcing comments when child imitates work or routines.
- Models acceptable verbal and nonverbal approaches to engaging in play.

Supportive Learning Environments Include

- A consistent daily routine designed around needs of child and adult
- Time for interaction with individual child
- Opportunities for play with similar aged children

SOCIAL EMOTIONAL DEVELOPMENT

Ages Birth to Three

Early Childhood Foundation: Social Relationships

Children build social relationships by:

- Demonstrating empathy (awareness of others feelings)
- Cooperating with others
- Interacting with peers and adults

Indicators: Observable Behaviors

The Child

- Tries to attract attention by making sounds or smiling.
- Participates in social games, such as peek-a-boo or “This Little Piggy”, anticipating an event, or indicating she/he wants the adult to continue.
- Shows affection to familiar adults (e.g. pats, hugs, kisses).
- Plays comfortably in a small group of children.
- Works collaboratively toward a goal with peers, such as digging a hole in the sand or building a castle with blocks.
- Tries to please adults by doing actions and looking for approval.
- Tries to comfort others who are in distress (patting, hugging or kissing hurt place).

The Adult

- Provides a consistent routine throughout the day.
- Consistently nurtures and responds to needs of the child.
- Responds to attempts at interaction and models affection.
- Provides guidance and reinforcing comments when child works collaboratively with adult or other children.
- Models expression of feelings and provides assistance in how to express feelings with words and actions.

Supportive Learning Environments Include

- A consistent daily routine designed around needs of child and adult
- Nurturing environment that is responsive to the individual moods and interests of the child
- Time for interaction with individual child and opportunities for play with similar aged children

SOCIAL EMOTIONAL DEVELOPMENT

Ages Birth to Three

Early Childhood Foundation: Knowledge of Families, Community and Diversity

Children understand the roles and relationships in families and can identify community and similarities and differences among people by:

- Engaging in positive interactions with family members
- Modeling roles of family and community members in pretend play
- Recognizing home culture
- Observing the diversity of families

Indicators: Observable Behaviors

The Child

- Responds differently to family members than strangers.
- Participates in simple social games with family members.
- Recognizes self and other family members in photographs.
- Recognizes possessions of self and other family members (“my coat”, “Mommy’s coat”).
- Talks to dolls or animals and makes them interact with one another, including some family roles such as “mommy” and “baby”.
- Speaks in home language with family members and uses main language spoken in child care with those who do not speak home language.

The Adult

- Engages in simple social games and responds to child’s interest to continue or stop.
- Shows photos or pictures in books of families.
- Talks about objects and their ownership (this is my coat, your coat is over here).
- Models pretend play.
- Tells stories relating to family events and culture.

Supportive Learning Environments Include

- A consistent daily routine designed around needs of child and adult
- Nurturing environment that is responsive to the individual moods and interests of the child
- Time for interaction with individual child
- Opportunities for play with similar aged children

Resources

Baby Minds: Brain Building Games Your Baby Will Love; Linda Acredolo and Susan Goodwyn

Bright Futures in Practice: Mental Health; Michael Jellinek

The Developing Child; (10th Edition) Helen Bee and Denise Roberts Boyd

Magic Trees of the Mind: How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth Through Adolescence; Marian Diamond and Janet Hopson

Me, Myself and I: How Children Build Their Sense of Self: 18 to 36 Months; Kyle D. Pruett

Play Time/Social Time: Organizing Your Classroom to Build Interaction Skills; Samuel L. Odom

Right from Birth: Building Your Child's Foundation For Life; Craig T. Ramey and Sharon L. Ramey

Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings; Jacalyn Post and Mary Hohmann

Touchpoints; T. Berry Brazelton

Books for Children

- *Animal Kisses*; Barney Saltzberg
- *Baby Faces*; Roberta Grobel Intrater
- *The Baby's Lap Book*; Kay Chora
- *Be Gentle!*; Virginia Miller
- *The Chocolate-Covered-Cookie Tantrum*; Deborah Blumenthal
- *Counting Kisses*; Karen Katz
- *I Can*; Helen Oxenbury
- *"More More More" Said the Baby*; Vera B. Williams
- *Pat the Bunny*; Dorothy Kunhardt

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division. 6

SOCIAL SCIENCE

Birth to Three

Early Childhood Foundation: History

Children begin to sequence activities in relationship to concrete, real life experiences by:

- Anticipating events and routines
- Recognizing familiar or unfamiliar events in the environment

Indicators: Observable Behaviors

The Child:

- Repeats actions or activities that produce desirable results such as laughter or applause.
- Recognizes cues such as putting on coat means going “out” or “bye-bye.”
- Participates in rituals or routines (washing hands before eating, feeding the family pet, turning pages of familiar book.)

The Adult

- Responds to child’s attempts to interact or maintain interactions (games such as peek-a-boo, clapping when a child completes a task, saying “You pulled the cord and the bell rang!”)
- Describes to the child what is going to happen next during daily routines (“Let’s get your coat on so we can go outside.” “I am getting out the bread so we can have some lunch.”)
- Establishes routines and talks about them with the child. (“It is time to eat. We need to wash hands so they are clean before we eat.” “Look, the dog’s bowl is empty. It is time to feed the dog.”)

The Environment Includes

- Contains items or toys that produce effect and results such as toys that make a noise.
- Contains familiar books that can be read again and again by adult creating a routine that is expected when certain pages are turned.
- Maintains an established routine for eating, sleeping, one-to-one interactions, bathing.

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

SOCIAL SCIENCE

Birth to Three

Early Childhood Foundation: Geography, Environment and Surroundings

Children use the environment to understand the world around them by:

- Recognizing authority
- Responding to rules in various settings

Indicators: Observable Behaviors

The Child

- Responds to “no” by looking, stopping or withdrawing.
- Uses adults to solve problems (takes a toy to an adult for them to manipulate, looks to an adult to open a box or door).
- Responds to simple rules in the environment (holds parents hand, avoids hot items).

The Adult

- Provides clear guidance on safety issues in the home and environment, such as the stove is hot, ouch that can hurt.”
- Shows child how objects works and waits to provide assistance when requested by the child (putting the key in the door, opening and closing lid to an object or toy of interest, creating noise with spoon and kitchen pan).

The Environment Includes

- Contains items or toys that produce effect and results such as toys that make a noise or that may cause the child to seek assistance
- A consistent, daily routine designed around needs of child and adult
- A safe, natural space for children to play and explore inside and outdoors

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

SOCIAL SCIENCE

Birth to Three

Early Childhood Foundation: Economics and Economic Concepts

Children begin to use the fundamental economic concepts such as buying and selling by:

- Indicating desired and preferences in selected items
- Understanding concept of more and less
- Trading objects with others

Indicators: Observable Behaviors

The Child

- Gazes, reaches or vocalizes to get a desired object or toy.
- Uses signs or words to express desire for more, or points or makes noise to obtain results.
- Exchanges toys with other children during play.
- Recognizes a set of “one” when asked, and will give one of many to another child.
- Notices who has what objects during play and tries to rearrange outcome (wants same or more number of blocks as another child).

The Adult

- Responds to child’s request for desired objects and requests in a positive way noting “Oh, you like the red ball, here you go!”
- Encourages children to share objects during play.
- Provides opportunities for child to exchange items with other children and or the adult in the home and enough items to allow for a fair exchange (several cookie cutters, many blocks, several spoons and cups).

The Environment Includes

- Time for interaction with individual child
- Opportunities for child to interact with other children or adults in play where exchanging and sharing items or toys is essential to play

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

SOCIAL SCIENCE

Birth to Three

Early Childhood Foundation: Civics and Government Diversity

Children begin to understand the basic concepts of government by:

- Understanding the roles of relationships within own family
- Recognizing roles of family and community members
- Identifying similarities and differences among people
- Recognizing home culture and has some experiences with diversity

Indicators: Observable Behaviors

The Child

- Participates in simple social games and shows affection to family members.
- Recognizes possessions of self and family members, (my coat, mommy's coat).
- Engages in adult role play, such as cooking, hammering, talking on phone.
- Tries to help by running errands or anticipating what is needed.
- Speaks in home language with family members.
- Recognizes diverse family members in pictures in storybook, such as animal families and families of various cultures.

The Adult

- Plays social games such as peek-a-boo with child, or hugs and kisses child.
- Talks about familiar possessions in the room and home.
- Encourages child to "help" while cooking or cleaning house.
- Reads stories and points out groupings of farm animals, birds, and people.

The Environment Includes

- Materials that reflect the life of the child (family photos, pictures, dolls, books and foods).
- A consistent daily routine designed around needs of child and adult
- Time for interaction with individual child

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

Resources

Alike and Different: Exploring Our Humanity with Young Children (revised edition); Bonnie Neugebauer, Editor (NAEYC)

Anti-Bias Curriculum: Tools for Empowering Young Children; Louise Derman-Sparks and the A.B.C. Task Force (NAEYC)

Because We Can Change the World: A Practical Guide to Building Cooperative Inclusive Classroom Communities; Mara Sapon Hughes

Creating Child Centered Classrooms for 3 to 5 Year Olds; Kristen A. Hansen, Roxane K Kaufman, Kate B. Walsh, Pamela Coughlen

Class Meetings: Young Children Solving Problems Together; Emily Vance and Patricia Jimenez Weaver

Early Childhood: Where Learning Begins, Geography; US Dept of Education on Line Publication

Social Studies for the Preschool/Primary Child (fifth edition); C Seefeldt

Teaching Young Children in Violent Times: Building a Peaceable Classroom (second edition); Diane E. Levin, Ph.D. (NAEYC)

The Power of Projects: Meeting Contemporary Challenges in Early Childhood Classrooms – Strategies & Solutions; Edited by Judy Harris Helm and Sallee Beneke (NAEYC)

Valuing Diversity: The Primary Years; Janet Brown McCracken (NAEYC)

Young Geographers; Lucy Sprague Mitchell

The Young Investigators: The Project Approach; Judy Harris Helm and Lillian Katz (NAEYC)

Books for Children

- *A Picture Book of Martin Luther*; D. A Adler
- *All The Colors of the Rainbow*; A. Adolf
- *Amazing Grace*; M. Hoffman; C. Binch
- *And It Is Still That Way: Legends Told By Arizona Indian Children*; B. Baylor
- *Ashki and His Grandfather*; M. K. Garaway
- *Bread, Bread, Bread*; A Morris
- *Corn is Maise*; Alike
- *Friends From the Other Side/Amigos Del Otro Indo*; G. Anzaldua
- *Hector Lives In The U.S. Now: The Story of a Mexican –American Child*; J. Hewett
- *Making Friends*; F. Rogers
- *The Mitten*; J. Brett
- *The Patchwork Quilt*; V. Flournoy
- *We Adopted You*; L.W. Girard

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division.

THE ARTS

Birth to Three

Early Childhood Foundation: Music

- Participating in numerous musical activities
- Playing with and making music with everyday items and musical instruments

Indicators: Observable Behaviors

The Child

- Responds to sounds by change in expression or eyes widening.
- Responds to music by cooing, becoming quiet or looking at sound source.
- Bangs and shakes toys placed in hand.
- Responding to and recognizing different types of sounds (loud/soft, fast/slow) by tapping feet, clapping hands, swaying with the body.
- Uses everyday items to keep time to the rhythm of music (spoon, pan lid, toy).
- Plays on rhythm instruments (tambourine or drum).
- Hums or sings along to simple songs or rhymes.

The Adult

- Provides opportunities to experience music throughout the day in the home or classroom.
- Sings lullabies and simple songs.
- Uses simple items in the environment to keep time with musical rhythm.
- Uses musical instruments, where possible, to make music.

Supportive Learning Environments Include

- Music on tapes or disks reflecting children's songs and rhyming music
- Every day items that can be used to make sounds in response to the music (oatmeal boxes for drums, spoons, pots and pans)

THE ARTS

Birth to Three

Early Childhood Foundation: Visual Art

Children develop skills in, and enthusiasm for, the visual arts by:

- Exploring and identifying the feel of different mediums
- Showing preferences for favorite colors
- Exploring use of art media such as crayons, paints, paste and paper

Indicators: Observable Behaviors

The Child

- Uses hands and mouth for sensory exploration of objects.
- Touches a variety of sensory materials (sand paper, soft rugs, etc.).
- Uses creative materials of various textures (play dough, finger paints, paste).
- Grasps crayon, pen or paint brush.
- Enjoys tactile books.
- Shows choices (has preferred toys, foods, colors).
- Tries to imitate adult scribble.
- Marks paper with crayon.
- Paints within limits of paper.
- Holds crayon with thumb and fingers.
- Uses familiar mark on page to represent name.

The Adult

- Models use of a variety of tools for creating artistic works.
- Calls attention to child's name by writing it on paintings, pictures, other art work.
- Acknowledges children's attempts to create a mark that represents his/her name.

Supportive Environments Include

- Multiple objects and books for sensory exploration
- Creative materials for designing art projects (play dough, paint, paper, crayons, pencils, paint brushes, etc.)
- Items in the environment with the child's name for all to see

THE ARTS

Birth to Three

Early Childhood Foundation: Movement

Children enjoy movement and develop skills and appreciation for creative, expressive and efficient movement by:

- Expressing through movement and/or dance what is felt and heard in various musical tempos
- Representing experiences and concepts through movement

Indicators: Observable Behaviors

The Child

- Kicks and wiggles upon hearing familiar sounds.
- Moves to rhythms by bouncing, rocking, moving arms.
- Uses body to make sounds.
- Matches movement to the music (fast movements for fast music, etc.).
- Enjoys creative movement (hops like a rabbit).
- Enjoys silly songs.
- Dances to music and songs.

The Adult

- Provides movement experiences through materials, equipment and simple games.
- Engages children in movement activities and encourages their participation as a means of self expression.

Supportive Learning Environments Include

- Open space, both indoors and outdoors, for children to move freely according to their level of development and ability
- Materials that encourage movement (boxes for pretend play, balls, scarves, streamers for dancing)

THE ARTS

Birth to Three

Early Childhood Foundation: Dramatic Play

Children enjoy and develop skills in and appreciation for dramatic arts by:

- Imitating the actions of others
- Participating in pretend play
- Participating in story creation and re-telling

Indicators: Observable Behaviors

The Child

- Focuses on and responds to adult facial expressions.
- Imitates sounds and gestures of another person.
- Responds playfully in mirror.
- Can read the intent of the facial expression of the speaker.
- Enjoys imitating adult behavior such as wiping a tray or cooking a meal.
- Pretends that a dolly or stuffed animal is “real”.
- Acts out simple life scenes like going to the doctor.
- Recites lines in a nursery rhyme.
- Adds words, makes comments, anticipates events during storytelling.

The Adult

- Interacts with child using various facial expressions and voice tones.
- Provides toys and materials that encourage the child to use representation for the real item (puppets, dolls, dishes).
- Plans for and provides opportunities for dramatic play.
- Interacts with children to encourage dramatic play.

Supportive Learning Environments Include

- A variety of toys and material that encourage exploration and interaction (mirrors, phones, play food)
- Materials representing various cultures

Resources

Beginning With Babies; Mary Lou Kinney and Patricia Witt Ahrens

First Art: Art Experiences for Toddlers and Twos; Mary Ann F. Kohl

Making Sounds, Making Music, and Many Other Activities for Infants: 7 to 12 Months; Judy Herr and Terri Swim

Playtime Props for Toddlers; Carol Gnojewski and Priscilla Burris

Poking, Pinching, and Pretending: Documenting Toddlers' Explorations with Clay; Dee Smith and Jeannie Goldhaber

The Power of Play; Claire Lerner and Sharon Greenip

Rhyming Books, Marble Painting, and Many Other Activities for Toddlers: 25-36 Months; Judy Herr and Terri Swim

Your Child at Play: One to Two Years: Exploring, Daily Living, learning and Making Friends; (2nd Edition) – Marilyn Segal

Your Child at Play: Two to Three Years: Growing Up, Language, and the Imagination; (2nd Edition) – Marilyn Segal

Books for Children

- *1,2,3, Music!*; Sylvie Auzary-Luton
- *Baby Dance*; Ann Taylor
- *Clap Hands*; Helen Oxenbury
- *Color Zoo*; Lois Ehlert
- *From Head to Toe*; Eric Carle
- *In the Garden with Van Gogh*; Julie Merberg
- *The Lucy Cousins Book of Nursery Rhymes*; Lucy Cousins
- *Peek-A-Boo!*; Janet Alhberg and Allan Ahlberg
- *Rolie Polie Olie*; Bill Joyce
- *Many Colors of Mother Goose*; Cheryl Willis Hudson
- *A Picnic with Monet*; Julie Merberg
- *In My World*; Lois Ehlert

This product is made possible in whole or in part with funds from the Oregon Department of Education and the Department of Employment, Child Care Division. 5

Overview of Program/Agency/Licensing Relating to Standard 1: Collaborative Family Partnerships

	CLASS	OPQ	Certified Family CC Homes	Registered Family CC Homes	NAFCC	Essential Elements	Head Start Performance Standards	NAEYC
	N/A	1.1. Program has a family-centered philosophy that guides all aspects of program planning and implementation.						
asked n of	N/A	1.1.1 Program solicits and considers family input in making program and policy decisions at least annually.				<ul style="list-style-type: none"> · Families have opportunities to assess the nature, quality, and quantity of the participation opportunities offered to them. · Suggestions by family members are solicited, responded to, and considered in making program and policy decisions. · Families are regularly asked to evaluate the program's effectiveness. 	1304.40(d)(1) In addition to involving parents in program policy-making and operations, grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. 1304.40(e)(1)	7.A.13 - U The progr advisory g families as active part other fami program e support fa taking on
and ast	N/A	1.2. Program has a system for regular and consistent communication with families and caregivers.						
l t, ture ere	N/A	1.2.1. Program personnel greet families during arrival and/or departure on a daily basis.				<ul style="list-style-type: none"> · The program has regular and consistent ways of communicating with children's families and significant caregivers. · Family members are greeted upon arrival and departure. 		7.B 05 - I Program communi on a daily infants' an activities developm shared ca and other

	CLASS	OPQ	Certified Family CC Homes	Registered Family CC Homes	NAFCC	Essential Elements	Head Start Performance Standards	NAEYC
Drop						<ul style="list-style-type: none"> · There are frequent opportunities for informal communication as well as planned conferences. 		affects the development of children. communication possible, communication established means.
		1.2.2 Families are provided forms and essential program orientation information in a manner that is accessible to the family.			<p>1.17 If parents do not speak the language of the provider, the provider finds an effective way to communicate with them.</p> <p>6.19 The provider gives written policies to parents, including: substitute care arrangement, persons authorized to pick up child, illness, administering medication, emergencies, guidance and discipline, parent conferences and visits, if relevant, religious teaching and activities, and if relevant, transportation and/or field trips.</p>	<ul style="list-style-type: none"> · Types of communication are planned in response to the needs of the individual family. · All written and verbal communications are available in the primary language of the family. 		7.B.02 - U The program provides information in a language understood by the program's operating

	CLASS	OPQ	Certified Family CC Homes	Registered Family CC Homes	NAFCC	Essential Elements	Head Start Performance Standards	NAEYC
n to at ild's neir the		1.2.3 Program provides family with information about scheduled activities or program news at least monthly.						7.B.06 - U Program communi on at leas regarding activities developm shared ca and other affects th developm children. communi possible, communi establishe means.
on and en ell- ild		1.2.4 Families are informed about the child's progress, consulted about the child's interests and preferences and encouraged to contribute to educational goals.			1.14 The provider keeps parents informed, in conversation or in writing, about what their children do. This happens daily for younger children and at least weekly for older children.			7.A.08 - U Program families t knowledg interests, learning, developm to learn a concerns their child informati incorpora classroom & 7.B.05
of l to y he am		1.3. The family is encouraged to be a regular and frequent participant in the program.						
arged		1.3.1 Program			1.9 The provider	· Families are	1304.40(d)(2)Early	7.A.11 - U

	CLASS	OPQ	Certified Family CC Homes	Registered Family CC Homes	NAFCC	Essential Elements	Head Start Performance Standards	NAEYC
Family ent to am		encourages families to observe and participate in activities at any time.	(Home management #6)] Custodial parents of all children enrolled shall have access to the home during the hours their child(ren) are in care.		encourages parents to visit, unannounced, anytime their children are present.	encouraged to be regular and frequent participants in the program. · Family members are welcome to visit at any time. · Environments are arranged so that families feel welcome. · Family members are frequently invited to be involved in the program.	Head Start and Head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities.	Families of the fac during the regular h as specific procedure
s note nd ged nted		1.3.2 Program encourages families to share their cultures, interests, abilities and customs by: requesting ideas or suggestions from families for activities; and asking families to assist or lead in planning and conducting special activities.			1.19 The provider tries to involve every parent in the program's activities in a variety of ways, responding to their interests and time availability, but the provider does not require their participation. 1.6 The provider seeks information about each family's cultural traditions and uses this information in responding to the children and planning activities.	· Interests, abilities, and cultures of family members are incorporated into the program of activities for the children. · Family diversity is recognized and valued.	1304.40(a) Family Goal Setting (5) Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.	1.A.02 - Teachers about the define the religion, culture, a structure. 7.A.02 - Program of formal strategies conversat acquainted from fam family str preferred practices; families v about the linguistic and cultur 7.A.03 - Program informati

	CLASS	OPQ	Certified Family CC Homes	Registered Family CC Homes	NAFCC	Essential Elements	Head Start Performance Standards	NAEYC
								to adapt to environment and teach the family
ved g now		1.4. Program provides support and information to assist the family in meeting their child's needs and goals.						
en ell- ild		1.4.1 Program personnel support families in locating and accessing community resources as needed			6.12 The provider has information about community resources that offer services to parents and children. The provider helps families access community and medical services as needed.	<ul style="list-style-type: none"> · Professional staff are knowledgeable about community resources and processes for making referrals and requesting services for families. · Professional staff inform families of community parent education opportunities and events for families. · Professional staff provide information to families on child development and parenting skills. · Families are regularly asked to 	1304.40(f)(1) Grantee and delegate agencies must provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families.	7.C.05 - U Program s families w about prog services fr organizati and encour efforts to mental he and educa their child criterion i Practice.)

CLASS	OPQ	Certified Family CC Homes	Registered Family CC Homes	NAFCC	Essential Elements	Head Start Performance Standards	NAEYC
					evaluate the program's efforts to identify and meet their needs.		
	1.4.2 Program provides support and information to families about educational opportunities (e.g., community classes on parenting skills, child development, and/or learning).				<ul style="list-style-type: none"> · Families receive support, information, and assistance from the program in acquiring services to meet their the needs and interests they identify. · Professional staff are knowledgeable about community resources and processes for making referrals and requesting services for families. · Professional staff inform families of community parent education opportunities and events for families. · Professional staff provide information to families on child development and parenting skills. 	1304.40(e)(3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children.	

**Oregon Child Care Centers: Descriptive Statistics on Five Quality Indicators
2010**

Education			
Percentage of teachers at facility with a bachelors or higher in the field			
	Standards	Number	Percent of Facilities
Low	0% of teachers	511	63%
Average	1-25% of teachers	136	17%
High	26-100% of teachers	169	21%

62 centers had no teachers, 60 centers did not report

Training			
Percentage of teachers at facility that exceed <u>child development</u> hour requirements			
	Standards	Number	Percent of Facilities
Low	0 - 50% of teachers	139	18%
Average	51 - 99% of teachers	186	25%
High	100% of teachers	431	57%

62 centers had no teachers, 120 centers had no teachers over one year

Retention			
Percentage of teachers that have been at facility for more than 1 year			
	Standards	Number	Percent of Facilities
Low	0 - 59% of teachers	258	29%
Average	60 - 99% of teachers	310	35%
High	100% of teachers	308	35%

62 centers had no teachers

Compensation			
Highest wage of teacher/head teacher			
	Standards	Number	Percent of Facilities
Low	Low Range	229	35.7%
Average	Mid Range	272	32.5%
High	High Range	266	31.8%

Across regions, Low ranges from 8.40 - 12.50, Average ranges from 10.50 - 15.86, High ranges from 12.50 - 36.00

101 centers did not report

Accreditation			
Percentage of facilities that are accredited			
	Standards	Number	Percent of Facilities
Yes	-----	31	3%
No	-----	907	97%

**Oregon Child Care Centers: Descriptive Statistics on Five Quality Indicators
2010**

Percentage of Centers that are Low, Average, or High on each Indicator

Education			
Indicator: Percentage of teachers at facility with a bachelors or higher in the field			
	Low <small>0% of teachers at center</small>	Average <small>1-25% of teachers at center</small>	High <small>26-100% of teachers at center</small>
Central	75%	9%	16%
Clackamas	59%	23%	18%
Deschutes	75%	9%	16%
Eastern	66%	10%	24%
Jackson	61%	16%	24%
Lane	65%	18%	18%
Marion	77%	10%	13%
Multnomah	55%	23%	22%
Northwest	59%	18%	23%
Southwest	76%	10%	15%
Washington	61%	13%	26%
State	63%	17%	21%

Training			
Indicator: Percentage of teachers at facility that exceed <u>child development</u> hour requirements			
	Low <small>0-50% of teachers at center</small>	Average <small>51-99% of teachers at center</small>	High <small>100% of teachers at center</small>
Central	18%	7%	75%
Clackamas	27%	40%	33%
Deschutes	14%	14%	72%
Eastern	7%	15%	78%
Jackson	8%	16%	76%
Lane	24%	26%	50%
Marion	22%	10%	67%
Multnomah	20%	30%	50%
Northwest	17%	17%	66%
Southwest	17%	10%	73%
Washington	15%	37%	48%
State	18%	25%	57%

**Oregon Child Care Centers: Descriptive Statistics on Five Quality Indicators
2010**

Percentage of Centers that are Low, Average, or High on each Indicator

Retention			
Indicator: Percentage of teachers that have been at facility for more than 1 year			
	Low <small>0-59% of teachers at center</small>	Average <small>60-99% of teachers at center</small>	High <small>100% of teachers at center</small>
Central	34%	31%	34%
Clackamas	23%	45%	32%
Deschutes	30%	39%	30%
Eastern	37%	23%	40%
Jackson	25%	28%	48%
Lane	31%	31%	38%
Marion	32%	26%	41%
Multnomah	32%	41%	27%
Northwest	26%	34%	39%
Southwest	26%	28%	46%
Washington	28%	38%	35%
State	29%	35%	35%

Compensation			
Indicator: Highest wage of teacher/head teacher			
	Low	Average	High
Central	38%	31%	31%
Clackamas	35%	44%	21%
Deschutes	36%	30%	33%
Eastern	36%	24%	40%
Jackson	37%	37%	27%
Lane	33%	33%	33%
Marion	34%	33%	33%
Multnomah	34%	33%	33%
Northwest	36%	31%	33%
Southwest	40%	26%	33%
Washington	38%	30%	32%
State	36%	33%	32%

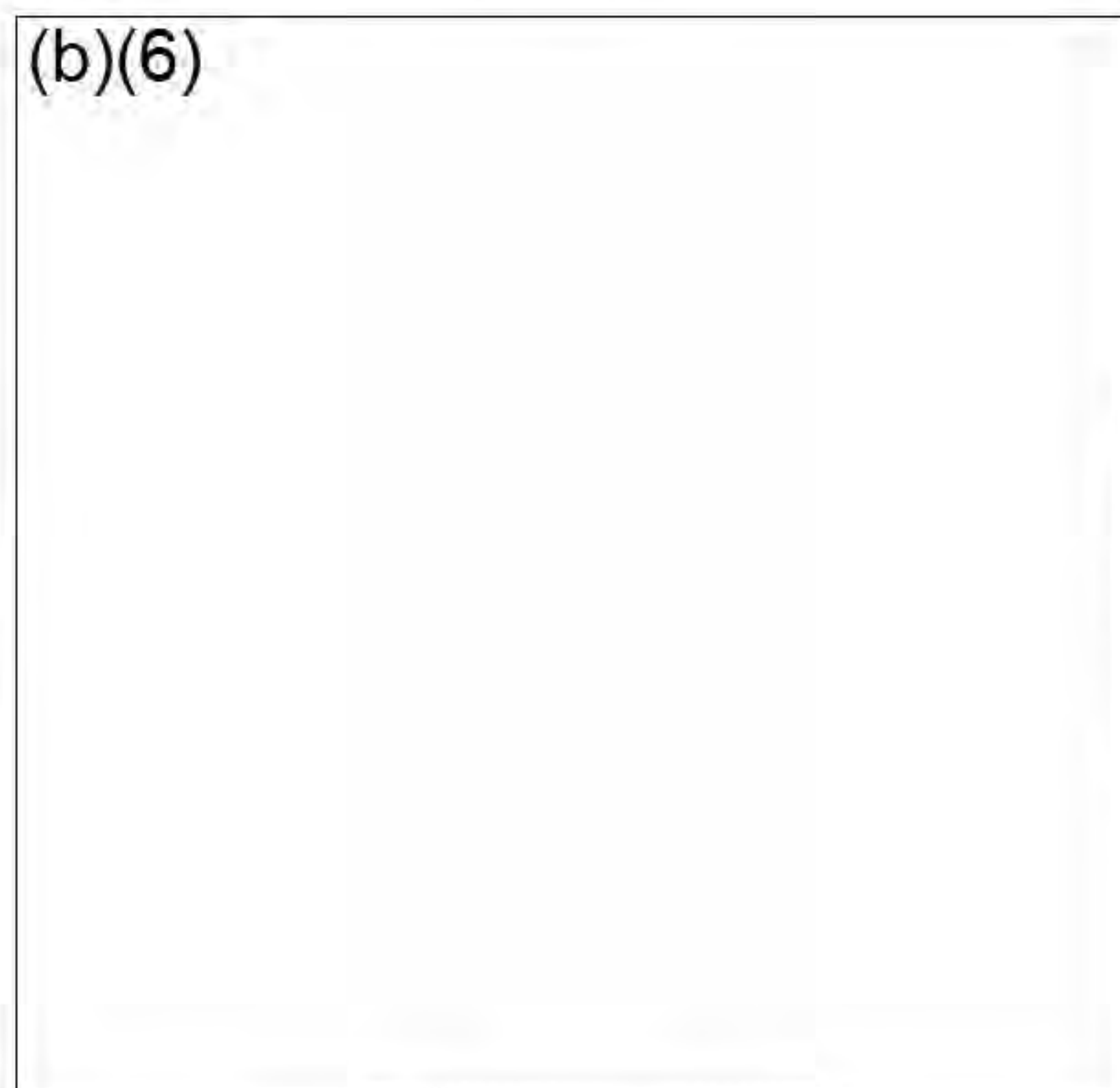
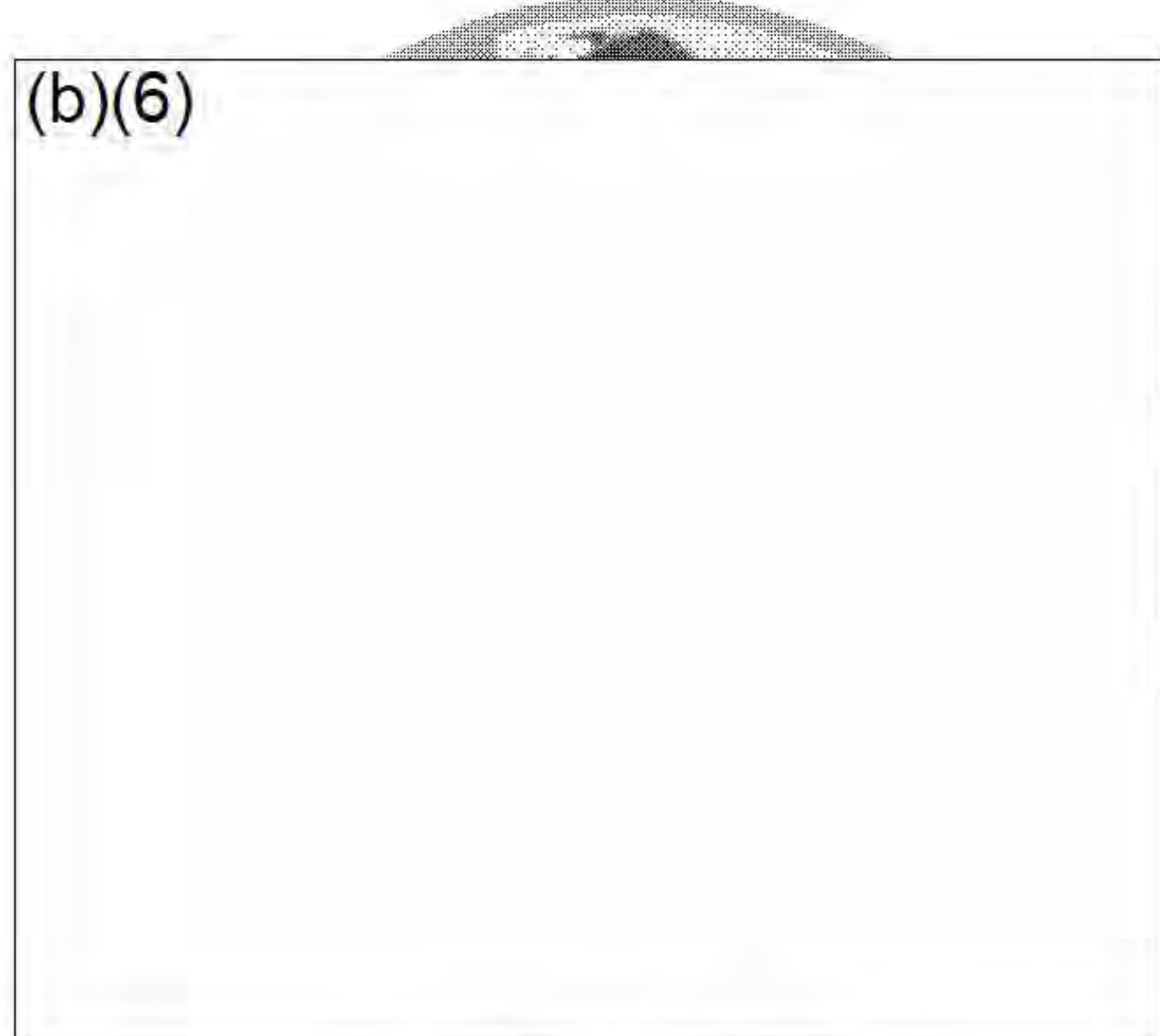
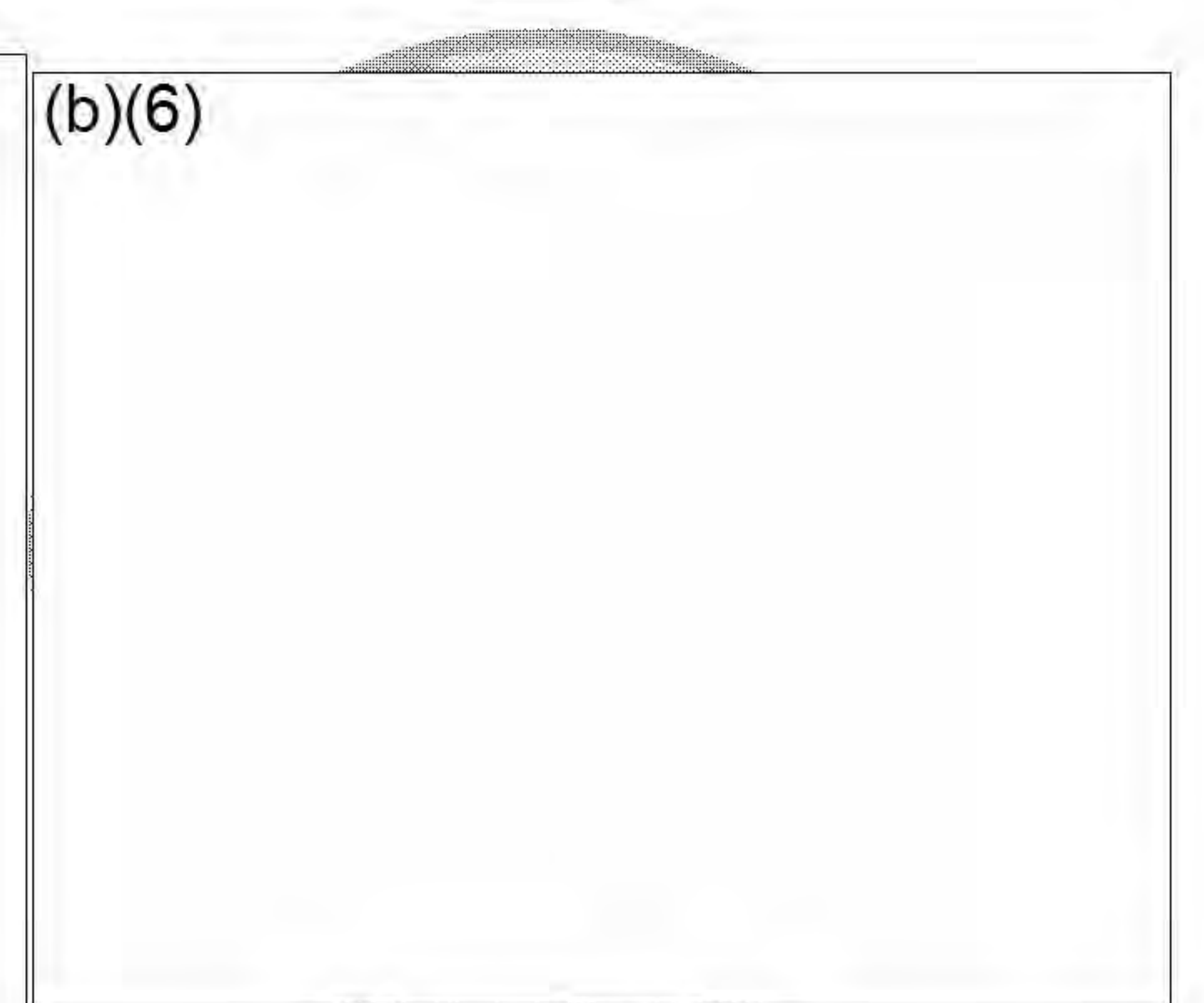
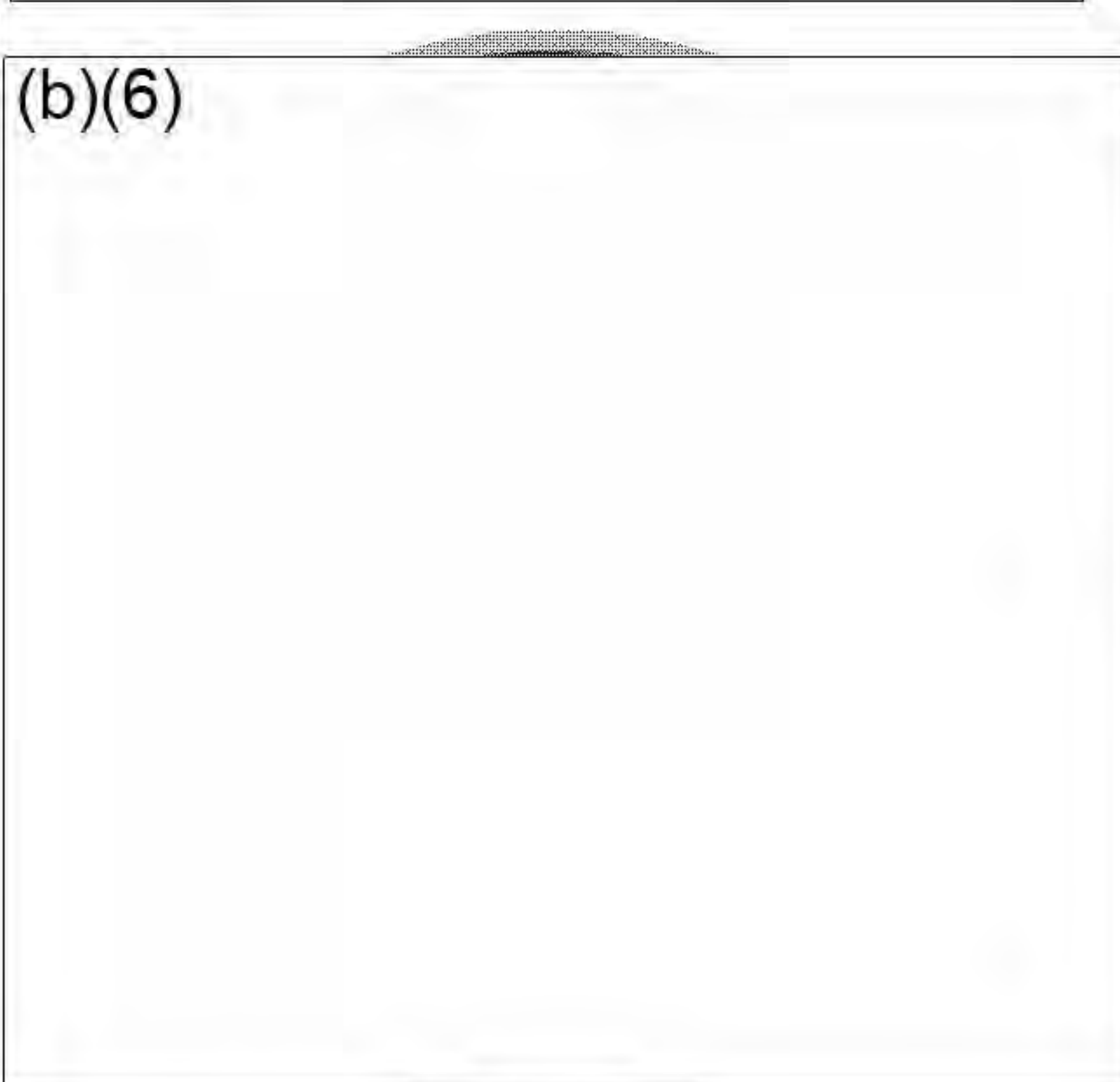
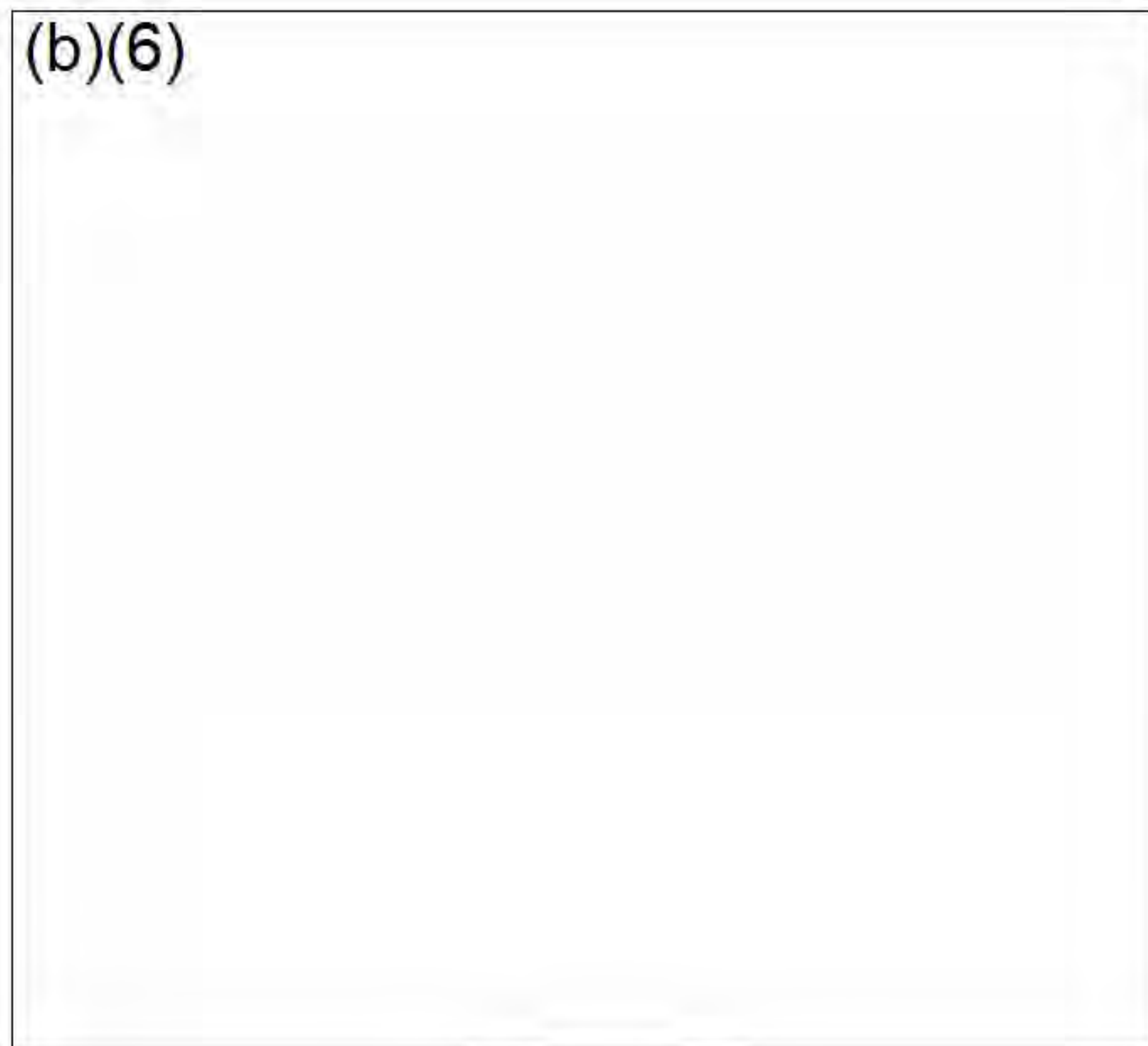
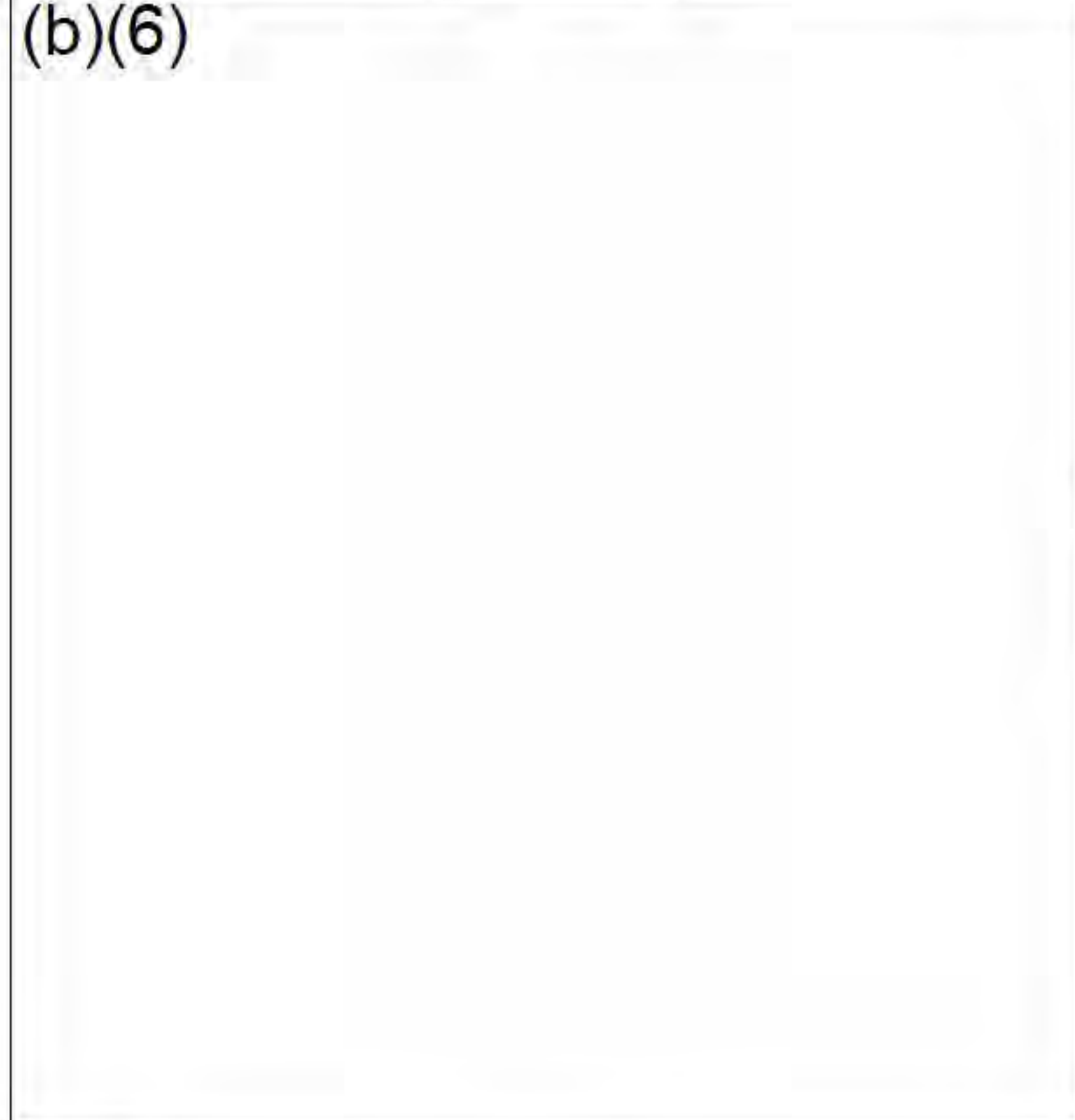
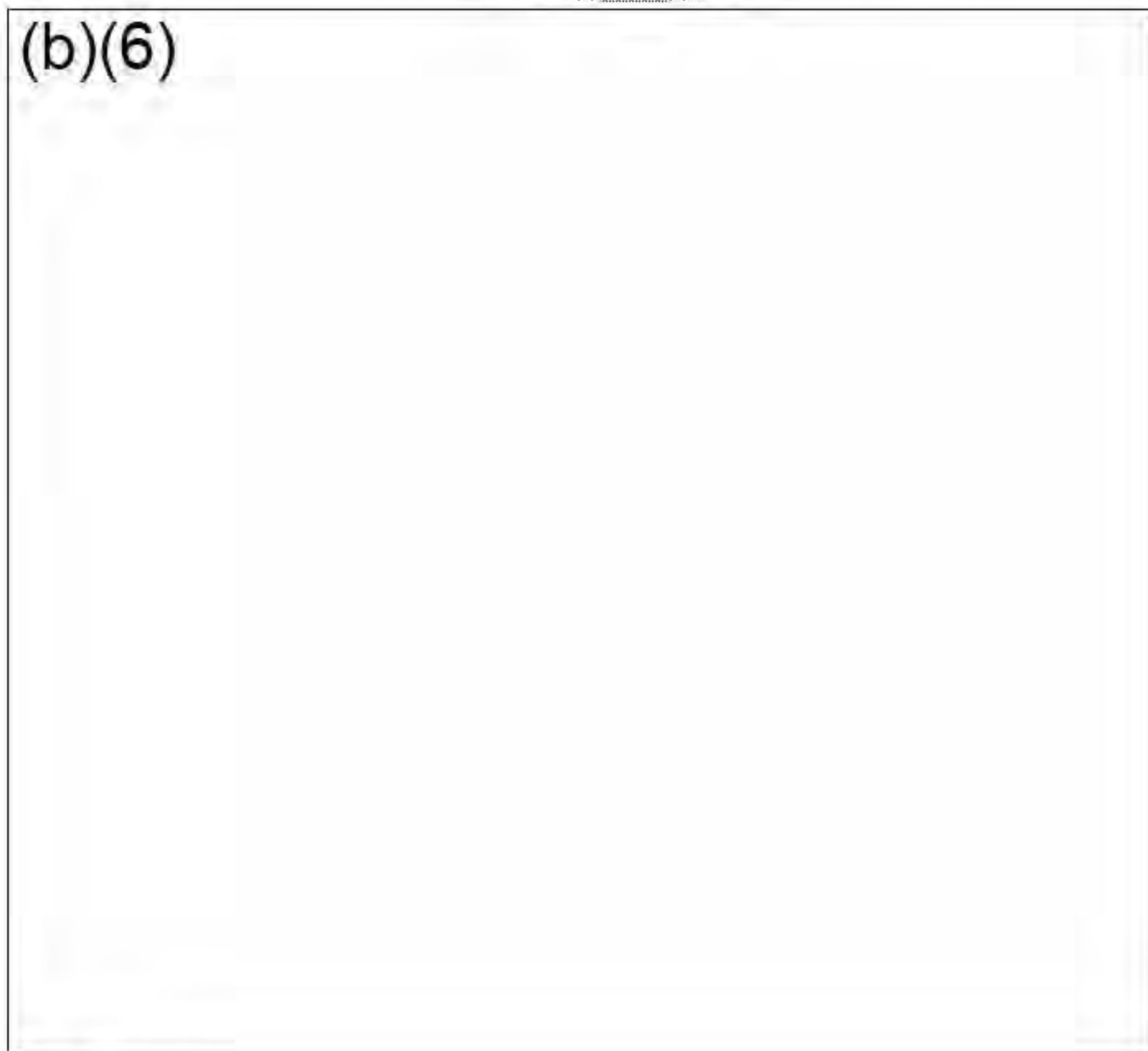
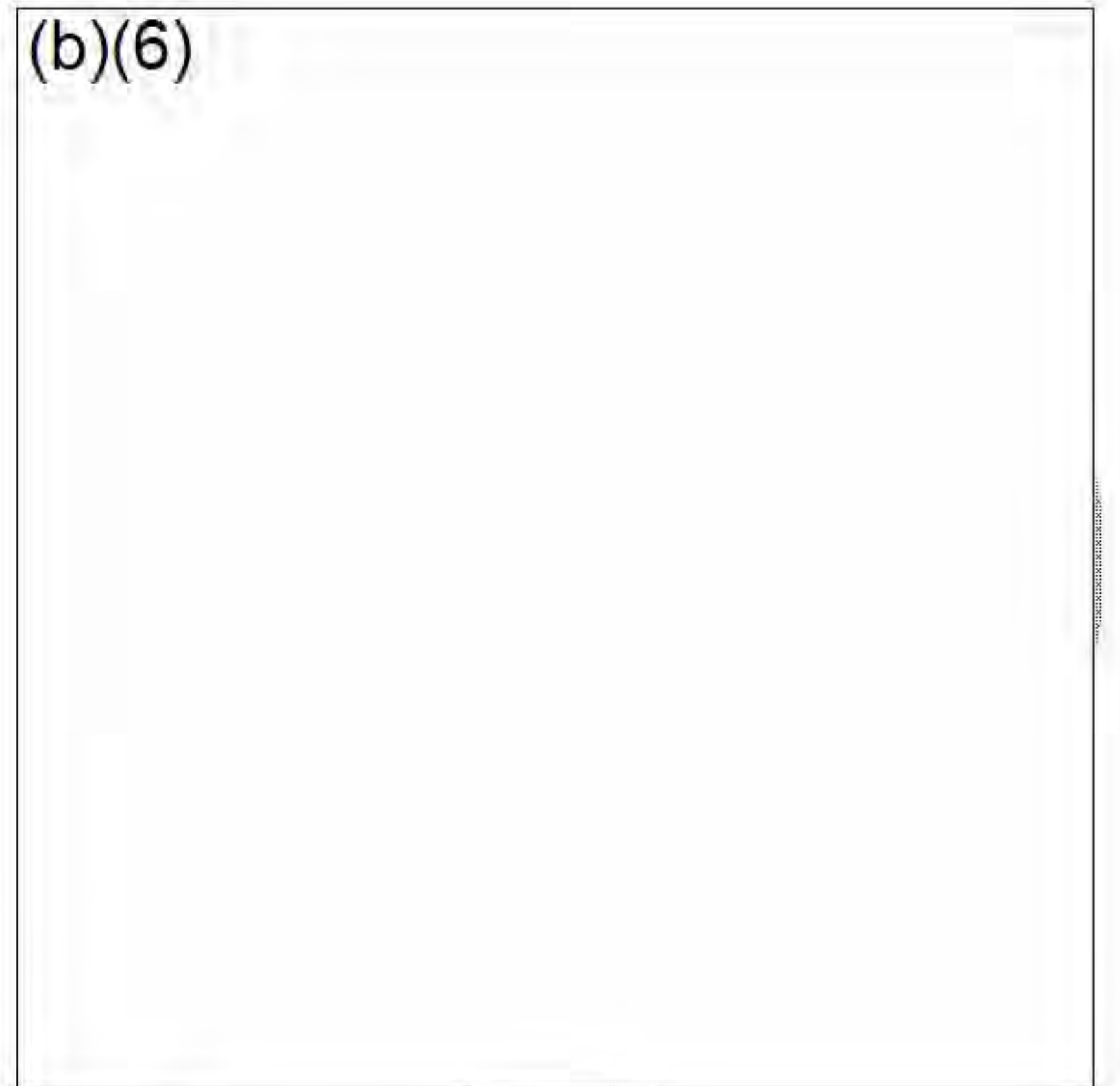
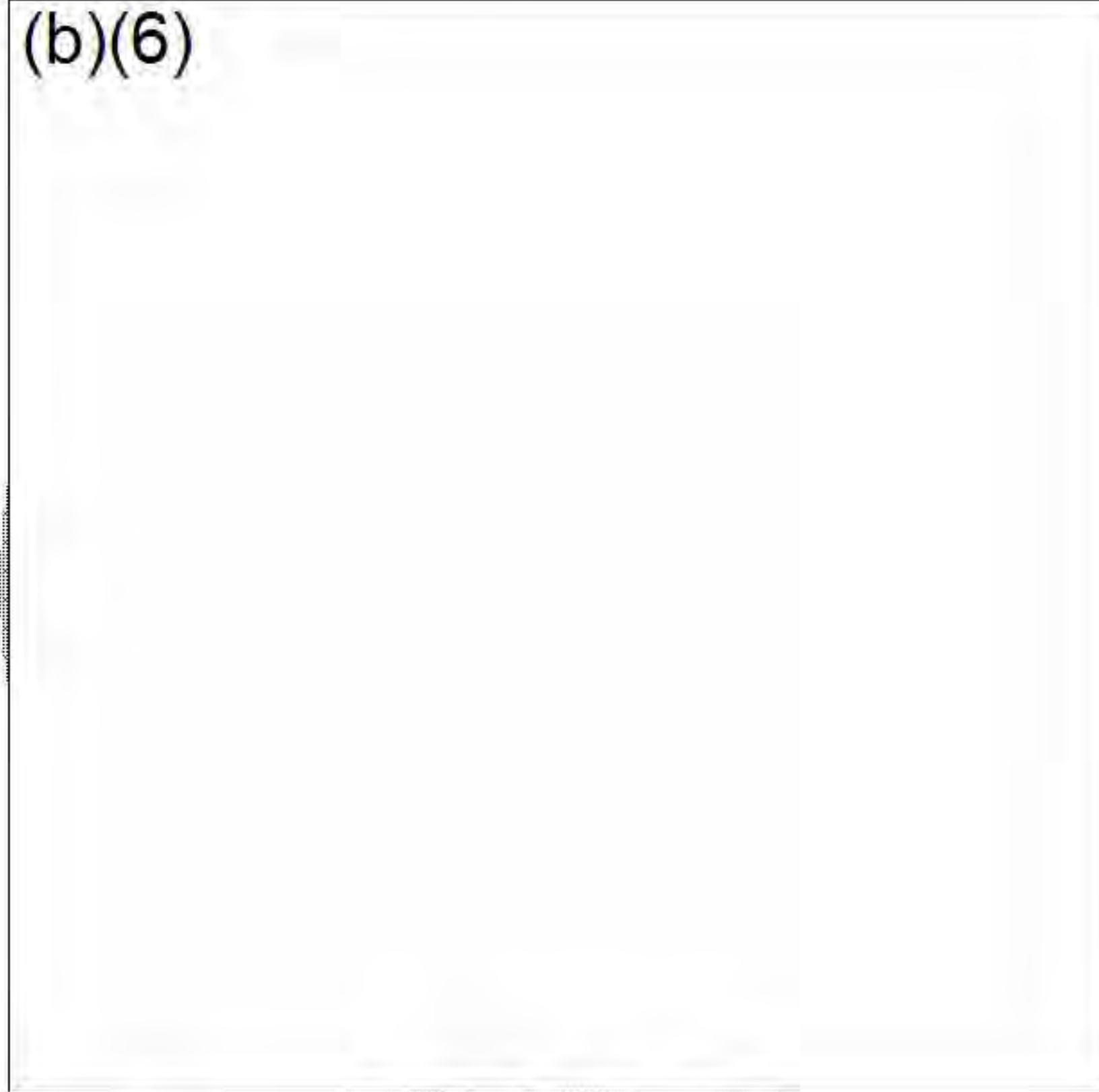
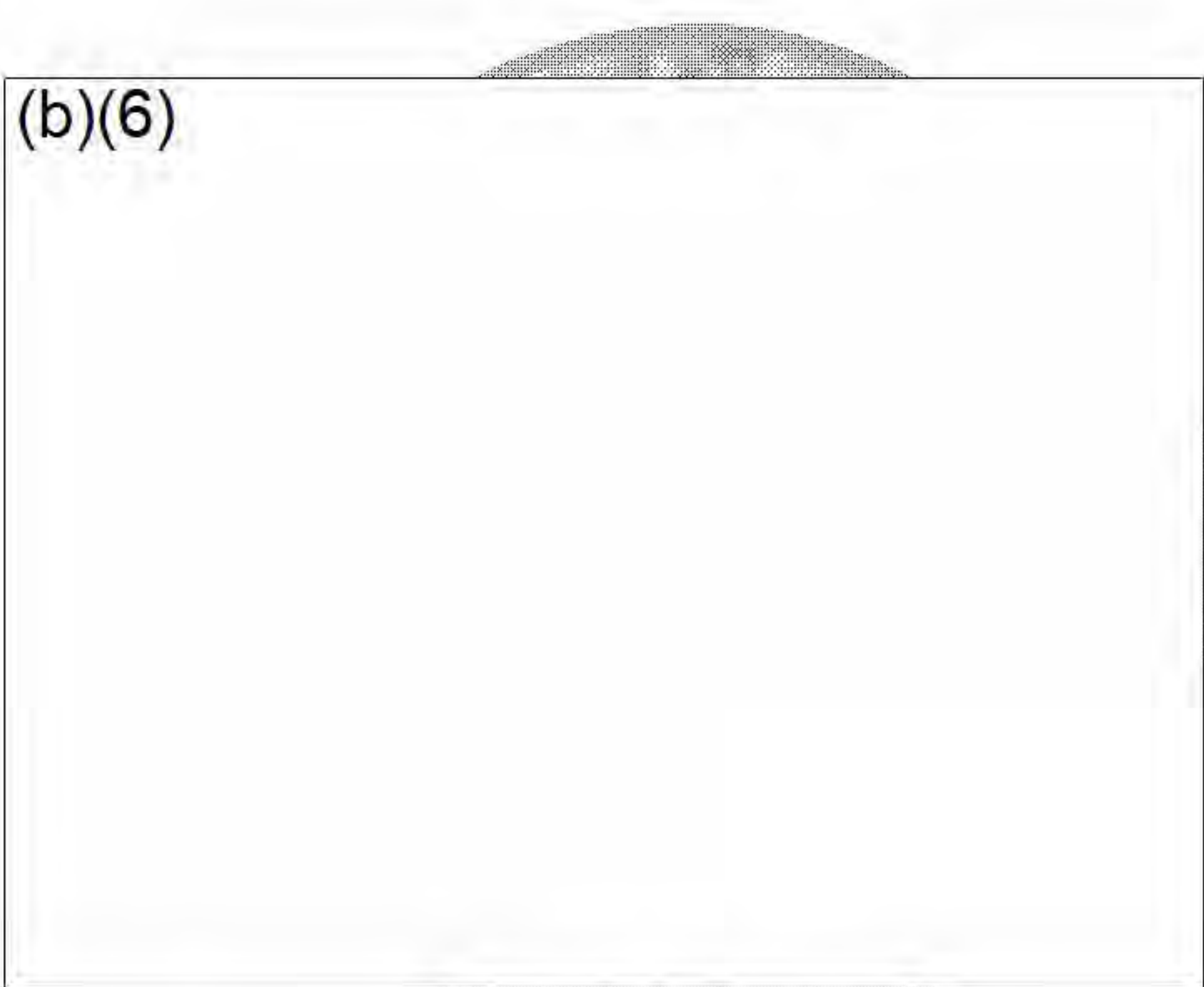
**Oregon Child Care Centers: Descriptive Statistics on Five Quality Indicators
2010**

Percentage of Centers that are Low, Average, or High on each Indicator

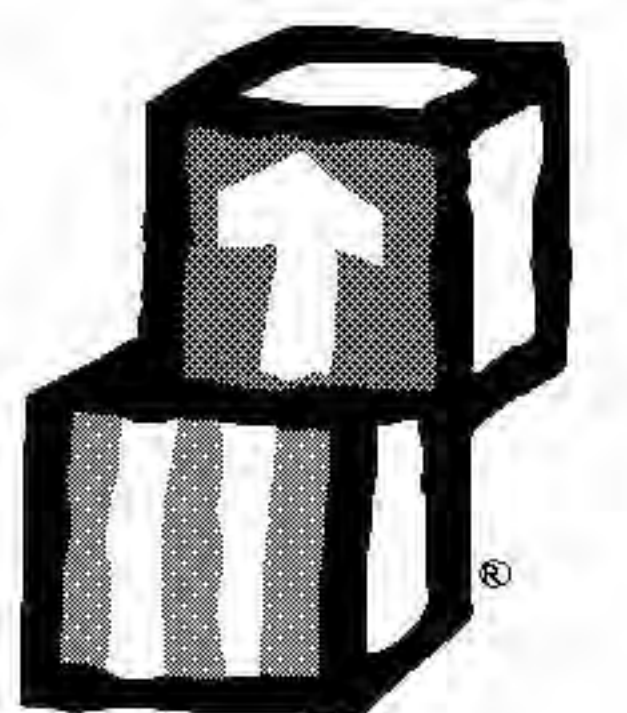
Accreditation			
Indicator: Percentage of facilities that are accredited			
	Yes	No	
Central	97%	3%	
Clackamas	95%	5%	
Deschutes	97%	3%	
Eastern	100%	0%	
Jackson	98%	2%	
Lane	100%	0%	
Marion	99%	1%	
Multnomah	96%	4%	
Northwest	94%	6%	
Southwest	98%	2%	
Washington	96%	4%	
State	3%	97%	

THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old



U.S. Department of Health
and Human Services
Administration for Children
and Families
Office of Head Start



This document was prepared under Contract no. HHSP233201000415G of the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, by the Head Start Resource Center, 1000 Wilson Blvd., Suite 1000, Arlington, VA 22209.



DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES

Office of Head Start
1250 Maryland Avenue, SW
8th Floor
Washington, DC 20024

December 2010

Dear Head Start Colleague,

I am pleased to share this revision of the Head Start Child Outcomes Framework, renamed The Head Start Child Development and Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old. The changes to the revised Framework are designed to provide more clarity to the domains and domain elements of the original Framework and do not create new requirements for Head Start grantees.

The original Framework, published in 2000, was a groundbreaking document reflecting early childhood research at the time, as well as requirements of the 1998 Head Start Act. Its release created a wave of activity that focused Head Start grantees on key elements of school readiness and moved many states to develop early learning standards that mirrored elements of the Framework.

The early childhood field has changed dramatically. The population of children served by Head Start and other early childhood programs continues to grow more diverse. New research has improved our understanding of school readiness, and the Improving Head Start for School Readiness Act of 2007 has increased the Framework's role in Head Start programs. In addition, almost every state now has early learning standards. Also, new reporting systems have emerged at the state level and through the Office of Special Education Programs (OSEP) within the U.S. Department of Education. The Framework is revised in light of these realities.

We expect the revised Framework to be used by programs in curriculum and assessment decisions just as the original Framework was intended to be used. It should also continue to be used to connect child assessment data to aspects of Head Start program design, including school readiness goals consistent with state and local expectations, if appropriate. Additionally, we expect it will guide the collection of child assessment data for other early childhood reporting systems, if locally required. When used in these ways, the revised Framework will provide data for program self-assessment and promote continuous quality improvement in programs and child well-being and success.

The Office of Head Start is pleased to lead the field with this work. We hope that the revised Framework will continue to guide all programs serving 3 to 5 year old children, including children who are dual language learners and children with disabilities, on the key elements of school readiness.

Thank you for the work you do every day for children and families.

Sincerely,

/ Yvette Sanchez Fuentes /

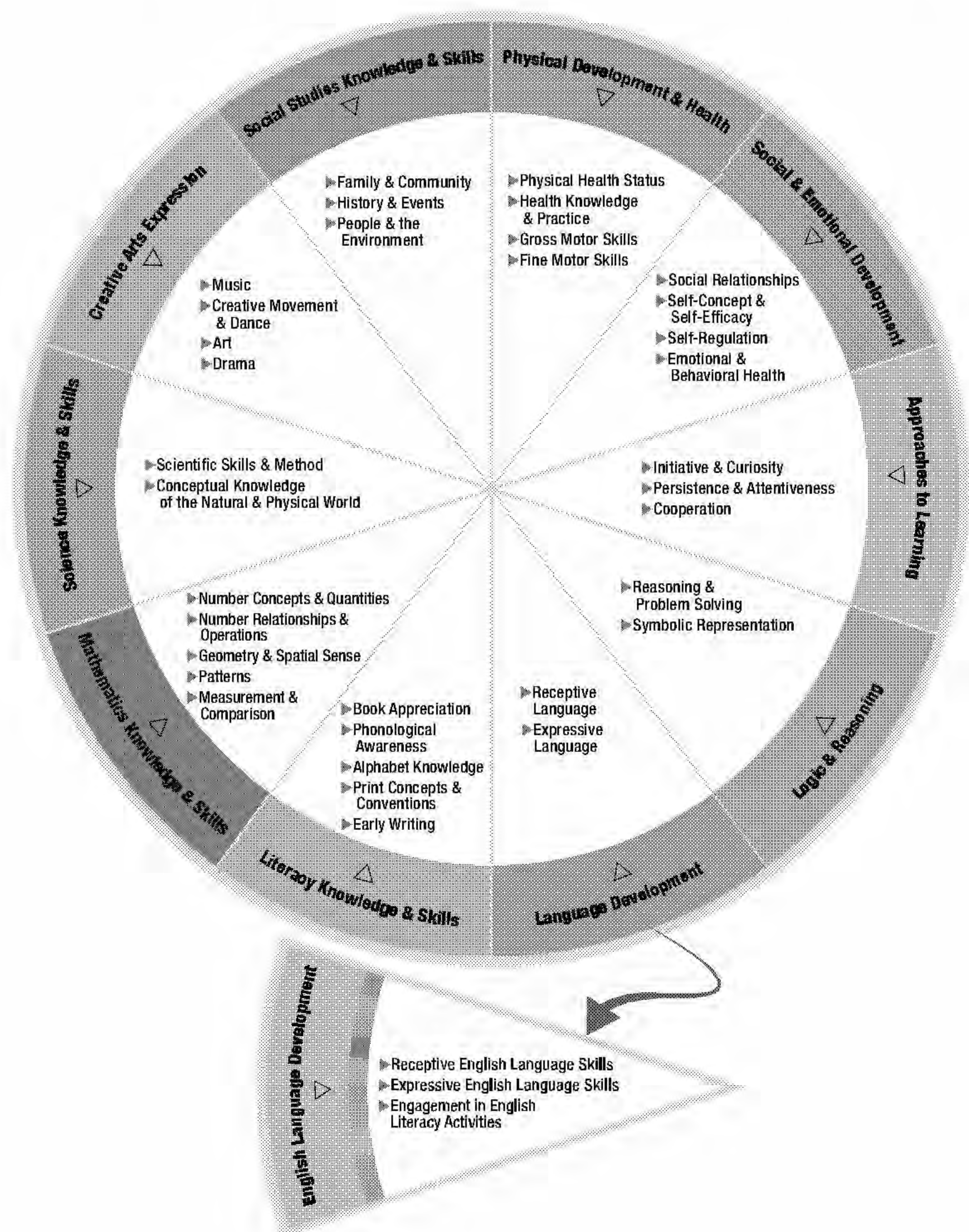
Yvette Sanchez Fuentes
Director
Office of Head Start

(b)(6)

THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old

The Head Start Child Development and Early Learning Framework provides Head Start and other early childhood programs with a description of the developmental building blocks that are most important for a child's school and long-term success. Head Start children, 3 to 5 years old, are expected to progress in all the areas of child development and early learning outlined by the Framework. Head Start programs also are expected to develop and implement a program that ensures such progress is made. The Framework is not appropriate for programs serving infants and toddlers. (The Framework appears below and full-size on page 6.)



THE ROLE OF THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK IN HEAD START PROGRAMS

The Framework outlines the essential areas of development and learning that are to be used by Head Start programs to establish school readiness goals for their children, monitor children's progress, align curricula, and conduct program planning. It does not provide specific benchmarks or levels of accomplishment for children to achieve during their time in Head Start.

The Framework reflects the legislative mandates of the Improving Head Start for School Readiness Act of 2007 and current research in child development and learning. The Framework also reflects Head Start's core value to promote all aspects of child development and learning in early childhood programs.

This Framework is a revision of the *Head Start Child Outcomes Framework* that was issued in 2000. The original Framework was created to guide programs in curriculum implementation and the ongoing assessment of children's progress. However, the Head Start Act of 2007 makes the Framework significantly more prominent in the operations of programs serving 3 to 5 year olds. The Act requires programs to align program goals and school readiness goals for children to the Framework. Also, their curricula, assessments, and professional development activities are to align with the Framework. In this new context, the elements of the Framework act as beacons that guide all key aspects of Head Start program implementation.

(b)(6)

WHAT IS INCLUDED IN THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK?

The Framework is organized into 11 **Domains**, 37 **Domain Elements**, and over 100 **Examples**. The domains and domain elements are organized in a similar way to the original Framework to facilitate a transition to the revised one.

The organization of the Framework into domains and domain elements does not imply that Head Start programs are to compartmentalize

learning or learning activities, or organize

the daily schedule by the specific domains. Head Start programs are to address the domains in an integrated way, using intentional instruction and scaffolded learning throughout the day. For example, dramatic play can promote language development, literacy, and math skills. And children can learn about

science and social studies concepts through literacy activities, as well as through creative arts and outdoor play.

The Domains

The 11 **Domains** represent the overarching areas of child development and early learning essential for school and long-term success. The eight domains of the original Framework, listed below, are retained and in some cases renamed. The domains in the revised Framework are:

- △ Physical Development & Health
- △ Social & Emotional Development
- △ Approaches to Learning
- △ Language Development
- △ Literacy Knowledge & Skills
- △ Mathematics Knowledge & Skills
- △ Science Knowledge & Skills
- △ Creative Arts Expression

Three additional domains have been added:

- △ Logic & Reasoning
- △ Social Studies Knowledge & Skills
- △ English Language Development

While 10 of the 11 domains apply to all children, one domain—English Language Development—applies only to children who speak a language other than English at home, also referred to as children who are dual language learners.

In the Framework, each domain begins with a short definition and an explanation of why the domain is important for children’s development and learning. Figure 1 on page 6 represents all the domains, indicating that they are interrelated and represent the “whole child.”

The Domain Elements

Each domain includes **Domain Elements** that more specifically define its components. The domain of Science Knowledge & Skills, for example, is composed of two domain elements: Scientific Skills & Method and Conceptual Knowledge of the Natural & Physical World. The domain elements included in the original Framework have been revised, and domain elements have been created for the new domains.

The areas of child development and early learning included in the Framework are developmentally appropriate across the 3 to 5 year old age range. Children’s knowledge and skills within a domain element will vary by age. For example, a 3-year-old’s early writing ability may be demonstrated by scribbles and letter-like forms, whereas a 5-year-old nearing kindergarten may be writing letters, his or her name, and short words.

Additionally, within any age group, children will show variation in their abilities and skills. Some

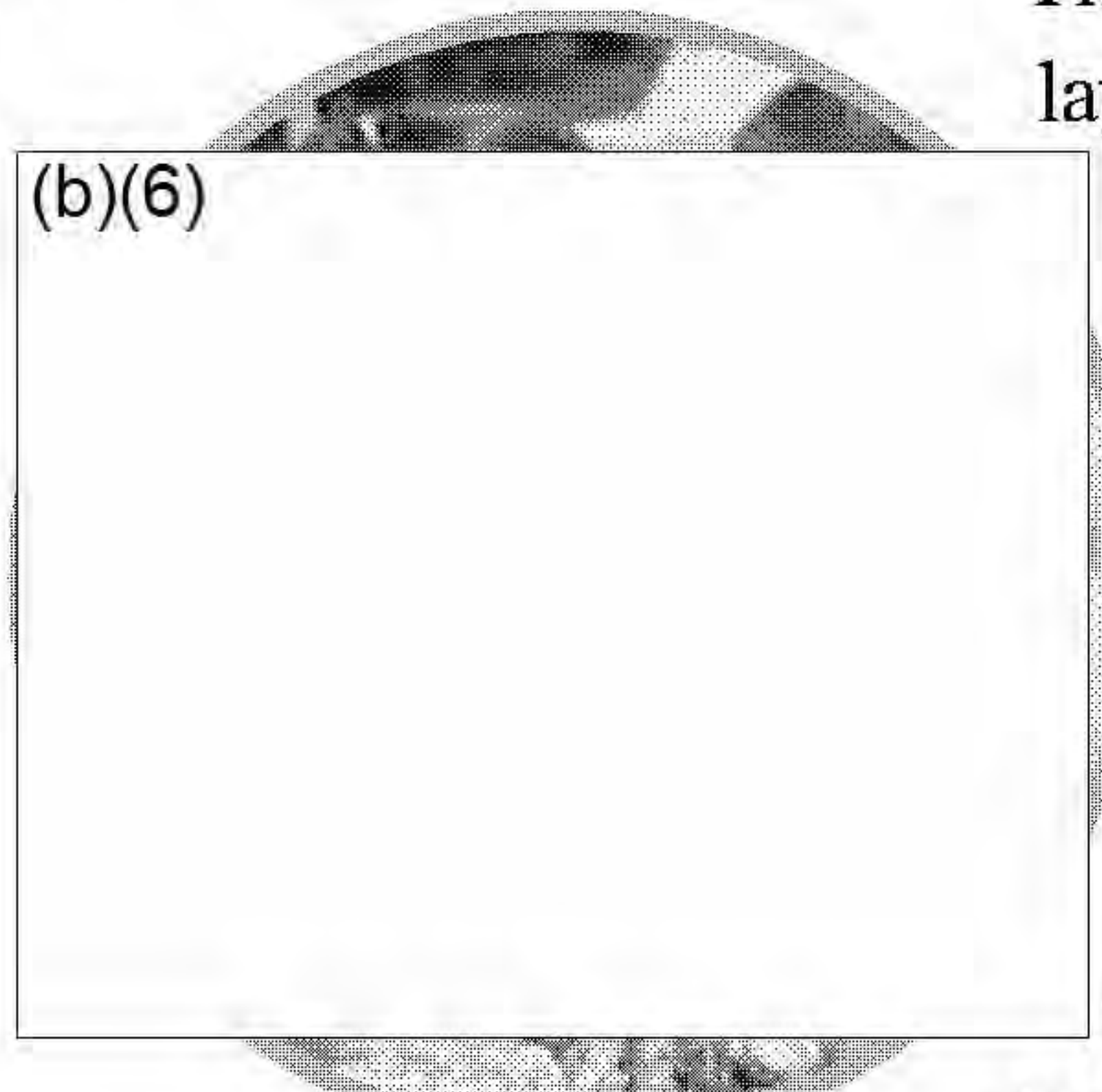
4-year-olds may be making letter-like forms and others writing their names. Head Start programs can expect progress within each domain element, recognizing that the rate of progress and the form it takes will vary depending on factors that affect individual children.

Finally, a number of domain elements in the Framework are closely associated with executive function. Although there is not a standard definition, executive function in young children is used to describe cognitive processes that support a child’s ability to regulate attention and behavior and in turn, develop greater social, emotional, and cognitive competence. Executive function is believed to include inhibitory control (the ability to regulate attention and emotion), working memory (the ability to hold and manipulate information in the mind), and cognitive flexibility (the ability to shift attention and modify responses based on new situations and information).

The development of executive function lays the foundation for adaptive, goal-directed thinking and behavior that enables children to override more automatic or impulsive actions and reactions. Research suggests that executive function is strongly correlated with positive developmental and academic outcomes. The Framework does not include a separate executive function domain. However, several domain elements, such as self-regulation and attention, are closely related to executive function. Most domain elements include behaviors or skills that are affected by a child’s executive functioning.

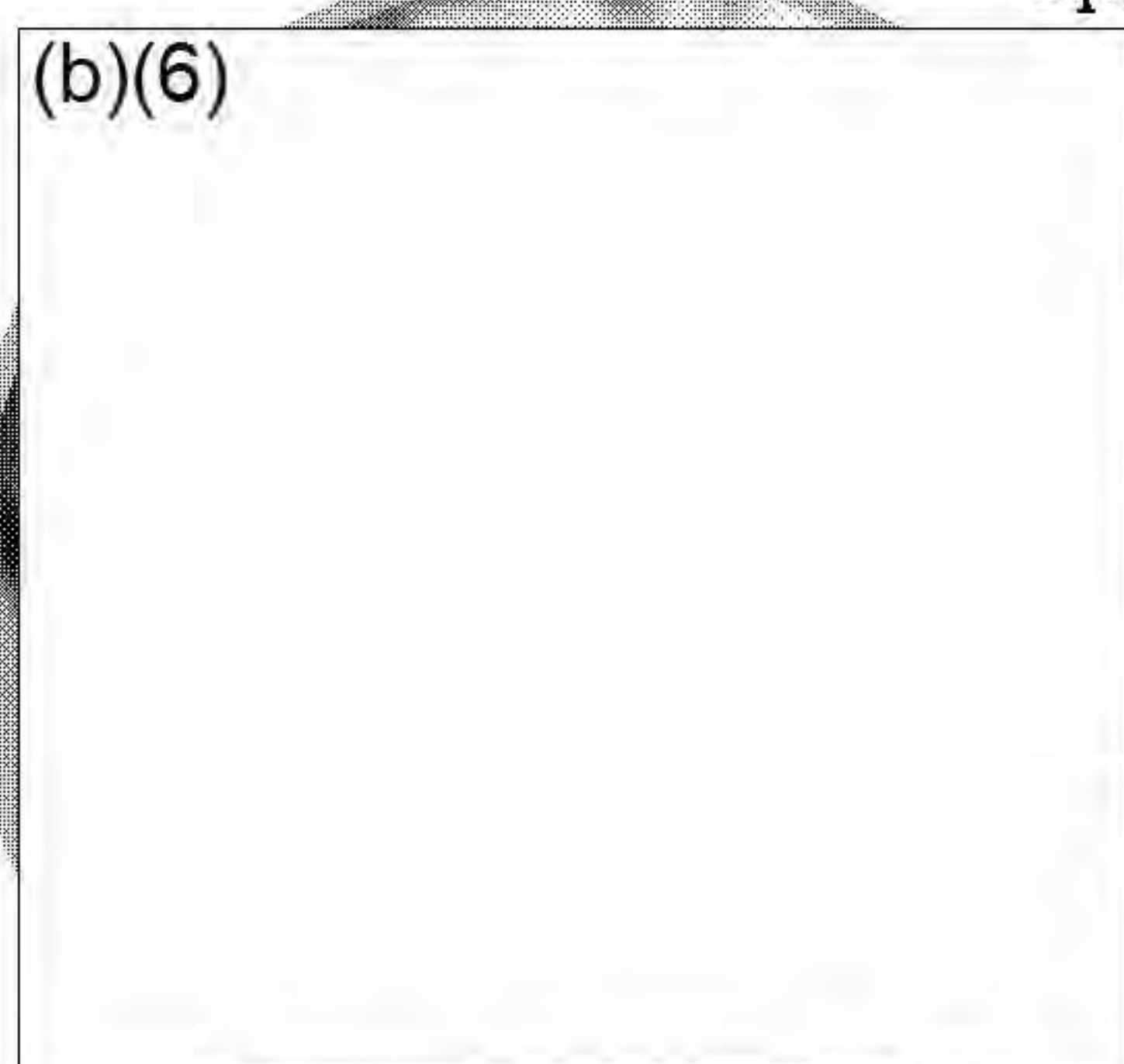
The Examples

Finally, a number of **Examples** are included under each domain element to provide more information about the key knowledge, behaviors,



(b)(6)

or skills within each element. The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are *not* to be used to assess the progress of children on the domain elements. The Framework is not a checklist to evaluate a child's development and learning. Rather, the Framework guides the choice of assessment instruments and serves as a way to organize the data collected from those instruments.



THE ROLE OF THE FRAMEWORK IN CURRICULUM DECISIONS

A Head Start program needs to make curriculum decisions that take into account a number of factors. A program is required to use a curriculum that is developmentally appropriate, research-based, and aligned to the Framework. Given that the Framework addresses all areas of child development and learning, the requirement to align is meant to ensure that Head Start programming is not narrowly focused on certain domains, or that lesser attention is paid to some domains. In fact, programs may find that curriculum adaptations or additional curricula are necessary to address all the domains or to be culturally and linguistically responsive to children, families, and communities.

Teaching needs to be intentional and focus on how preschool children learn. Investigation and exploration; purposeful, engaged play; and intentional, scaffolded instruction based on the developmental level of each child are essential elements of appropriate practice in Head Start programs. Programs conduct ongoing child assessment throughout the year to determine if instructional strategies need to be adapted to meet children's specific needs.

THE ROLE OF THE FRAMEWORK IN ASSESSMENT DECISIONS

Programs are required to choose child assessment instruments that are reliable and valid; developmentally, linguistically, and culturally appropriate for the population served; and aligned with the Framework. Programs utilize the Framework in determining which child assessment instruments to use and which types of child data to collect. The Framework serves as a lens for analyzing data in order to understand child progress and to identify areas that need additional resources and attention. Multiple assessment tools or procedures may be needed to fully understand children's progress across all areas of child development and early learning.

USING THE FRAMEWORK TO SUPPORT THE DEVELOPMENT AND LEARNING OF CHILDREN WHO ARE DUAL LANGUAGE LEARNERS

Children who speak a language other than English at home—recognized as dual language learners (DLLs)—represent a significant proportion of the children served in Head Start. Programs use the Framework to guide curriculum, assessment, and other programming decisions, keeping in mind that they are serving children who need to continue to develop their first language while they acquire English. Programs are to ensure that children who are DLLs progress on each of the domain elements in the Framework. Also, programs are to ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language.

At the same time, Head Start programs need

to promote the acquisition of English for children who are DLLs. The domain of English Language Development applies only to these children and contains domain elements that focus on their receptive and expressive language skills and their participation in literacy activities. Children's progress in learning English will vary depending upon their past and current exposure to English, their temperament, their age, and other factors.

Finally, when assessing children who are DLLs, staff needs to understand that the purpose of assessment is to learn what a child knows and is able to do. With the exception of assessing a child's English language development, assessment does not depend on a child's understanding or speaking abilities in English, but on the specific knowledge, skills, or abilities that the assessment measures. For example, a child can demonstrate an understanding of book knowledge or science concepts in the home language. Assessing a child who is a DLL only in English will rarely give an accurate or complete picture of what the child knows or can do.

Programs need to choose assessment instruments, methods, and procedures that use the language or languages that most accurately reveal each child's knowledge, skills, and abilities. The assessment data gathered in the home language can be used to inform instructional practices and curriculum decisions to maximize the child's learning. Programs are to use culturally and linguistically appropriate assessments to capture what children who are DLLs know and can do in all areas of the Framework.

USING THE FRAMEWORK TO SUPPORT CHILD DEVELOPMENT AND EARLY LEARNING OF CHILDREN WITH DISABILITIES

The Framework is designed to support the development and learning of children with disabilities. Programs are to use the Framework to support the development of a child's Individualized Education Program (IEP) and to guide the assessment of the child's progress.

(b)(6)

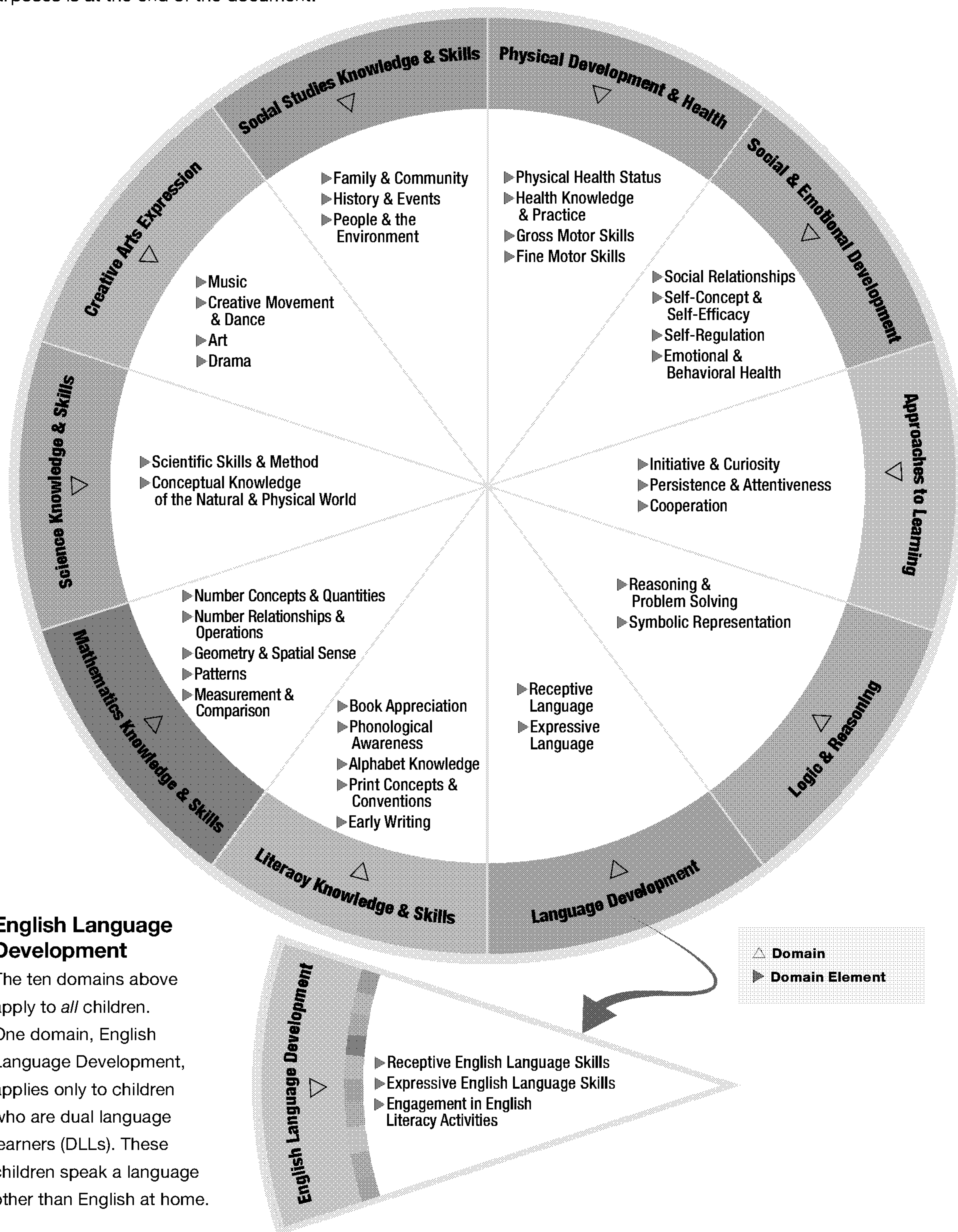
Developing the IEP is done in close collaboration with the special educators and related service providers identified on the IEP. Some children may need more individualized or intensive instruction in order to make progress on the domain elements

in the Framework. Some may require accommodations in the environment or adaptive or assistive technology in order to participate in learning experiences that promote progress.

Staff needs to understand that children with disabilities can demonstrate what they know and can do in various ways. Children can make use of individual modifications or assistive technology while being assessed. In some cases, an assessment instrument may not be sensitive enough to detect small changes in development and learning, and the child may not appear to be making progress on a specific domain element. It is important to document small, incremental progress that may not be reflected on a particular assessment instrument. By monitoring the progress of children with disabilities, programs can decide if different or more intensive learning experiences and adaptations are needed.

FIGURE 1: The Head Start Child Development and Early Learning Framework

These domains \triangle and domain elements \blacktriangleright apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities. A black and white figure for reproduction purposes is at the end of the document.



Physical Development & Health refers to physical well-being, use of the body, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices. Early health habits lay the foundation for lifelong healthy living. Equally important, physical well-being, health, and motor development are foundational to young children’s learning. Motor skills permit children to fully explore and function in their environment, and support development in all other domains. Health problems, delays in physical development, and frequent illnesses interfere with children’s ability to learn and are associated with a range of poor developmental and educational outcomes. In the domain of Physical Development & Health, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

KEY △ = Domain ► = Domain Element * = Example

The domain elements for Physical Health & Development for 3 to 5 year olds are:

► **PHYSICAL HEALTH STATUS**

The maintenance of healthy and age appropriate physical well-being.

- Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.
- Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.
- Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.
- Gets sufficient rest and exercise to support healthy development.

► **HEALTH KNOWLEDGE & PRACTICE**

The understanding of healthy and safe habits and practicing healthy habits.

- Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.
- Communicates an understanding of the importance of health and safety routines and rules.
- Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
- Distinguishes food on a continuum from most healthy to less healthy.
- Eats a variety of nutritious foods.
- Participates in structured and unstructured physical activities.
- Recognizes the importance of doctor and dentist visits.
- Cooperates during doctor and dentist visits and health and developmental screenings.

...Continued on next page

...Continued from previous page

► GROSS MOTOR SKILLS

The control of large muscles for movement, navigation, and balance.

- Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.
- Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.
- Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.

► FINE MOTOR SKILLS

The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

- Develops hand strength and dexterity.
- Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.
- Manipulates a range of objects, such as blocks or books.
- Manipulates writing, drawing, and art tools.

(b)(6)

Social & Emotional Development refers to the skills necessary to foster secure attachment with adults, maintain healthy relationships, regulate one's behavior and emotions, and develop a healthy concept of personal identity. Positive social and emotional development provides a critical foundation for lifelong development and learning. In early childhood, social and emotional well-being predicts favorable social, behavioral, and academic adjustment into middle childhood and adolescence. It helps children navigate new environments, facilitates the development of supportive relationships with peers and adults, and supports their ability to participate in learning activities. Children with emotional or behavioral challenges are likely to receive less adult support for development and learning and to be more isolated from peers. In the domain of Social & Emotional Development, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

KEY △ = Domain ▶ = Domain Element * = Example

The domain elements for Social & Emotional Development for 3 to 5 year olds are:

▶ SOCIAL RELATIONSHIPS

The healthy relationships and interactions with adults and peers.

- Communicates with familiar adults and accepts or requests guidance.
- Cooperates with others.
- Develops friendships with peers.
- Establishes secure relationships with adults.
- Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.
- Resolves conflict with peers alone and/or with adult intervention as appropriate.
- Recognizes and labels others' emotions.
- Expresses empathy and sympathy to peers.
- Recognizes how actions affect others and accepts consequences of one's actions.

▶ SELF-CONCEPT & SELF-EFFICACY

The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

- Identifies personal characteristics, preferences, thoughts, and feelings.
- Demonstrates age-appropriate independence in a range of activities, routines, and tasks.

...Continued on next page

△ SOCIAL & EMOTIONAL DEVELOPMENT

...Continued from previous page

- Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.
- Demonstrates age-appropriate independence in decision making regarding activities and materials.

▶ **SELF-REGULATION**

The ability to recognize and regulate emotions, attention, impulses, and behavior.

- Recognizes and labels emotions.
- Handles impulses and behavior with minimal direction from adults.
- Follows simple rules, routines, and directions.
- Shifts attention between tasks and moves through transitions with minimal direction from adults.

▶ **EMOTIONAL & BEHAVIORAL HEALTH**

A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

- Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.
- Refrains from disruptive, aggressive, angry, or defiant behaviors.
- Adapts to new environments with appropriate emotions and behaviors.

(b)(6)

△ APPROACHES TO LEARNING

Approaches to Learning refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children’s approaches to learning contribute to their success in school and influence their development and learning in all other domains. Children’s ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Many early learning experts view approaches to learning as one of the most important domains of early childhood development. In the domain of Approaches to Learning, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills and knowledge in any language, including their home language.

KEY △ = Domain ▶ = Domain Element • = Example

The domain elements for Approaches to Learning for 3 to 5 year olds are:

▶ **INITIATIVE & CURIOSITY**

An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.

- Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.
- Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.
- Asks questions and seeks new information.

▶ **PERSISTENCE & ATTENTIVENESS**

The ability to begin and finish activities with persistence and attention.

- Maintains interest in a project or activity until completed.
- Sets goals and develops and follows through on plans.
- Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.

▶ **COOPERATION**

An interest and engagement in group experiences.

- Plans, initiates, and completes learning activities with peers.
- Joins in cooperative play with others and invites others to play.
- Models or teaches peers.
- Helps, shares, and cooperates in a group.

△ LOGIC & REASONING

Logic & Reasoning refers to the ability to think through problems and apply strategies for solving them. Logic and reasoning skills are an essential part of child development and early learning and a foundation for competence and success in school and other environments. Children’s ability to think, reason, and use information allows them to acquire knowledge, understand the world around them, and make appropriate decisions. In the domain of Logic & Reasoning, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

KEY △ = Domain ▶ = Domain Element ■ = Example

The domain elements for Logic & Reasoning for 3 to 5 year olds are:

▶ REASONING & PROBLEM SOLVING

The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

- Seeks multiple solutions to a question, task, or problem.
- Recognizes cause and effect relationships.
- Classifies, compares, and contrasts objects, events, and experiences.
- Uses past knowledge to build new knowledge.

▶ SYMBOLIC REPRESENTATION

The use of symbols or objects to represent something else.

- Represents people, places, or things through drawings, movement, and three-dimensional objects.
- Engages in pretend play and acts out roles.
- Recognizes the difference between pretend or fantasy situations and reality.

(b)(6)

△ LANGUAGE DEVELOPMENT

Language Development refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks of the first five years of a child's life. Language is the key to learning across all domains. Specific language skills in early childhood are predictive of later success in learning to read and write. Also, children who are skilled communicators are more likely to demonstrate social competence. In the domain of Language Development, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

KEY △ = Domain ► = Domain Element * = Example

The domain elements for Language Development for 3 to 5 year olds are:

► RECEPTIVE LANGUAGE

The ability to comprehend or understand language.

- Attends to language during conversations, songs, stories, or other learning experiences.
- Comprehends increasingly complex and varied vocabulary.
- Comprehends different forms of language, such as questions or exclamations.
- Comprehends different grammatical structures or rules for using language.

► EXPRESSIVE LANGUAGE

The ability to use language.

- Engages in communication and conversation with others.
- Uses language to express ideas and needs.
- Uses increasingly complex and varied vocabulary.
- Uses different forms of language.
- Uses different grammatical structures for a variety of purposes.
- Engages in storytelling.
- Engages in conversations with peers and adults.

△ LITERACY KNOWLEDGE & SKILLS

Literacy Knowledge & Skills refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding basic concepts about books or other printed materials, the alphabet, and letter-sound relationships. Early literacy is the foundation for reading and writing in all academic endeavors in school. It is considered one of the most important areas for young children's development and learning. Early literacy learning provides children with an opportunity to explore the world through books, storytelling, and other reading and writing activities. It is a mechanism for learning about topics they enjoy and acquiring content knowledge and concepts that support progress in other domains. It is critical for supporting a range of positive outcomes, including success in school and other environments. In the domain of Literacy Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

KEY △ = Domain ▶ = Domain Element ■ = Example

The domain elements for Literacy Knowledge & Skills for 3 to 5 year olds are:

▶ **BOOK APPRECIATION AND KNOWLEDGE**

The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

- Shows interest in shared reading experiences and looking at books independently.
- Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator.
- Asks and answers questions and makes comments about print materials.
- Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
- Retells stories or information from books through conversation, artistic works, creative movement, or drama.

▶ **PHONOLOGICAL AWARENESS**

An awareness that language can be broken into words, syllables, and smaller pieces of sound.

- Identifies and discriminates between words in language.
- Identifies and discriminates between separate syllables in words.
- Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.

Continued on next page...

...Continued from previous page

▶ **ALPHABET KNOWLEDGE**

The names and sounds associated with letters.

- Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
- Recognizes that letters of the alphabet have distinct sound(s) associated with them.
- Attends to the beginning letters and sounds in familiar words.
- Identifies letters and associates correct sounds with letters.

▶ **PRINT CONCEPTS & CONVENTIONS**

The concepts about print and early decoding (identifying letter-sound relationships).

- Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.
- Understands that print conveys meaning.
- Understands conventions, such as print moves from left to right and top to bottom of a page.
- Recognizes words as a unit of print and understands that letters are grouped to form words.
- Recognizes the association between spoken or signed and written words.

▶ **EARLY WRITING**

The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

- Experiments with writing tools and materials.
- Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
- Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
- Copies, traces, or independently writes letters or words.

△ MATHEMATICS KNOWLEDGE & SKILLS

Mathematics Knowledge & Skills refers to the conceptual understanding of numbers, their relationships, combinations, and operations. Mathematics also includes shapes and their structure; reasoning; measurement; classification; and patterns. Because math is also about generalizations and abstractions, math skills during the early years help children to connect ideas, develop logical and abstract thinking, and to question, analyze, and understand the world around them. Math knowledge, interest, and skills are basic to children’s success in school and later life. Early math skills are highly predictive of later academic achievement in multiple subject areas. In the domain of Mathematics Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

KEY △ = Domain ► = Domain Element • = Example

The domain elements for Mathematics Knowledge & Skills for 3 to 5 year-olds are:

► NUMBER CONCEPTS & QUANTITIES

The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).

- Recognizes numbers and quantities in the everyday environment.
- Recites numbers in the correct order and understands that numbers come “before” or “after” one another.
- Associates quantities and the names of numbers with written numerals.
- Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.
- Uses the number name of the last object counted to represent the number of objects in the set.

► NUMBER RELATIONSHIPS & OPERATIONS

The use of numbers to describe relationships and solve problems.

- Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.
- Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.
- Identifies the new number created when numbers are combined or separated.

Continued on next page...

...Continued from previous page

► GEOMETRY & SPATIAL SENSE

The understanding of shapes, their properties, and how objects are related to one another.

- Recognizes and names common shapes, their parts, and attributes.
- Combines and separates shapes to make other shapes.
- Compares objects in size and shape.
- Understands directionality, order, and position of objects, such as up, down, in front, behind.

► PATTERNS

The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

- Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.
- Recognizes, duplicates, and extends simple patterns.
- Creates patterns through the repetition of a unit.

► MEASUREMENT & COMPARISON

The understanding of attributes and relative properties of objects as related to size, capacity, and area.

- Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).
- Orders objects by size or length.
- Uses nonstandard and standard techniques and tools to measure and compare.

(b)(6)

△ SCIENCE KNOWLEDGE & SKILLS

Science Knowledge & Skills refers to the emerging ability to gather information about the natural and physical world and organize that information into knowledge and theories. Young children are often called natural scientists. Their inclination to be curious, explore, ask questions, and develop their own theories about how the world works makes science an important domain for enhancing learning and school readiness. Science learning during the early childhood years encourages children to discover the world around them and refine their understanding of it. It provides opportunities for rich vocabulary learning and collaboration with peers. It fosters a sense of curiosity and motivation to learn. In the domain of Science Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

KEY △ = Domain ▶ = Domain Element ◆ = Example

The domain elements for Science Knowledge & Skills for 3 to 5 year olds are:

▶ **SCIENTIFIC SKILLS & METHOD**

The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

- Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.
- Observes and discusses common properties, differences, and comparisons among objects.
- Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.
- Collects, describes, and records information through discussions, drawings, maps, and charts.
- Describes and discusses predictions, explanations, and generalizations based on past experience.

▶ **CONCEPTUAL KNOWLEDGE OF THE NATURAL & PHYSICAL WORLD**

The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.

- Observes, describes, and discusses living things and natural processes.
- Observes, describes, and discusses properties of materials and transformation of substances.

△ CREATIVE ARTS EXPRESSION

Creative Arts Expression refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama. The creative arts engage children’s minds, bodies, and senses. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. The creative arts provide ways for young children to learn and use skills in other domains. In the domain of Creative Arts Expression, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

KEY △ = Domain ▶ = Domain Element * = Example

The domain elements of Creative Arts Expression for 3 to 5 year olds are:

▶ **MUSIC**

The use of voice and instruments to create sounds.

- Participates in music activities, such as listening, singing, or performing.
- Experiments with musical instruments.

▶ **CREATIVE MOVEMENT & DANCE**

The use of the body to move to music and express oneself.

- Expresses what is felt and heard in various musical tempos and styles.
- Moves to different patterns of beat and rhythm in music.
- Uses creative movement to express concepts, ideas, or feelings.

▶ **ART**

The use of a range of media and materials to create drawings, pictures, or other objects.

- Uses different materials and techniques to make art creations.
- Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.
- Discusses one’s own artistic creations and those of others.

▶ **DRAMA**

The portrayal of events, characters, or stories through acting and using props and language.

- Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.
- Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.

△ SOCIAL STUDIES KNOWLEDGE & SKILLS

Social Studies Knowledge & Skills refers to understanding people and how they relate to others and the world around them. Social studies helps children to understand themselves, their families, and communities. Through learning experiences related to history, culture, and the environment, children enhance their self-identity and expand their experiences beyond the walls of their home and early childhood setting. In the domain of Social Studies Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

KEY △ = Domain ► = Domain Element • = Example

The domain elements for Social Studies Knowledge & Skills for 3 to 5 year olds are:

► **SELF, FAMILY & COMMUNITY**

The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

- Identifies personal and family structure.
- Understands similarities and respects differences among people.
- Recognizes a variety of jobs and the work associated with them.
- Understands the reasons for rules in the home and classroom and for laws in the community.
- Describes or draws aspects of the geography of the classroom, home, and community.

► **PEOPLE & THE ENVIRONMENT**

The understanding of the relationship between people and the environment in which they live.

- Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.
- Recognizes that people share the environment with other people, animals, and plants.
- Understands that people can take care of the environment through activities, such as recycling.

► **HISTORY & EVENTS**

The understanding that events happened in the past and how these events relate to one's self, family, and community.

- Differentiates between past, present, and future.
- Recognizes events that happened in the past, such as family or personal history.
- Understands how people live and what they do changes over time.

English Language Development is the development of receptive and expressive English language skills for children who speak a home language other than English. This domain only applies to these children, often referred to as dual language learners (DLLs). Learning English lays the foundation for a successful start as children transition to public school. When children are able to understand and speak some English, they are better prepared to learn from teachers and engage with peers in English-speaking environments. Because the home language serves as a foundation for learning English, ongoing development of the home language also is essential.

Children who are DLLs typically go through several stages of English language development prior to becoming proficient. The receptive skills usually emerge before the expressive skills. There may be an extended period of time when the child understands some English but relies on the home language as well as gestures and nonverbal means to communicate. During this time, the child is attending to and listening to the English language used in the learning environment and beginning to grasp the fundamentals of the language. Gradually, the child begins to use more English words and phrases, often interspersed with the home language. Over time, the child develops more complex vocabulary and grammar, moving toward English language proficiency.

How much time this process takes will vary. It may take several months or several years, depending on the individual child, the home and school language environments, motivation, and other factors. Children will be at different stages in the process when they enter a program, and therefore, the developing path of their receptive and expressive abilities will not be the same.

The examples represent behaviors individual children may demonstrate in the process of learning English.

KEY △ = Domain ► = Domain Element * = Example

The domain elements for English Language Development for 3 to 5 year olds are:

► **RECEPTIVE ENGLISH LANGUAGE SKILLS**

The ability to comprehend or understand the English language.

- Participates with movement and gestures while other children and the teachers dance and sing in English.
- Acknowledges or responds nonverbally to common words or phrases, such as “hello” “good bye” “snack time” “bathroom”, when accompanied by adult gestures.
- Points to body parts when asked, “Where is your nose, hand, leg...?”

Continued on next page...

...Continued from previous page

- Comprehends and responds to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?”
- Follows multi-step directions in English with minimal cues or assistance.

► EXPRESSIVE ENGLISH LANGUAGE SKILLS

The ability to speak or use English.

- Repeats word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch.
- Requests items in English, such as “car,” “milk,” “book,” “ball.”
- Uses one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”
- Uses increasingly complex and varied English vocabulary.
- Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.”

► ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES

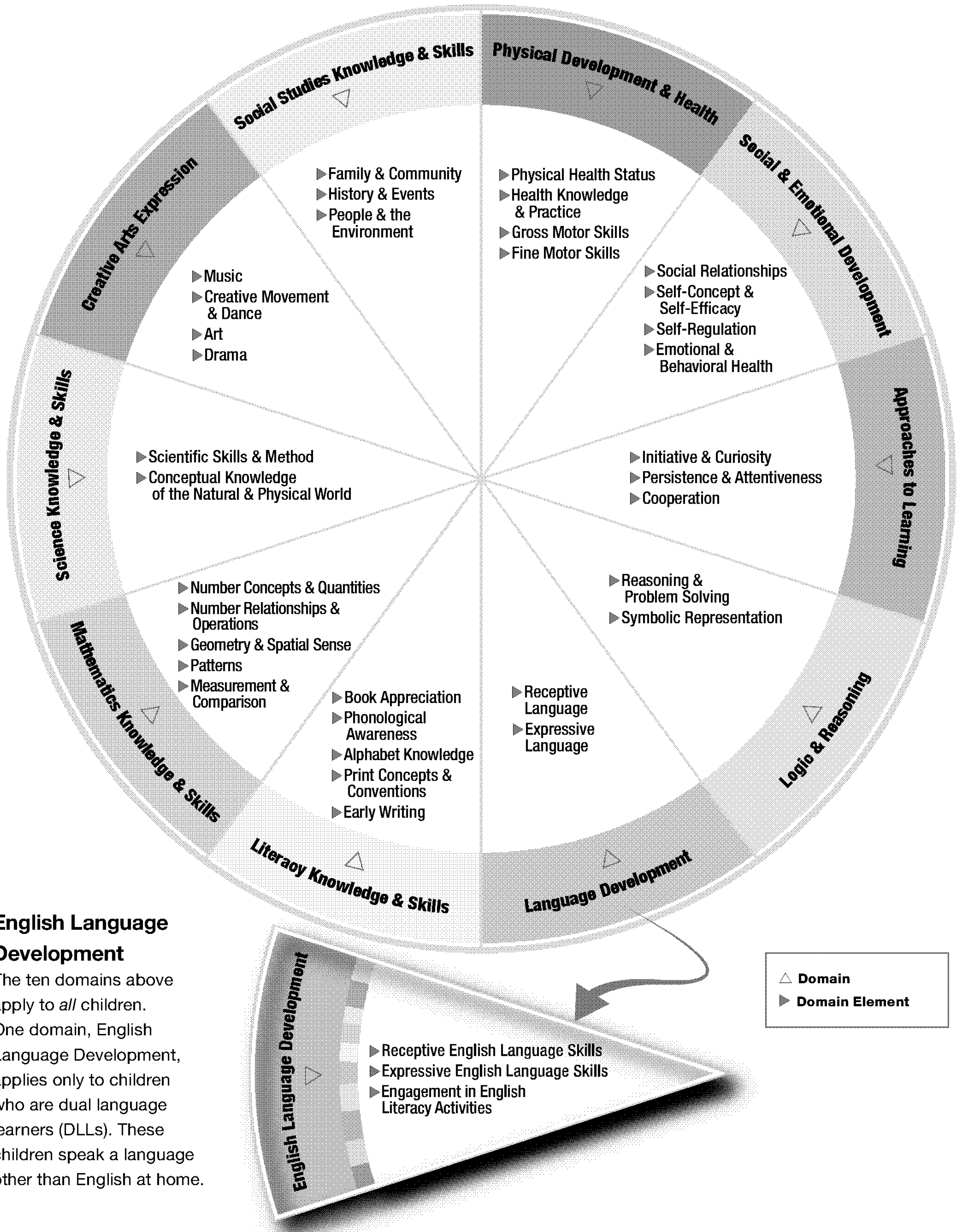
Understanding and responding to books, storytelling, and songs presented in English.

- Demonstrates eagerness to participate in songs, rhymes and stories in English.
- Points to pictures and says the word in English, such as “frog,” “baby,” “run.”
- Learns part of a song or poem in English and repeats it.
- Talks with peers or adults about a story read in English.
- Tells a story in English with a beginning, middle, and end from a book or about a personal experience.

(b)(6)

The Head Start Child Development and Early Learning Framework

These domains \triangle and domain elements \blacktriangleright apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities.



English Language Development

The ten domains above apply to *all* children. One domain, English Language Development, applies only to children who are dual language learners (DLLs). These children speak a language other than English at home.

\triangle Domain
 \blacktriangleright Domain Element

Attachment #4 --MEMO--

From: Kara Williams and Laurie Danahy

Date: June 14, 2011

Re: Linkage of Common Core State Standards and HS Child Development and Early Learning Framework

We are pleased to share our draft document illustrating how the *Common Core State Standards* and the *Head Start Child Development and Early Learning Framework* can be linked.

The *Common Core State Standards* are available on-line at: <http://www.corestandards.org/>

The *Head Start Child Development and Early Learning Framework* is available on-line at:
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf

Please contact us with any feedback.

Thank you.

Laurie Danahy
Email: laurie.danahy@state.or.us
Phone: 503-947-6500

Kara Williams
Email: kara.williams@state.or.us
Phone: 503-947-5728

It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone 503-947-5740; or fax 503-378-4722.

Linking the Common Core State Standards (CCSS) with The Head Start Child Development and Early Learning Framework

English Language Arts; Reading; Literature	
CCSS Reading Standards for <u>Literature</u>: Kindergarten (RL.K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> Asks and answers questions and makes comments about print materials. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>) Retells stories or information from books through conversation, artistic works, creative movement, or drama. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>)
Craft and Structure	
4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<ul style="list-style-type: none"> Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>) Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>)
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> Asks and answers questions and makes comments about print materials. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>) Classifies, compares, and contrasts objects, events, and experiences. (<i>Logic & Reasoning—Reasoning & Problem Solving</i>)
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> Shows interest in shared reading experiences and looking at books independently. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>)

English Language Arts; Reading; Informational Text	
CCSS Reading Standards for Informational Text: Kindergarten (RI.K)	Head Start Child Development and Early Learning Framework: Related Examples (Domain—Domain Element)
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Asks and answers questions and makes comments about print materials. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>) • Retells stories or information from books through conversation, artistic works, creative movement, or drama. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>)
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> • Asks and answers questions and makes comments about print materials. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>) • Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>)
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> • Retells stories or information from books through conversation, artistic works, creative movement, or drama. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>) • Observes and discusses common properties, differences, and comparisons among objects. (<i>Science Knowledge and Skills – Scientific Skills and Methods</i>) • Classifies, compares, and contrasts objects, events, and experiences. (<i>Logic and Reasoning – Reasoning and Problems Solving</i>)
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Shows interest in shared reading experiences and looking at books independently. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>)

English Language Arts; Reading; Foundational Skills

CCSS Reading Standards: <u>Foundational Skills</u> : Kindergarten (RF.K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Print Concepts	
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> • Understands conventions, such as print moves from left to right and top to bottom of a page. (<i>Literacy Knowledge & Skills--Print Concepts and Conventions</i>) • Recognizes the association between spoken or signed and written words (<i>Print Concepts and Conventions</i>) • Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. (<i>Print Concepts and Conventions</i>) • Understands that print conveys meaning. (<i>Literacy Knowledge & Skills--Print Concepts and Conventions</i>) • Recognizes words as a unit of print and understands that letters are grouped to form words. (<i>Literacy Knowledge & Skills--Print Concepts and Conventions</i>) • Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. (<i>Literacy Knowledge & Skills--Alphabet Knowledge</i>)
Phonological Awareness	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> • Identifies and discriminates between words in language. (<i>Literacy Knowledge & Skills--Phonological Awareness</i>) • Identifies and discriminates between separate syllables in words. (<i>Literacy Knowledge & Skills--Phonological Awareness</i>) • Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (<i>Phonological Awareness</i>) • Attends to the beginning letters and sounds in familiar words. (<i>Literacy Knowledge & Skills--Alphabet Knowledge</i>)

English Language Arts; Reading; Foundational Skills (cont.)	
CCSS Reading Standards: <u>Foundational Skills</u>: Kindergarten (RF.K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> Recognizes that letters of the alphabet have distinct sound(s) associated with them. (<i>Literacy Knowledge & Skills--Alphabet Knowledge</i>) Identifies letters and associates correct sounds with letters. (<i>Literacy Knowledge & Skills--Alphabet Knowledge</i>)
Fluency	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> Shows interest in shared reading experiences and looking at books independently. (<i>Literacy Knowledge & Skills--Book Appreciation and Knowledge</i>) Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. (<i>Literacy Knowledge & Skills--Print Concepts and Conventions</i>)

English Language Arts; Writing	
CCSS Writing Standards: Kindergarten (W.K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Text Types and Purposes	
<ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 	<ul style="list-style-type: none"> • Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. (<i>Literacy Knowledge and Skills – Early Writing</i>) • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. (<i>Literacy Knowledge and Skills – Early Writing</i>)
Production and Distribution of Writing	
<ol style="list-style-type: none"> 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ul style="list-style-type: none"> • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. (<i>Literacy Knowledge and Skills – Early Writing</i>)
Research to Build/Present Knowledge	
<ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. (<i>Approaches to Learning – Initiative & Curiosity</i>) • Collects, describes, and records information through discussions, drawings, maps, and charts. (<i>Science Knowledge & Skills – Scientific Skills & Method</i>) • Asks questions and seeks new information. (<i>Approaches to Learning – Initiative & Curiosity</i>)
Range of Writing	
(Begins in grade 3)	(Begins in grade 3)

English Language Arts; Speaking and Listening	
CCSS Speaking and Listening Standards: Kindergarten (SL.K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Comprehension and Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">b. Continue a conversation through multiple exchanges.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. (<i>Language Development—Receptive Language</i>) • Engages in communication and conversation with others. (<i>Language Development—Expressive Language</i>) • Engages in conversations with peers and adults. (<i>Language Development—Expressive Language</i>) • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. (<i>Approaches to Learning—Initiative & Curiosity</i>) • Asks questions and seeks new information. (<i>Approaches to Learning—Initiative and Curiosity</i>) • Communicates with familiar adults and accepts or requests guidance. (<i>Social & Emotional Development—Social Relationships</i>)
Presentation of Knowledge and Ideas	
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> • Observes and discusses common properties, differences, and comparisons among objects. (<i>Science Knowledge & Skills—Scientific Skills & Method</i>) • Engages in storytelling. (<i>Language Development—Expressive Language</i>) • Represents people, places, or things through drawings, movement, and three-dimensional objects. (<i>Logic & Reasoning—Symbolic Representation</i>) • Uses language to express ideas and needs. (<i>Language Development—Expressive Language</i>)

English Language Arts; Language	
CCSS Language Standards: Kindergarten (L.K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> • Manipulates writing, drawing, and art tools. (<i>Physical Development & Health—Fine Motor Skills</i>) • Copies, traces, or independently writes letters or words. (<i>Literacy Knowledge and Skills – Early Writing</i>) • Comprehends increasingly complex and varied vocabulary. (<i>Language Development –Receptive Language</i>) • Uses different forms of language. (<i>Language Development – Expressive Language</i>) • Comprehends different forms of language, such as questions or exclamations. (<i>Language Development –Receptive Language</i>) • Comprehends different grammatical structures or rules for using language. (<i>Language Development –Receptive Language</i>) • Uses different grammatical structures for a variety of purposes. (<i>Language Development –Expressive Language</i>)
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> • Understands conventions, such as print moves from left to right and top to bottom of a page. (<i>Literacy Knowledge and Skills – Print Concepts and Conventions</i>) • Recognizes words as a unit of print and understands that letters are grouped to form words. (<i>Literacy Knowledge and Skills – Print Concepts and Conventions</i>) • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. (<i>Literacy Knowledge and Skills – Early Writing</i>) • Copies, traces, or independently writes letters or words. (<i>Literacy Knowledge and Skills – Early Writing</i>) • Recognizes that letters of the alphabet have distinct sound(s) associated with them. (<i>Literacy Knowledge and Skills – Alphabet Knowledge</i>) • Identifies letters and associates correct sounds with letters. (<i>Literacy Knowledge and Skills – Alphabet Knowledge</i>)
Knowledge of Language	
3. Begins in Grade 2	Begins in Grade 2

English Language Arts; Language (cont.)	
CCSS Language Standards: Kindergarten (L.K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> • Comprehends increasingly complex and varied vocabulary. (<i>Language Development—Receptive Language</i>) • Uses increasingly complex and varied vocabulary. (<i>Language Development—Receptive Language</i>) • Asks questions and seeks new information. (<i>Approaches to Learning—Initiative and Curiosity</i>)
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<ul style="list-style-type: none"> • Classifies, compares, and contrasts objects, events, and experiences. (<i>Logic & Reasoning—Reasoning and Problem Solving</i>) • Comprehends increasingly complex and varied vocabulary. (<i>Language Development—Receptive Language</i>) • Uses increasingly complex and varied vocabulary. (<i>Language Development—Receptive Language</i>) • Uses past knowledge to build new knowledge. (<i>Logic & Reasoning—Reasoning and Problem Solving</i>) • Represents people, places, or things through drawings, movement, and three-dimensional objects. (<i>Logic & Reasoning—Symbolic Representation</i>)
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. (<i>Language Development—Receptive Language</i>) • Asks and answers questions and makes comments about print materials. (<i>Book Appreciation and Knowledge</i>) • Uses past knowledge to build new knowledge. (<i>Logic & Reasoning—Reasoning and Problem Solving</i>) • Engages in communication and conversation with others. (<i>Language Development—Expressive Language</i>) • Engages in conversations with peers and adults. (<i>Language Development—Expressive Language</i>) • Comprehends increasingly complex and varied vocabulary. (<i>Language Development—Receptive Language</i>) • Uses increasingly complex and varied vocabulary. (<i>Language Development—Receptive Language</i>)

Mathematics

CCSS Mathematics Standards: Kindergarten (K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Counting & Cardinality (CC)	
<p>Know number names and the count sequence.</p> <ol style="list-style-type: none"> 1. Count to 100 by ones and by tens 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). 	<ul style="list-style-type: none"> • Recites numbers in the correct order and understands that numbers come “before” or “after” one another. (<i>Mathematics Knowledge & Skills--Number Concepts & Quantities</i>) • Uses the number name of the last object counted to represent the number of objects in the set. (<i>Mathematics Knowledge & Skills--Number Concepts & Quantities</i>)
<p>Count to tell the number of objects.</p> <ol style="list-style-type: none"> 4. Understand the relationship between numbers and quantities; connect counting to cardinality. 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. 	<ul style="list-style-type: none"> • Recognizes numbers and quantities in the everyday environment. (<i>Mathematics Knowledge & Skills--Number Concepts & Quantities</i>) • Associates quantities and the names of numbers with written numerals. (<i>Mathematics Knowledge & Skills--Number Concepts & Quantities</i>) • Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. (<i>Mathematics Knowledge & Skills--Number Concepts & Quantities</i>)
<p>Compare numbers.</p> <ol style="list-style-type: none"> 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. 7. Compare two numbers between 1 and 10 presented as written numerals. 	<ul style="list-style-type: none"> • Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to. (<i>Mathematics Knowledge & Skills--Number Relationships & Operations</i>) • Observes and discusses common properties, differences, and comparisons among objects. (<i>Science Knowledge & Skills—Scientific Skills & Method</i>)

Mathematics (cont.)

CCSS Mathematics Standards: Kindergarten (K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Operations & Algebraic Thinking (OA)	
<p>Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.</p> <ol style="list-style-type: none"> 1. Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 5. Fluently add and subtract within 5. 	<ul style="list-style-type: none"> • Identifies the new number created when numbers are combined or separated. (<i>Mathematics Knowledge & Skills—Number Relationships & Operations</i>) • Seeks multiple solutions to a question, task, or problem. (<i>Logic & Reasoning—Reasoning & Problem Solving</i>) • Classifies, compares, and contrasts objects, events, and experiences. (<i>Logic & Reasoning—Reasoning & Problem Solving</i>) • Represents people, places, or things through drawings, movement, and three-dimensional objects. (<i>Logic & Reasoning—Symbolic Representation</i>) • Collects, describes, and records information through discussions, drawings, maps, and charts. (<i>Science Knowledge & Skills—Scientific Skills & Method</i>)
Number & Operations in Base Ten (NBT)	
<p>Work with numbers 11-19 to gain foundations for place value.</p> <ol style="list-style-type: none"> 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 	<ul style="list-style-type: none"> • Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. (<i>Mathematics Knowledge & Skills—Number Relationships & Operations</i>) • Represents people, places, or things through drawings, movement, and three-dimensional objects. (<i>Logic & Reasoning—Symbolic Representation</i>)

Mathematics (cont.)

CCSS Mathematics Standards: Kindergarten (K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Measurement & Data (MD)	
<p>Describe and compare measurable attributes.</p> <p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>	<ul style="list-style-type: none"> • Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier). (<i>Mathematics Knowledge & Skills--Measurement & Comparison</i>) • Orders objects by size or length. (<i>Mathematics Knowledge & Skills--Measurement & Comparison</i>) • Uses nonstandard and standard techniques and tools to measure and compare. (<i>Mathematics Knowledge & Skills--Measurement & Comparison</i>) • Classifies, compares, and contrasts objects, events, and experiences. (<i>Logic & Reasoning—Reasoning & Problem Solving</i>) • Observes and discusses common properties, differences, and comparisons among objects. (<i>Science Knowledge & Skills—Scientific Skills & Method</i>)
<p>Classify objects and count the number of objects in each category.</p> <p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<ul style="list-style-type: none"> • Classifies, compares, and contrasts objects, events, and experiences. (<i>Logic & Reasoning—Reasoning & Problem Solving</i>) • Observes and discusses common properties, differences, and comparisons among objects. (<i>Science Knowledge & Skills—Scientific Skills & Method</i>) • Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size. (<i>Mathematics Knowledge & Skills--Patterns</i>) • Recognizes, duplicates, and extends simple patterns. (<i>Mathematics Knowledge & Skills--Patterns</i>) • Creates patterns through the repetition of a unit. (<i>Mathematics Knowledge & Skills--Patterns</i>)

Mathematics (cont.)

CCSS Mathematics Standards: Kindergarten (K)	Head Start Child Development and Early Learning Framework: Related Examples (<i>Domain—Domain Element</i>)
Geometry (G)	
<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <ol style="list-style-type: none"> 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). 	<ul style="list-style-type: none"> • Recognizes and names common shapes, their parts, and attributes. (<i>Mathematics Knowledge & Skills--Geometry & Spatial Sense</i>) • Understands directionality, order, and position of objects, such as up, down, in front, behind. (<i>Mathematics Knowledge & Skills--Geometry & Spatial Sense</i>) • Uses language to express ideas and needs. (<i>Language Development-Expressive Language</i>) • Uses increasingly complex and varied vocabulary. (<i>Language Development-Expressive Language</i>)
<p>Analyze, compare, create, and compose shapes.</p> <ol style="list-style-type: none"> 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?” 	<ul style="list-style-type: none"> • Combines and separates shapes to make other shapes. (<i>Mathematics Knowledge & Skills--Geometry & Spatial Sense</i>) • Compares objects in size and shape. (<i>Mathematics Knowledge & Skills--Geometry & Spatial Sense</i>) • Represents people, places, or things through drawings, movement, and three-dimensional objects. (<i>Logic & Reasoning—Symbolic Representation</i>) • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experience, or ideas. (<i>Literacy Knowledge & Skills—Early Writing</i>) • Observes and discusses common properties, differences, and comparisons among objects. (<i>Science Knowledge & Skills—Scientific Skills & Method</i>) • Collects, describes, and records information through discussions, drawings, maps, and charts. (<i>Science Knowledge & Skills—Scientific Skills & Method</i>)

Oregon Child Care Licensing Recommendations

Mid-Project Status Report

[abbreviated & emphasis added]

September 2011

Child Care Policy Consulting, Inc.

Judy Collins & Oxana Golden

The Child Care Division, Oregon Employment Department is beginning to conduct a comprehensive review of child care licensing rules. The Division contracted with Child Care Policy Consulting, Inc. to develop recommendations on licensing rule changes and produce an Executive Summary by the end of December, 2011. This mid-point report summarizes the progress made to-date and identifies a number of preliminary recommendations based on input from stakeholders, (Child Care Division staff, child care providers, other stakeholders), national research and best practices, and preliminary recommendations from the consultants. Final recommendations in the Executive Summary will be based on additional stakeholder input and research, interviews with other states, and the consultants' recommendations.

The scope of this review and recommendations includes Certified Child Care Homes, Registered Child Care Homes, Certified Centers, School-Age Programs, and Recorded Programs. In addition, recommendations will be developed related to the processes that support successful implementation of rule changes and additional recommendations that link licensing with the broader arena of quality improvement initiatives.

By the middle of September, sixty-one stakeholders were interviewed either individually or in groups, via phone calls, or in person. This included two on-site visits by the consultants. Stakeholders were asked questions related to their:

1. Perception about the role of licensing related to providers and communities.
2. Perception about what role licensing plays in the greater early childhood and school-age system.
3. Recommendations for changes, additions, deletions to rules for Certified Homes, Registered Homes, Certified Centers, School-Age programs, Recorded programs, statute changes, Administrative licensing processes, and rule changes across all types of licensed programs.
4. Perception about what is working well and doesn't need to be changed.

The overall input received on the role of licensing is positive. Child care licensing is viewed as serving a very important function that benefits children, parents, providers, and communities. The role of licensing staff is generally viewed as a combination of compliance

Stakeholder Input To-Date

- ❖ Child Care Division Staff:
Licensing & Others
(31 individuals)
- ❖ Providers: Centers, Certified Homes, &
School -Age programs

(11 individuals)
- ❖ Other stakeholders
(19 individuals)
 - Commission for Children
 - Oregon ASK
 - Oregon Council on Developmental Disabilities
 - Oregon State University
 - Oregon Child Development

monitoring and providing technical assistance to programs.

Based on a preliminary review of current rules and associated processes, research, and input from stakeholders, the following recommendations are emerging as strong themes which will be incorporated into the final Executive Summary report:

1. Consistency

Overwhelming input has been voiced for consistency across rules, interpretation and enforcement of rules, and consistent organization of rules.

- Numerous rule change recommendations have been identified within single licensing program types and across the types of programs (Certified Homes, Registered Homes, and Certified Centers). Many of the recommendations focused on inconsistencies in rules relating to the same standard(s) within a specific type of program and across programs.
- Another recommendation is to define core standards that would apply to all licensed program types and develop separate rule books applicable to each specific program type.

2. Clarity

This recommendation area includes licensing staff roles and their scope of responsibility, roles of licensing managers, and how clearly the actual rules are written.

- Recommendations were made to re-organize and/or re-write rules to support easy understanding of and access to rules by providers, licensing staff, and the public.
- The importance of including rationale for rules was voiced numerous times. This would help providers, families, and the public understand the importance and reasons for rules based on best practice and research. It would also help licensing staff in conducting their inspection and monitoring visits.

3. Communication

Both licensing staff and providers expressed confusion about processes and lines of communication.

4. Increase Levels of Standards and Changes to Rules

Many recommendations on rule changes have been voiced. The consultants also identified several initial recommendations based on best practice standards. Some of these include:

- Professional development and ongoing training recommendations:
 - Increase ongoing training hours for Registered Homes
 - Increase ongoing training for Certified Homes and Centers
 - Include Health Core Knowledge training for all licensed programs
 - Increase staff qualification requirements for all licensed programs
 - Provide incentives to increase minimum qualifications to include high school or GED
- Change the threshold that defines when programs need to be licensed to two unrelated children in child care (currently the threshold is three unrelated children).
- Change the maximum number of children in Registered Homes to seven. Currently the maximum is ten children.
- Implement annual unannounced monitoring visits for Registered Homes.
- All licensed programs need to be visited once a year.

- Strengthen and update rules connected to nutrition, physical activity, screen time, and tobacco use for all licensed programs.
- Strengthen rules connected to children with special needs for all licensed programs.
- Strengthen developmentally appropriate practices and program activity standards related to infants, toddlers, preschoolers, school-age children.
- Develop medication administration rules.
- Strengthen and update emergency preparedness rules.

5. Staff Development / Training for Licensing Staff

Development of new staff training and on-going training of all staff is important to the overall effectiveness of the licensing function. Currently, staff development and training varies in scope and consistency. Recommendations include:

- The existing operating manual, annotated guide, and practice guide need to be updated, continue to be updated on a regular basis, and actively used by licensing staff.
- Formal training modules for new staff need to be developed and implemented.
- Regularly scheduled training for all staff, through conferencing or webinars or other methods, needs to be implemented.
- Provide support to staff to pursue early childhood and school-age training.

6. Linking Licensing to the Broader Context of Quality Improvement Initiatives

Licensing is the foundation of quality building standards such as physical plant (building safety, fire safety, health and sanitation, play equipment); personnel and all related standards such as professional development; and, program standards such as activities, discipline and records. Licensing must play an integral role in helping to define and build quality improvement systems.

- Licensing is the first step or foundation in developing QRIS standards. QRIS standards are built upon licensing standards, with reasonable increases in program quality levels defined in a tiered QRIS system.
- Beyond strategic planning relative to linking child care licensing standards and QRIS, the broader early childhood systems' arena includes other significant partnering programs. Aligning standards across Head Start, Pre-K, Licensing, and QRIS is an important first step in creating an articulated system that links and translates early childhood standards across programs. In addition, including national accreditation standards such as NAEYC, National Association for Family Child Care (NAFCC), National Accreditation Commission (NAC), and Council on Accreditation (COA), as well as Oregon's Early Learning Guidelines and best practice benchmarks found in Caring for Our Children, is valuable in developing a comprehensive alignment of standards that includes all early childhood standards.

The recommendations contained in this Mid-Point report represent initial recommendations based on stakeholder input, research to-date, and preliminary consultants' recommendations. The final Executive Summary may have additional recommendations and changes to the recommendations included in this report.

Oregon Registry Steps for the Oregon Registry: Pathways to Professional Recognition in Childhood Care & Education

STEP	Degree ⁵ , Credential, Certificate ⁵ (DCC)	College Course Credit ¹ (CCC)	College Course Credit ¹ (CCC) AND/OR Community Based Training (CBT)
Enrollment: Professional enrolls in the Oregon Registry	Not applicable: See Step 7 and above	Not applicable	Not applicable
Step 1		Is Child Care Division Registered ² , has met DHS Enhanced Rate requirements ² or 12 hours of training in any Core Knowledge Categories ⁴	
Step 2		Step 1 with at least 8 additional hours ³ OR a total of 20 hours of training in any Core Knowledge Categories ⁴	
Step 3		3 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 2 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 1 Core Knowledge Category⁴</i>	35 hours of training w/ a minimum of 4 hours in Human Growth & Development AND 4 hours in at least 1 additional Core Knowledge Category ⁴
Step 4		5 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 3 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 2 Core Knowledge Categories⁴</i>	50 hours of training w/ a minimum of 4 hours in Human Growth & Development AND 4 hours in Understanding & Guiding Behavior AND 4 hours in at least 2 additional Core Knowledge Categories ⁴
Step 5		7 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 5 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 2 Core Knowledge Categories⁴</i>	70 hours of training w/ a minimum of 6 hours in Human Growth & Development AND 6 hours in Understanding & Guiding Behavior AND 6 hours in at least 4 additional Core Knowledge Categories ⁴
Step 6		9 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 6 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 2 Core Knowledge Categories⁴</i>	90 hours of training w/ a minimum of 8 hours in Human Growth & Development AND 8 hours in Understanding & Guiding Behavior AND 8 hours in at least 6 additional Core Knowledge Categories ⁴



Oregon Registry Steps for the Oregon Registry: Pathways to Professional Recognition in Childhood Care & Education

STEP	Degree ⁵ , Credential, Certificate ⁵ (DCC)	College Course Credit ¹ (CCC)	College Course Credit ¹ (CCC) and/OR Community Based Training (CBT)
Step 7	Child Development Associate Credential (CDA)	12 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 8 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 2 Core Knowledge Categories⁴</i>	120 hours of training w/ a minimum of 10 hours in each Core Knowledge Category ⁴
Step 7.5	CDA plus 8 quarter College Course Credits (1 quarter credit = 10 clock hours) OR CDA plus 5 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 2 Core Knowledge Categories⁴</i>	20 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 13 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 4 Core Knowledge Categories⁴</i>	200 hours of training w/ a minimum of 15 hours in each Core Knowledge Category ⁴ 80 hours must link to Set Two or Set Three ⁶ Standards or be College Course Credits
Step 8	Certificate in the field ⁴ w/ a minimum of 30 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 20 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 4 Core Knowledge Categories⁴</i>	30 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 20 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 4 Core Knowledge Categories⁴</i>	300 hours of training w/ a minimum of 20 hours in each Core Knowledge Category ⁴ 180 hours must link to Set Two or Set Three ⁶ Standards or College Course Credits
Step 8.5	Meets Step 8 requirements plus a minimum of 10 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 7 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 5 Core Knowledge Categories⁴</i>	40 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 27 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 5 Core Knowledge Categories⁴</i>	400 hours of training w/ a minimum of 25 hours in each Core Knowledge Category ⁴ 280 hours must link to Set Two or Set Three ⁶ Standards or College Course Credits
Step 9	Associate Degree in the field ⁵ OR Associate Degree out of the field ⁵ w/ a minimum of 20 quarter College Course Credits OR 13 semester College Course Credits in at least 5 Core Knowledge Categories ⁴ (1 quarter credit = 10 clock hours; 1 semester credit = 15 clock hours)	60 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 40 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 5 Core Knowledge Categories⁴</i>	600 hours of training w/ a minimum of 30 hours in each Core Knowledge Category ⁴ With a minimum of 9 quarter College Course Credits or 6 semester College Course Credits 390 hours must link to Set Two or Set Three ⁶ Standards or College Course Credits



Oregon Registry Steps for the Oregon Registry: Pathways to Professional Recognition in Childhood Care & Education

STEP	Degree ⁵ , Credential, Certificate ⁵ (DCC)	College Course Credit ¹ (CCC)	Combination Only (No Community Based Training Option Step 9-12)
Step 9.5	Meets Step 9 requirements plus a minimum of 10 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 7 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be upper division 300/400 or equivalent in any Core Knowledge Categories⁴</i>	70 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 47 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 5 Core Knowledge Categories⁴ w/ a minimum of 10 quarter College Course Credits OR 7 semester College Course Credits at upper division 300/400 or equivalent</i>	700 hours of training w/ a minimum of 40 hours in each Core Knowledge Category ⁴ w/ a minimum of 20 quarter College Course Credits or 13 semester College Course Credits 180 hours must link to Set Two or Set Three ⁶ Standards or College Course Credits Plus 200 hours must link to Set Three ⁶ Standards or College Course Credits
Step 10	Baccalaureate Degree in the field ⁵ OR Baccalaureate Degree out of the field ⁵ w/ a minimum of 30 quarter College Course Credits OR 20 semester College Course Credits in at least 5 Core Knowledge Categories ⁴ (1 quarter credit = 10 clock hours; 1 semester credit = 15 clock hours)	80 quarter College Course Credits (1 quarter credit = 10 clock hours) OR 53 semester College Course Credits (1 semester credit = 15 clock hours) <i>Credits must be in at least 5 Core Knowledge Categories⁴ w/ a minimum of 20 quarter College Course Credits OR 13 semester College Course Credits at upper division 300/400 or equivalent</i>	800 hours of training w/ a minimum of 50 hours in each Core Knowledge Category ⁴ w/ a minimum of 30 quarter College Course Credits or 20 semester College Course Credits 180 hours must link to Set Two or Set Three ⁶ Standards or College Course Credits Plus 300 hours must link to Set Three ⁶ Standards or College Course Credits
Step 11	Masters Degree in the field ⁵ OR Masters Degree out of the field ⁵ w/ a minimum of 30 quarter College Course Credits OR 20 semester College Course Credits in at least 5 Core Knowledge Categories ⁴ (1 quarter credit = 10 clock hours; 1 semester credit = 15 clock hours)		
Step 12	Doctorate Degree in the field ⁵ OR Doctorate Degree out of the field ⁵ w/ a minimum of 30 quarter College Course Credits OR 20 semester College Course Credits in at least 5 Core Knowledge Categories ⁴ (1 quarter credit = 10 clock hours; 1 semester credit = 15 clock hours)		



Oregon Registry Steps for the Oregon Registry: Pathways to Professional Recognition in Childhood Care & Education

Notes:

- 1 College course credits (CCC's) are listed as credits from institutions that offer quarter credits or semester credits. One quarter credit equals 10 clock hours of training. One semester credit equals 15 clock hours of training.
- 2 Initial Child Care Division (CCD) registration (Overview Session, Current CPR/1st Aid, RRCAN, Food Handler's Permit) or Department of Human Services (DHS) Enhanced Rate Program registration (Current CPR/1st Aid, Recognizing & Reporting Child Abuse & Neglect, Food Handler's Permit).
- 3 Child Care Division (CCD) renewal registration and Department of Human Services (DHS) Enhanced Rate Program renewal requirements: Current CPR/1st Aid, Recognizing & Reporting Child Abuse & Neglect, Food Handler's Permit + 8 hours every 2 years.
- 4 There are 10 Core Knowledge Categories: Diversity; Families & Community Systems; Health, Safety & Nutrition; Human Growth & Development; Learning Environments & Curriculum; Observation & Assessment; Personal, Professional & Leadership Development; Program Management; Special Needs; Understanding & Guiding Behavior
- 5 Completed certificates and degrees in the field of childhood care and education include early childhood education, child development, human development, elementary education, human ecology, home economics, family and consumer studies, child and family studies, education and special education. Other completed degrees, out of the field degrees, such as psychology, sociology, secondary education, and social work, will require an examination of transcripts to determine coursework content in a minimum of 5 Core Knowledge Categories.
- 6 Set Two Standards (Standards for Registry Steps 7.5-9): The second of three sets of knowledge providing intermediate knowledge in the core knowledge category. Set Three Standards (Standards for Registry Steps 9.5-10): The third of three sets of knowledge providing advanced knowledge in the core knowledge category.



The Quality Indicators

Education

The quality of care is not associated with the provider's age or years of experience but is positively correlated with the training and education the provider has completed, which results in richer learning environments, and warmer and more sensitive caregiving.¹

- ◆ When caregivers have higher levels of education they are more likely to talk with children in ways that stimulate development of language and other skills.
- ◆ A college degree in early childhood education or a children-related area best prepares child care professionals to teach young children in their care.

Training

Trained caregivers are more likely to understand children's needs at different ages, plan appropriate activities, and interact with children in warm and stimulating ways.²

- ◆ Child care providers are more effective when they have up to date training in child development and child health and safety.

Staff Retention

When turnover rates are high, there is a long-lasting negative effect on children. The National Child Care Staffing Study found that high turnover rates meant that children spent less time engaged in social activities with peers and more time in aimless wandering. These children subsequently scored lower on language development tests. In addition, the relationship that a teacher builds with the young children in her care profoundly affects how these children approach all future relationships. Children with closer relationships to their teacher have better language skills, are more sociable, and demonstrate fewer behavior problems.³

- ◆ Children need the predictability and security that come from an attached relationship with a caring adult.
- ◆ Adults need time with the child and a small enough group to develop a stable relationship with the child.

Compensation

Compensation, education, and turnover are related indicators because better – educated teachers are less willing to work for low wages and facilities with low wages experience higher levels of staff turnover.⁴

- ◆ When child care providers receive salaries and benefits that are commensurate with their skills and duties, they are more likely to provide higher quality child care and more likely to remain in the profession.

Ratios:

Children in classrooms with lower child: staff ratios engage in more talk and play (Howes & Rubenstein, 1981) and display more gestural and vocal imitation (Francis & Self, 1982) than children in classrooms with higher child: staff ratios. Children who engage more frequently in conversations with caregivers tend to develop better socially (Clarke-Stewart, 1987)⁵

- ◆ Children need adult attention to thrive.
- ◆ Fewer children per adult means that each child is more likely to have the opportunity to gain one on one attention.

Group Size

Children who are members of larger groups and receive less individual attention show lower gains in PSI (Preschool Inventory) scores than children who are members of smaller groups and receive more individual attention.⁶

- ◆ When children are cared for in smaller groups, each child is more likely to receive positive individual adult attention.

Accreditation

Accredited centers had better-trained staff... had lower staff turnover, and provided more developmentally appropriate activities and higher quality caregiving for children than did non accredited centers.⁷

Accredited facilities demonstrate:

- ◆ Staff who are well-trained,
- ◆ Strong relationships with parents, and,
- ◆ Adequate organizational and business practices

¹ “Child Care & Early Education; Research Connections.” *Reviews of Research; Research Brief*. (“Clark-Stewart et al., 2002; Raikes, Raikes & Wilcox, 2005; Burchinal, Howes, & Kontos, 2002; Weaver, 2002; Whitbook et al., 2004” 6) April. 2007. Print

² “Accreditation.” *Ohio Child Care Resource & Referral Association*. 1/20.2009 <http://occrpa.org/accreditation.htm>.

³ “Building a Stronger Child Care Workforce: A review of studies of the Effectiveness of Public Compensation Initiatives.” *Institute for Women’s Policy Research*. Pg. 56, Print.

⁴ Weber, R.B., & Wolfe, J., Child Care Policy Research Issue Brief, Improving Child Care: Providing Comparative Information on Child Care Facilities to parents and the Community, 2003

⁵ Fiene, R., “13 Indicators of Quality Child Care: Research Update.” (2002) pg. 14 Print.

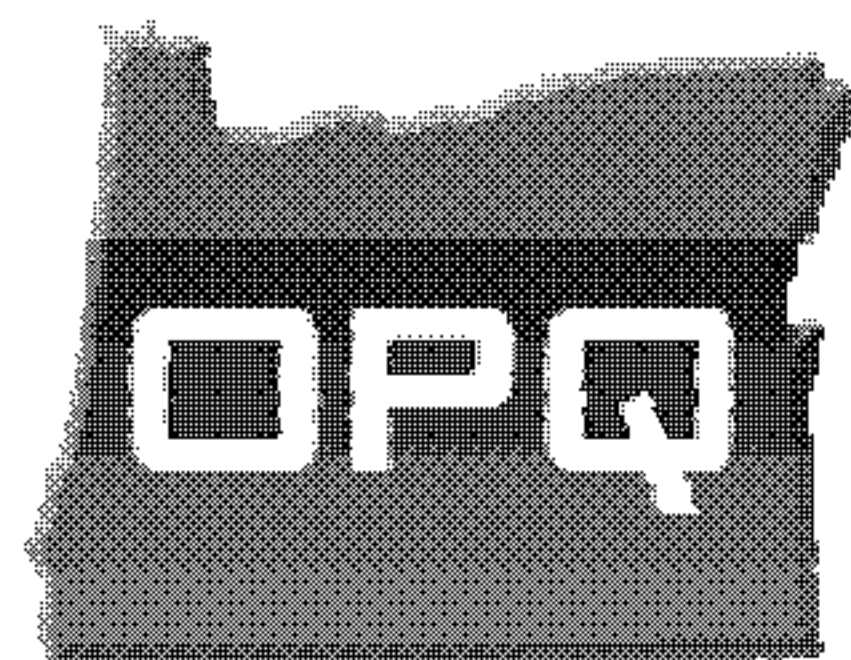
⁶ Fiene, R., “13 Indicators of Quality Child Care: Research Update.” (2002) pg. 14 Print.

⁷ McDonald, Davida, “Elevating the Field.” *NAEYC Public Policy Report* Jan. (2009); pg. 2



OPQ Standards

with Indicators and Performance Criteria



Standard 1

Collaborative Family Partnerships

Children live in the context of community, dependent upon the “adults who touch their lives directly through relationships, and indirectly through the decisions they make” (Gestwicki, 2004). Families and caregivers play a critical role in supporting growth and development in their children.

A quality program recognizes that children come from diverse families, cultures and circumstances. Children’s academic and developmental needs can best be met when programs form collaborative, respectful relationships with families and significant caregivers. A family centered philosophy is evidenced by on-going and reciprocal communication, family involvement, input and participation.

- ◆ **Indicator #1.1** The program has a family-centered philosophy that guides all aspects of program planning and implementation and includes parent feedback.

Performance Criteria 1.1.1 The program solicits and considers family input in making program and policy decisions at least annually.

- ◆ **Indicator #1.2** Program has a system for regular and consistent communication with families and caregivers.

Performance Criteria 1.2.1 Program personnel greet families during arrival and/or departure on a daily basis.

Performance Criteria 1.2.2 Families are provided forms and essential program orientation information in a manner that is accessible to the family.

Performance Criteria 1.2.3 The program provides families with information about scheduled activities or program news at least monthly.

Performance Criteria 1.2.4 Families are informed about the child’s progress, consulted about the child’s interests and preferences and encouraged to contribute to educational goals at least annually.

- ◆ **Indicator #1.3** The family is encouraged to be a regular and frequent participant in the program.

Performance Criteria 1.3.1 The program encourages families to observe and participate in activities at any time.

Performance Criteria 1.3.2 The program encourages families to share their cultures, interests, abilities and customs by:

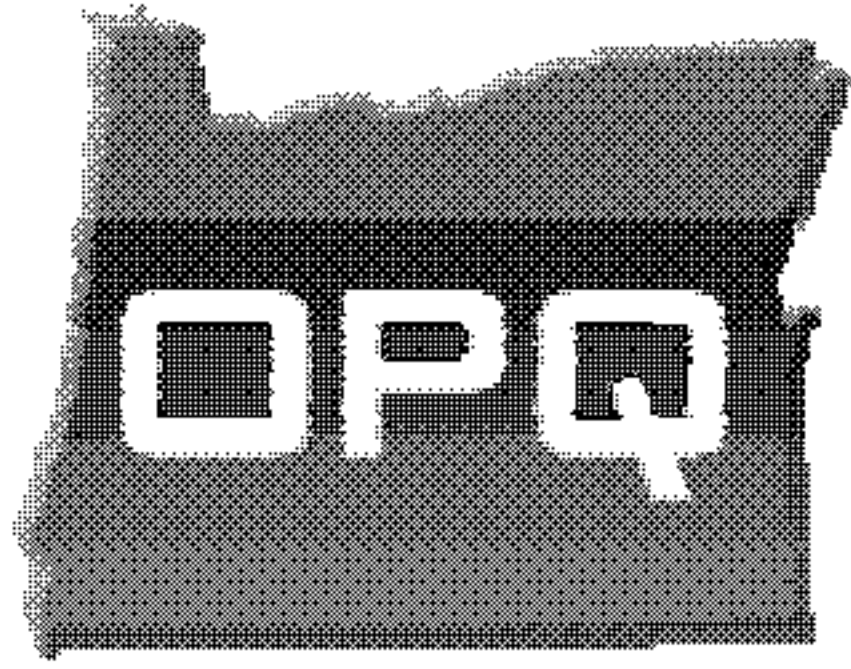
- requesting ideas or suggestions from families for activities;
- requesting families to assist or lead in planning and conducting special activities.

- ◆ **Indicator #1.4** The program provides support and information to assist the family in meeting their child's needs and goals.

Performance Criteria 1.4.1 Program personnel support families in locating and accessing community resources as needed by making available:

- A current listing of community resources such as mental health services or social services;
- A list of other sources that provide this information, such as local Child Care Resource and Referral Agency (CCR&R) and disability advocacy/support groups.

Performance Criteria 1.4.2 The program provides support and information to families about educational opportunities (e.g., community classes on parenting skills, child development, and/or learning).



Standard 2

Child Development and Learning

How children expect to be treated and how they treat others is significantly shaped in the childhood care setting. In developmentally appropriate practice, practitioners create and foster a “community of learners” that supports all children to develop and learn (Bredekamp & Copple, 1997).

A quality program contains developmentally appropriate assessment measures, curriculum and classroom routines that support children’s development and learning.

- ◆ **Indicator #2.1** The program is guided by a written statement of philosophy.

Performance Criteria 2.1.1 A copy of the program’s philosophy is available to staff, families and visitors. This includes the values, beliefs, and program goals for children and families.

- ◆ **Indicator #2.2** A curriculum framework is used by the program to design learning activities that address all areas of child development.

Performance Criteria 2.2.1 The program uses a curriculum framework that addresses all areas of a child’s development: social/emotional, language/literacy, physical, and problem-solving. This framework should align with Oregon’s Early Childhood Foundation’s Eight Domains of Development, Birth Through Five.

Performance Criteria 2.2.2 The program uses developmentally appropriate materials (i.e. materials that are age appropriate, individually and culturally meaningful to a child). This would include a variety of materials that:

- Support children’s cognitive, language, motor and social development;
- Are displayed on clearly labeled shelves/tables;
- Are accessible to all children;
- Are in sufficient quantity;
- Are rotated periodically; and
- Are concrete, real and relevant (e.g. dolls representative of cultural diversity in housekeeping area; food and utensils from diverse cultural groups in kitchen area).

Materials for school-age programs:

- Consider needs and interests of students;
- Consider culture of community;
- Are organized and structured;
- Encourage sustained participation;
- Provide opportunities for autonomy and choice.

Performance Criteria 2.2.3 The program includes culturally and individually sensitive curriculum activities that support all areas of development. Activities:

- Allow for exploration of culturally and individually sensitive objects (special picture books for black history month);
- Promote interaction with a broad variety of children and adults (e.g. reading books that are culturally meaningful; preparing foods from various cultural groups; including culturally meaningful props in dramatic play area);
- Support children’s culture, language and individual needs (e.g., culturally diverse books and pictures of children and families, books featuring sign language or Braille, food and objects from various cultural groups).

Performance Criteria 2.2.4 Daily routines are used to enhance children’s development and learning. (Daily schedule is posted and visible to parents and visitors). Daily schedule and weekly plans include:

- Child-initiated balanced with adult-directed activities;
- One-to-one activities;
- Some activities are done individually;
- Whole group times (gatherings such as circle time) are for short periods of time appropriate for the age and individual needs of children;
- Many activities are done in small groups of children;
- Extended blocks of time for children to engage in sustained interactions and explorations with adults and peers;
- Daily opportunities for outdoor play or similar activities indoors when weather or air quality does not permit outdoor play;
- Many opportunities for children to be part of self-selected small groups;
- Schedule includes few whole group transitions and minimizes waiting time.

- ◆ **Indicator #2.3** Assessment of children’s development and learning is based on multiple sources that are culturally sensitive and used 1) to plan learning activities , 2) to conduct annual evaluation, and 3) to determine the need for referral to specialized services .

Performance Criteria 2.3.1 Program conducts ongoing assessment of learning and development on each child at least annually. Materials can include: developmental checklists, norm-referenced, criterion/curriculum referenced materials. Assessment should align with Oregon’s Early Childhood Foundations, Birth Through Five.

(*Note: After-school only programs would need to have a program of activities rather than an educational assessment).

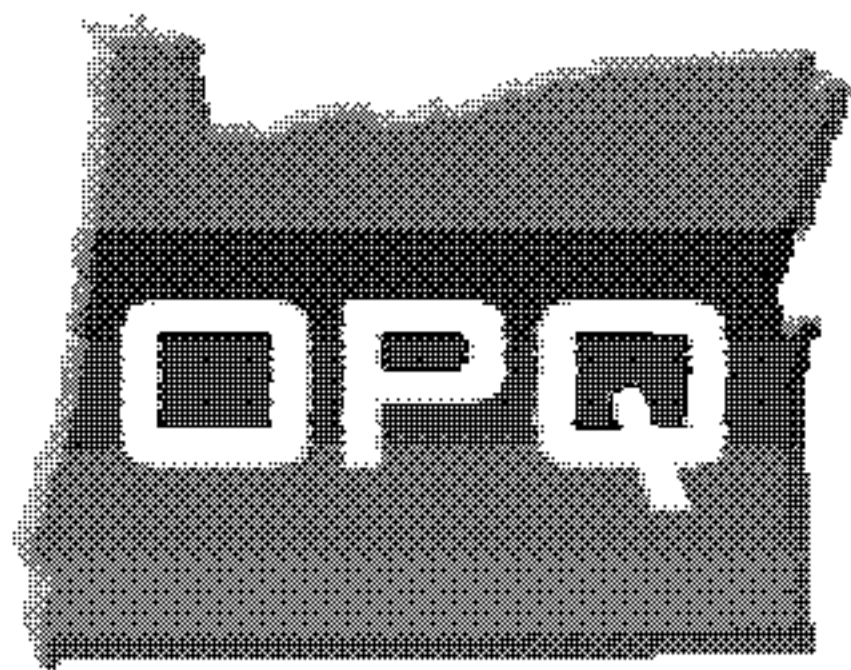
Examples of assessment materials include but are not limited to:

- Developmental Observation Checklist (DOS)
- The Ounce Scale
- The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum
- The Creative Curriculum Developmental Continuum for Ages 3-5
- Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children

Performance Criteria 2.3.2 Samples of children’s work, anecdotal records of observations, and information from family members are collected on an on-going basis to supplement more formal screening and assessment.

Performance Criteria 2.3.3 Assessment information is linked to planned learning activities.

Performance Criteria 2.3.4 Assessment information is used to refer children for additional specialized assessment when indicated.



Standard 3

Physical Environment

The physical environment sets the stage and creates the context for what happens in the program. The program's design and maintenance of its physical environment support high-quality program activities and services and allow for optimal use and operation.

A quality program provides an appropriate and well-maintained physical environment that supports children's development and learning. This physical environment encompasses both indoor and outdoor spaces and includes the design and set-up of the facilities and furnishings.

- ◆ **Indicator #3.1** The indoor environment design supports children's learning and development.

Performance Criteria 3.1.1 A place is provided to store children's personal items that is individualized and accessible most of the day (e.g., cubby, closet, bin, container).

Performance Criteria 3.1.2 The indoor environment is accessible to all children enrolled in the program (e.g., if needed, play areas could be made accessible to a child in a wheelchair).

Performance Criteria 3.1.3 A variety of child related displays are in the indoor environment:

- Are at child eye level,
- Reflect current activities,
- Are age appropriate,
- At least 50% of items displayed are child's work (as opposed to commercial or teacher created),
- Are mainly child's work which is individualized (as opposed to teacher directed projects),
- Contain some three dimensional displays.

Performance Criteria 3.1.4 The indoor environment includes:

- Open spaces divided by strategic placement of partitions, shelves, furniture or other objects,
- Quiet and active play areas that are separated,
- Pathways that are clear and facilitate children's movement, and
- Space provided for children to be alone.

- ◆ **Indicator #3.2** The indoor furnishings support children's learning and development.

Performance Criteria 3.2.1 Most furniture is child sized or adaptations can be made to home furniture for use by all children.

Performance Criteria 3.2.2 Sufficient furniture is available for routine care, play, relaxation/comfort, and learning (e.g., enough chairs for all children to use at the same time, cushions, bean bag chairs, couches, child-sized furniture in Dramatic Play area).

Performance Criteria 3.2.3 Shelves or containers with toys, books, etc. are labeled with words and/or pictures and are within reach of children.

◆ **Indicator #3.3** The outdoor environment design supports children’s learning and development.

Performance Criteria 3.3.1 The outdoor space includes a variety of surfaces such as soil, grass, sand, and hard areas.

Performance Criteria 3.3.2 The outdoor area has protection from the elements (sun, rain).

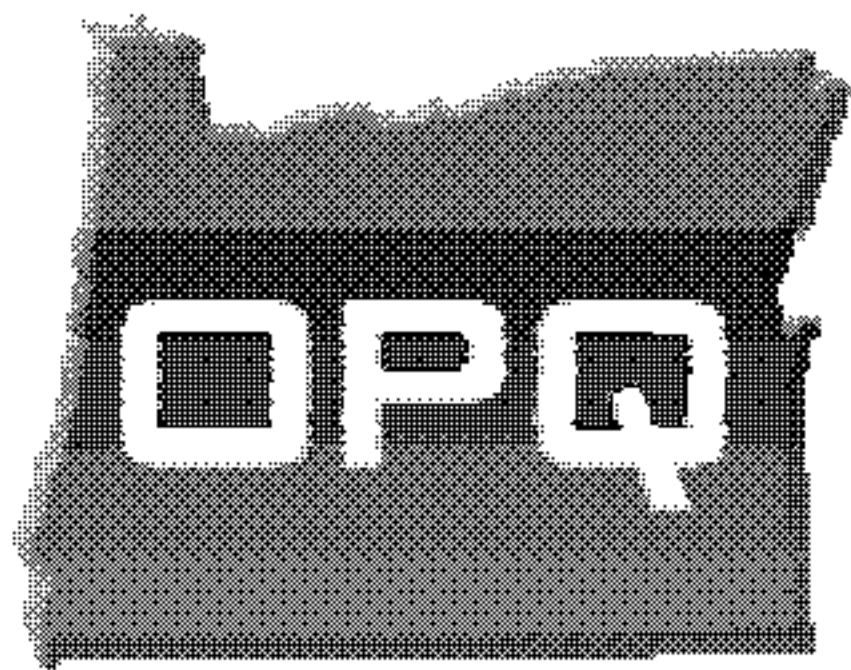
Performance Criteria 3.3.3 The outdoor area is accessible to all children enrolled in the program (e.g. if needed, outdoor areas could be made accessible to a child with a physical disability).

◆ **Indicator #3.4** The outdoor furnishings support children’s learning and development.

Performance Criteria 3.4.1 Equipment is appropriate for the age and ability of children (e.g., shorter slides for small children, lower height of basketball hoop, adaptations made or special equipment provided for children with disabilities).

Performance Criteria 3.4.2 Equipment for swinging, climbing, balancing is available (e.g., swings, slides, climbing structures, balance beams).

Performance Criteria 3.4.3 Portable equipment for play is available (e.g., balls, sports equipment, tricycles, jump ropes, hula hoops).



Standard 4

Highly Qualified Personnel

Professional training and formal education of personnel is linked to higher quality professional-child interactions. Ongoing professional development based on needs determination and research is essential to quality care and the promotion of learning in young children.

A quality program employs and supports highly qualified personnel. Personnel include caregivers, providers, teachers, assistants and aides who provide childhood care and education to children and their families.

All personnel in an Oregon Program of Quality participate in the Oregon Registry.

- ◆ **Indicator #4.1** Program personnel are presently qualified to serve in their position through education, training and experience.

Performance Criteria 4.1.1 The program director (in a center) or the provider (in a family care home) is qualified and competent to serve as the program's leader and has achieved the specified step on the Oregon Registry.

Performance Criteria 4.1.2 For head teachers: Participation in the Oregon Registry at Step 8.5.

Performance Criteria 4.1.3 For teachers: Participation in the Oregon Registry at Step 8 for at least 75% of teachers. The remaining teachers must be enrolled and have achieved a step on the Oregon Registry.

Performance Criteria 4.1.4 For assistant II or aide II: Participation in the Oregon Registry at Step 3 or have in place a current professional development plan to obtain the necessary step on the Registry within 24 months of employment.

- ◆ **Indicator #4.2.** Program personnel continue to advance their knowledge and skills through participation in continuing education activities and/or training.

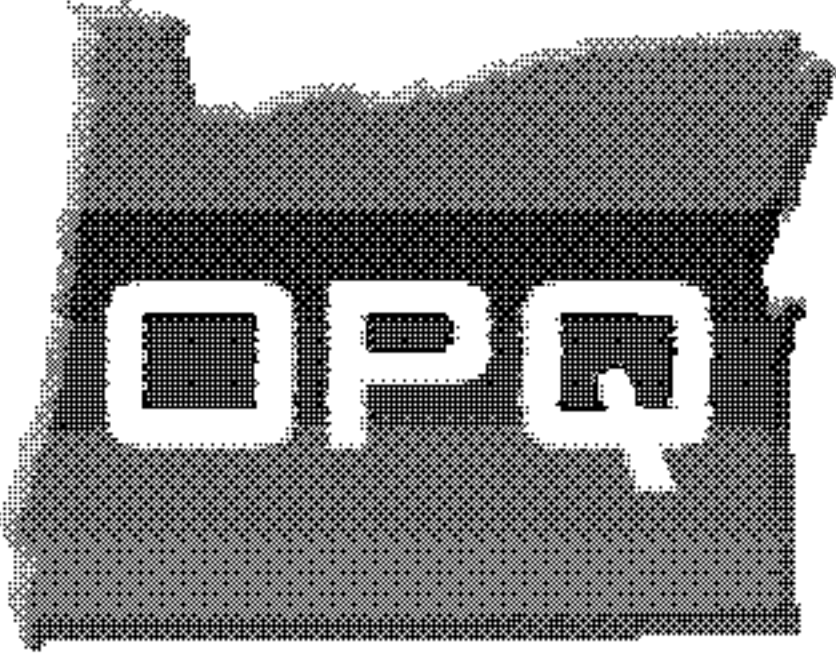
Performance Criteria 4.2.1. For providers, directors, head teachers, teachers, and assistant II or aide II: 20 or more clock hours of training and/or equivalent college course credits annually that are part of a professional development plan that will lead to advancement on the Oregon Registry, up to Step 10. (Up to 5 hours may be in-house training events).

- ◆ **Indicator #4.3** Program personnel conduct themselves in a professional manner consistent with the field's ethical principles.

Performance Criteria 4.3.1 Program follows a code of ethics from a related professional organization or has developed one within the program.

Performance Criteria 4.3.2 Program personnel receive training in ethics and professional responsibility.

Performance Criteria 4.3.3 Program establishes and follows a protocol to maintain child and family confidentiality.



Standard 5

Administration & Business Practices

Effective leadership and management create the environment for high-quality care and education by:

- *Ensuring compliance with relevant regulations and guidelines;*
- *Promoting fiscal soundness and good record keeping;*
- *Paying attention to working conditions for staff; and*
- *Conducting on-going program evaluation.*

A quality program effectively implements policies, procedures and systems that support stable staffing, fiscal, and program management so that high quality care and education is provided to children and families.

- ◆ **Indicator #5.1** The program follows sound administrative and business practices.

Performance Criteria 5.1.1 The program has a designated administrator or manager who oversees the administrative functions of the program. For certified child care homes, this person is the provider. If the manager/provider is absent from the facility, a person on-site is designated to assume authority and take action in emergencies.

Performance Criteria 5.1.2 The program maintains up-to-date business practices and accurate records in order to insure stability for the center or home care business.

- Business records should include maintaining income, expenses, and tax records.
- Business practices can include business projections, a business plan, a budget, etc.

Performance Criteria 5.1.3 In addition to licensing requirements, written policies and procedures include the following:

- Calendar of open and closed days
- Hours of operation
- Arrival and departure procedures
- Enrollment and termination procedures
- Exclusion for illness
- Program philosophy
- Procedures for complaints
- Program evaluation procedures.

- ◆ **Indicator #5.2** In programs where there are multiple personnel, the program assures a professional working climate.

Performance Criteria 5.2.1 The program has personnel policies that are communicated in writing including, if applicable:

- Job descriptions
- Compensation schedules and benefits
- Professional development opportunities
- Procedures for program planning and routines
- Guidance and discipline policy
- Program philosophy
- Professional ethics
- Grievance procedures

Performance Criteria 5.2.2 Program personnel are evaluated annually using procedures that include:

- Observations,
- Documentation of staff effectiveness,
- Information from the children’s families,
- Self-assessment, and
- An individualized professional development plan, based on the annual evaluation, is in place for each staff member.

Performance Criteria 5.2.3 Program personnel are supported in their work with young children by colleagues, membership in professional organizations, support and mentoring groups. There are regularly scheduled activities to build and maintain morale and cohesiveness.

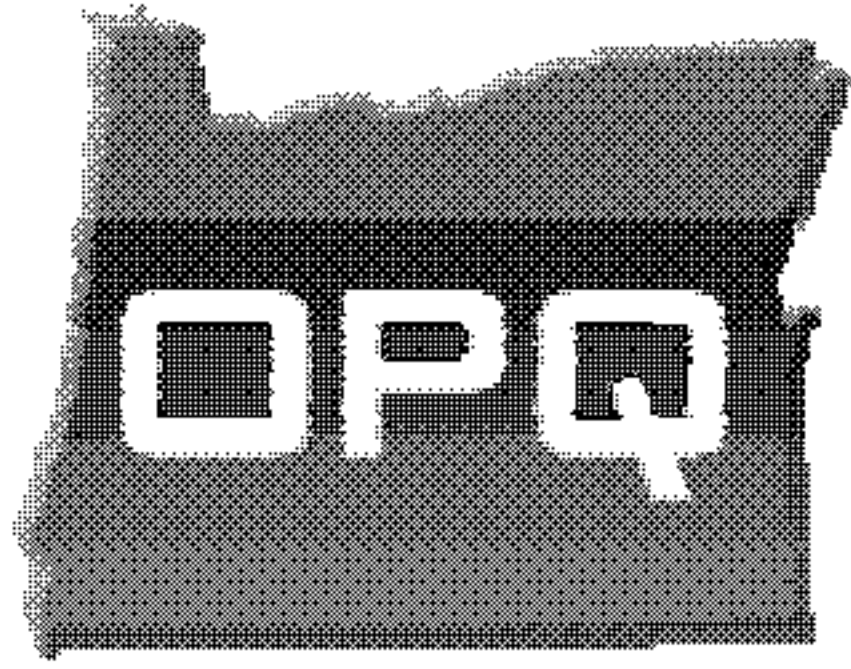
Performance Criteria 5.2.4 Separate spaces away from the children are provided for planning, administrative activities, relaxation, and personal care.

- ◆ **Indicator #5.3** The overall program is evaluated annually.

Performance Criteria 5.3.1 Procedures for the evaluation of the program are developed and used annually. The evaluation examines:

- Policies and procedures
- Child and family outcomes
- Care and education environment

Performance Criteria 5.3.2 Procedures for the evaluation include plan for personnel feedback.



Standard 6

Health and Safety

Requiring all Oregon Programs of Quality to be licensed by the State of Oregon Employment Department, Child Care Division ensures programs meet an acceptable level of health and safety standards.

A quality program ensures that policies, practices and the physical environment support the health and safety for children and adults. Additionally, quality programs teach children to manage health and safety practices independently.

- ◆ **Indicator #6.1** Children are provided instruction on independently managing health and hygiene practices.

Performance Criteria 6.1.1 Children are taught proper hand-washing techniques.

Performance Criteria 6.1.2 Children are provided positive support and instruction at the individual ability level of the child during toileting.

Performance Criteria 6.1.3 Children are provided instruction on tooth brushing.

- ◆ **Indicator #6.2** Children are provided instruction on safety rules and expectations.

Performance Criteria 6.2.1 Program has a set of safety rules for the children.

Performance Criteria 6.2.2 Program personnel use both formal instruction and naturally occurring opportunities to teach safety rules and expectations for children.

- ◆ **Indicator #6.3** Healthy eating habits are supported and encouraged.

Performance Criteria 6.3.1 Program personnel encourage healthy eating habits during mealtime by:

- Sitting with children during meals and snacks,
- Encouraging children to eat independently,
- Encouraging children to try foods but not requiring them to eat specified foods or amounts,
- Encouraging conversations between staff and children, and between children,
- Providing information about good nutrition and eating habits,
- Keeping group sizes small,
- Providing sufficient amounts of food and appropriate portion sizes,
- Providing child size serving utensils for children to use,
- Having children help during meals (setting the table, serving themselves, clearing the table or their place setting).

Performance Criteria 6.3.2 Program personnel provide instruction about healthy nutrition including:

- Instruction on eating from the revised food pyramid, (e.g., books and songs about eating fruit and vegetables, use cookie cutters to cut vegetables into fun shapes for snacking),
- Instruction on how foods help our bodies grow (preschool) and keep our bodies healthy (school-age). For example, develop “yum” and “yuk” graphic and survey children about what is healthy to eat and what is not.

- ◆ **Indicator #6.4** Program personnel are willing to collaborate with health and related service professionals to address the individual health needs of children.

Performance Criteria 6.4.1 Program’s policy indicates willingness to include children with special health needs (temporary or ongoing) and to make the necessary exceptions and accommodations.

Performance Criteria 6.4.2 Program personnel are willing to utilize and collaborate with health care and related service professionals to meet a child’s special health care needs.

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between **Oregon Department of Human Services** ("Lead Agency") and **Oregon Governor's Office** ("Participating State Agency"). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State's application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V SIGNATURES

Authorized Representative of Oregon Department of Human Services:

Erinn Kelly-Siel 10.14.11
Signature Date

Erinn Kelly-Siel Director DHS
Print Name Title

Authorized Representative of Oregon Governor's Office:

John A. Kitzhaber 10/13/2011
Signature Date

John A. Kitzhaber, MD Governor
Print Name Title

EXHIBIT I –SCOPE OF WORK OREGON GOVERNOR’S OFFICE

The Oregon Governor’s Office hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.


Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>The Governor’s Office</i> 	A representative from the Governor’s Office will work with the ELC to coordinate the TQRIS with goals of the Oregon Education Investment Board (OEIB).
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>The Governor’s Office</i> 	A representative from the Governor’s Office will work with the ELC to identify funding strategies that support and recruit ELDP into TQRIS and incentivize programs to the upper tiers. Additionally, the representative will inform the OEIB.
(B)(3) Rating and monitoring Early Learning and Development Programs	<ul style="list-style-type: none"> • <i>The Governor’s Office</i> 	A representative will work with the OEIB to assess how to align consumer education and public transparency efforts between K-12 and the TQRIS.
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	<ul style="list-style-type: none"> • <i>The Governor’s Office</i> 	A representative will work with the ELC to identify incentives for ELDP to continuously improve. In addition, the ELC will strategize incentives and supports that help working families who have Children with High Needs access high-quality ELDP.
(B)(5) Validating the effectiveness of the State TQRIS		
(C)(1) Developing and using statewide, high-quality Early Learning and	<ul style="list-style-type: none"> • <i>The Governor’s Office</i> 	A representative will work with the ELC to ensure that high-quality Early Learning and Development Standards are utilized cross-sector in all systems serving children birth to five. A representative will

Selection Criterion	Participating Party	Type of Participation
Development Standards		ensure that the KEATAC aligns Early Learning and Development Standards with the revised Kindergarten Entry Assessment.
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> <i>The Governor's Office</i> 	A representative will work with the ELC to ensure that the recommended standard tools and referral protocols for health; behavioral health, and developmental screening are used cross-sector.
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency framework	<ul style="list-style-type: none"> <i>The Governor's Office</i> 	A representative will be briefed on efforts to expand the professional development system for early childhood across early childhood sectors.
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	<ul style="list-style-type: none"> <i>The Governor's Office</i> 	A representative will work with the ECL to provide direction and input so that the ECE workforce and programs serving Children with High Needs and those living in rural areas can increase advancement of professional development and credentials. In addition, advise and identify strategies to increase the knowledge and skills of the workforce to serve children with high needs and increase certified trainers to offer cross-sector trainings and TA to help programs meet TQRIS standards. The representative will identify funding strategies and political will to consider strategies such as loan forgiveness for achievement of an AA degree in ECE.
(E)(1) Understanding the status of children's learning and development at kindergarten	<ul style="list-style-type: none"> <i>The Governor's Office</i> 	The ELC will ensure that the Kindergarten Entry Assessment Technical Advisory Committee (KEATAC) will hire an expert team to achieve KEA goals; select assessment instrument and design assessment process; pilot KEA with a validation study; plan and implement statewide rollout of the KEA.

Selection Criterion	Participating Party	Type of Participation
entry.		
(E)(2) Building early learning data system	<ul style="list-style-type: none"> <i>The Early Learning Council</i> 	A representative will work with the ELC to ensure that a unified data system is developed and operating in Oregon.

SIGNATURES

Authorized Representative of Oregon Department of Human Services:


10.14.11

 Signature Date

Erinn Kelly-Siel *DS* Director

 Print Name Title

Authorized Representative of Oregon Governor's Office:


10/13/2011

 Signature Date

John A. Kitzhaber, MD Governor

 Print Name Title

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between **Oregon Department of Human Services** ("Lead Agency") and **Oregon Early Learning Council** ("Participating State Agency"). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State's application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Oregon Department of Human Services:

	10.14.11	
Signature	Date	
Erinn Kelly-Siel	Erinn Kelley Siel	Director
Print Name	Title	

Authorized Representative of Oregon Early Learning Council:

	10/13/2011	
Signature	Date	
John A. Kitzhaber, MD		Governor
Print Name	Title	

EXHIBIT I –SCOPE OF WORK OREGON EARLY LEARNING COUNCIL

Oregon Early Learning Council hereby agrees to participate in the Early Learning Challenge State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.


Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>The Early Learning Council</i> 	The ELC will provide input and adopt a statewide TQRIS.
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>The Early Learning Council</i> 	The ELC will identify funding strategies that support and recruit ELDP into TQRIS and incentivize programs to the upper tiers.
(B)(3) Rating and monitoring Early Learning and Development Programs		
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	<ul style="list-style-type: none"> • The Early Learning Council 	The ELC will identify incentives for ELDP to continuously improve. In addition, the ELC will strategize incentives and supports that help working families who have Children with High Needs access high-quality ELDP.
(B)(5) Validating the effectiveness of the State TQRIS		
(C)(1) Developing and using	<ul style="list-style-type: none"> • <i>The Early Learning Council</i> 	The ELC will ensure that high –quality Early Learning and Development

Selection Criterion	Participating Party	Type of Participation
statewide, high-quality Early Learning and Development Standards		Standards are utilized cross-sector in all systems serving children birth to five. The Early Learning Council will provide input and adopt revised birth to five standards that align with HSCD, the Governor's initiative and are translated into Spanish. The ELC will ensure that the KEATAC aligns Early Learning and Development Standards with the revised Kindergarten Entry Assessment.
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> <i>The Early Learning Council</i> 	The ELC will provide input for the development of training for nutrition and physical activity for health and early care and education professionals and extend First Tooth training and include Home Visitation professionals. The ELC will ensure that the recommended standard tools and referral protocols for health; behavioral health, and developmental screening are used cross-sector. The ELC will ensure that OHA will develop training curriculum for maternal depression screening for early care and education, child welfare, and home visitors; and develop strategies to increase the number of children screened for developmental delays.
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency framework	<ul style="list-style-type: none"> <i>The Early Learning Council</i> 	The ELC will advise the cross-sector workgroup to expand the professional development system for early childhood across early childhood sectors. The ELC will offer input and strategies to disseminate updated information to Universities and community colleges that will enhance the seamless progression of credentials and degrees between the Oregon Registry at Center for Career Development, increase engagement of community colleges to align their programs with Oregon's workforce framework.
(D)(2) Supporting Early Childhood Educators in improving their knowledge,	<ul style="list-style-type: none"> <i>The Early Learning Council</i> 	The ELC will provide direction and input so that the ECD workforce and programs serving Children with High Needs and those living in rural areas can increase advancement of professional development and credentials. The ELC will advise and

Selection Criterion	Participating Party	Type of Participation
entry.		
(E)(2) Building early learning data system	<ul style="list-style-type: none"> <i>The Early Learning Council</i> 	A representative will work with the ELC to ensure that a unified data system is developed and operating in Oregon.

SIGNATURES

Authorized Representative of Oregon Department of Human Services:

 10.14.11
Signature Date

Erinn Kelly-Siel Erinn Kelly-Siel Director
Print Name Title

Authorized Representative of Oregon Governor's Office:

 10/13/2011
Signature Date

John A. Kitzhaber, MD Governor
Print Name Title

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between **Oregon Department of Human Services** ("Lead Agency") and **Oregon Commission on Children and Families** ("Participating State Agency"). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State's application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V SIGNATURES

Authorized Representative of Oregon Department of Human Services:

Erin Kelley Siel 10.13.11
Signature Date

Erin Kelley-Siel DHS Director
Print Name Title

Authorized Representative of Oregon Commission on Children and Families:

Tris M. DeBruy Bell October 12, 2011
Signature Date

Tris M. DeBruy Bell Interim Transition Director
Print Name Title

EXHIBIT I –SCOPE OF WORK
OREGON COMMISSION ON CHILDREN AND FAMILIES

The Oregon Commission on Children and Families hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System		
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>Healthy Start</i> • <i>Relief Nurseries</i> 	The participating parties will support recruitment of ELDP into TQRIS.
(B)(3) Rating and monitoring Early Learning and Development Programs		
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	<ul style="list-style-type: none"> • <i>Healthy Start</i> • <i>Relief Nurseries</i> 	The participating parties will provide input to the TQRIS steering committee and Early Learning Council regarding supports and incentives for ELDP to continuously improve and to offer input for incentives and supports that help working families who have children with high needs access high-quality ELDP.
(B)(5) Validating the effectiveness of the State TQRIS		
(C)(1) Developing and using	<ul style="list-style-type: none"> • <i>Healthy Start</i> 	The parties will work with the Early Learning Council to align early learning standards cross-sector, specifically with

Selection Criterion	Participating Party	Type of Participation
statewide, high-quality Early Learning and Development Standards		the Home Visiting system.
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> • <i>Healthy Start</i> • <i>Relief Nurseries</i> 	The parties will work in partnership with the ELC to implement the recommended standard tools and referral protocols for health; behavioral health, and developmental screening. The parties will be promote participation in training curriculum for maternal depression screening for early care and education, child welfare, and home visitors; develop strategies to increase the number of children screened for developmental delays.
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency framework	<ul style="list-style-type: none"> • <i>Healthy Start</i> 	The parties will participate in a cross-sector workgroup led by the Center for Career Development to expand the professional development system for early childhood across sectors.
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	<ul style="list-style-type: none"> • <i>Healthy Start</i> • <i>Relief Nurseries</i> 	Parties that will provide input to the Center for Career Development who market Education Awards to programs serving children with high needs and target those living in rural areas and increase the advancement of professional development and credentials in the early childhood workforce. The committee will identify strategies to increase the knowledge and skills of the workforce to serve children with high needs and increase certified trainers to offer cross-sector trainings and TA to help programs meet TQRIS standards. Parties will provide input to the Center for Career Development who will update Early Words curriculum and add coaching; conduct a training of the trainers for the recommended screening tools; develop and offer training that incorporates the CLASS observation indicators.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V SIGNATURES

Authorized Representative of Oregon Department of Human Services:

[Handwritten Signature] 10.13.11
Signature Date

Erin Kelley-Siel DHS Director
Print Name Title

Authorized Representative of Oregon Commission on Children and Families:

[Handwritten Signature] October 12, 2011
Signature Date

Iris M. Debruy/Bell Interim Transition Director
Print Name Title

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between **Oregon Department of Human Services** ("Lead Agency") and **Oregon Health Authority** ("Participating State Agency"). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State's application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

III. MODIFICATIONS

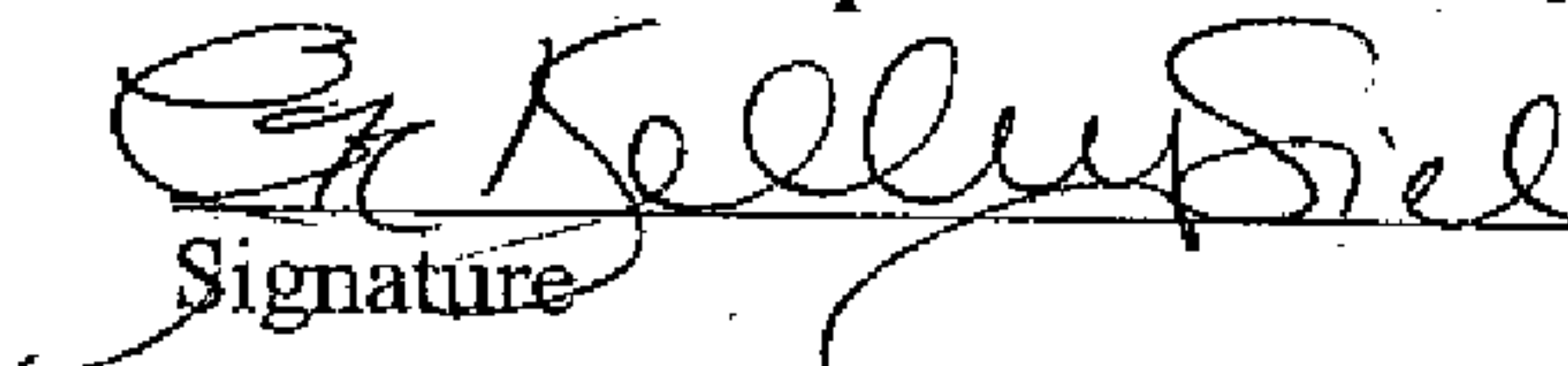
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Oregon Department of Human Services:

	<u>10.13.11</u>
Signature	Date
<u>Erin Kelley Stiel</u>	<u>DHS Director</u>
Print Name	Title

Authorized Representative of Oregon Health Authority:

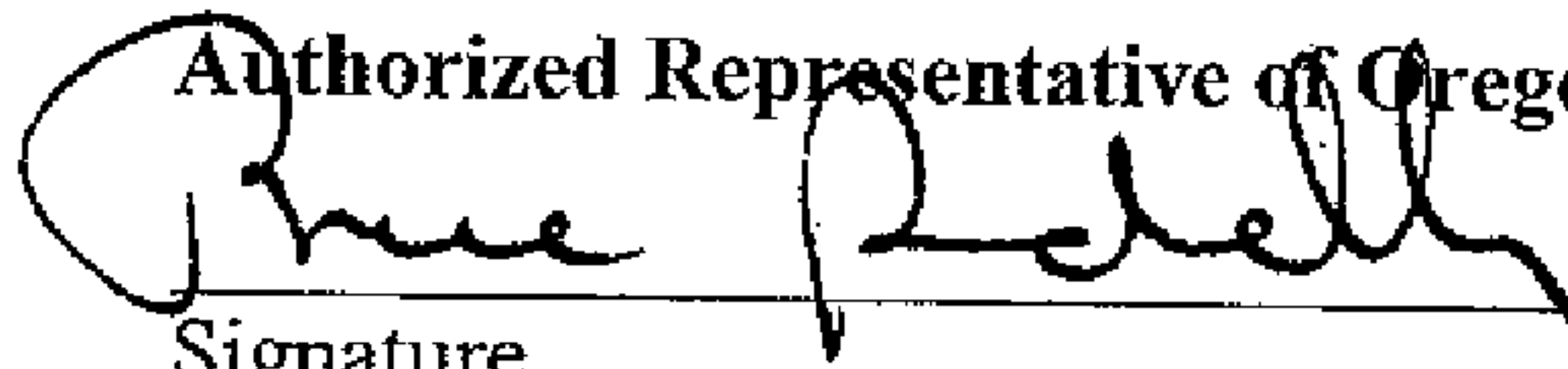
	<u>10/12/2011</u>
Signature	Date
<u>BRUCE GOLDBERG, MD</u>	<u>Director</u>
Print Name	Title

EXHIBIT I –SCOPE OF WORK OREGON HEALTH AUTHORITY

Oregon Health Authority hereby agrees to participate in the Early Learning Challenge State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>Office of Family Health Nurse Consultant</i> 	Coordinate with the TQRIS manager to align child development, health, mental health and safety standards and tiers cross-sectors.
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>Office of Family Health Nurse Consultant</i> 	Through regular contact with early care and education administrators, support recruitment of ELDP into TQRIS.
(B)(3) Rating and monitoring Early Learning and Development Programs	<ul style="list-style-type: none"> • <i>Office of Family Health Nurse Consultant Early Childhood Policy Analyst</i> 	As members of the TQRIS steering committee, will assist with oversight of policies to ensure appropriate monitoring and valid data is collected. They will oversee strategies that create a group of trained CLASS observers and develop and utilize a cross sector social marketing plan.
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	<ul style="list-style-type: none"> • <i>Office of Family Health Nurse Consultant</i> 	Member of the TQRIS steering committee that will identify supports and incentives for ELDP to continuously improve. In addition, the committee will strategize incentives and supports that help working families who have children with high needs access high-quality ELDP.
(B)(5) Validating the effectiveness of the State TQRIS	<ul style="list-style-type: none"> • <i>Office of Family Health Nurse Consultant and Research Analyst</i> 	Staff who will sit on the TQRIS steering committee and offer input for the completion of the current and ongoing validation work for evaluation, recruitment of participants, data collection and analysis, and will disseminate findings.
(C)(1) Developing and using	<ul style="list-style-type: none"> • <i>Office of Family Health Nurse Consultant</i> 	Staff who will participate in the TQRIS steering committee that will embed HSCD

Selection Criterion	Participating Party	Type of Participation
statewide, high-quality Early Learning and Development Standards	<i>Home Visiting Coordinator</i>	framework into TQRIS and will work with the Center for Career Development to embed the HSCD in the Core Body of Knowledge. The parties will work with the Early Learning Council to align early learning standards cross-sector, specifically with the Home Visiting system.
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> • <i>Office of Family Health Nurse Consultant</i> <i>Oral Health Manager</i> <i>Home Visiting Coordinator</i> <i>MCH Systems and policy specialist</i> <i>OFH Early Childhood Policy Analyst</i> 	Staff who can contribute to the development of nutrition, oral health and physical activity curriculum to train early care and education and home visiting professionals. The parties will work in partnership with the ELC to implement the recommended standard tools and referral protocols for health; behavioral health, and developmental screening. The parties will be responsible to develop training curriculum for maternal depression screening for early care and education, child welfare, and home visitors; and develop strategies to increase the number of children screened for developmental delays.
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency framework	<ul style="list-style-type: none"> • <i>Office of Family Health Nurse Consultant</i> 	Staff will participate in a cross-sector workgroup led by the Center for Career Development to expand the professional development system for early childhood across sectors. Staff will offer input for an updated workforce framework that will be disseminated to Universities and community colleges to enhance the seamless progression of credentials and degrees between the Oregon Registry at Center for Career Development, increase engagement of community colleges to align their programs with Oregon's workforce framework.
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	<ul style="list-style-type: none"> • <i>Office of Family Health Nurse Consultant</i> 	Staff will sit on the TQRIS Steering Committee which will provide input to the Center for Career Development who market Education Awards to programs serving children with high needs and target those living in rural areas and increase the advancement of professional development and credentials in the early childhood

Selection Criterion	Participating Party	Type of Participation
		workforce. The committee will identify strategies to increase the knowledge and skills of the workforce to serve children with high needs and increase certified trainers to offer cross-sector trainings and TA to help programs meet TQRIS standards. Parties will provide input to the Center for Career Development who will update Early Words curriculum and add coaching; conduct a training of the trainers for the recommended screening tools; develop and offer training that incorporates the CLASS observation indicators.
(E)(1) Understanding the status of children's learning and development at kindergarten entry.		
(E)(2) Building early learning data system	<ul style="list-style-type: none"> Office of Family Health Early Childhood Policy Analyst 	Staff participate in and co-facilitate the data team convened by the Early Learning Council, identify data sets, address security issues, and recommend a unified data solution and implement plan.

SIGNATURES

Authorized Representative of Oregon Department of Human Services:

Erin Kelley Sel 10-14-11
Signature Date

Erin Kelley Sel DHS Director
Print Name Title

Authorized Representative of Oregon Health Authority:

Bruce Goldberg 10/12/2011
Signature Date

BRUCE GOLDBERG DIRECTOR
Print Name Title

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between **Oregon Department of Human Services** ("Lead Agency") and **Oregon State Library** ("Participating State Agency"). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State's application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

III. MODIFICATIONS

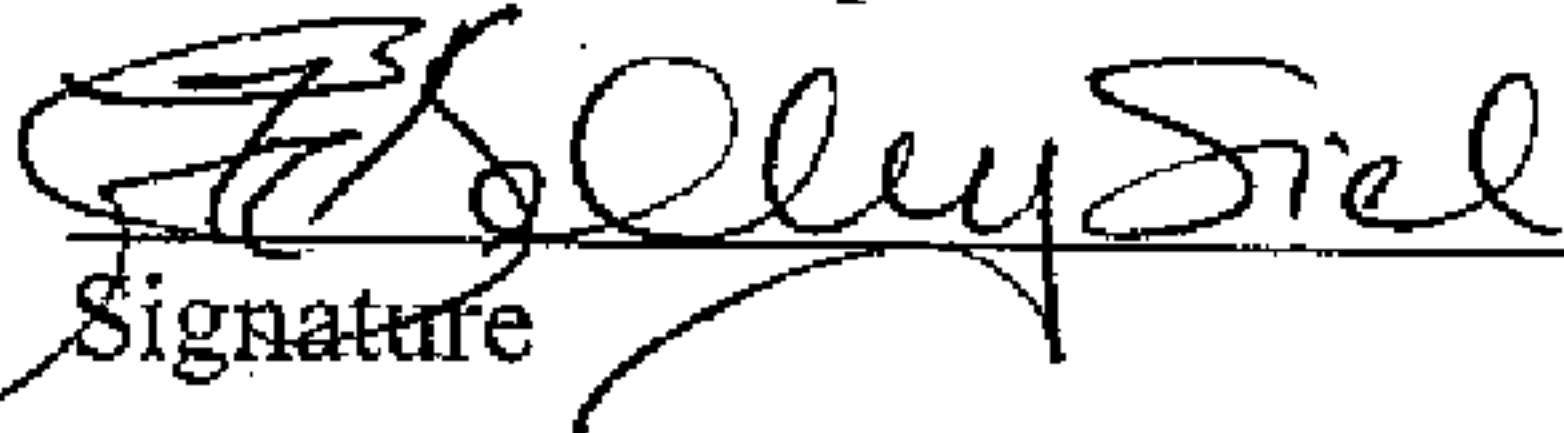
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V SIGNATURES

Authorized Representative of Oregon Department of Human Services:

	<u>10.13.11</u>
Signature	Date
<u>Erin Kelley Siel</u>	<u>DHS Director</u>
Print Name	Title

Authorized Representative of Oregon State Library:

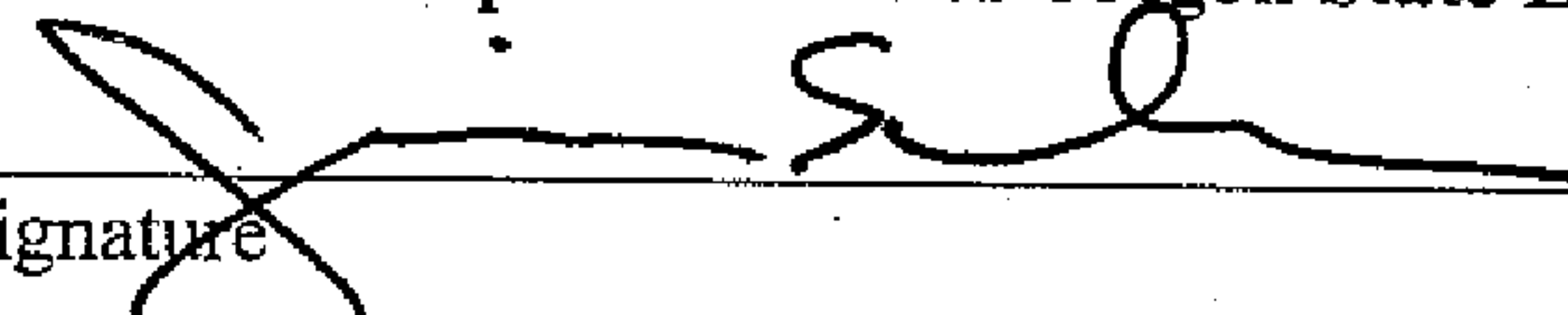
	<u>10-12-11</u>
Signature	Date
<u>Jim Schepcke</u>	<u>State Librarian</u>
Print Name	Title

EXHIBIT I –SCOPE OF WORK OREGON STATE LIBRARY

The Oregon State Library hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System		
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System		
(B)(3) Rating and monitoring Early Learning and Development Programs	<ul style="list-style-type: none"> • <i>State Library Early Literacy</i> 	The State Library will participate in a statewide social marketing plan around early literacy in families, including targeted efforts around families of Children with Special Needs.
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	<ul style="list-style-type: none"> • <i>State Library Early Literacy</i> 	The State Library will explore using the library system to promote early literacy for Children with High Needs among informal care providers, among children with parents in A&D treatment, and other focused populations.
(B)(5) Validating the effectiveness of the State TQRIS		
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards		
(C)(2)	N/A	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness		
(C)(4)	N/A	

MEMORANDUM OF UNDERSTANDING PARTICIPATING STATE AGENCY

This Memorandum of Understanding ("MOU") is entered into by and between **Oregon Department of Human Services** ("Lead Agency") and **Child Care Division of the Oregon Employment Department** ("Participating State Agency"). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES. The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State's application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES. In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;

- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES. In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM. If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

III. MODIFICATIONS. This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and Oregon Early Learning Council.

IV. DURATION. This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Oregon Department of Human Services:

Erinn Kelley Siel 10.13.11
Signature Date

Erinn Kelley Siel DHS Director
Print Name Title

Authorized Representative of Oregon Employment Department:

Laurie Warner 10/12/11
Signature Date

Director Employment Dept
Print Name Title
Laurie Warner

EXHIBIT I –SCOPE OF WORK OREGON EMPLOYMENT DEPARTMENT

The Child Care Division of the Oregon Employment Department hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<p>(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System</p>	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • <i>Subsidy and scholarships for targeted populations</i> 	<p>The TQRIS manager is responsible for leading the program and engaging stakeholders to design and adopt a common, statewide TQRIS. This includes adoption of standards, indicators, tiers in addition to identifying incentives and quality improvement grants for ELDP to move up tiers on the TQRIS. Representatives from the parties sit on a TQRIS steering committee to ensure linkages with licensing, an efficient and effective TA and coaching system is designed to increase the number of programs moving up tiers.</p>
<p>(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System</p>	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • <i>Subsidy and scholarships for targeted populations</i> 	<p>The parties will adopt standards in the tiers of the TQRIS, coordinate with Department of Education to align monitoring systems and adopt monitoring standards cross-agencies. Representatives of participating agencies sit on the TQRIS steering committee and will recruit ELDP into TQRIS, explore use of contracts and Title 1 funds to increase access to level 4 and 5 tiers for children with high needs.</p>
<p>(B)(3) Rating and monitoring Early Learning and Development Programs</p>	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • <i>Subsidy and scholarships for targeted populations</i> 	<p>Representatives sit on the TQRIS steering committee and will oversee policies to ensure appropriate monitoring and valid data is collected. They will oversee strategies that create a group of trained CLASS observers and develop and utilize a cross sector social marketing plan.</p>
<p>(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs</p>	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • <i>Subsidy and scholarships for targeted populations</i> 	<p>Representatives from participating agencies sit on the TQRIS steering committee and will identify supports and incentives for ELDP to continuously improve and to help working families who have Children with High Needs access high-quality ELDP. The Child Care Division of the Employment Department will identify scholarships, subsidy or contracts for children with high needs to</p>

Selection Criterion	Participating Party	Type of Participation
		increase access to high quality ELDP. This agency will work with the ELC and ensure targets are achieved.
(B)(5) Validating the effectiveness of the State TQRIS	<ul style="list-style-type: none"> • <i>TQRIS Program</i> 	This agency will contract with an independent research team complete the current and ongoing validation work for evaluation, who will recruit participants, collect and analyze data, and disseminate findings.
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	The agency will adopt and embed HSCD framework into TQRIS and will contract with the Center for Career Development to embed the HSCD in the Core Body of Knowledge. The agency will conduct a review and revision of state licensing rules for all types of child care and ensure alignment with the TQRIS. In partnership with other participating agencies, OED will work with the Center for Career Development, CC&RR and higher education to develop training materials, implement statewide training and coaching for early childhood workforce.
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • 	Representatives will work in partnership with OHA to develop training for nutrition and physical activity for health and early care and education professionals and the expansion of First Tooth training. Representatives will work with the ELC to develop and to implement recommended standard tools and referral protocols for health; behavioral health, and developmental screening. Representatives will partner with OHA who will develop training curriculum for maternal depression screening for early care and education, child welfare, and home visitors; develop strategies to increase the number of children screened for developmental delays.
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	OED contracts with the Center for Career Development who will: form a cross-sector workgroup and identify expertise and research to expand into a cross-sector professional development system, update

Selection Criterion	Participating Party	Type of Participation
framework		and publish the workforce framework, disseminate framework including to Universities and community colleges to enhance the seamless progression of credentials and degrees between the Oregon Registry at Center for Career Development, increase engagement of community colleges to align their programs with Oregon's workforce framework.
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • <i>Subsidy and scholarships for targeted populations</i> 	<p>OED contracts with the Center for Career Development who will market Education Awards to programs serving children with high needs and target those living in rural areas and increase the advancement of professional development and credentials in the early childhood workforce. Representatives from the parties sit on a steering committee that will identify strategies to increase the knowledge and skills of the workforce to serve children with high needs and increase certified trainers to offer cross-sector trainings and TA to help programs meet TQRIS standards. OED contracts with the Center for Career Development who will update Early Words curriculum and add coaching; conduct a training of the trainers for the recommended screening tools; develop and offer training that incorporates the CLASS observation indicators. The committee will work with the Early Learning Council to expand class offerings for the early childhood workforce and seek strategies such as loan forgiveness for achievement of an AA degree in ECE.</p>
(E)(1) Understanding the status of children's learning and development at kindergarten entry.	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	<p>Representatives from the parties will participate as needed with the Early Learning Council and ODE to create the Kindergarten Entry Assessment Technical Advisory Committee (KEATAC) that will hire an expert team to achieve KEA goals; select assessment instrument and design assessment process; pilot KEA with a validation study; plan and implement statewide rollout of the KEA.</p>
(E)(2)	<ul style="list-style-type: none"> • <i>TQRIS Program</i> 	<p>Participants from the parties will link</p>

Selection Criterion	Participating Party	Type of Participation
Building early learning data system	<ul style="list-style-type: none"> • <i>State licensing of child care</i> 	existing data system of ELDP workforce and programs to the TQRIS data and participate in the data team convened by the ELC that identify data sets, address security issues, recommend a unified data solution and implement.

The Child Care Division of the Oregon Employment Department hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • <i>Subsidy and scholarships for targeted populations</i> 	The TQRIS manager is responsible for leading the program and engaging stakeholders to design and adopt a common, statewide TQRIS. This includes adoption of standards, indicators, tiers in addition to identifying incentives and quality improvement grants for ELDP to move up tiers on the TQRIS. Representatives from the parties sit on a TQRIS steering committee to ensure linkages with licensing, an efficient and effective TA and coaching system is designed to increase the number of programs moving up tiers.
(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • <i>Subsidy and scholarships for targeted populations</i> 	The parties will adopt standards in the tiers of the TQRIS, coordinate with Department of Education to align monitoring systems and adopt monitoring standards cross-agencies. Representatives of participating agencies sit on the TQRIS steering committee and will recruit ELDP into TQRIS, explore use of contracts and Title 1 funds to increase access to level 4 and 5 tiers for children with high needs.
(B)(3) Rating and monitoring Early Learning and Development Programs	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • <i>Subsidy and scholarships for targeted populations</i> 	Representatives sit on the TQRIS steering committee and will oversee policies to ensure appropriate monitoring and valid data is collected. They will oversee strategies that create a group of trained CLASS observers and develop and utilize a cross sector social marketing plan.
(B)(4) Promoting access to high-quality Early Learning and	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • <i>Subsidy and scholarships for targeted populations</i> 	Representatives from participating agencies sit on the TQRIS steering committee and will identify supports and incentives for ELDP to continuously

Selection Criterion	Participating Party	Type of Participation
Development Programs for Children with High Needs		improve and to help working families who have Children with High Needs access high-quality ELDP. The Child Care Division of the Employment Department will identify scholarships, subsidy or contracts for children with high needs to increase access to high quality ELDP. This agency will work with the ELC and ensure targets are achieved.
(B)(5) Validating the effectiveness of the State TQRIS	<ul style="list-style-type: none"> • <i>TQRIS Program</i> 	This agency will contract with an independent research team complete the current and ongoing validation work for evaluation, who will recruit participants, collect and analyze data, and disseminate findings.
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	The agency will adopt and embed HSCD framework into TQRIS and will contract with the Center for Career Development to embed the HSCD in the Core Body of Knowledge. The agency will conduct a review and revision of state licensing rules for all types of child care and ensure alignment with the TQRIS. In partnership with other participating agencies, OED will work with the Center for Career Development, CC&RR and higher education to develop training materials, implement statewide training and coaching for early childhood workforce.
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • 	Representatives will work in partnership with OHA to develop training for nutrition and physical activity for health and early care and education professionals and the expansion of First Tooth training. Representatives will work with the ELC to develop and to implement recommended standard tools and referral protocols for health; behavioral health, and developmental screening. Representatives will partner with OHA who will develop training curriculum for maternal depression screening for early care and education, child welfare, and home visitors; develop strategies to increase the number of children screened for developmental delays.

Selection Criterion	Participating Party	Type of Participation
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency framework	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	<p>OED contracts with the Center for Career Development who will: form a cross-sector workgroup and identify expertise and research to expand into a cross-sector professional development system, update and publish the workforce framework, disseminate framework including to Universities and community colleges to enhance the seamless progression of credentials and degrees between the Oregon Registry at Center for Career Development, increase engagement of community colleges to align their programs with Oregon's workforce framework.</p>
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • <i>Subsidy and scholarships for targeted populations</i> 	<p>OED contracts with the Center for Career Development who will market Education Awards to programs serving children with high needs and target those living in rural areas and increase the advancement of professional development and credentials in the early childhood workforce. Representatives from the parties sit on a steering committee that will identify strategies to increase the knowledge and skills of the workforce to serve children with high needs and increase certified trainers to offer cross-sector trainings and TA to help programs meet TQRIS standards. OED contracts with the Center for Career Development who will update Early Words curriculum and add coaching; conduct a training of the trainers for the recommended screening tools; develop and offer training that incorporates the CLASS observation indicators. The committee will work with the Early Learning Council to expand class offerings for the early childhood workforce and seek strategies such as loan forgiveness for achievement of an AA degree in ECE.</p>
(E)(1) Understanding the status of children's learning and	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	<p>Representatives from the parties will participate as needed with the Early Learning Council and ODE to create the Kindergarten Entry Assessment Technical Advisory Committee (KEATAC) that will</p>

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between **Oregon Department of Human Services** ("Lead Agency") and **Oregon Department of Education** ("Participating State Agency"). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State's application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

III. MODIFICATIONS

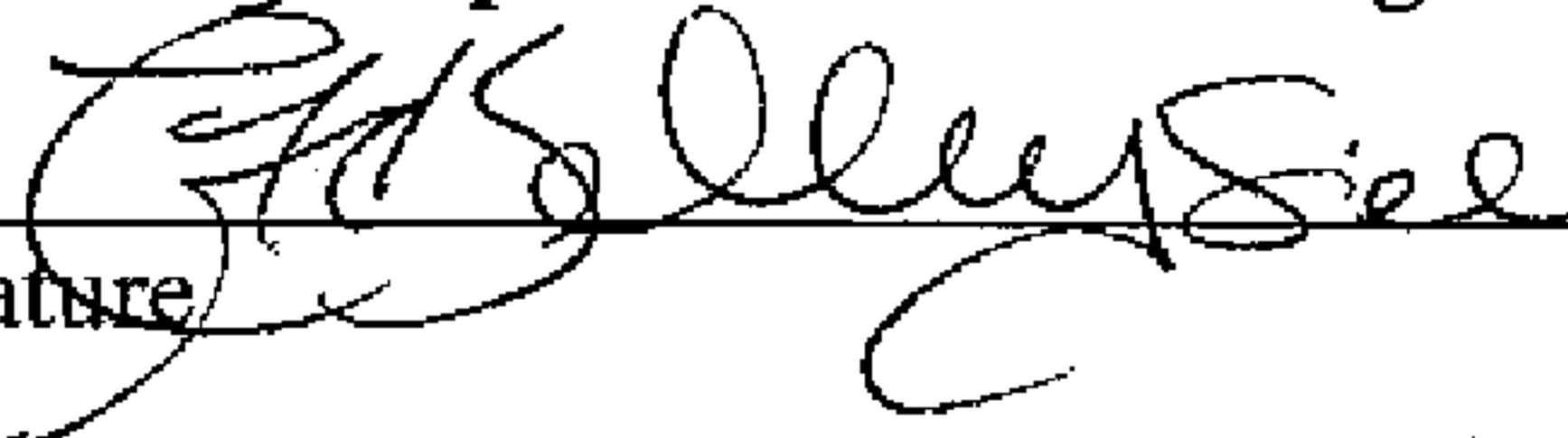
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Oregon Department of Human Services:

	10.14.11
Signature	Date
Erin Kelley Siel	DHS Dir.
Print Name	Title

Authorized Representative of Oregon Department of Education:

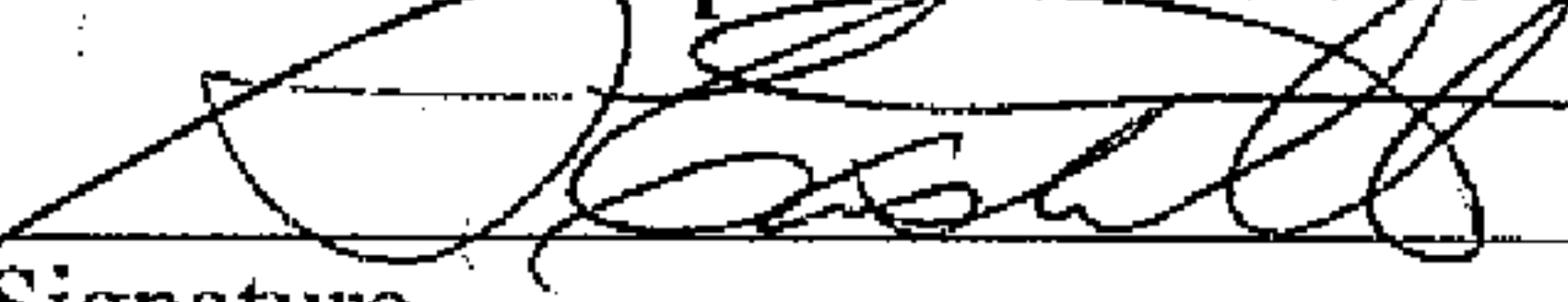
	10/13/11
Signature	Date
Susan Castillo, State Superintendent	
Print Name	Title

EXHIBIT I –SCOPE OF WORK OREGON DEPARTMENT OF EDUCATION

Oregon Department of Education hereby agrees to participate in the Early Learning Challenge State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>State-funded Pre-K.</i> • <i>Head Start Collaboration Office</i> 	Representatives of the parties participate in the Oregon Learning Lab that will identify strategies to align monitoring systems and result in ease of access for all programs in the TQRIS. A representative from the parties sits on a TQRIS steering committee that will revise TQRIS standards and adopt the tiers. In addition, the committee will identify incentives and quality improvement grants for programs to move up tiers on the TQRIS, design TA system to increase number of programs moving up tiers.
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA preschool special ed.</i> • <i>Head Start Collaboration Office</i> 	At least one representative from the participating parties sits on the TQRIS steering committee that will adopt standards in the tiers of the TQRIS, align monitoring systems and adopt monitoring standards cross-agencies. The participating parties along with the Head Start Association will recruit ELDP into TQRIS, and explore use of contracts and Title 1 funds to increase access to level 4 and 5 tiers for children with high needs.
(B)(3) Rating and monitoring Early Learning and Development Programs	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>Head Start Collaboration Office</i> 	At least one representative from the participating parties sit on a committee that will finalize TQRIS policies to ensure appropriate monitoring and valid data is collected. The committee will also identify strategies that create a group of trained CLASS observers and utilize a cross sector social marketing plan.
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>Head Start Collaboration Office</i> 	At least one representative from the participating parties sits on the TQRIS steering committee that will identify supports and incentives for ELDP to continuously improve. In addition, the committee will strategize incentives and supports that help working families who have children with high needs access

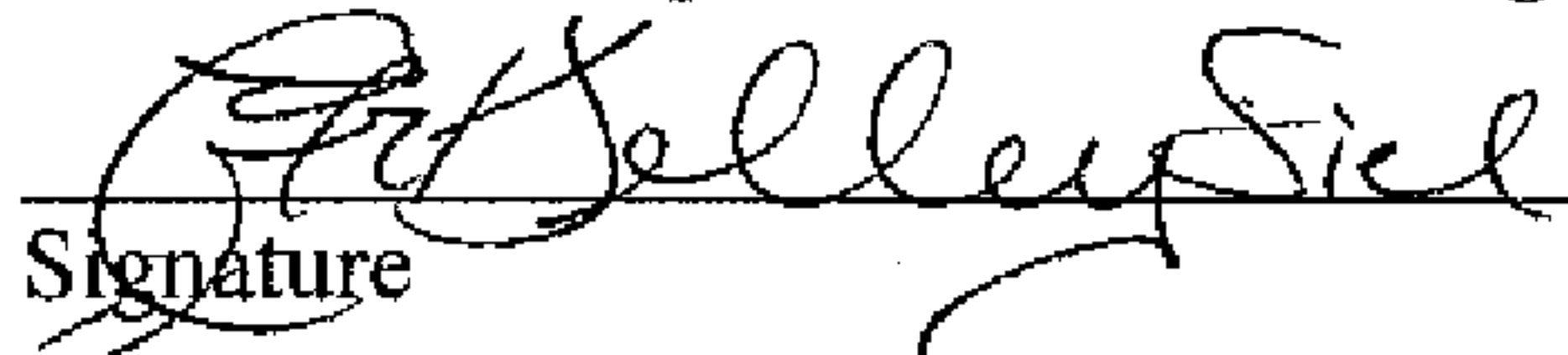
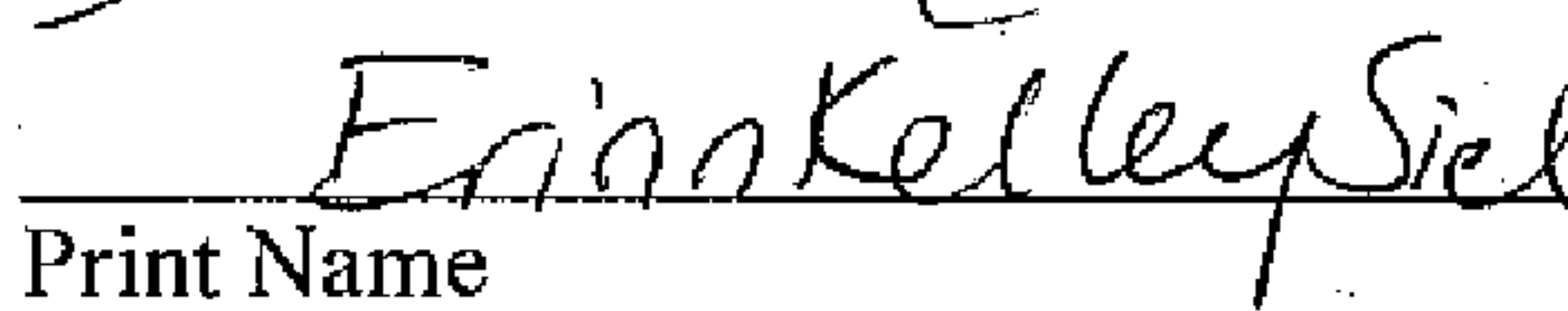
Selection Criterion	Participating Party	Type of Participation
(B)(5) Validating the effectiveness of the State TQRIS		high-quality ELDP.
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA preschool special ed.</i> • <i>Head Start Collaboration Office</i> • <i>K-12 leadership re: the Common Core</i> 	<p>Representatives from the parties will participate in the TQRIS steering committee that will embed HSCD framework into TQRIS and will work with the Center for Career Development to embed the HSCD in the Workforce Knowledge and Competency Framework, In partnership with the Child Care Division of the Employment Department, the parties will work with the Center for Career Development, CCR&R, the Head Start Association and higher education to develop training materials, implement statewide training and coaching for early childhood workforce. The parties will develop training for public school personnel, adopt HSCD framework into agency policies and will contract with a national expert on early learning standards to align the HSCD with K-12 Common Core. The parties will work with the Early Learning Council to develop and adopt revised birth to five standards that align with HSCD, the Governor's initiative and are translated into Spanish. The parties will work with the KEATAC to align early learning standards with the revised Kindergarten Entry Assessment.</p>
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA preschool special ed.</i> • <i>Head Start Collaboration Office</i> 	<p>The parties will work in partnership with OHA to develop training for nutrition and physical activity for health and early care and education professionals and extend First Tooth training and include Home Visitation professionals. The parties will work in partnership with the ELC to implement the recommended standard tools and referral protocols for health; behavioral health, and developmental screening. The parties will work in partnership with OHA who will develop training curriculum for maternal depression screening for early</p>

Selection Criterion	Participating Party	Type of Participation
		care and education, child welfare, and home visitors; and develop strategies to increase the number of children screened for developmental delays.
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency framework	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA preschool special ed. Head Start Collaboration Office</i> 	The parties will participate in a cross-sector workgroup led by the Center for Career Development to expand the professional development system for early childhood across early childhood sectors. Parties will offer input for an updated workforce framework that will be disseminated to Universities and community colleges to enhance the seamless progression of credentials and degrees between the Oregon Registry at Center for Career Development, increase engagement of community colleges to align their programs with Oregon's workforce framework.
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA preschool special ed. Head Start Collaboration Office</i> 	At least one representative from the Parties shall sit on the TQRIS Steering Committee that will provide input to the Center for Career Development who market Education Awards to programs serving Children with High Needs and target those living in rural areas and increase the advancement of professional development and credentials in the early childhood workforce. The committee will identify strategies to increase the knowledge and skills of the workforce to serve children with high needs and increase certified trainers to offer cross-sector trainings and TA to help programs meet TQRIS standards. Parties will provide input to the Center for Career Development who will update Early Words curriculum and add coaching; conduct a training of the trainers for the recommended screening tools; develop and offer training that incorporates the CLASS observation indicators. The committee will work with the Early Learning Council to expand class offerings for the early childhood workforce and seek strategies such as loan forgiveness for achievement of an AA


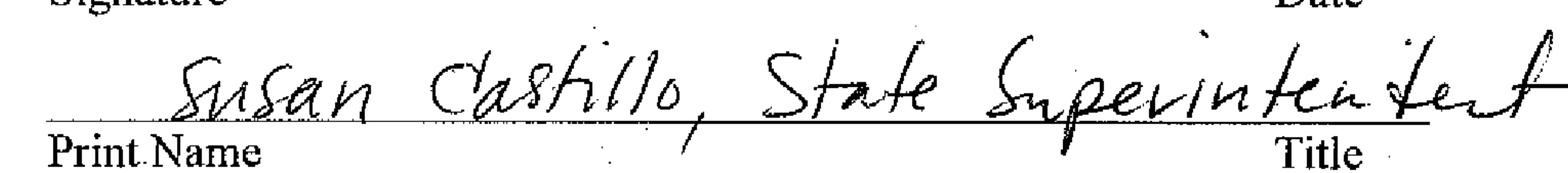
Selection Criterion	Participating Party	Type of Participation
		degree in ECE.
(E)(1) Understanding the status of children's learning and development at kindergarten entry.	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA preschool special ed. Head Start Collaboration Office</i> 	Parties will partner with the Early Learning Council to create the Kindergarten Entry Assessment Technical Advisory Committee (KEATAC) that will hire an expert team to achieve KEA goals; select assessment instrument and design assessment process; pilot KEA with a validation study; plan and implement statewide rollout of the KEA.
(E)(2) Building early learning data system	<ul style="list-style-type: none"> • <i>Project Alder leadership</i> 	Parties participate in the data team convened by the Early Learning Council, identify data sets, address security issues, and recommend a unified data solution and implement.

SIGNATURES

Authorized Representative of Oregon Department of Human Services:


 Signature _____ Date 10-14-11

 Print Name _____ Title DHS Director

Authorized Representative of Oregon Department of Education:


 Signature _____ Date 10/13/11

 Print Name _____ Title _____

Letters of Support

Page #	Organization
319-320	Co-Speaker Letter of Support
321	Oregon Child Development Coalition
322	Oregon Head Start Association
323	Congress of the United States House of Representatives Earl Blumenauer
324	Confederated Tribes of Siletz Indians Tribal Council
325	Coquille Indian Tribe
326	The Confederated Tribes of the Grand Ronde Community of Oregon
327	Black Parent Initiative
328	Circuit Court of the State of Oregon
329	Oregon Department of Education Dr. Nancy Latini, Assistant Superintendent
330	Oregon Business Council
331 – 332	Knowledge Universe
333	Children’s Institute
334 – 335	Early Childhood Funders Learning Circle
336	Oregon AFSCME
337	Ford Family Foundation
338 – 339	Portland Schools Foundation
340 – 341	The Oscar G. & Mayer Family Foundation
342	Oregon Oral Health Coalition
343– 344	Community Action Partnership of Oregon
345	Children First for Oregon
346	Oregon Child Care Resource and Referral Network
347	ONE Voice for Child Care
348	Oregon Association for the Education of Young Children
349	Oregon ASK

Page #	Organization
350	Stand for Children
351	Oregon Association of Relief Nurseries
352	Oregon Center for Career Development in Childhood Care and Education
353	Providence Child Center
354	Fight Crime: Invest in Kids Oregon
355	YMCA
356	Postpartum Support International
357	Oregon Pediatric Society
358	Chalk Board Project
359 – 360	United Way of the Columbia-Willamette
361	United Way of Lane County
362	North West Health Foundation
363	Oregon Health Authority Addictions and Mental Health Division
364 – 365	Oregon Health Authority Office of the Director
366	Oregon Health & Science University
367	Linn-Benton Community College
368	Oregon Association of Child Care Directors
369	Oregon State University College of Public Health and Human Sciences
370	Oregon Council on Developmentally Disabled
371-372	Oregon Health Authority Public Health Division Office of Family Health
373-374	Oregon Health Authority Public Health Division Office of Family Health
375	Portland Children’s Levy
376	Oregon State University College of Public Health and Human Sciences
377 – 378	Clackamas Education Service District
379	Oregon AFT
380	House of Representatives Congressman Walden

Page #	Organization
381	Regence



OFFICE OF THE CO-SPEAKERS

October 17, 2011

The Honorable Kathleen Sibelius
Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

The Honorable Arne Duncan
Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

To The Honorable Kathleen Sibelius and The Honorable Arne Duncan:

As Co-Speakers of the Oregon House of Representatives, we are pleased to write this letter of support for Oregon's application for a Race to the Top- Early Learning Challenge (RTT-ELC) grant. As Secretary of Education Arne Duncan is well aware, Oregon has made significant progress in reforming our education system and working with a heightened urgency to address the system's most pressing needs. We believe that this grant will allow Oregon to continue making progress on its goal to ensure every child enters school ready to learn.

Oregon's application reflects the bi-partisan supported policy direction and investments of the 2011 legislature, most completely embodied in Senate Bill 909. Oregon has set the course toward a new system of early learning services and supports focused on preparing all children for learning in Kindergarten. The aim of the RTT-ELC grant aligns very well with our shared policy direction and priorities.

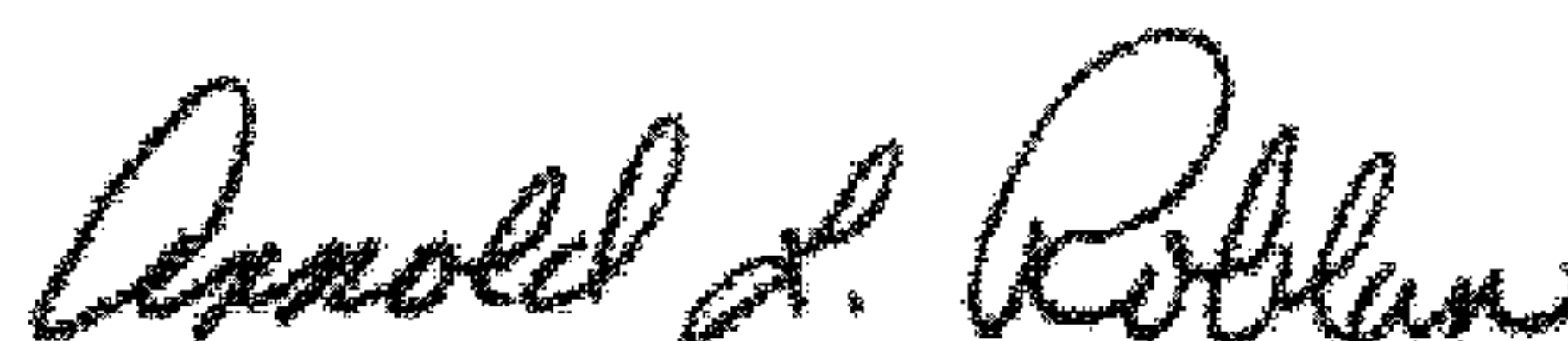
We believe that Oregon is leading the way with an ambitious yet achievable plan for implementing coherent, compelling, and comprehensive early learning education reforms.

We are hopeful that you will affirm our state's efforts by awarding us with the RTT-ELC grant.

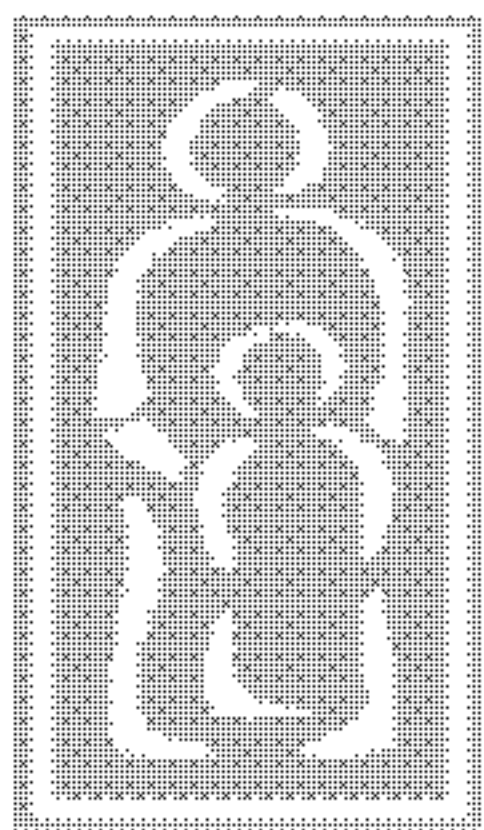
Sincerely,



Co-Speaker Bruce Hanna
House District 7



Co-Speaker Arnie Roblan
House District 9



Oregon Child Development Coalition
Administrative Office
9140 SW Pioneer Ct. Suite E
PO Box 2780 Wilsonville, OR 97070
Tel. 503-570-1110 F. 503-682-9426 www.ocdc.net

September 26, 2011

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Subject: Race to the Top-Early Childhood Challenge Grant

Dear Governor Kitzhaber,

Oregon Child Development Coalition (OCDC) is a private non-profit agency that provides Migrant and Seasonal Head Start and Early Head Start services throughout Oregon. As an agency working in early childhood service delivery we see the value and benefit to improving our integration of services across the various disciplines and entities in the early childhood arena.

It is exciting that Oregon is engaging so whole heartedly in the 'system transformation' of the education system including the early years of 0-5 years of age. There are many good individual programs in place that can benefit from efforts to improve processes and decrease unnecessary bottlenecks as we work towards greater integration and collaboration. Throughout all of these planning and development efforts is the desire to expand high-quality programs while increasing the number of high needs children accessing quality programs.

In addition to the service delivery planning are the efforts to create a stronger, more skilled labor force for delivery of these services which will lead to better outcomes. Development of the early childhood labor force also provides potential to recruit, train, and educate individuals from the families served for this labor pool. These employment efforts would further strengthen the families as well as the system.

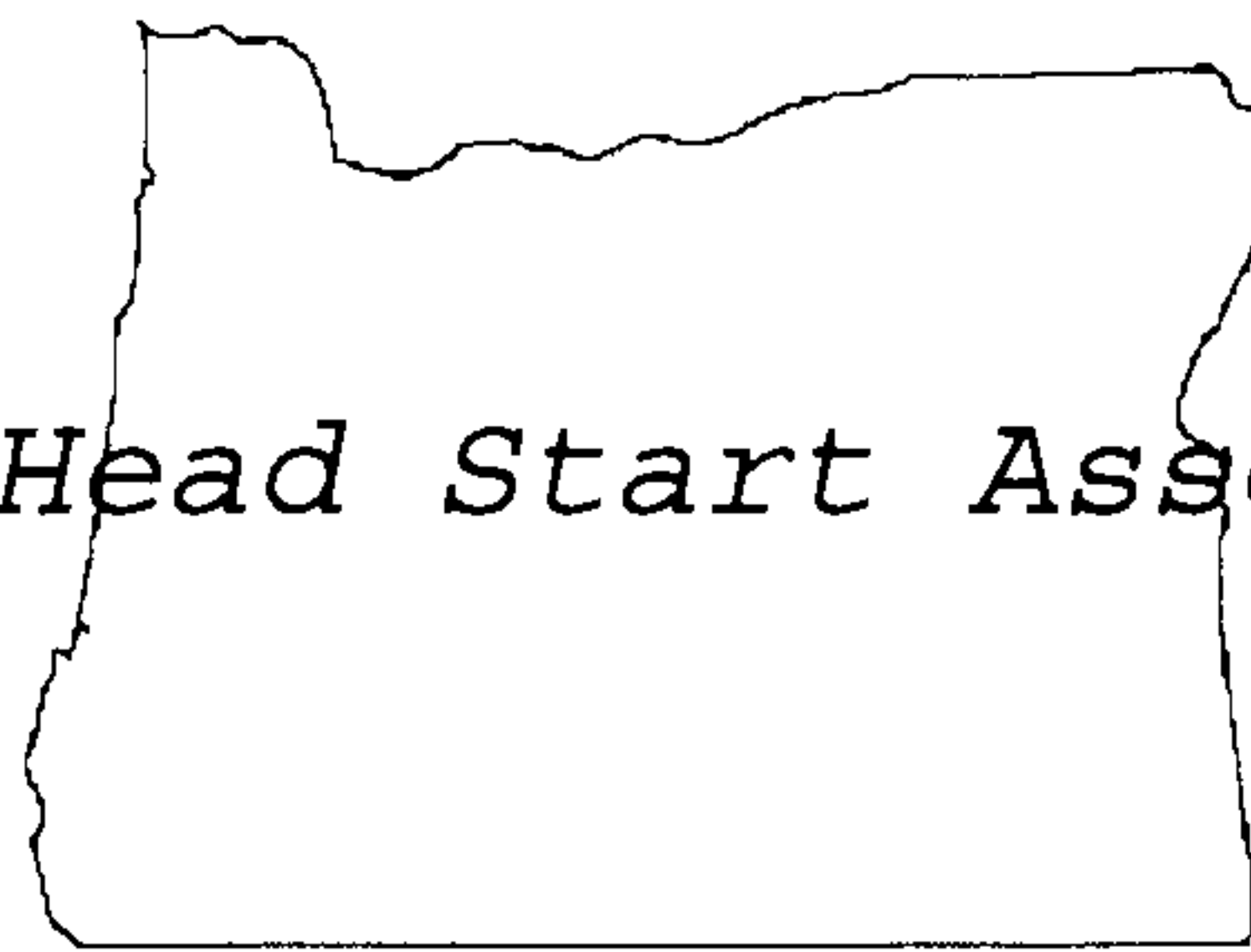
As a statewide service agency, OCDC sees the extreme value in strong State systems and improved methodologies as it will allow us to do our business more efficiently. OCDC has participated in efforts to bridge between the disciplines of child care, health and education to promote better systems of delivery and will continue with these efforts. OCDC is eager to move to the next level of community and agency involvement to promote better outcomes for children and families. As in the past, we commit to participating in planning and organizational efforts to move this agenda forward. We will gladly assist in promotion of these early childhood efforts and in informing key decision makers. We pledge our assistance as a community partner and we are eager to contribute and bring the migrant perspective to the planning processes.

Sincerely,

Donalda Dodson, MPH, RN
Oregon Child Development Coalition
Executive Director



Oregon Head Start Association



September 28, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Subject: Oregon Head Start Association Support for Race to the Top – Early Learning Challenge Grant

Honorable Governor Kitzhaber:

The Oregon Head Start Association (OHSA) is a private non-profit agency representing State and federally funded Head Start Prekindergarten and Early Head Start programs in Oregon. Parents are active members and serve on our Board and on local policy councils. Programs provide comprehensive services to children and families at over 300 sites located in every county in Oregon. Our membership is made up of Oregon grantees, including the Oregon Child Development Coalition which provides state funded Head Start Pre Kindergarten and Migrant and Seasonal Head Start services. At this time Tribal Head Start programs are not members of the Association although they are valued partners and participate in some training events.

Association members have been involved in Early Childhood Systems Development for many years and have a keen interest in actively participating in the Governor’s plan for broad early childhood systems transformation. Directors and key staff serve on local and state advisory committees and workgroups to improve the delivery of services across many agencies and programs. This includes areas such as K-12 transition, child care, health, mental health and dental services, services to special needs populations, home visiting, quality improvement, and professional development. OHSA is supportive of a grant which would significantly move collaboration efforts forward and create and implement effective new strategies.

At your request, the 2011 Oregon Legislative Session passed new legislation to promote the further development of an Early Childhood Learning System connected to K-12. The passage of Senate Bill 909 has as its goal the creation of a high-quality system with built in accountability measures and a strong link to the K-12 system. Your strong and active commitment to develop the highest quality early childhood programs and to reach many more children with integrated services that will insure they enter school ready to learn. An Early Learning Council has been appointed to lead this work. The Race to the Top – Early Learning Challenge Grant provides the resources and structure to make significant strides in developing a more efficient, effective and broad based system. The OHSA and our membership are eager to commit time, energy and expertise to this effort. We look forward to the opportunity to fully participate in your Early Learning Council in accordance with the provisions in the Head Start Act.

Sincerely,

Judy M. Miller
Judy M. Miller
OHSA Executive Director

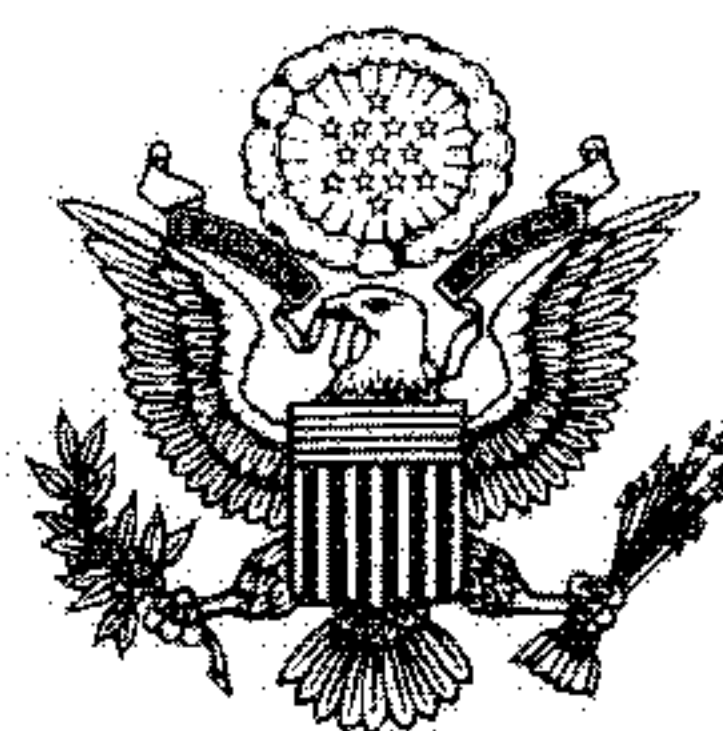
Nancy Perin
Nancy Perin
OHSA President

Oregon Head Start Association
Judy Miller, M. Ed. Executive Director
805 Liberty NE, Suite 2 • Salem OR 97301 • Phone: 503.779.2556
Fax: 503.399.9858 • web site: www.ohsa.net
Email: jmiller@ohsa.net

EARL BLUMENAUER
THIRD DISTRICT, OREGON

COMMITTEE ON WAYS AND MEANS
SUBCOMMITTEE ON HEALTH

COMMITTEE ON BUDGET



WASHINGTON OFFICE:
1502 LONGWORTH BUILDING
WASHINGTON, DC 20515
(202) 225-4811
FAX: (202) 225-8941

DISTRICT OFFICE:
729 N.E. OREGON STREET
SUITE 115
PORTLAND, OR 97232
(503) 231-2300
FAX: (503) 230-5413

website: blumenauer.house.gov

Congress of the United States
House of Representatives
Washington, DC 20515-3703

October 13, 2011

The Honorable Kathleen Sibelius
Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

The Honorable Arne Duncan
Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretaries Duncan and Sibelius,

I write you in full support of the State of Oregon's proposal for a Race to the Top/Early Learning Challenge Grant from the US Department of Education. This proposal represents an important investment in a new, outcome-focused system that will produce concrete results for children, families, and taxpayers.

The State of Oregon has already established clear outcomes for Early Learning. These outcomes are specifically focused on children and families identified as "at risk" and/or from historically underserved populations. Of the 45,000 children born every year in Oregon, forty percent are considered at risk due to poverty, unstable families, or a parent dealing with drug abuse or a criminal record. By addressing these challenges early in a child's life, we can avoid the financial burdens of increased social services and involvement in the criminal justice system further down the road.

The timing and focus of the Early Learning Challenge Grant aligns perfectly with Oregon's national reputation for quality standards in child care environments. Oregon's Governor has made Early Learning the cornerstone of his ambitious education reform agenda, while the Oregon Legislature's 2011 session demonstrated similar commitment to fundamental system change in early education. Of particular note is the Legislature's bi-partisan adoption of SB 909, which calls for an updated delivery system for services to young children and families.

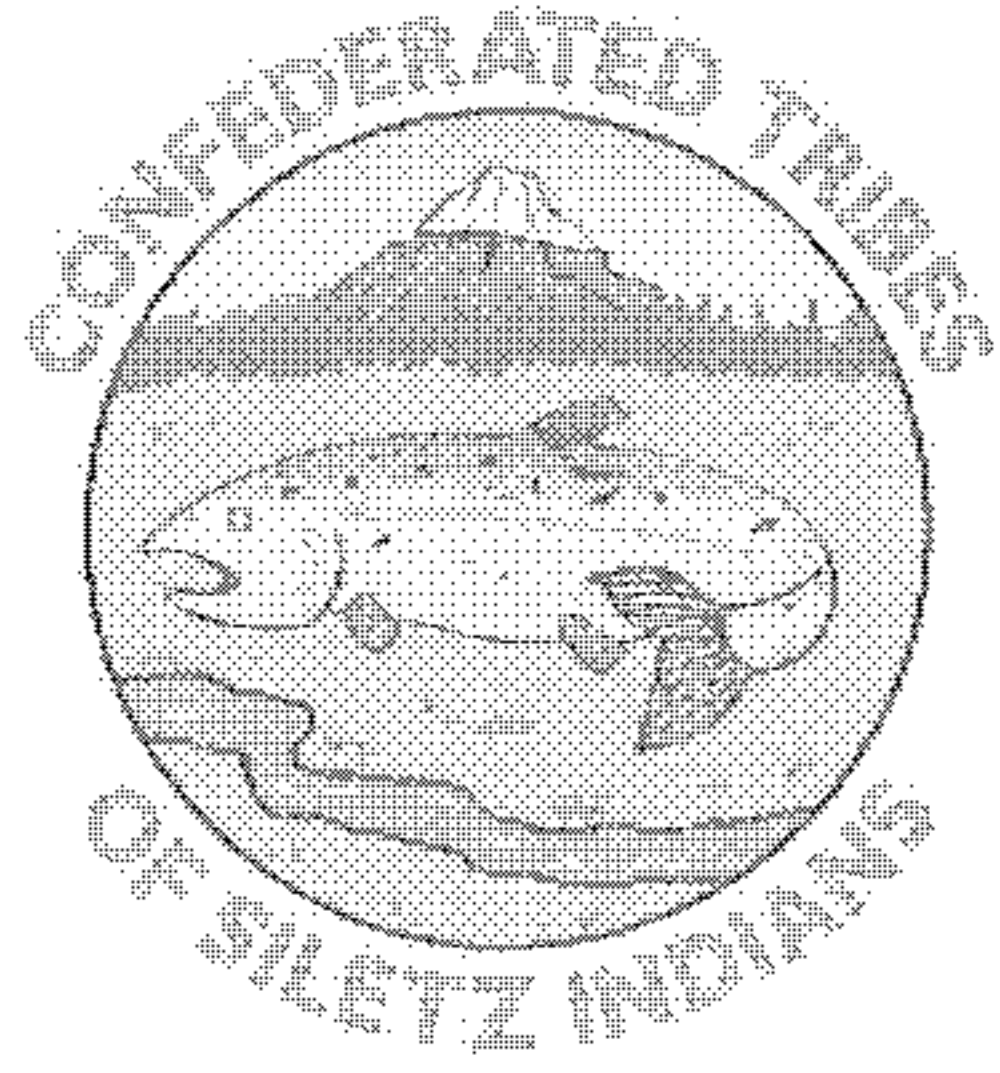
I have always stood firmly in support of programs that provide measurable performance standards and reward cost-effective and innovative programs such as Head Start, which has reached over 214,000 Oregon children and their families since 1965. With the aid of the proposed grant, Oregon's Early Learning program will ensure that every child has the ability and means to enter Kindergarten ready and able to learn.

I ask that you give this proposal due and fair consideration. Thank you.

Sincerely,

A handwritten signature in black ink that reads "Earl Blumenauer".

Earl Blumenauer
Member of Congress



**Confederated Tribes of Siletz Indians
Tribal Council**

P.O. Box 549

Siletz, Oregon 97380

(541) 444-8203 • 1-800-922-1399 ext. 1203 • FAX: (541) 444-8325

September 28, 2011

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street
Salem, OR 97301-4047

Dear Governor Kitzhaber:

The Confederated Tribes of Siletz Indians of Oregon (CTSI) is supporting the State of Oregon's application for the Race to the Top – Early Childhood Challenge grant. This grant will allow Oregon to make significant progress on the Governor's Early Childhood Learning and Development initiative, which will increase the number of children accessing high quality programs and services.

The CTSI recognizes that the State of Oregon has been a leader in expanding early childhood services and improving the quality of services provided to young children. The State has funded Pre-Kindergarten programs, extended benefits for the Employment Related Day Care Program, offered scholarships and incentives to early childhood professionals to continue their education, and is aligning Oregon's early learning standards with Oregon Head Start Pre-Kindergarten standards.

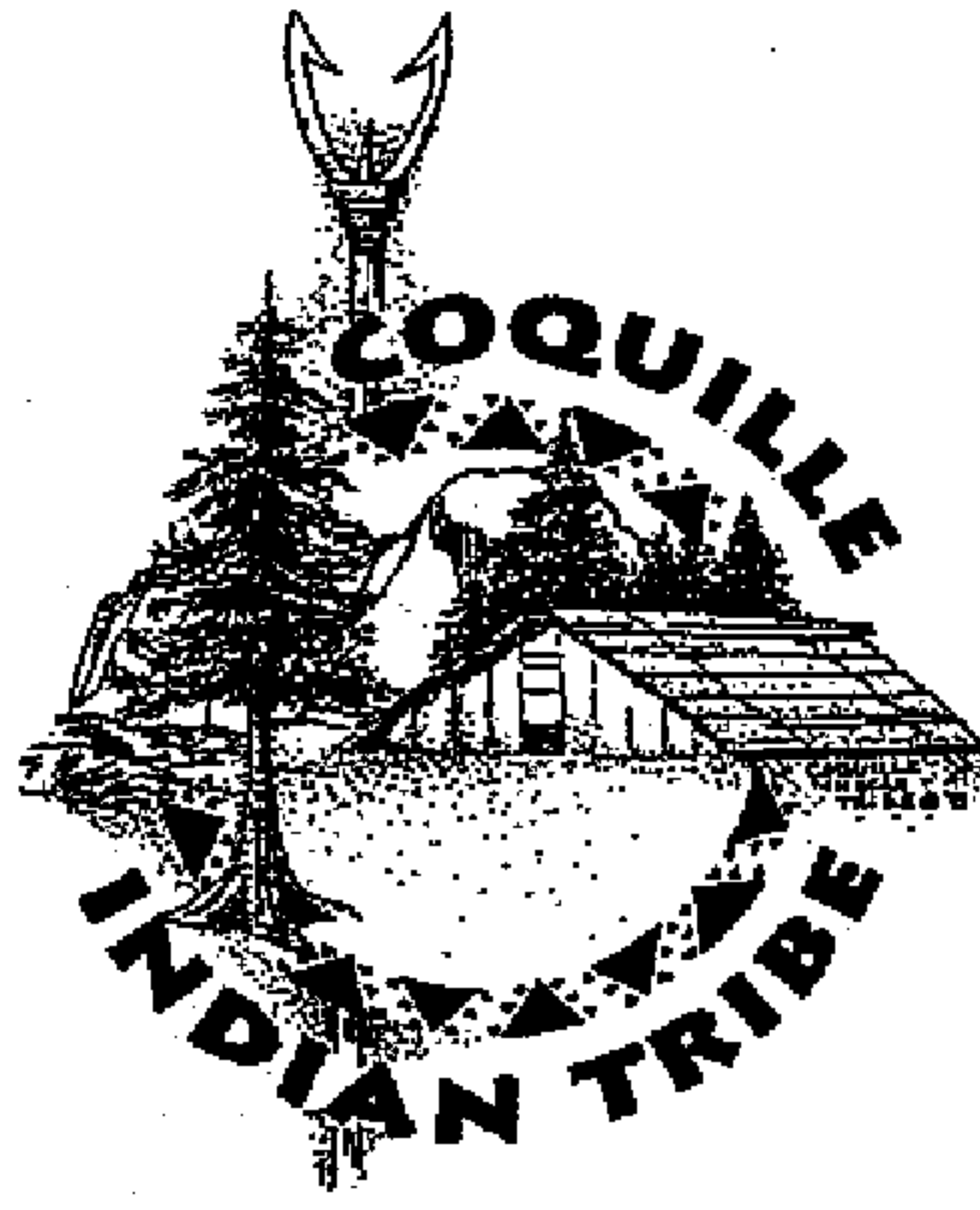
Through the Early Childhood Learning and Development initiative, Oregon is developing a plan to integrate state funded services, agencies and structures to ensure that every child enters school ready and able to learn, enters first grade ready to read, and leaves first grade reading. This plan involves significant changes to the ways in which the State will identify, deliver, and fund services so that a more efficient, accountable approach is used which delivers measurable results.

The CTSI believes the Governor's Early Childhood Learning and Development initiative represents a comprehensive approach that will create a world-class education system that starts early and produces the results needed to ensure that all Oregon children will enter the education system with the skills and developmental assets required to complete their education and enter the workforce. The CTSI will collaborate with the State of Oregon to ensure that the Early Childhood Learning and Development Initiative will be fully implemented.

Sincerely,

A handwritten signature in cursive script, appearing to read "Delores Pigsley".

Delores Pigsley
Tribal Chairman



COQUILLE INDIAN TRIBE

3050 Tremont Street North Bend, OR 97459
Phone: (541) 756-0904 Fax: (541) 756-0847
www.coquilletribe.org

September 30, 2011

Governor John Kitzhaber
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Re: Coquille Indian Tribe's Support for State Early Learning Challenge Fund Application

Honorable Governor Kitzhaber:

The Coquille Indian Tribe strongly supports the State of Oregon's application to the U.S. Department of Education for the Early Learning Challenge Fund. Working with federal and Tribal funds, the Coquille Indian Tribe has been able to build a strong early childhood education program. The Tribe obtained Head Start funding in 1999 and has just completed our 12th year of operations. Over the last three trienniums, the Coquille Indian Tribe Head Start Program has been in complete compliance during the federal review process and was nominated for the Program of Excellence Head Start Award. In 2009-2010, our Head Start Program received an expansion grant that has allowed us to operate a Full-Day Part year extended program. The Tribe is funded for 20 slots in a center based program.

Early childhood education has made a decided difference in our Tribal community. Our Tribal and community children are well prepared for Kindergarten and are doing well as they enter the public school system.

The Coquille Indian Tribe is committed to early learning and to working on a government-to-government basis to meet the needs of our children. The Coquille Indian Tribe supports this application. We look forward to the changes it can make in our communities and offer to work in partnership to make the project successful.

Sincerely,

Edward L. Metcalf
Chairman, Coquille Indian Tribe



The Confederated Tribes of the Grand Ronde Community of Oregon

Tribal Council
Phone (503) 879-2301
1-800 422-0232
Fax (503) 879-5964

9615 Grand Ronde Rd
Grand Ronde, OR 97347

September 28, 2011

Governor John Kitzhaber
160 State Capitol,
900 Court Street
Salem, Oregon 97301-4047

Honorable Governor Kitzhaber:

The Confederated Tribes of Grand Ronde strongly supports the State of Oregon's application to the U.S. Department of Education for the Early Learning Challenge Fund. Working with federal, state and some Tribal funds the Grand Ronde Tribe has been able to build a strong early childhood education program. The Tribe obtained Head Start funding in 1998 and just added Early Head Start through federal ARRA funding and through Oregon's supplemental program. The Tribe has 8 toddlers in center based and 22 infants in home based environments with teachers going to the homes of young women, mostly teen pregnancy mothers trying to raise their first born child. We lack space and funding for more children at our center.

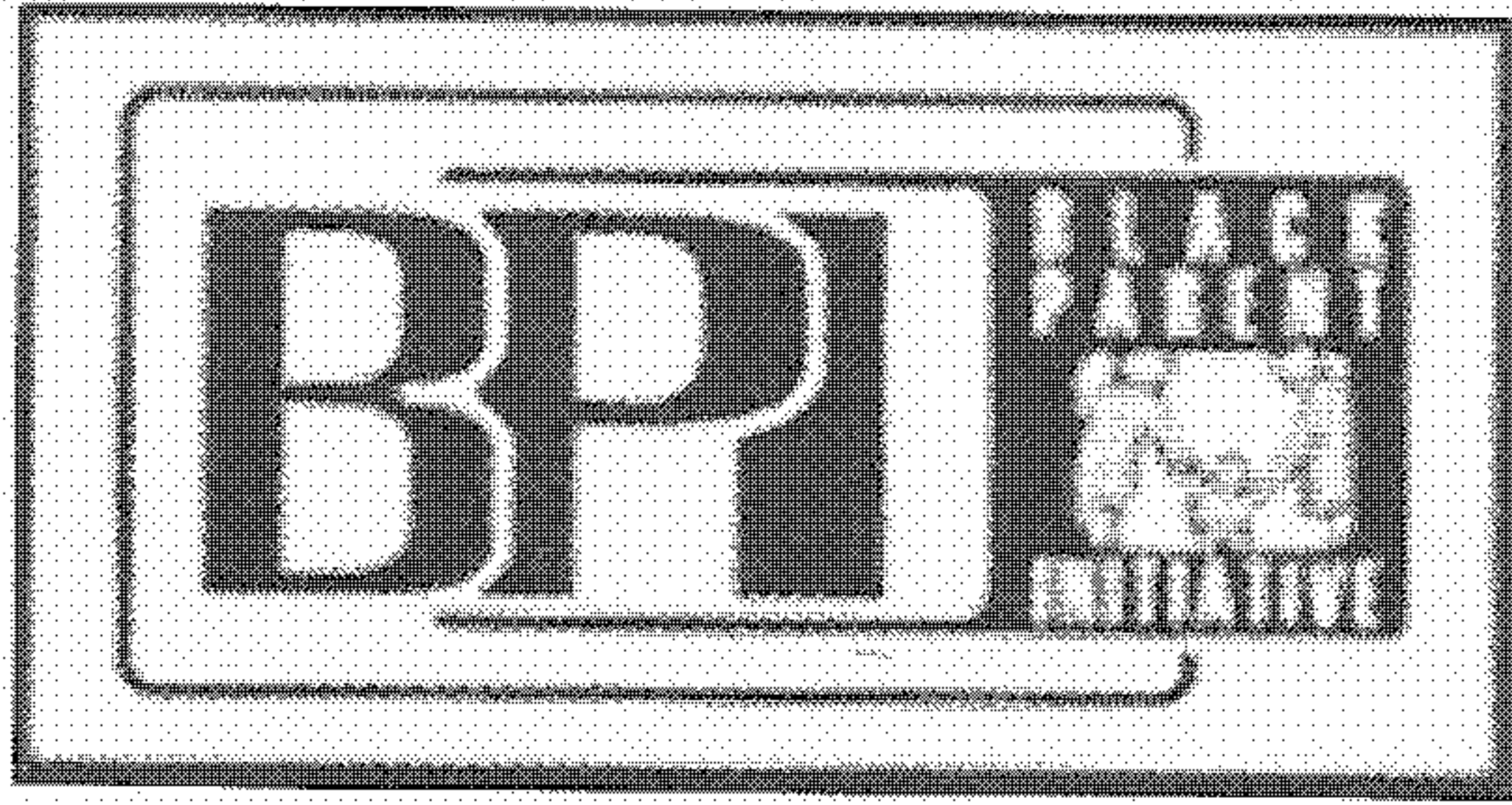
What our Tribal community most needs is affordable quality care for working lower-income people. In-home care for families is likely the most affordable option to greatly increase the number of children receiving quality care. A program that could recruit interested families and provide quality care with an educational focus would be a great program including training and some operational support as transportation can be an issue in rural tribal communities.

In supporting the State of Oregon's application the Tribe offers participation by our staff in work groups and committees. Vikki Bishop, our Early Childhood Education Director, was appointed by you to the Early Learning Design Team and was appointed by your predecessor to be on the Early Childhood Matters Advisory Council and Health Start Advisory Committee. The Tribe also has staff that can assist in designing tribal themed promotional graphics for this project. In addition to staff time the Tribe also offers to host meetings at our education complex facilities on the Tribal campus in Grand Ronde including the gymnasium and the Adult Education building.

Sincerely,

A handwritten signature in cursive script, appearing to read "Cheryl A. Kennedy".

Cheryle A. Kennedy,
Tribal Council Chairwoman



2811 NE Holman Street, Portland, Oregon 97211

503-284-8000 phone 503-287-4126 fax

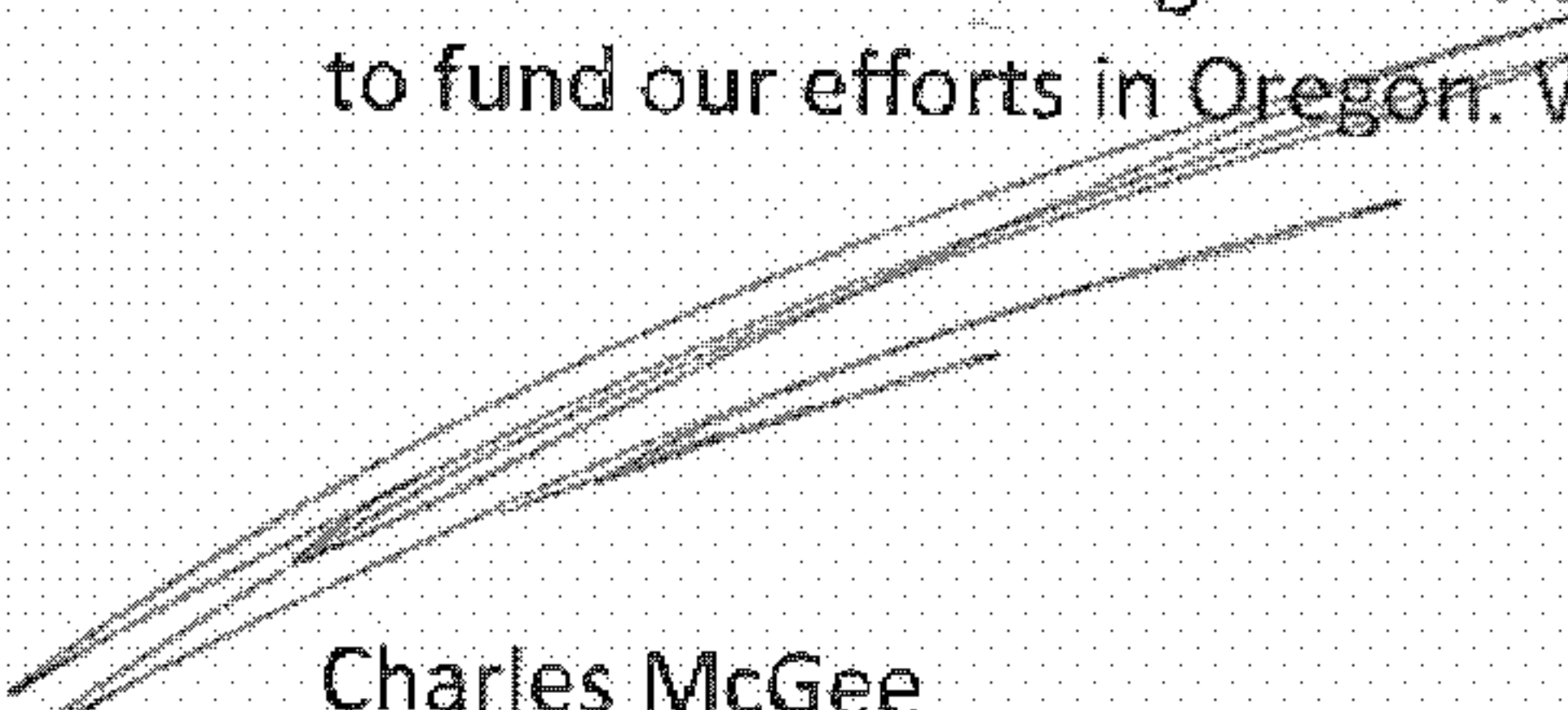
The Honorable John Kitzhaber, Governor
160 State Capitol, 900 Court Street
Salem, Oregon 97301-4047

The Black Parent Initiative is a community based organization developed to address the significant and longstanding educational inequalities facing African-American students in Multnomah County. Using innovative partnerships with African-American faith institutions, BPI is helping to remove barriers in hopes of providing stronger supports for African American students in their journey to access a quality, world-class education by:

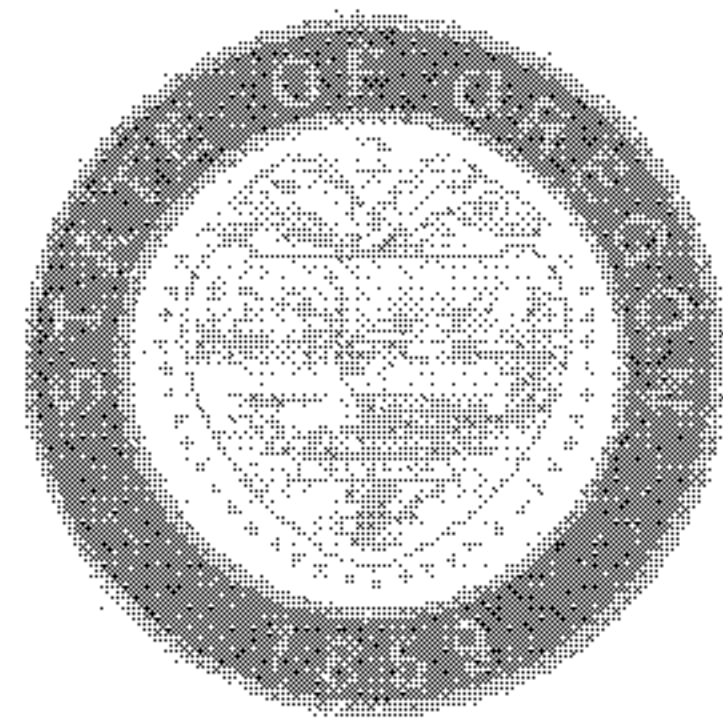
- Providing parents and extended families with leadership development that help to engage parents and adults in the education of their children.
- Collaborating with higher education and other community based non-profits, to create and enhance systems of support for children and young people as they strive to access a solid educational foundation.
- Creating a framework of strategic, high-leveraging initiatives based on best practice that help families and young people access needed services and tools to improve their state of being.

One in three black boys born today will go to jail at some point in his life. The research is overwhelming, we have a problem with how we educate, support and engage many children in our community. The research is also equally clear about the benefits of an integrated coordinated early childhood learning and development statewide system that provides high quality programs and increases the number of high needs children and families accessing high-quality programs.

Since the election of our Governor John Kitzhaber, I've been amazed and pleasantly surprised at his commitment to ensure we break the cycle and transform the lives of children in our community. Under his leadership we've seen greater focus on early learning support as well as increased funding to Headstart. It is with great excitement and enthusiasm that I submit this letter of support and urge you to fund our efforts in Oregon. We can reverse the cycle!


Charles McGee
President & CEO
Black Parent Initiative

Board of Directors: Gary Withers·Kimberlee Sheng·Mary Kalafatis·Travis Stovall·Wendy Hughson·Dave Gunderson



CIRCUIT COURT OF THE STATE OF OREGON

FOURTH JUDICIAL DISTRICT
MULTNOMAH COUNTY COURTHOUSE
1021 S.W. FOURTH AVENUE
PORTLAND, OR 97204-1123

NAN G. WALLER
JUDGE

PHONE (503) 988-3031
FAX (503) 276-0957

The Honorable John Kitzhaber
Governor, 150 State Capitol
900 Court Street
Salem, Oregon 97301-4047

September, 26, 2011

Re: Race to the Top – Early Childhood Challenge Grant

Dear Governor Kitzhaber,

I am writing in support of Oregon's application for the Race to the Top – Early Childhood Challenge grant. As a Judge I see on a daily basis the need for high quality early childhood programs whether I am hearing a juvenile case of an abused or neglected child or a criminal case where the adult in front of me suffered through educational failure from the moment they entered school. We know that if our children are prepared for school when they enter kindergarten we can avoid the high cost of educational failure and its ripple effect throughout our communities.

I jumped at the chance to serve as a member of your Early Learning Transition Team and the Early Learning Implementation Team because I was so impressed by your leadership and commitment to creating a coordinated early childhood learning system that is aligned with and connected to the K—12 system. I believe that the your vision and plan for early childhood learning is essential to the wellbeing of our children, our communities and ultimately our state and that with his leadership Oregon can have this vision become our reality.

While Oregon has always had an interest in increasing access to early childhood education and programs, the investment has not been well coordinated with a resulting lack of accountability for outcomes and gaps in services for our most vulnerable populations. As a juvenile judge it is very frustrating to have a child in front of me who clearly lags in their readiness for school, but has not been assessed and referred to an appropriate program. I see the impact of these early educational struggles of the adolescents on my caseload who too often chose dropping out as the easier alternative to continuing to struggle.

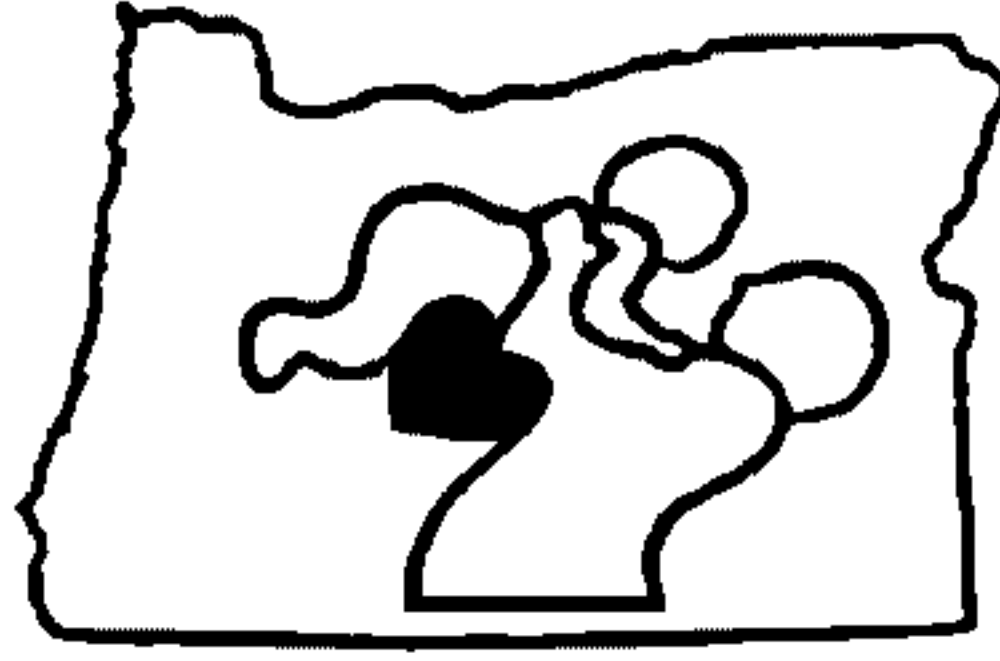
For these reasons I am gratified that Oregon's plan focuses on the need to create a coordinated early childhood learning statewide system with a goal of increasing the number of high needs children accessing high-quality programs. The plan to measure outcomes and progress by implementing a kindergarten entry assessment will assure that programs are being held accountable for their results. The creation of a comprehensive data system to track program quality is essential to track program quality and assure that we are achieving the necessary outcomes. The plan recognizes the obligation of the state to identify and offer services to those children most in need.

Oregon's plan for early childhood system reform has wide-spread public support. Even in these difficult economic times Oregon has increased funding for pre-K, increased child care subsidies and expanded Early Head Start using general fund dollars. The Race to the Top – Early Childhood Challenge will provide Oregon the means to take the public support of system reform, the Governor's vision and the plan that has been proposed and move it forward. I believe that Oregon understands the urgency of developing a comprehensive, well coordinated early childhood system and has the united commitment to bring the plan to reality if provided the means to get there. I will continue to offer my support to Oregon's commitment to early learning as know other judges, especially those who preside over Juvenile Court cases, will.

Sincerely,

A handwritten signature in black ink, appearing to read "N. Waller", written over a horizontal line.

Nan G. Waller, Chief Family Law Judge



September 19, 2011

Dr. Nancy Latini, Assistant Superintendent
Oregon Department of Education
Office of Student Learning and Partnerships
255 Capitol Street NE
Salem, OR 97310

Dear Dr. Latini,

On behalf of Oregon's Early Intervention and Early Childhood Special Education State Interagency Coordinating Council (SICC), it is my pleasure to write this letter of support for Oregon's Race to the Top Early Learning Challenge (RTT- ELC) proposal.

As you know, the SICC is the advisory body to the Oregon Department of Education (ODE) for Part C and Part B 619 IDEA services. Part of the SICC's mission is to make a positive difference in the lives of children with special needs and their families. We believe that the activities proposed for RTT-ELC funding will greatly support this mission.

Three years ago, The SICC's Executive Committee met to formulate goals for the Council for the coming years. Among these goals was supporting ODE to ensure that the Early Intervention and Early Childhood Special Education (EI/ECSE) programs have high quality services and personnel trained in evidence-based practices. These goals were expanded this year to include participation in statewide efforts to coordinate early childhood systems in Oregon and link them with the kindergarten to 21 year-old education system.

We believe that the RTT-ELC grant will be extremely important in the accomplishment of these goals, particularly in its focus on school readiness.

The SICC is willing to commit to assisting ODE with the RTT-ELC grant in any way that is consistent with our role. Many of the agencies represented on the Council are EI/ECSE early childhood partners (Head Start and early childhood mental health, e.g.) and as such the SICC will maintain active interest in and support of the RTT-ELC grant.

Best of luck on your application and please know that the SICC is committed to assisting you in any way possible with this very important opportunity.

Sincerely,

Jo-Anne Mumford, Chair
Oregon State Interagency Coordinating Council for Early Intervention and Early Childhood Special Education

September 30, 2011

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber:

The Oregon Business Council is pleased to endorse Oregon's application for funding to support our state's expanding early learning initiatives through the Race to the Top Early Learning Challenge. The resources provided through this grant would have enormous impact in our state.

The Oregon Business Council, representing leaders of prominent Oregon companies, has long supported education improvement and early learning as the precursor to student success along the full education pathway – early childhood to grade 20. We have been gratified this past year to partner with you and the Legislature in advancing and shaping the ambitious package of measures to redesign education governance, budgeting, and support systems, which includes special attention to early learning through creation of the Early Learning Council within the new Oregon Education Investment Board.

The design work on Early Childhood is extraordinarily promising. We fully support the charter of the Early Learning Council to improve coordination of early childhood services and to align childhood services with child-centered outcomes. We are delighted that you have connected this work to the larger redesign of the education continuum. The policy priorities of the Race to the Top Early Learning Challenge are fully consistent with key design concepts you have promoted: successful state systems; high-quality, accountable programs; promotion of early learning and development outcomes; creation of a great early childhood education workforce; and metrics and data systems to measure outcomes and progress.

You have many partners in Oregon for this work, including our organization. We very much hope that the Federal Government will join you in supporting this promising work. Our organization, for one, is committed to the long-term support of your vision. We have already brought substantial resources to the table and we will continue to do so. The Race to the Top Early Learning Challenge will accelerate this work dramatically.

Sincerely,

A handwritten signature in black ink, appearing to read "Duncan Wyse", with a long, sweeping horizontal line extending to the right.

Duncan Wyse
President



September 29, 2011

Dear Governor Kitzhaber:

Knowledge Universe, the nation's largest private provider of high quality early childhood education, is pleased to support and partner with the State of Oregon on its Early Learning Challenge grant application. Knowledge Universe educates and cares for more than 200,000 children at approximately 2,000 early learning centers in 39 states and five nations. Our domestic headquarters in Portland, Oregon employs more than 700 professionals who support our centers, develop our proprietary curricula, and oversee the largest private early childhood professional development program in the U.S. We are proud to operate more high quality, nationally-accredited, early learning centers than any other private provider.

Approximately one-third of the children we serve in the U.S. are from low-income families who are supported through public-private partnerships with more than 700 federal, state, county, and local agencies, and Head Start grantees. We are also the largest private participant in the USDA's Child and Adult Care Food Program and serve more than 27 million nutritious meals and snacks every year to children from disadvantaged families.

Under your leadership, and with our strong support, this year Oregon enacted historic legislation transforming the state's educational system that will facilitate implementation of all five Race to the Top - Early Learning Challenge priorities. As an Oregon-based company specializing in early childhood education, Knowledge Universe is in a unique position to partner with the state by offering the expertise of our early childhood education professionals as well as early learning centers in which to test, refine, and validate its new programs. Our extensive experience operating high quality early learning programs and providing comprehensive professional development for our nearly 30,000 educators enables us to offer a wealth of expertise on best practices and the very important challenge of bringing quality to scale. We also offer expertise in innovative parent and public communications strategies, including use of social media.

No state has restructured its education programs in 2011 as dramatically as Oregon. Your goals are well aligned with the federal government's goals: creating successful state systems with high quality, accountable, programs that promote early learning and development, outcomes that can be measured, and exceptional early childhood teachers. We look forward to partnering with you as Oregon develops, tests, and implements its new early learning initiatives.

Very truly yours,

A handwritten signature in cursive script that reads "Elanna S. Yalow".

Elanna S. Yalow, Ph.D., M.B.A.
Chief Academic Officer, Global Early Learning Programs

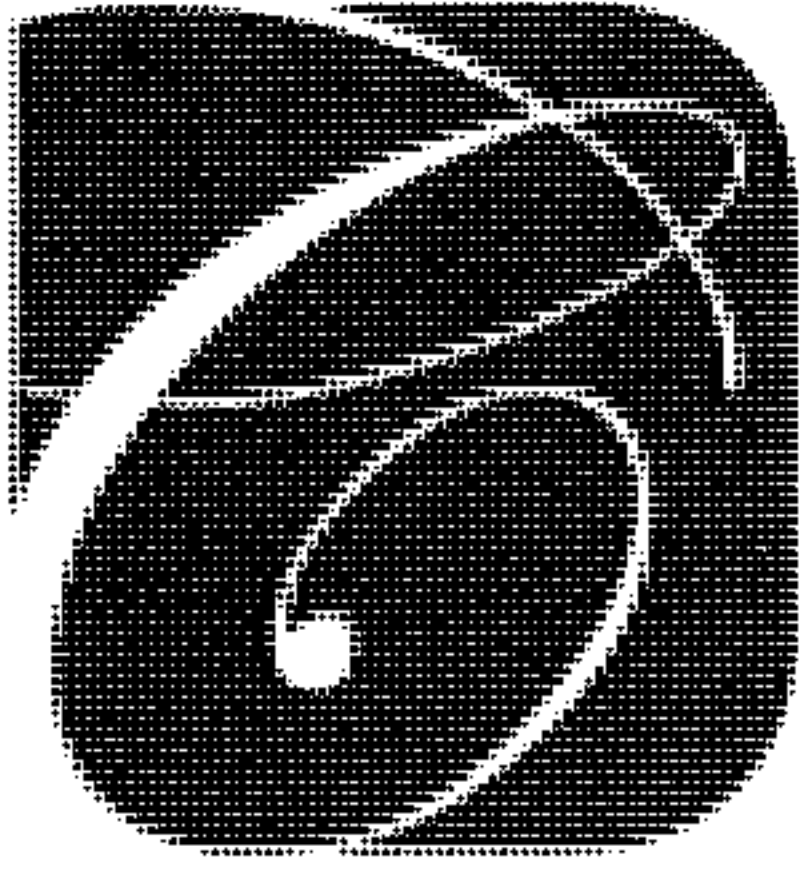
Knowledge Universe-United States
Community Investments in Oregon
2007-2011

Since 2006, Knowledge Universe has contributed more than \$13 million through our partnerships with community nonprofits. Most of our philanthropic work is evidenced through school and school district-based programs such as Schoolhouse Supplies, Start Making a Reader Today (SMART), Friends of Children, I Have a Dream Foundation, and the Sun School program. Additionally we support organizations that do great work with children's advocacy, including Stand for Children, Children First for Oregon, and Children's Institute. Outside of advocacy and school-based programs we support Saturday Academy and The Children's Book Bank.

Knowledge Universe is also involved in supporting the Head Start program through our partnership with Mt. Hood Community College Head Start, which operates two Head Start classrooms with a total of 28 children in our Rockwood KinderCare center. One of the classrooms serves children for whom English is a second language. Multnomah Education Service District and Multnomah Early Childhood Program provide additional support services to children in the Head Start program and other children who attend the center.

Knowledge Universe provides leadership on a number of education-related Oregon boards and committees, including: Oregon Business Summit, State Superintendent of Education Blue Ribbon Panel, Employers for Education Excellence (E3), State High Education Task Force, and University of Oregon Language Flagship Program. Our professional staff frequently present at industry conferences such as National Association for the Education of Young Children (NAEYC).

Knowledge Universe's national literacy initiative, "***Read. Share. Give.***" encourages children and families to share a story time, and share a book with another child. At the culmination of the program on September 30, Knowledge Universe will donate a book for every book shared to "***Reach Out and Read***," a national nonprofit organization that provides books through pediatricians to the children who need them most. In Oregon, 5,187 books have been shared, logged in and tracked on the www.kindercare.com/read website.



Children's Institute

1221 SW Yamhill St.,
Suite 260
Portland, Oregon 97205
503.219.9034
info@childinst.org

www.childinst.org

BOARD OF DIRECTORS

Ken Thrasher, *Board Chair*
Chairman of the Board
Compli

Richard C. Alexander
Founder
Viking Industries

Duncan Campbell
Chairman Emeritus
The Campbell Group

Lori Flexer
Senior Vice President
Ferguson Wellman Capital
Management Inc.

Lynn Lundquist
Business and
Government Leader

Meera Mani
Director of Children,
Families, and Communities
Program
The David and Lucile
Packard Foundation

Isaac Regenstreif
IHR Consulting, LLC

John Tapogna
President
ECONorthwest

Chris Tebben
Executive Director
Grantmakers for Education

Nan Waller
Multnomah County
Circuit Court Judge

Gary Withers
Executive Vice President
Concordia University

Julle Young
Children's Advocate

Swati Adarkar
Executive Director

September 23, 2011

The Honorable Governor of Oregon John Kitzhaber
160 State Capitol, 900 Court Street
Salem, OR 97301-4047

Dear Governor John Kitzhaber,

It is my great pleasure to write in support of the state of Oregon's application to the Race to the Top: Early Learning Challenge Grant. As Executive Director of the Children's Institute, I have had the great fortune over the past few years to see Oregon make great strides in investing in our youngest, most at-risk children. The Children's Institute and the business leaders who have led the *Ready for School* Campaign have worked with the legislature to almost double the state's investments in Oregon Pre-k (Head Start) and to make a critical commitment to infants and toddlers through state funding for Early Head Start. Critical momentum has been built for investing in early learning as a key strategy for closing the achievement gap.

This momentum has taken hold in the past year through your leadership and commitment to creating a coordinated early childhood learning system connected to K-12. Your bold new vision for early childhood services calls for systemic transformation and focuses on ensuring children are ready for school, ready to read, and reading proficient at the end of first grade. This systems change is already underway and will be the task of the newly-created Early Learning Council and Oregon Education Investment Board.

The Children's Institute will continue to work with you and your office throughout this process. We will provide you and your staff with expertise through our involvement on committees, including Oregon's Education and Quality Investment Partnership (EQUIP), which is establishing a quality rating and improvement system to promote school readiness and working with early learning programs to recognize those of high-quality and assist other programs in improving quality.

Additionally, the Children's Institute has designed an early learning initiative at a high-need elementary school where strategies that have the greatest impact on school readiness and closure of the achievement gap can be demonstrated. Oregon policy-makers will be able to leverage our results and lessons learned as a local model for how to ensure the gains from early childhood education are sustained through the primary years.

Oregon is committed to expanding capacity in high-quality programs and creating an early childhood system that will close the achievement gap and strengthen our future workforce. The Early Learning Challenge Grant would be a critical support for our efforts to ensure the next generation succeeds in school and life.

Warm regards,

Swati Adarkar
Executive Director
Children's Institute



October 11, 2011

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber:

As members of the Early Childhood Funders Learning Circle (ECLC), we are writing in support of Oregon's application for funding through the Race to the Top-Early Learning Challenge.

The ECLC is an informal association of Oregon public and private foundations, business funders, and individual philanthropists who share a strong interest in bettering the lives and futures of Oregon's children. The ECLC, launched in 2007, brings funders together for bimonthly programs and networking events and to explore collaborative efforts. Thirty organizations now participate.

We are committed to exploring ways to help with particular projects outlined in Oregon's Challenge Grant plan. If Oregon's application is successful, **we will consider submitting to our Boards of Trustees proposals to provide matching funds** in these areas. Among potential strategies where private funding could support research or staff work through eligible organizations are the following:


- Development of a Tiered Quality Rating and Improvement System (TQRIS).
- Expanding the number and types of early childhood care and learning programs participating in the TQRIS through funds for training and program improvement.
- Development of a unified early care and learning longitudinal data system.
- Training and education of Oregon's early childhood workforce, including expansion of the state's career ladder to include professionals who work directly with parents.
- Alignment of early learning standards with K-12 education.
- Development and implementation of a new, comprehensive kindergarten readiness assessment.
- Development and implementation of a public awareness campaign that would 1) help parents understand their pivotal role in preparing children for school; 2) inform parents about our tiered quality rating and improvement system and how to access it; and 3) change community attitudes about the importance of the early childhood years.

In addition to providing matching funds, Oregon's private funders can help by convening forums and being spokespersons for the strategies the state undertakes as part of its Early Learning Challenge framework.

Our state's future depends on our ability to dramatically improve outcomes for Oregon's youngest children. We applaud your vision for a bold transformation of Oregon's early care and education system. In view of your leadership and progress that has been made over the last several years, we believe there has never been a better time for Oregon to move forward in the arenas outlined in the Challenge Grant Plan. We look forward to working with you.

Sincerely,

Members of the Early Childhood Funders Learning Circle



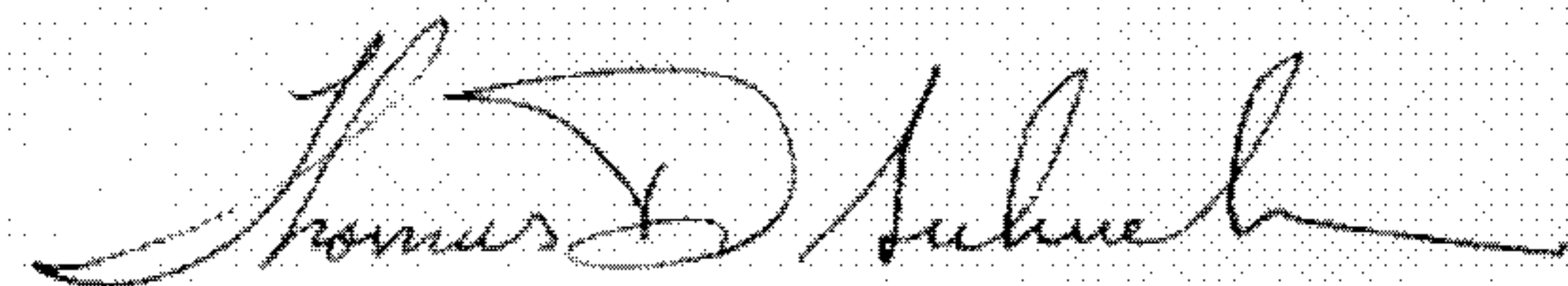
Cynthia G. Addams
Executive Vice President
The Collins Foundation



Doug Stamm
Chief Executive Officer
Meyer Memorial Trust




Carma Mornarich
Executive Director
Cow Creek Umpqua Indian Foundation



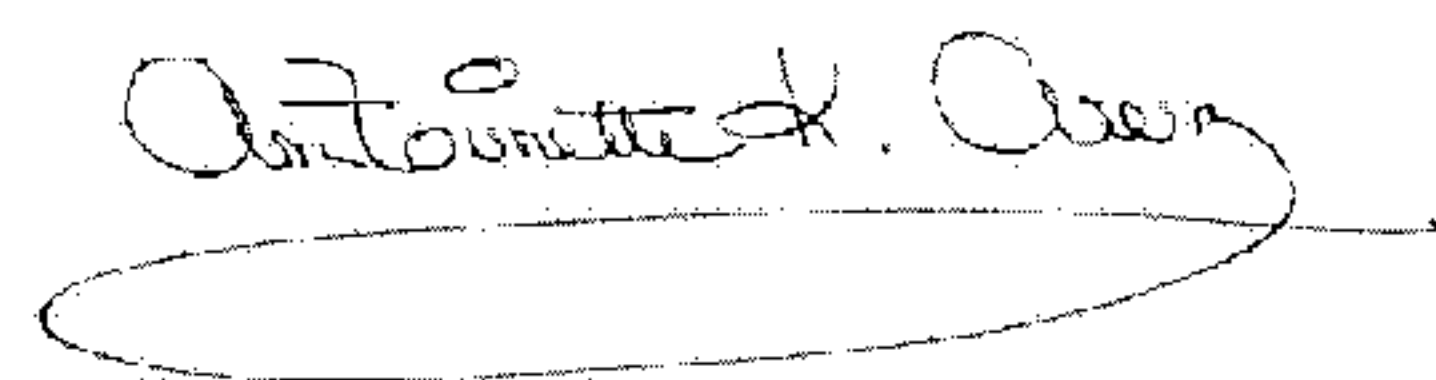
Thomas D. Aschenbrener
President
Northwest Health Foundation



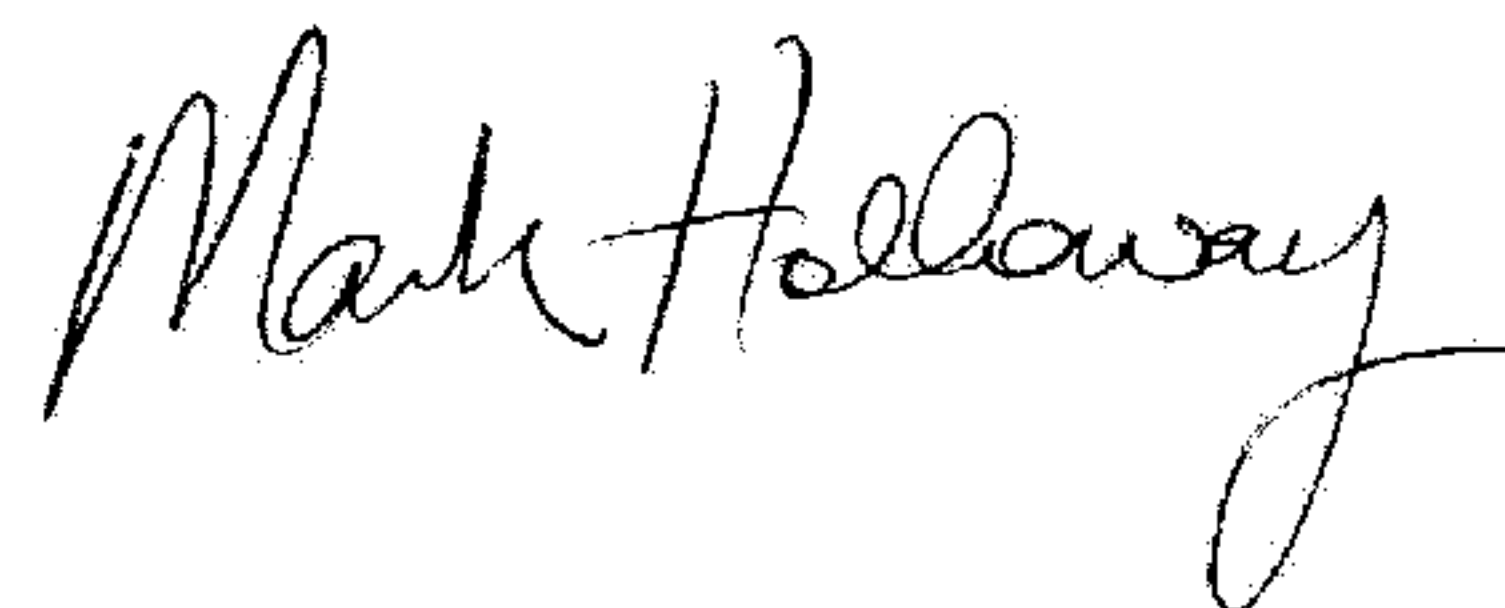
Norman J. Smith
President
The Ford Family Foundation



Gregory A. Chaillé
President
The Oregon Community Foundation



Antoinette Kienow Arenz
Co-Trustee
Juan Young Trust



Mark Holloway
Executive Director
Social Venture Partners Portland



Craig Kelley
Board Chair
Lora L. & Martin N. Kelley Family Foundation



OREGON AFSCME

6025 E. BURNSIDE STREET • PORTLAND, OR 97215
503-239-9858 • 800-792-0045 • FAX 503-239-9441
www.oregonafscme.com

September 29, 2011

The Honorable John Kitzhaber
State of Oregon
160 State Capitol, 900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber:

I am writing this letter of support for the Race to the Top – Early Childhood Challenge grant. As the Executive Director of AFSCME Council 75, our organization has had the opportunity to work on behalf of licensed family child care providers statewide over the past five years. During this time our organization has set out to work on issues that have been identified by our members and the child care system as important. We will continue this work and build upon our accomplishments to date.

- On-going lobbying to move the subsidy rate for the DHS/ERDC program from the worse in the nation to 14th in the nation. This work moved the rate to the 75th percentile of the 2006 Market Rate Study. By increasing this rate it allows providers to earn a better living and provide quality care. We will continue to lobby to keep the current rate and/or increase it over time.
- Provide training to providers on subjects that are not being offered through any other resource.
- Advocate for members to ensure that providers have a fair process when working with the agencies.

The above achievements have supported both child care as a profession and the child care system as a whole in the state of Oregon.

Very truly yours,

A handwritten signature in black ink, appearing to read "Ken Allen".

Ken Allen
Executive Director
Oregon AFSCME Council 75

September 29, 2011

The Honorable John Kitzhaber
Oregon State Governor
160 State Capitol
900 Court Street
Salem, OR 97301-4047

Dear Governor Kitzhaber:

As Oregon strives to create a more coordinated early childhood learning system of the highest caliber, The Ford Family Foundation (Foundation) is well-positioned to join forces with the State's early childhood stakeholders to improve programs and systems that impact the lives of Oregon's youngest children.

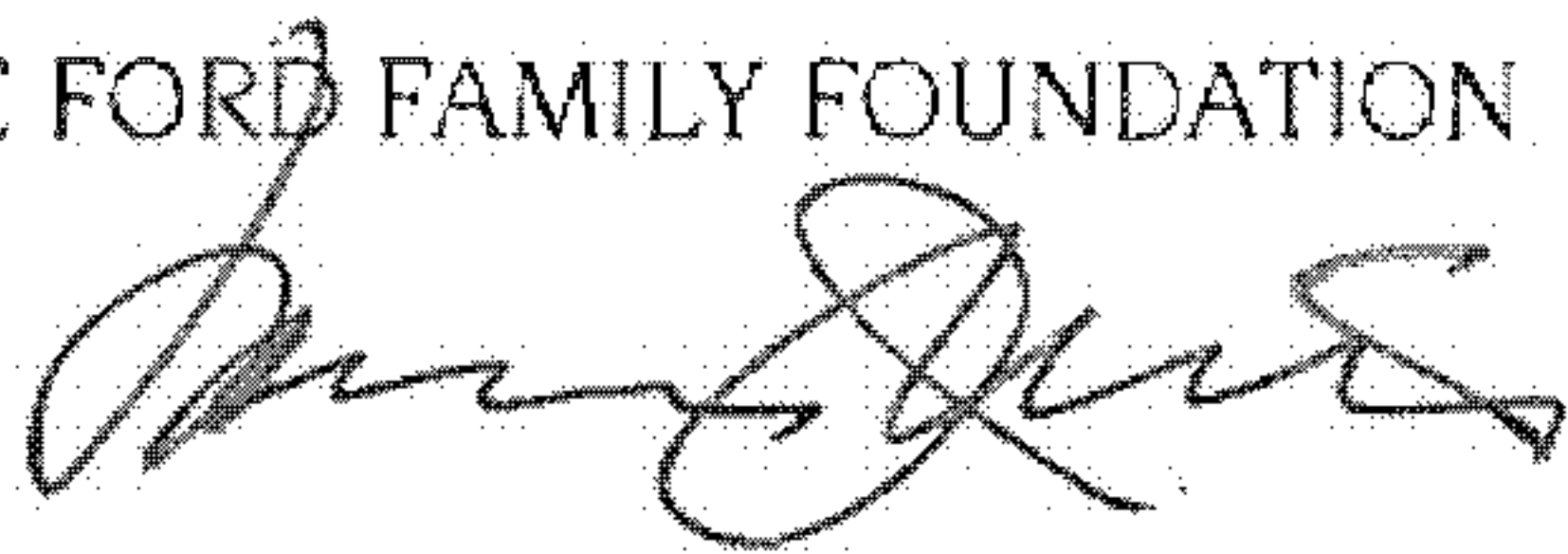
The Foundation has been a leader and a change agent in the State's early childhood arena for over a decade. We have granted and provided technical assistance in areas effecting young children such as parent education, child abuse prevention, access to health and dental services, as well as teacher professional development. Now, the Foundation is investing resources with even greater attention to early childhood to improve the school readiness of children in rural Oregon. Many of the areas the State is looking to expand or improve align with the Foundation's new foci. **In particular, we have planned substantial support for the design and implementation of valid and reliable processes and tools to assess Kindergarten readiness.**

The Foundation recognizes Oregon's dedication to improving outcomes for young children in recent policy and funding decisions. Examples of such efforts include the expansion of Head Start and Early Head Start using General Fund dollars in a time of financial uncertainty, the creation of the Education and Quality Investment Partnership (EQUIP) to incentivize continuing education for early childhood professionals, and the alignment and expansion of Oregon's early learning standards to include child and family care.

Oregon is primed to use the Race to the Top-Early Learning Challenge to amplify its current efforts and the momentum in the State around early childhood programming and systems-building. The Ford Family Foundation is a willing partner in the quality improvement process, and ultimately, in preparing our youngest Oregonians for a lifetime of success and citizenry.

Most sincerely,

THE FORD FAMILY FOUNDATION



Norman J. Smith
President



Portland Schools Foundation

September 27, 2011

The Honorable John Kitzhaber
Governor, State of Oregon
160 State Capitol, 900 Court Street
Salem, OR 97301-4047

Dear Governor Kitzhaber,

On behalf of the Multnomah County Cradle to Career (C2C) Partnership, I am writing in support of Oregon's application for the Race to the Top – Early Childhood Challenge grant. The focus of this funding opportunity aligns with the work of the Portland Schools Foundation (PSF) and the C2C Partnership which we spearhead. In fact, last month the C2C Leadership Council (see attached roster) identified Early Childhood as a priority for community-wide focus and action – *Ensuring that Every Child Enters School Prepared to Learn*.

Every child needs both an education and a broad, nurturing support network, and our entire community is responsible for transforming children into healthy, independent adults. This philosophy is at the heart of C2C. Multnomah County is one of seven sites recognized by the national network Strive as a leader in creating a civic infrastructure that unites investors, providers, and stakeholders around the success of all young people in a community using shared goals and measurements to drive results, and then actively supports strategies that are proven effective. The Cradle to Career partnership is long-term and county-wide, including leaders from early childhood, K-12 schools, higher education, local business and government, nonprofit organizations, faith community, parents, students and community stakeholders, with the goal of ensuring the sustained success of every child in Portland and Multnomah County from cradle to career.

In the area of Early Childhood, the goals of C2C closely align with the priorities being advanced statewide: supporting high-quality, accountable programs; promoting early learning and development outcomes; building a great early childhood education workforce; measuring outcomes and progress; making adjustments to programming based on a process of continuous improvement to ensure the best possible outcomes.

Oregon's plan for early childhood includes several important projects, and many of them support the work of C2C in Multnomah County in particular: building capacity among providers, programs, infrastructure, and childcare centers through workforce framework implementation; building and linking the Early Learning Data System to the Statewide Longitudinal Data System outcome measures (including kindergarten readiness and Head Start); improving public access to information and increasing transparency through a public awareness and norms changing activities – including information on helping families understand their pivotal role in preparing children for school, and how to use a tiered quality improvement system as consumers of child care and early learning; aligning early learning and development programs with K-12 education (Head Start Child Outcome Framework with Common Core Standards); and developing and implementing a new state kindergarten readiness assessment.

Our local cross-sector partnership clearly demonstrates deep alignment and leverage opportunities in light of the advancing state of Oregon's agenda. We have great momentum, leadership, and broad public support for early childhood efforts, and the State has a rare and valuable combination of cross-sector support: business, education, non-profit, and government. Long-term community engagement to create lasting systemic change is our greatest challenge, and sustained funding would allow leadership to focus on outcomes that provide the greatest impact for our children. The Portland Schools Foundation is committed to early learning system building in Oregon. The work of Cradle to Career is a model for the State and is working to build a lasting infrastructure to ensure that all kids in Oregon have the opportunity to achieve their full potential.

Sincerely,

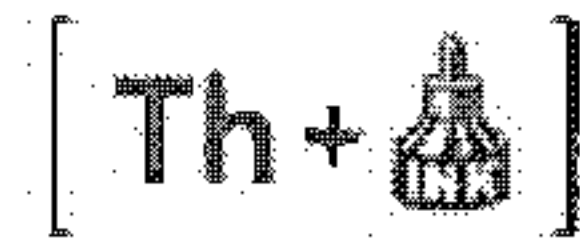

Dan Ryan
Chief Executive Officer

www.thinkschools.org

2069 NE Hoyt Street
Portland, Oregon 97232 338

Tel 503-234-5404 Fax 503-234-5402

Support great schools



Portland Schools Foundation

Council for the Cradle to Career Partnership

Co-Chairs

Gregg Kantor, NW Natural
Sarah Mensah, Portland Trail Blazers

Members

Sam Adams, City of Portland
Swati Adarkar, Children's Institute
Jaqueline Altimirano, Mount Hood Community College student
Teresa Baldwin, Centennial School District
Shane Bemis, City of Gresham
Jay Bloom, United Way of the Columbia-Willamette
Jeff Cogen, Multnomah County
Michael Ellis, Fred Meyer
Karen Gray, Parkrose School District
Don Grotting, David Douglas School District
Joyce Henstrand, Reynolds School District
Tony Hopson, Self Enhancement, Inc.
Krista Larson, Metropolitan Family Services
Sue Hildick, Chalkboard Project
Nichole Maher, NAYA Native American Youth and Family Center
Sandra McDonough, Portland Business Alliance
Andrew McGough, Worksystems, Inc.
Kevin Palau, Palau Foundation
Daniel Pierson, Cleveland High School student
Jim Piro, Portland General Electric
Preston Pulliams, Portland Community College
Michael Reese, City of Portland Chief of Police
Carmen Rubio, Latino Network
Dan Saltzman, Portland Children's Levy
Lisa Sedlar, New Seasons Market
Jim Schlachter, Gresham-Barlow School District
Charles Schlimpert, Concordia University
Michael Schrunk, Multnomah County District Attorney
Carole Smith, Portland Public Schools
Gwen Sullivan, Portland Association of Teachers
Keith Thomajan, Camp Fire Columbia
Ken Thrasher, Compli
David Underriner, Providence Health Systems
Bob Van Brocklin, Stoel Rives
Joani Wardwell, Wieden + Kennedy
Craig Wessel, Portland Business Journal
Malia Wasson, U.S. Bank
Grant Word, JPMorgan Chase
Duncan Wyse, Oregon Business Council
Wim Wiewel, Portland State University

THE OSCAR G. & ELSA S. MAYER FAMILY FOUNDATION

c/o BARBARA J. POPE
190 SOUTH LA SALLE STREET, SUITE 610
CHICAGO, ILLINOIS 60603
WEBSITE: www.ogmfoundation.org

September 27, 2011

The Oregon Community Foundation
1221 SW Yamhill, Suite 100
Portland, OR 97205

Attn: Mary Louise McClintock
Early Childhood Program Director

Dear Ms. McClintock:

I am writing in support of Oregon's application for funding through the Race to the Top Early Learning Challenge.

Although our Family Foundation is not located in Oregon, one of our members participates in the Early Childhood Funders Learning Circle (ECLC). As you know, the ECLC is an informal association of Oregon public and private foundations, business funders, and individual philanthropists. We share with them a strong interest in bettering the lives and futures of our nation's children.

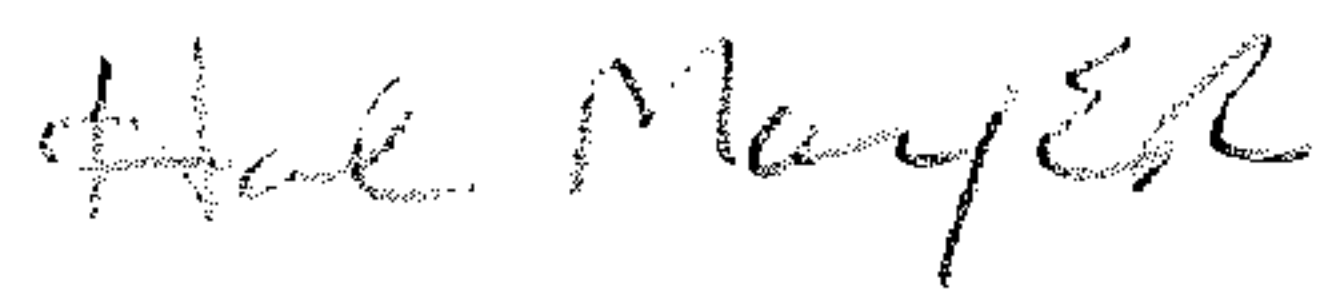
Our foundation has funded early childhood projects in Oregon in the past. We are open to exploring ways to help with particular projects outlined in Oregon's Challenge Grant plan. If Oregon's application is successful, **we will consider submitting to our Board of Directors a proposal to provide matching funds** for one of these projects. Among the potential strategies where private funding could support research or staff work through eligible organizations are the following:

- Development of a Tiered Quality Rating and Improvement System (TQRIS)
- Expanding the number and types of early childhood care and learning programs participating in the TQRIS through funds for training and program improvement
- Development of a unified early care and learning longitudinal data system
- Training and education of Oregon's early childhood workforce, including expansion of the state's career ladder to include professionals who work directly with parents
- Alignment of early learning standards with K-12 education
- Development and implementation of a new, comprehensive kindergarten readiness assessment
- Development and implementation of a public awareness campaign that would 1) help parents understand their pivotal role in preparing children for school; 2) inform parents about our tiered quality rating and improvement system and how to access it; and 3) change community attitudes about the importance of the early childhood years.

Page Two
September 27, 2011

The future quality of our nation's workforce depends on our ability to dramatically improve outcomes for our nation's youngest children. We applaud the vision of your state and your governor for a bold transformation of Oregon's early care and education system. In view of the current leadership and of the progress that has been made over the last several years, we believe Oregon is now well-positioned to move forward in the areas outlined in the Challenge Grant Plan. We look forward to the possibility of supporting that work.

Sincerely,

A handwritten signature in black ink that reads "Harold F. Mayer". The signature is written in a cursive style with a large, stylized "H" and "M".

Harold F. Mayer
President



Oregon Oral Health Coalition

September 30, 2011

PO Box 6812 • Portland, Oregon 97228
www.orohc.org • oregonohc@gmail.com

The Honorable John Kitzhaber
Governor
160 State Capitol, 900 Court Street
Salem, OR 97301-4047

Subject: Race to the Top-Early Childhood Challenge Grant

Dear Governor Kitzhaber,

The Oregon Oral Health Coalition is pleased to provide support to Oregon's application for the Race to the Top – Early Childhood Challenge grant. Oregon Oral Health Coalition (OROHC) is a diverse coalition representing stakeholders throughout Oregon with a vested interest in the oral health of Oregonians. OROHC places special emphasis on the oral health of children through its early childhood cavities prevention committee.

Oral disease is the most common chronic condition among children, five times more common than asthma. Oral health affects overall health and development and research shows that poor oral health very likely can lead to poor school readiness and performance; specifically, children with poor oral health miss more school and perform more poorly in school. OROHC believes that any early learning system should include access to oral health prevention and care. Evidence-based practices in oral health emphasize the relationship between early learning systems and school-based oral health prevention as critical to school success.

Oral health screenings beginning in infancy and provided through a child's medical home is one example of integrating oral health into a coordinated system. Since dental disease is 100% preventable it is crucial that access to prevention and healthy development be made available to all children. OROHC is currently partnering with the Oral Health Unit within the Oregon Public Health Division's Office of Family Health to implement project 'First Tooth'. First Tooth provides comprehensive training to medical providers and staff administering early childhood assessments, and parental education on oral health. Additionally, OROHC will continue to support Oregon Head Start with implementation of the Head Start Dental Home Initiative. This project emphasizes early screening and access to dental care for Head Start and Early Head Start participants.

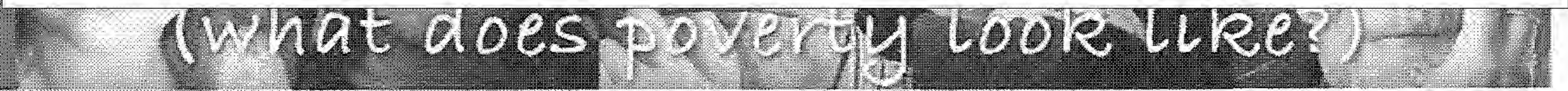
The Oregon Oral Health Coalition would like to extend its support to this application and its support to the greater project as a whole; healthy early development must include oral health.

Sincerely,

Donalda Dodson, RN, MPH
Board Chair, OROHC



(b)(6)



Oregon's Poverty Fighting Network

CAPO Members

ACCESS

Clackamas County Social Services

Community Action Organization

Community Action Program of East Central Oregon

Community Action Team

Community Connection of Northeast Oregon

Community in Action CAA

Community Services Consortium

Klamath-Lake Community Action Services

Lane County Human Services Commission

Mid-Columbia Community Action Council

Mid-Willamette Valley Community Action Agency

Multnomah County Department of County Human Services

NeighborImpact

Oregon Coast Community Action

United Community Action Network

Yamhill Community Action Partnership

Oregon Human Development Corp.

CAPO Board Officers

President: Brenda Durbin

Vice President: Teresa Cox

Treasurer: Donna Kinnaman

Secretary: Ron Hauge

Past President: Sharon Miller

Member-At-Large: Jerralynn Ness

CAPO Executive Director

Tom Clancey-Burns

OEP Coordinator

Jess Kincaid

Community Action Partnership of Oregon

www.caporegon.org

945 Columbia Street NE

Salem, OR 97301

phone: (503) 316-3951

fax: (503) 363-0113

October 12, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber:

Community Action Partnership of Oregon (CAPO) is pleased to submit this letter of support for Oregon's Application for the Race to the Top-Early Childhood Challenge Grant. CAPO is a non-profit organization supporting 17 Community Action Agencies and OHDC to serve Oregonians in need. These agencies are part of a nationwide network that addresses the needs of low-income families and communities. Many Community Action agencies provide Head Start and other early learning services to families struggling to overcome the barriers of poverty.

CAPO works in collaboration with partners who represent local, state and federal governments, as well as community advocacy groups to advocate for public policies that serve low-income, at-risk families and to raise public awareness of the problems of those struggling with poverty. Oregon's poverty and unemployment rates are rising, and the need for Community Action services is at an all-time high.

Because of your commitment to Early Learning as the cornerstone of your education reform agenda, the Oregon legislature has supported that commitment by adopting SB 909, which directs a wholesale redesign of the delivery of services to young children and families. Oregon's clear outcome for Early Learning is to ensure that every child enters kindergarten ready and able to learn. This goal necessitates a particular focus on children and families who are at risk. Of the 45,000 children born in Oregon every year, 40% are considered at risk. They live in poverty, may have an unstable family, or a parent who abuses drugs or has a criminal record. Overcoming these challenges early is the key to long-term success, both for the families and our communities.

Honorable John Kitzhaber

October 12, 2011

Page 2

Oregon is at the forefront of raising quality standards for childcare environments, including workforce development for providers. The timing and focus of the Early Learning Challenge Grant aligns perfectly with the agenda, actions and investments of Oregon's governor, legislature and Community Action agencies. A grant awarded to Oregon will accelerate system change and ensure that real system reform is achieved in a rapid time frame. This grant will be a catalytic investment in a new, outcome-focused system that will produce returns for children, families, and taxpayers.

CAPO and the Community Action Agencies it represents look forward to contributing to this effort and wholly support Oregon's bid for the Race to the Top-Early Education Challenge.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Clancey-Burns". The signature is stylized and somewhat cursive, with a large initial "T" and "C".

Tom Clancey-Burns
Executive Director



Children First for Oregon

Speaking Up for Kids Since 1991

October 5, 2011

The Honorable John Kitzhaber
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber:

Children First for Oregon is pleased to submit this letter in support of Oregon's Early Learning Challenge grant application. Children First has been working for 20 years to ensure that children are healthy and safe and that families have the support they need to thrive. Much of our work targets young children, and we are happy to see the state moving toward a system that incorporates early learning into the broader education spectrum in a holistic way.

Your efforts to expand Oregon's Employment Related Day Care subsidy have been a critical support to Oregon's low-income children. It has been a pleasure to partner with your office around this work as child care access, safety, and affordability have long been part of Children First's advocacy agenda. Study after study shows how important the 0-3 years are for a child's overall development and future academic success, and it is exciting to see the conversation around education in our state shift from a purely K-12 focus to one that recognizes how a child's start in life impacts their ability to succeed in school.

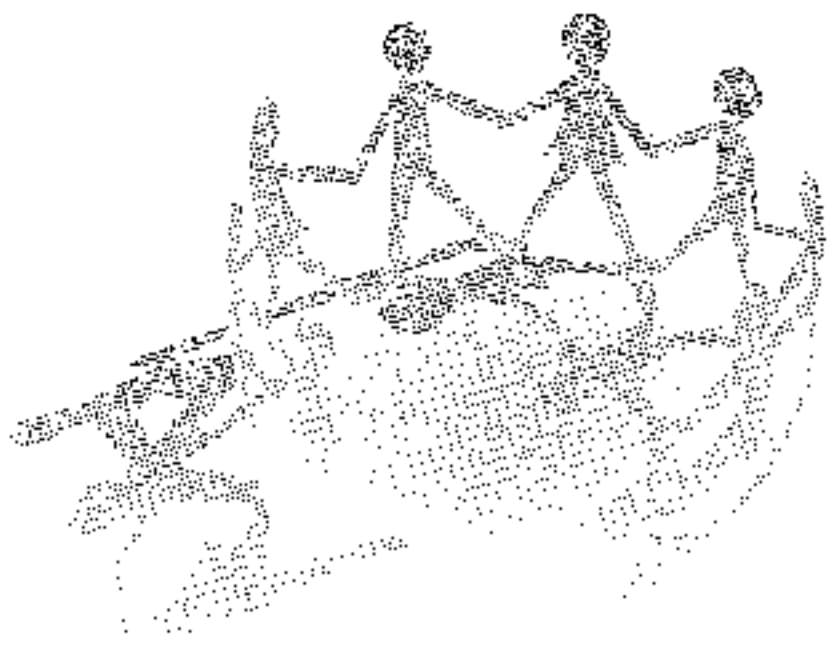
This is a great opportunity for Oregon to streamline the process through which our state provides support services to children and families. We know that kids' lives outside of school play a major role in their academic success, and ensuring that out-of-school barriers to learning are addressed is key to addressing Oregon's achievement gap. Taking a concerted look at the intersection of education and family support services gives Oregon the opportunity to really examine our programs and their efficacy in terms of improving outcomes for Oregon's nearly 200,000 children living in poverty.

We were happy to support your reform efforts during the 2011 Legislative Session and will continue to work with the legislature in pursuit of reforms that benefit kids and improve early childhood learning opportunities.

Sincerely,

A handwritten signature in cursive script that reads 'Regan Gray'.

Regan Gray
Policy Director



OREGON CHILD CARE
RESOURCE & REFERRAL

NETWORK

September 15, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber:

My name is Helen Visarraga. I am the Executive Director for the Oregon Child Care Resource and Referral Network. Although I have been in this position for only five months, I have twenty-seven years of experience with administration, leadership and development of multi-cultural parenting, early childhood education and youth programs in New Mexico, California, Washington, Utah, and Washington DC.

The CCR&R system would benefit greatly from Oregon's successful bid for the Race to the Top- Early Childhood Challenge. Of the various state and federal child care and early childhood systems that I have worked with over the years, Oregon's Education and Quality Investment Partnership (EQUIP) initiative stands out as truly having the potential to bring about change. EQUIP's approach is to strengthen the child care workforce by offering early childhood professionals scholarships and incentives to continue their education while also introducing quality rating and improvement systems designed to recognize and reward high quality child care programs. Even as a newcomer to Oregon, it was easy for me to easily understand what EQUIP was and to recognize its potential for improvement of childhood care and education.

With the limited and reduced resources, the CCR&R programs continue to build momentum to engage providers, to develop strategic collaborations between child care and Head Start and to engage other community agencies in efforts to streamline services to ensure the health, safety and school readiness of Oregon's most valuable resource: its children.

Governor Kitzhaber, your goal of creating a coordinated early childhood learning system connected to grades K-12 is commendable, and you have provided the leadership and commitment to make that goal a reality. The CCR&R infrastructure is critical to the realization of that goal and we look to you for its support and expansion. Currently, the thirteen CCR&R programs across the state are engaged in the support of early childhood learning and development; they continue to align Oregon's early learning standards with Oregon's Head Start and Pre-K standards and seek to expand those standards to include regulated child care centers and family child care providers. The award of the RTT-ECC grant would allow Oregon to support the collaborative effort of the quality systems and service agencies represented under the umbrella of EQUIP. I pledge the full support of the Oregon Child Care Resource and Referral Network.

Sincerely,

Helen Visarraga, MSW, LCSW

Executive Director

Connect.Educate.Navigate

805 Liberty St. N.E., Suite 2, Salem, OR 97301 • 503.375.2644 • Fax 503.399.9858

info@oregonchildcare.org • www.oregonchildcare.org

ONE Voice for Child Care

A statewide collaboration of childhood care and education partners working together to improve the quality, accessibility and affordability of care and education available to Oregon's children and families.

September 30, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber,

ONE Voice for Child Care represents a diverse group of over 50 organizations and individuals who collaborate as advocates for quality, accessibility and affordability of childhood care and education. Our members include childhood care and education organizations, advocacy organizations, labor organizations, as well as private businesses and individual advocates. Many of us have been working together for more than 20 years.

ONE Voice has the following goals:

- To address legislators and policy makers with ONE Voice.
- To actively advocate on specific issues.
- To share our perspectives with state agencies.
- To educate all constituents to build support for child care issues.
- To support a parent's right to choose quality care in a variety of settings.
- To support providers' access to professional development and adequate compensation.
- To expand our knowledge as partners about childhood care and education issues by sharing perspectives and information.

Oregon's economic future depends upon an accessible, affordable system of safe, quality child care. Strengthening investments in early childhood care and education will improve developmental and educational outcomes for Oregon's children. ONE Voice for Child Care works to keep these issues in front of decision-makers.

We applaud your efforts to dramatically move Oregon forward in our efforts to meet the needs of all young children. Your leadership on the issues of accessibility for all children in vulnerable populations is commendable. We will support these efforts with continued advocacy to the legislature and by getting the word out to all our constituent groups.

In partnership,

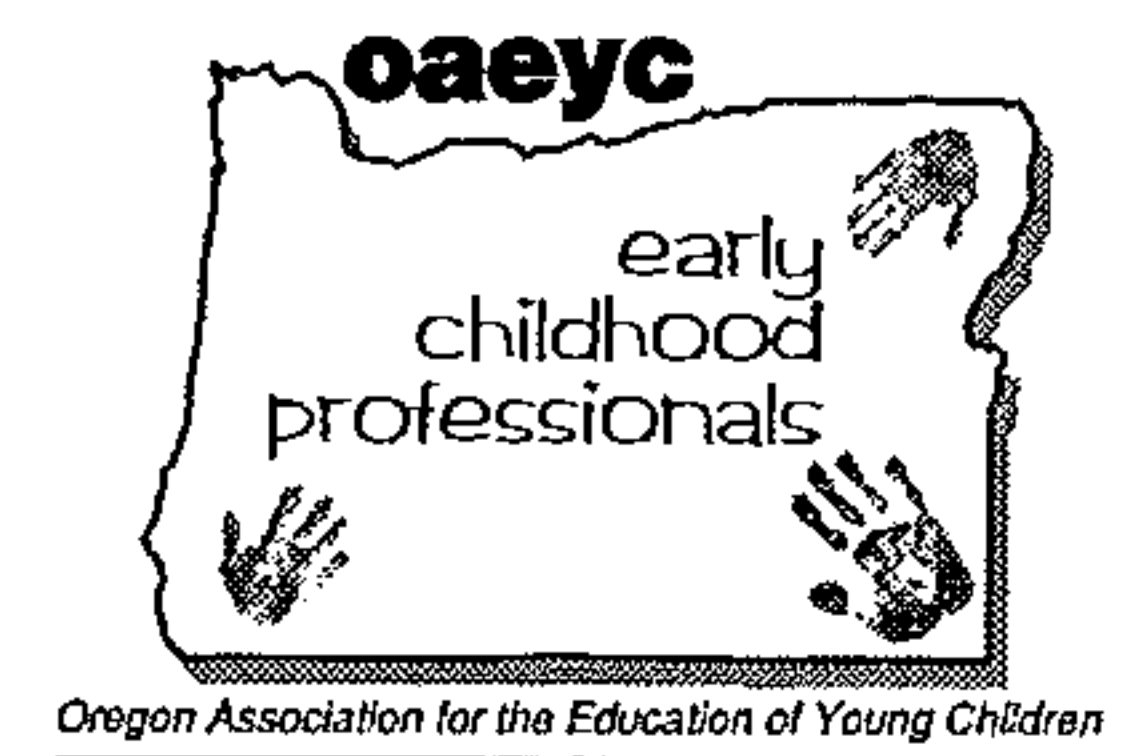


Merrily Haas
Facilitator of ONE Voice for Child Care Collaboration
OregonAEYC

**OREGON ASSOCIATION FOR THE
EDUCATION OF YOUNG CHILDREN**

An affiliate of the National Association for the Education of Young Children

PO Box 1455, Tualatin, OR 97062



September 30, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber,

The Oregon Association for the Education of Young Children is Oregon's affiliate of NAEYC. With over 1000 members in 10 local chapters throughout the state, we stand ready to assist you in your efforts to move the quality early childhood agenda forward. We have been a partner in efforts to improve quality through working on state committees, providing advice and guidance, educating our members and others in the childhood care and education community, and advocating for sound principles of quality.

As a leading provider of professional development, we have been a partner in the Oregon Registry, leading articulation work, and supporting the EQUIP Initiative. We have provided professional development to improve quality through our Oregon Director Certificate Training Series now entering its eighth year. We are now completing our second cohort of Building a Business a similar training series specifically for Certified Family Child Care. These programs are delivering the 60 hours of training in program management which provides the base of program specific training requirements for the Oregon Director Credential. The Credential has recently been recognized by NAEYC as an alternative pathway to Director Qualification for Accreditation.

Our efforts over 20 years in supporting articulation between community based training, community colleges and universities has led to a diverse but accessible system in Oregon of professional progression in Early Childhood Education. Providers and teachers in all parts of the state have access to a varied ladder of education and training to progress on the Oregon Registry.

We are proud of our accomplishments in Oregon and stand ready to assist you in carrying out the work indentified in our application. We will provide staff time, advocacy, and a network of contacts to get the message out to our members around the state.

Sincerely,

Merrily Haas
Executive Director

Phone: (503) 496-3991 or 1-800-452-3610

Fax: (503) 496-0520

www.oregonaeyc.org

OregonAEYC advocates for high quality care and education for every young child and strives to meet the professional needs and interests of the diverse early childhood community. Our vision is to build and maintain a strong, diverse, and inclusive organization that enables OAEYC to achieve our mission on behalf of children, families, and professionals in early childhood education.

September 30, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301

Dear Governor Kitzhaber,

I am Beth Unverzagt, Executive Director of Oregon's afterschool network, OregonASK (After School for Kids). I am impressed with your dedication to providing quality programming and educational opportunities to Oregon's youth. Your application for the Race to the Top – Early Childhood Challenge grant has my enthusiastic support and I am willing to provide the expertise of our group to your efforts.


Effective and deliberate early childhood development programs are integral to high levels of student achievement and success for our children as they move through their education. Your leadership in and commitment to creating an early childhood learning system that connects to grades k-12 is an excellent example of the models needed to stop the achievement gap of our underserved students from even beginning.

A significant part of OregonASK's work is focused on standardizing program quality in afterschool and providing excellent professional development for afterschool professionals so that all children in Oregon have the opportunity to receive dynamic expanded learning opportunities. Over 11,000 of the children served by Childcare Development Block grant funds are ages 5-12 and these funds fulfill a great need for the highest need families in Oregon. The collaboration of OregonASK has afterschool created the Oregon afterschool standards and core competencies that are aligned with the child care registry at Portland State University.

We are not alone in this effort. Oregon has received national recognition for its Education and Quality Investment Partnership (EQUIP), a public and private partnership which is aimed at strengthening the workforce by offering early childhood professionals scholarships and incentives to continue their education. The receipt of the Race to the Top – Early Childhood Challenge grant would expand standardization of program quality and support and development of the workforce to early childhood programming in Oregon- both of which are foundational to expanding the breadth of Oregon's educational reform to meet the needs of our youngest students.

I give your application for the Race to the Top – Early Childhood Challenge grant my fullest support and believe that the grant outcomes would positively affect and increase school readiness for countless students. I wish you and your team the best of luck with the grant application.

Sincerely,



Beth Unverzagt
Executive Director, Oregon



The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber,

We're excited to extend our support of Oregon's application for Race to the Top Early Childhood Challenge Grant. We view the resources that could be won through this grant application as critical to transforming the way Oregon delivers services to children birth to age five.

Oregon already has an impressive commitment to early childhood education and a history of innovation and leadership in this arena. Despite Oregon's reduced state budget during the recession, the legislature has wisely maintained our investment in Oregon PreKindergarten and Early Head Start. Oregon's unique in that we've completely aligned the standards for our prekindergarten program with HeadStart. Oregon is now expanding this alignment to childcare centers.

We greatly appreciate your leadership and commitment to expanding on Oregon's proud history of effective early childhood learning by creating a coordinated birth to 20 system of education. The Education Investment Board and Early Learning Council created in Senate Bill 909 are the first critical step toward needed system transformation that will benefit all children in Oregon.

Stand for Children is committed to supporting your efforts by educating Oregonians about the changes and advocating with legislators to support the development of a continuous birth to 20 education enterprise and increase their investments in critical early learning programs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sue', with a long, sweeping underline that extends across the width of the signature area.

Sue Levin

Oregon Executive Director, Stand for Children

**Oregon
Association
of Relief
Nurseries**

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

September 26, 2011

Dear Governor Kitzhaber:

On behalf of the Oregon Association of Relief Nurseries (OARN), we are pleased to write this letter of support for the State of Oregon's application for the Race to the Top – Early Childhood Challenge grant released by the Department of Education and the Department of Health and Human Services. We applaud the efforts of the federal government's continued support of strong programs for children and families. Since 1989, the Relief Nursery model has received significant federal recognition and funding for innovative efforts in child abuse prevention and the promotion of children and families' health and learning from the Dept. of Education, the Dept. of Health & Human Services, and the Office of Substance Abuse & Mental Health Services Administration.

The OARN, currently representing 15 Relief Nursery's throughout Oregon, recognizes how critically important the state's Early Childhood Learning and Development initiative is to ensure that all high-needs children in Oregon are prepared to learn. The OARN supports the Early Childhood and Family Investment Team's report that lays the groundwork for a new approach to early childhood services in Oregon. We welcome this blueprint for unifying disparate programs, aligning administrative costs, and measuring outcomes consistently. OARN is also prepared to collaborate with the state's Early Learning Council in a joint effort to streamline and consolidate Oregon's many early childhood education programs and systems to ensure that all children enter kindergarten with the developmental skills to be successful in school.

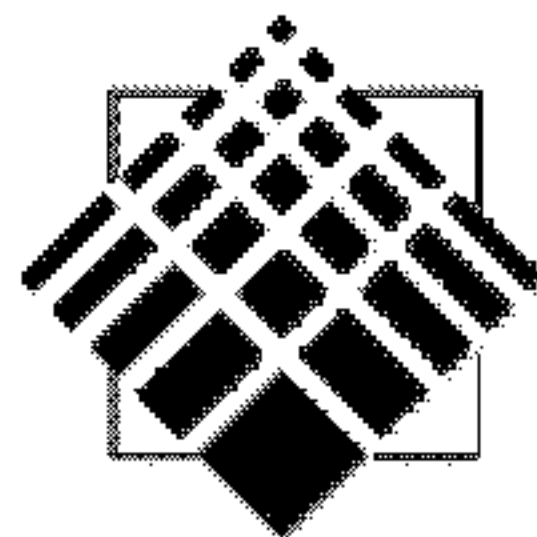
OARN brings a wealth of Relief Nursery knowledge and expertise, representing decades of early identification of high-risk children and families, developing effective services to target needs, and achieving and maintaining consistently strong outcomes. The OARN will actively participate in any workgroups, data and needs assessment requirements, and other developmental systems that will enhance the success of Oregon's Early Childhood Learning and Development initiative. The OARN is prepared to provide considerable expertise to the state's multiple phases of design and implementation. Furthermore, as a model of successful public/private partnerships and innovative leverage for funding, OARN is committed to developing the most effective ways to cooperatively leverage state programs and resources.

The Race to the Top – Early Childhood Challenge grant funding would play a crucial role in Oregon's effort to build quality, comprehensive, and statewide early childhood systems for high needs children from birth to 6 years of age. OARN looks forward to working with Oregon's Early Learning Council to respond to the diverse needs of vulnerable children and families and participate in this unprecedented opportunity for collaboration and partnership at the federal, state, and community levels. It is fitting that the OARN champion the State of Oregon's innovative efforts to ensure that all children, including high-risk populations, are ready for school.

Sincerely,

Renee Smith
President
Oregon Association of Relief Nurseries
541-926-1091

Sue Miller
Executive Director
Family Building Blocks
503-566-2132



**Oregon Center for Career Development in
Childhood Care and Education**

**SETTING STANDARDS
DEVELOPING SYSTEMS
PROVIDING SUPPORTS**

*Pamela Deardorff,
Director
503.725.8527
deardops@pdx.edu*

September 28, 2011

160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

The Honorable John Kitzhaber, Governor

I am the director of the Oregon Center for Career Development in Childhood Care and Education (OCCD) housed in the College of Liberal Arts and Sciences at Portland State University. We have been in existence since the early 1990's and provide leadership in the development and operation of integrated, statewide professional development standards and systems for Oregon's early care and education workforce. OCCD promotes professional development and provides supports for enhanced training and education to achieve high quality care and education for children and youth.

This is an exciting time for Oregon's early childhood community due in large part to your innovative and bold initiative helping to bring all of us working to increase the quality of services for our youngest children together to create a coordinated learning system. I whole heartedly support your application for the Race to the Top-Early Childhood Challenge grant and see this as an important step in moving the reform of Oregon's system forward.

Our organization has been involved in the Education and Quality Investment Partnership and has administered a scholarship program, as well as an incentives program as part of this initiative. These supports to our professional workforce serving Oregon's youngest and most vulnerable citizens have resulted in increased numbers achieving higher education levels.

If funded, my organization will contribute expertise in early care and education workforce issues, provide staff resources particularly around creating and supporting a great workforce, and will provide assistance with workforce related activities. I wish you luck in this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Pamela S. Deardorff".

Pamela S. Deardorff, Director

Providence Child Center
830 N.E. 47th Ave.
Portland, OR 97213
t: 503.215.2400
f: 503.215.0660
www.providence.org/childcenter



To Whom It May Concern:

I serve as the Administrator of Providence Child Center, a non-profit organization that offers an array of services to children and their families including two early childhood education programs: Providence Montessori School and Providence Wee Care Child Development Center. Our Montessori School serves 155 children between the ages of 2½ and 9 years and Wee Care serves 85 children between the ages of 3 months and 5 years.

I am writing in support of the State of Oregon's Race to the Top grant application. Our State has begun work to create a coordinated early childcare learning system to connect to our K-12 programs to ensure every child has the best opportunity to be successful in school. This grant is critical to our success in moving this system reform forward for the benefit of our children.

Providence Child Center is deeply committed to improving the quality of early childhood education programs in Oregon as evidenced by our participation in the Education and Quality Investment Partnership (EQUIP) and the Oregon Program of Quality (OPQ). Through the EQUIP program, our Wee Care staff have been able to achieve certification on the professional registry and have received scholarships and incentives to continue their professional education. As staff has completed educational programs, we have seen them make consistent progress through the steps of the registry including attaining Oregon's Infant/Toddler and Program Director Credentials. Our participation in the Oregon Program of Quality has led to strengthening our program as we meet the new OPQ standards as well as enabled us to purchase additional classroom materials related to cultural diversity and care of our environment and to provide additional staff education. We have been grateful for the resources that these programs have provided and believe they are increasing the skills of staff and improving the quality of programs across our State.

Our organization's commitment to achieving excellence in early childhood education is also demonstrated by service of our Wee Care Director, Colette Brown, on the Board of Directors of both the Oregon Association of Child Care Directors and the Oregon Child Care Resource and Referral Network as well as the Professional Development Committee of the State of Oregon Child Care Division and the Development Advisory Team of the Oregon Program of Quality. We are willing to make Ms. Brown's expertise and technical assistance available for implementation of this grant.

Sincerely,

Patricia Budo
Administrator



*Hundreds of Police Chiefs, Sheriffs,
Prosecutors, other Law Enforcement
Leaders, and Violence Survivors
Preventing Crime and Violence*

October 4, 2011

The Honorable Arne Duncan
U. S. Department of Education
400 Maryland Ave. SW
Washington, D.C. 20201

The Honorable Kathleen Sebelius
U. S. Department of Health and Human Services
200 Independence Ave. SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sibelius:

I am writing on behalf of the over 170 members of Fight Crime: Invest in Kids Oregon to express our support for Oregon's Race to the Top-Early Learning Challenge application.

Fight Crime: Invest in Kids Oregon is an organization of the top law enforcement leaders - police chiefs, sheriffs, district attorneys and victims of violence - from every corner of the state who believe that high-quality early learning is a very powerful crime prevention tool. Research confirms what law enforcement leaders know from experience on the front lines of fighting crime: when at-risk kids have access to high-quality early learning beginning at birth (or earlier) they are far more likely to enter school ready to succeed and graduate and far less likely to commit violent crimes as juveniles and adults.

Fight Crime: Invest in Kids Oregon members have long advocated for early learning funding and policies to improve the quality of early learning and/or increase access for at-risk youngsters to high-quality early education and evidence-based home visiting programs. For example, we supported and won the expansion of Oregon Pre-Kindergarten (OPK) to serve over 1,700 additional eligible children and fought to retain funds for Oregon's statewide Healthy Start~Healthy Families home visiting program. We also were successful in convincing the Governor and legislature to provide first time state funding for Early Head Start.

We do not run or fund any programs, nor do we accept any government funding. Our role is to advocate for proven crime prevention programs. As such, Fight Crime: Invest in Kids Oregon members will continue to raise their unique voice to assure that our state continues its investment in these programs to comply with the requirements of the RTT-ELC grant should our application be successful.

There is still much to do in Oregon and the RTT-ELC grant will go a long way in our state to help maintain and expand our efforts. Thank you for this opportunity and your consideration of Oregon's application.

Very truly yours,

Martha Brooks
State Director



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

September 23, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol, 900 Court Street
Salem, OR 97301-4047

Governor Kitzhaber,

This letter is support the state of Oregon in the application for the Race to the Top-Early childhood Challenge grant.

The YMCA of Columbia-Willamette is the largest non-profit provider of early child care in our state. You know firsthand the high quality commitment we have for children and families. Our association currently cares for 2,212 children ages 6 weeks to 5 years. 33% of these children are able to attend our programs because of financial assistance. Our afterschool enrichment programs have 2,081 participants, of which 25% receive financial assistance. We believe strongly that every child deserves quality child care and we strive to insure that no child is turned away because of inability to pay.

The YMCA has also been a partner with the Oregon Center for Career Development in Childhood Care and Education. We guide our staff through the steps on the Oregon Registry. It is vital that we celebrate each teacher's quest in the process of professional development. Oregon's Education and Quality Investment Partnership (EQUIP) program has helped us reward them with scholarships. We have also been able to support them in continuing their education. Research shows that the higher the education of the staff the better the quality of care the children receive.

The YMCA will continue to work with the state of Oregon to improve the quality of our early childhood system. I personally will commit to contributing staff resources and my expertise at your request.

I believe that under your leadership our children will continue to reap the benefits of a state that cares about our children.

Sincerely,

Jennie Sowder
Executive Director of Child Care
YMCA Columbia-Willamette
9500 SW Barbur Blvd., Suite 240
Portland, OR 97219



Postpartum Support International

www.postpartum.net

6706 SW 54th Avenue
Portland, Oregon 97219

Fax 503.894.9452
Office 503.894.9453
wdavis@postpartum.net

September 30, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol, 900 Court Street
Salem, Oregon 97301

Dear Governor Kitzhaber,

As Executive Director of Postpartum Support International (PSI), a not for profit organization based in Portland, and Chair of Oregon's Maternal Mental Health Workgroup, I am writing to express enthusiastic support for the goals outlined in Oregon's proposal for the "Race to the Top" Early Childhood Challenge grant. I have had the privilege of working with many Oregon agencies and volunteers across the state including the Oregon Health Authority, Early Head Start, Healthy Start, the Oregon Pediatric Society, the Early Childhood Council, and many Oregon county and regional organizations committed to promoting the health and wellbeing of young children and families. Together we work to increase Oregon's capacity to train providers to support and care for families. This kind of collaboration has increasingly become a standard in Oregon, and I feel proud to be part of this effective and inclusive system.

Oregon has become a national pioneer in identifying maternal mental health as a priority in our public health system, and integrating parental mental health with early education and medical care.¹ Unmet mental health needs pose great risks to mothers and their children. We cannot address family stability, prevention of abuse and neglect, adequate healthcare, or school readiness without attending to the significance of parental mental health during pregnancy and early childhood. Postpartum Support International is committed and ready to help Oregon's early childhood partnership to create successful state systems by engaging our statewide PSI support volunteers, providing resources and training to the early childhood education workforce, creating projects to raise awareness, and working together to create statewide systems of prevention and care for families.

We have worked with many organizations and individuals in Oregon on essential collaborative efforts to reach vulnerable families across the state. I share the excitement of many at the Governor's Early Childhood Learning and Development initiative, where both the Oregon Education Investment Board and the Early Learning Council report directly to the Governor. With this leadership and systemic change, we can move forward the goals and projects of healthcare and educational sectors working together to improve the lives of families and children. The missing ingredient as we work to implement our goals of prevention and intervention for families of young children is adequate funding. I want to add our support to Oregon's proposal to make good use of the Race to the Top – Early Childhood Challenge grant. Our shared goals and potential services are based on evidence-based research, systems development, inter-agency communication and commitment. I have confidence that we can make a transformative difference in program delivery and accountability if we receive the Race to the Top funding, and implement the goals that we have all been working toward to enhance the health and productivity of children and families in Oregon.

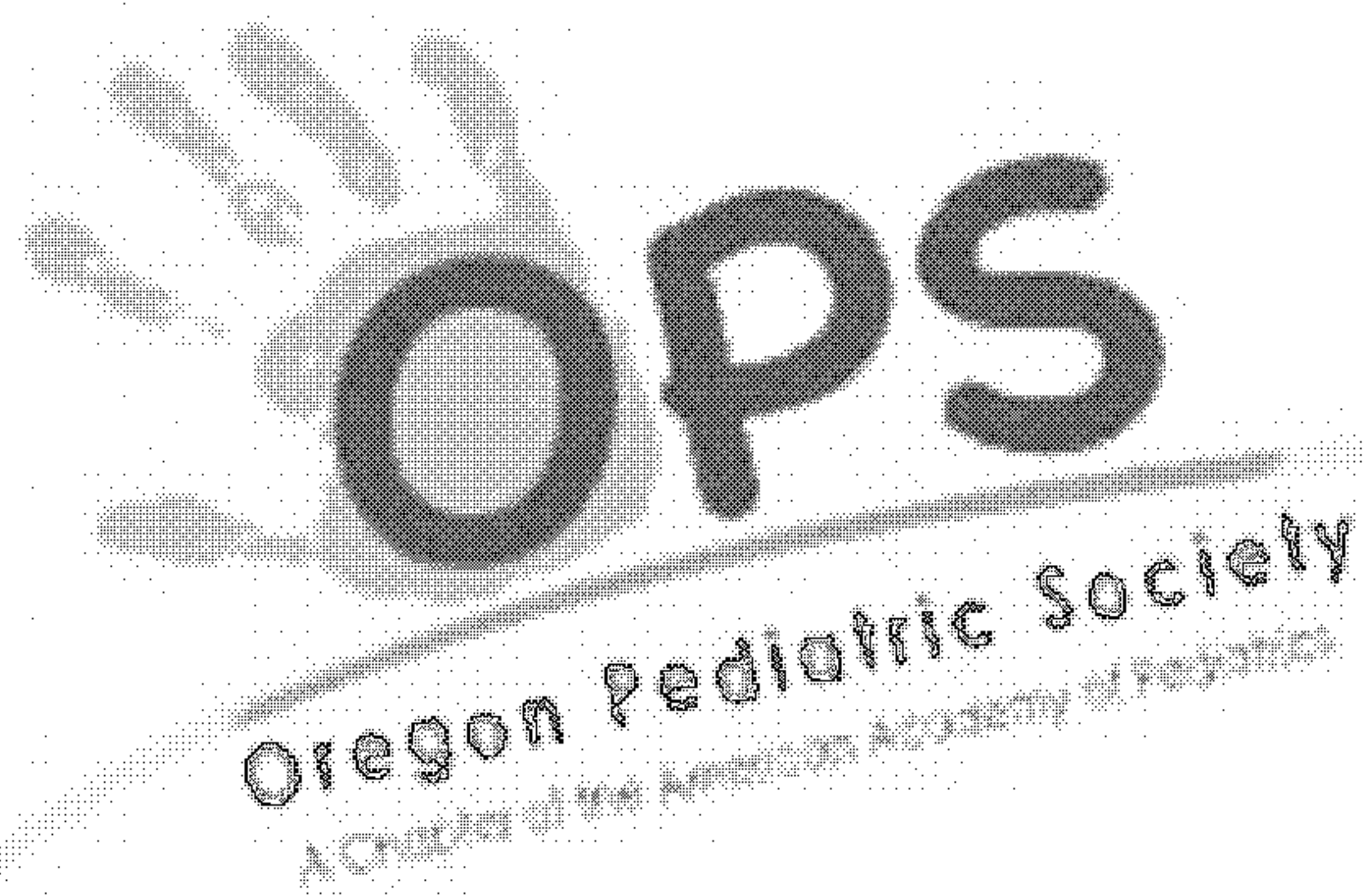
Sincerely,

A handwritten signature in black ink, appearing to read "Wendy N. Davis, Ph.D.", written over a horizontal line.

Wendy N. Davis, PhD

*Executive Director, Postpartum Support International
Oregon Maternal Mental Health Workgroup Chair*

¹ <http://public.health.oregon.gov/HealthyPeopleFamilies/Women/MaternalMentalHealth/Pages/index.aspx>



October 10, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber,

The Oregon Pediatric Society (OPS) is pleased to write this letter of support for the Oregon's Race to the Top Early Childhood Challenge Grant. As a member of your Early Childhood Design Team I fully appreciate your leadership and commitment to creating early childhood system reform that aligns with our mission. As the statewide chapter of the American Academy of Pediatrics we work on both the policy and practice level to promote the optimal health and development of children and youth in partnership with their families and communities. Under your leadership the state has, in a very short time, made great strides toward a more coordinated early childhood system.

The OPS has been working on this agenda from the perspective of universal screening, identification, and coordination of the primary care system and early childhood providers as a foundation to early brain development acknowledging one science that develops a young child's capacity for health and education.

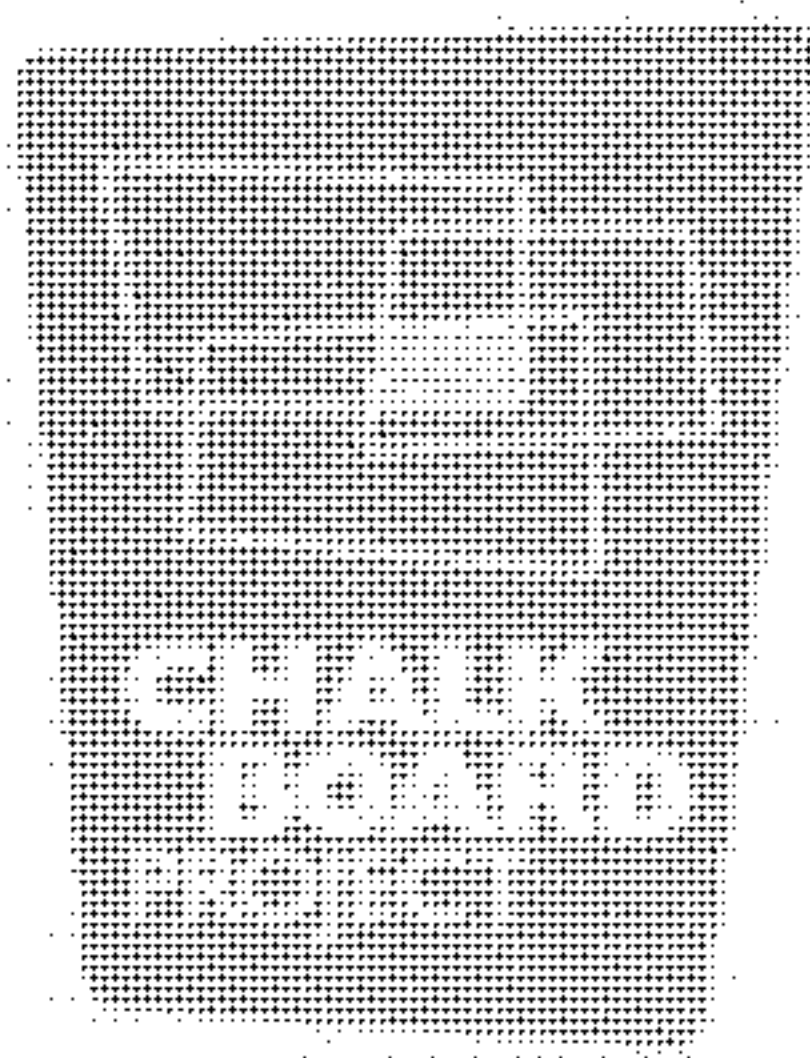
This grant will be pivotal in moving this agenda forward in Oregon. The OPS will bring continued commitment, expertise and advocacy in future reform efforts. Specifically we are a key partner in the elements of the Early Design Team mandate toward universal screening at birth and across the first five years through standardized screening and surveillance in well child care linked through the emerging Help Me Grow system. We have been a lead partner in this effort to create a single point of entry and referral for families and providers and will continue this effort within the context of this grant funded effort.

We look forward to continuing our work together to build health, wellness, and educational readiness of Oregon's most vulnerable children.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anne Stone', is located below the 'Sincerely,' text.

Anne Stone
Executive Director



September 29, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

I am writing to express strong support for Oregon's Race to the Top, Early Childhood Challenge Application. We are an organization working to make Oregon's education system among the best in the nation, and we know that the quality and accessibility of early learning programs is of the utmost importance in meeting this goal.

Our organization, the Chalkboard Project, has been supportive of Oregon Governor John Kitzhaber's vision to create a comprehensive system to ensure that children's needs are being met from birth through post-secondary education. The Governor and Legislature have already taken action on this vision by creating the Oregon Education Investment Board and the Early Learning Council. The Governor has appointed members to each body who understand the need for systems change and will work to create alignment and deeper partnership among stakeholders.

At the Chalkboard Project we focus much of our energy on programs and policies that support effective teaching. Research is very clear that, in the classroom, it is the educator that has the most significant impact on student learning. The quality of early childhood providers is just as essential. Standards and alignment alone will mean little without the commitment of high quality providers who work with children everyday. Oregon's application speaks to the importance of providers and puts a plan in place to support a great early childhood workforce.

Oregon has a number of effective advocacy groups who have made early learning a priority and have already pushed the state to adopt higher standards and accountability measures. The Early Childhood Challenge Grant would help take this work to the next level by giving Oregon the resources and timeline to accelerate progress and the realization of meaningful outcomes.

Sincerely,

A handwritten signature in cursive script that reads "Sue Hildick".

Sue Hildick
Chalkboard Project President

221 NW Second Avenue, Suite 203
Portland, Oregon 97209

voice: 503.842.4326 fax: 503.842.2274

www.chalkboardproject.org

**United Way of the
Columbia-Willamette**

619 Southwest 11th Avenue, Portland, Oregon 97205
phone - 503.228.9131, fax - 503.226.9385
web - www.unitedway-pdx.org



September 30, 2011

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

OCT 13 2011

Dear Governor Kitzhaber:

The United Way of the Columbia-Willamette is writing in support of Oregon's application for funding through the Race to the Top-Early Learning Challenge.

United Way of the Columbia-Willamette is advancing the common good and creating a better life for all. Our focus is on education, income and health – the building blocks for a good quality life. Within the education focus, early learning is a top priority. We participate in multiple collaboratives with other funders, government bodies, and community groups to promote early learning as a foundation for a quality education for all children; providing funding, staff time, and advocacy.

We are committed to exploring ways to help with particular projects outlined in Oregon's Challenge Grant plan. Among potential strategies where private funding could support research or staff work through eligible organizations are the following:

- Development of a Tiered Quality Rating and Improvement System (TQRIS)
- Expanding the number and types of early childhood care and learning programs participating in the TQRIS through funds for training and program improvement
- Development of a unified early care and learning longitudinal data system
- Training and education of Oregon's early childhood workforce, including expansion of the state's career ladder to include professionals who work directly with parents
- Alignment of early learning standards with K-12 education
- Development and implementation of a new, comprehensive kindergarten readiness assessment
- Development and implementation of a public awareness campaign that would 1) help parents understand their pivotal role in preparing children for school; 2) inform parents about our tiered quality rating and improvement system and how to access it; and 3) change community attitudes about the importance of the early childhood years.

**United Way of the
Columbia-Willamette**

619 Southwest 11th Avenue, Portland, Oregon 97205
phone - 503.228.9131, fax - 503.226.9385
web - www.unitedway-pdx.org



Our state's future depends on our ability to dramatically improve outcomes for Oregon's youngest children. We applaud your vision for a bold transformation of Oregon's early care and education system, including the establishment of the Education Investment Board and the Early and the Early Learning Council. In view of your leadership and progress that has been made over the last several years, we believe there has never been a better time for Oregon to move forward in the arenas outlined in the Challenge Grant Plan. We look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Bloom". The signature is fluid and cursive, starting with a large loop on the left and extending to the right.

Jay Bloom
Interim President/CEO, United Way of the Columbia-Willamette



United Way of Lane County

September 30, 2011

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street
Salem, OR 97301-4047

2011 BOARD OF DIRECTORS

Mandy Jones
President

Diana Alldredge
Barb Bellamy
Maurine Cate
Dan Ciarrocchi
Terry Coplin
Linda Dagg
Bob Garcia
Gerry Gaydos
Colt Gill
Roger Gray
Gino Grimaldi
Dean Hansen
Bob Harris

Connie Hedberg
Bruce Heldt
Hank Hoell
Robin Holmes
Tracy Lampman
Jan Lariviere
Jared Mason-Gere
Ann Marie Mehlum
Judy Newman
Melanie Oommen
Craig Opperman
Ken Provencher
Mel Pyne

Hector Rios
Jon Ruiz
Sujata Sanghvi
Ben Sappington
Grace Serbu
Brad Smith
Anette Spickard
Faye Stewart
Kim Tardie
Jeff Towery
Jenny Ulum

Dear Governor Kitzhaber:

United Way of Lane County (UWLC) is pleased to submit a letter in support of Oregon's application for the Race to the Top – Early Childhood Challenge Grant.

United Way of Lane County and local partners recognize that ensuring children are successful in school and life must begin in the critical years of development. For nearly thirteen years, UWLC has convened the Success By 6® (SB6) initiative. The mission of SB6 is to ensure that all children in Lane County are safe, healthy, cherished and enter school ready to learn. The broad coalition of partners on the SB6 Leadership Team include business leaders, elected officials, school administrators, social service providers, child development experts, child care organizations, researchers, representatives from other early childhood coalitions, faith community leaders, and health providers.

In 2009, SB6 decided to focus efforts in specific neighborhoods to best utilize resources, saturate neighborhoods with programs and services, make measurable impact, and identify effective programs and practices for scale up to other areas of the county, state or nation. Our county's most distressed neighborhoods were selected to be the "Lane County Promise Neighborhoods" based upon risk factors correlated with school failure and community readiness and interest. We are currently investing in high-quality early childhood programs, best practice parenting education activities, and childcare improvement networks. We have also established baseline early literacy data for all incoming kindergarteners in Lane County and piloted a measure of social/emotional skills at school entry.

Success By 6® is a co-lead on Oregon's Help Me Grow project, an initiative to identify children at risk for developmental difficulties or delays earlier by increasing regular developmental screening and surveillance; link children and families to appropriate community services via the locally-developed "Parent HelpLine," a centralized point of access with an up-to-date database of community services and resources.

The opportunity presented by this grant will enhance Oregon's ability to make incredible progress on early childhood learning initiatives and to increase the number of children accessing high-quality services and entering school ready to learn. As a local community deeply committed to improving outcomes for children, we look forward to participating in and contributing to this important effort.

Sincerely,

Priscilla Gould
Executive Director

LIVE UNITED™

3171 Gateway Loop
Springfield, Oregon 97477

541.741.6000 Tel
541.726.4150 Fax
www.unitedwaylane.org

Northwest Health FOUNDATION

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

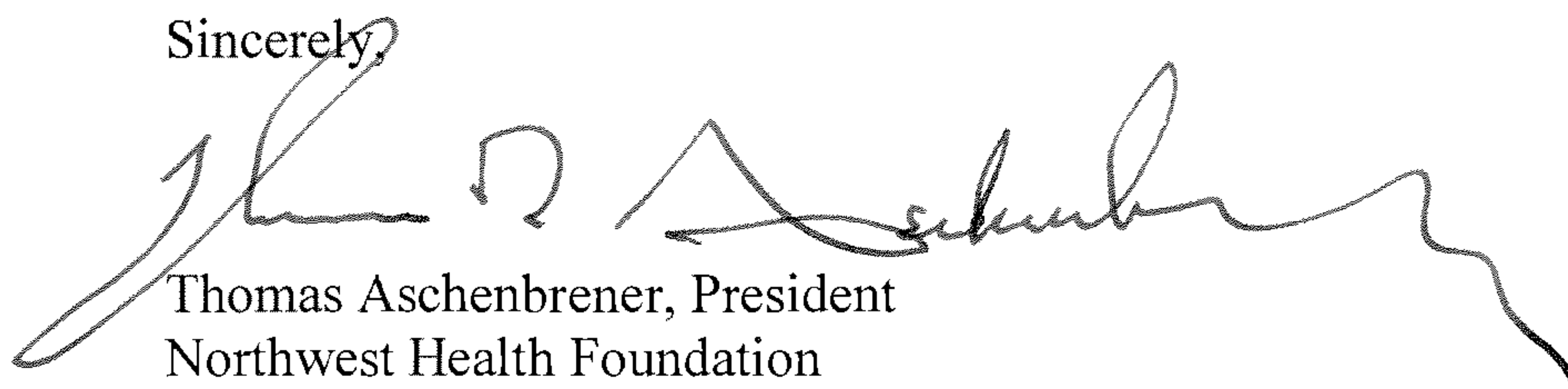
Dear Governor Kitzhaber,

The Northwest Health Foundation is pleased to submit this letter of support for Oregon's Race to the Top—Early Childhood Challenge grant proposal. Given the momentum that currently exists in Oregon around transforming our early childhood learning system, we are confident that a Race to the Top—Early Childhood Challenge grant will allow Oregon to make significant progress toward reaching the goals in Oregon's Early Childhood Learning and Development initiative.

The mission of Northwest Health Foundation is to advance, support and promote the health of the people of Oregon and southwest Washington. We believe that health is more than health care; health is a state of physical, mental, spiritual and social well-being, and not merely the absence of disease or infirmity. Because of our organization's broad definition of health, the Northwest Health Foundation has been a consistent supporter of early childhood education issues. For example, the foundation is a member of the Early Childhood Funders Learning Circle, and in 2010 we provided funding in collaboration with three other Oregon-based funders (The Oregon Community Foundation, the Meyer Memorial Trust, and The Ford Family Foundation) to support a state advisory council on early education. The Northwest Health Foundation will certainly be willing to consider providing matching funds toward implementation of one or more of the collaborative projects laid out in Oregon's Race to the Top—Early Childhood Challenge grant proposal.

The Northwest Health Foundation has been impressed by your leadership and commitment to creating a coordinated early childhood learning system connected to K-12. The changes proposed for Oregon's educational landscape mirror the exciting transformation you are spearheading for Oregon's health care system. The Northwest Health Foundation is particularly excited about these parallel transformation processes because it is through coordinated improvement of all the systems that impact the health of our children that Oregon's children will have a better future. In the collaborative environment that exists in Oregon, we are excited about the potential outcomes we in Oregon can reach together with the support of a Race to the Top—Early Childhood Challenge grant.

Sincerely,



Thomas Aschenbrener, President
Northwest Health Foundation



ADDICTIONS AND MENTAL HEALTH DIVISION

Oregon
Health
Authority

John A. Kitzhaber, MD, Governor

September 30, 2011

500 Summer St NE, E-86

Salem, OR 97301-1118

Voice: 503-945-5763

Fax: 503-378-8467

TTY: 800-375-2863

www.oregon.gov/OHA/mentalhealth

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber:

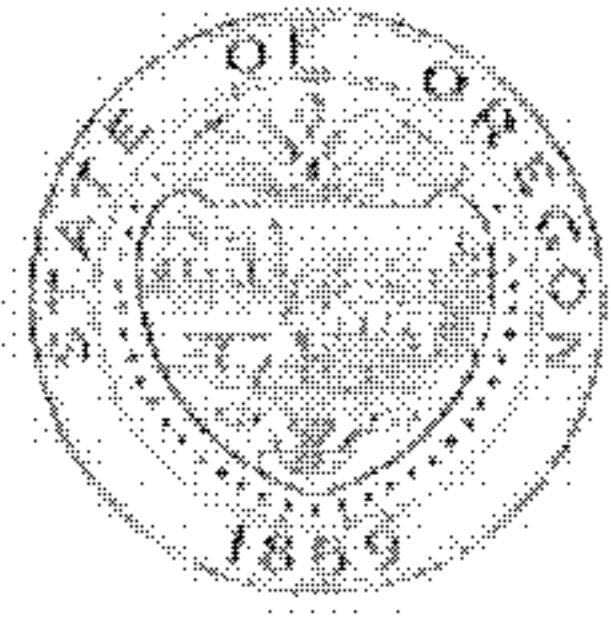
On behalf of the Addictions and Mental Health Division (AMH), being submitted by the Child Care Division, I am pleased to write this letter of support for the Race to the Top grant application. This grant will support systems development, the coordination of early learning programs and increased access to high-quality and developmentally appropriate services and programs among children with high needs. The grant focus of supporting the development of a stronger early childhood system fits well with the vision and work being done by the Oregon Health Authority (OHA) and AMH.

OHA and AMH are engaged with stakeholders in the transformation of the health care system to improve health, enhance the patient experience of care and reduce costs. The policy goals of the Race to the Top grant and the enthusiastic support for moving forward, create optimism that our work with health transformation will link with the work of the early childhood system. This grant will play a crucial role in Oregon's effort to build quality, comprehensive statewide early childhood systems serving children with high needs. AMH looks forward to collaborating with other partners working with young children and their families in system planning and program development.

Sincerely,

Richard L. Harris
Director

KS/dd



OFFICE OF THE DIRECTOR

John A. Kitzhaber, MD, Governor

Oregon
Health
Authority

500 Summer Street NE E20

Salem, OR 97301

Voice: 503-947-2340

Fax: 503-947-2341

www.oregon.gov/oha

September 28, 2011

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street NE
Salem, Oregon 97301-4047

Re: Department of Education, Race to the Top – Early Childhood Challenge
Grant Application

Dear Governor Kitzhaber:

On behalf of the Oregon Health Authority (OHA), I am pleased to provide support for Oregon's application for the Race to the Top – Early Childhood Challenge Grant application. This grant will provide critically needed infrastructure for our child care and early education systems, which are key partners in supporting our children to be healthy and ready to learn – key factors in the well being of our communities.

This grant will help leverage the aggressive work we have been doing in Oregon over the past several years to improve our health system. The Healthy Kids health insurance plan, adopted by the 2009 Legislature, has enabled the state to add 94,000 children ages birth to 18 to the Oregon Health Plan, which is Oregon's medicaid waiver plan for individuals and children who have household incomes up to 300% of the Federal Poverty Level. In 2010, the Oregon Health Policy Board, which advises and oversees my agency, released the Oregon Action Plan for Health, representing the input and collaboration of public and private stakeholders about how to transform Oregon's health system to achieve outcomes that improve lifelong health, increase quality and availability of care, and increase affordable health care for everyone. The Board's Health Improvement Plan, created through the Action Plan process, identified increased high school graduation rates as a critical component of improving our population's health, and is a good example of how we view education and health as closely intertwined.

Oregon has also been a strong supporter of the Affordable Care Act, with our state moving forward with implementation of Coordinated Care Organizations and Patient-Centered Primary Care Homes in a model of health care delivery that includes the patient, the community, and standards that promote prevention across the life span of families.

The timing is excellent for the Race to the Top Challenge grant to invest in Oregon's health and education partnership for all children. OHA looks forward to the partnership with the new Early Learning Council to develop innovations that improve health for children and prepare children to learn, with all of the benefits that will produce for these children as they grow and for our communities.

Sincerely,

A handwritten signature in black ink, appearing to read "Bruce Goldberg". The signature is fluid and cursive, with a large initial "B" and a long, sweeping tail.

Bruce Goldberg, M.D.
Director



September 28, 2011

Child Development and
Rehabilitation Center

Oregon Center for Children and
Youth with Special Health Needs
(OCCYSHN)

Mail code CDRC
707 SW Gaines
P.O. Box 574
Portland, OR 97207-0574
tel 503 494-8303
toll free 1-877-307-7070
fax 503 494-2755
www.occyshn.org

Marilyn Sue Hartzell, M.Ed.
Director, OCCYSHN
hartzell@ohsu.edu
503 494-6961

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Re: Oregon Application for the ***Race to the Top – Early Childhood Challenge***

With great anticipation, I am delighted to support the application for the State of Oregon's application to the U.S. Department of Education and U.S. Department of Health and Human Services for the ***Race to the Top – Early Childhood Challenge*** grant. As the director of the Oregon Center for Children and Youth with Special Health Needs and as the parent of two children with significant health and other developmental needs, I am fully aware of the great need in our state for the resources this grant would provide to Oregon to positively impact our state's ability to prepare Oregon's children for school and a lifetime of successful learning and well-being.

The Oregon Center for Children and Youth with Special Health Needs addresses the complex and chronic health and health related needs of children birth to 20 years of age. These children face a broad array of needs across multiple domains including physical, developmental, behavioral or emotional health. These needs impact their ability to learn and participate fully in school. This grant provides a significant opportunity for Oregon's system of early childhood to increase its capacity to meet the needs of all young Oregonians. As this funding opportunity focuses on kindergarten readiness, coordination of early learning programs and increased access to high-quality and developmentally appropriate services and programs among high-need children, it will increase our collective ability to assure we are meeting the needs of all children.

This is an opportunity for Oregon to make significant progress on the Governor's Early Childhood Learning and Development initiative and to increase the number of children accessing high-quality programs and services. We are most excited about the opportunity through this grant to impact the outreach and services to children with high needs who will be able to access high-quality programs, the ability to measure and track outcomes for children and to support effective referral and linkages to other systems of care to increase our children's overall health, learning and developmental outcomes.

Respectfully,

A handwritten signature in cursive script that reads "Marilyn Sue Hartzell".

Marilyn Sue Hartzell, M.Ed.
Director, OCCYSHN

Linn-Benton COMMUNITY COLLEGE

6500 Pacific Boulevard SW
Albany, OR 97321
(541) 917-4999
<http://www.linnbenton.edu>

September 20, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047


Dear Governor Kitzhaber,

Thank you for your sincere interest in our youngest citizens. I am writing to join you in supporting Oregon's application for the Race to the Top – Early Childhood Challenge grant. I am the dean of the Liberal Arts, Social Systems and Human Performance Division at Linn Benton Community College. The division is home to the Education/Child and Family Studies, Family Connections (our local Child Care Resource and Referral agency), and Parenting Education departments. Our on-campus childcare is provided by Head Start. My personal career includes twenty years in early childhood education.

I have been particularly pleased with Oregon's efforts to increase the quality of early childhood education by investing in training teachers. Local child care providers take classes offered through LBCC's Family Connections and Child and Family Studies departments. Grants supporting the Child Care Resource and Referral system, and scholarships available for individuals (through programs like the Oregon Education and Quality Investment Partnership), make it possible for working providers to start and/or continue their education. At LBCC, we have been successful in obtaining federal training funds because of the infrastructure built with state and local funds. In addition to training the current workforce, we offer an associates degree on-site to Head Start employees and we offer certificate and associate degrees for students wanting to become early childhood educators.

The Child Care Resource and Referral programs are critical partners in this effort. The RTT-ECC grant would support the CCR&R system and other partners invested in furthering a coordinated early childhood learning and development statewide system.

Sincerely,



Elizabeth J. Hogeland, Ph.D.

Dean, Liberal Arts, Social Systems and Human Performance Division
Linn Benton Community College



September 26, 2011

To Whom it May Concern;

Oregon's early childhood community is committed to programs that make a real difference to the state's current, and future, citizenry. I have been a practitioner in Early Childhood Care and Education in the state of Oregon since 1977, serving on the board for the Oregon Association of Child Care Directors since 1997, and as organization president from 2001-2004. Nationally unique, OACCD is truly grass-roots, formed in 1980 by administrators of early childhood programs. Our triple mission is to provide our membership with education, support and advocacy: practitioners helping practitioners.

To this aim, our membership has been involved in advisory and development groups for over 20 years, assisting the state of Oregon to create programs and initiatives that are relevant and achievable. Oregon recognizes that it is invaluable to have regular input from those the initiatives are meant to support—the very people who implement the programs—assuring success.

Race to the Top funds will allow Oregon to implement significant initiatives like EQUIP (Education and Quality Investment Partnership). Our early childhood workforce benefits from a comprehensive professional development system (the Oregon Registry), scholarship dollars they may apply to an informed professional plan, and incremental education awards placed directly in the hands of the workforce. Oregon's Infant/Toddler, School Age, and program Director credentials promote specialization in our highly qualified workforce. Our facilities benefit from achievable Quality Indicators, helping administrators target improvement in research proven areas. The new Oregon Program of Quality further directs programs toward recognized quality standards. Achievement of OPQ, and the work towards achievement, allows programs a rigorous intermediary step toward accreditation, resulting in quality enhancement and a resource of programs ready for Head Start and special education placements. Ultimately, our public education system benefits with well-prepared entrants poised for success.

Governor Kitzhaber has put together a team and a vision for coordination of services and education for the 21st century. The thoughtful inclusion of our most trusted advocates and respected researchers ensures achievable and appropriate goals. Our professional workforce is enthusiastic to be involved in a connected system that will meet the needs of the most vulnerable population, assuring that all children have access to specialized educational services, including diverse socio-economic and geographically distant.

OACCD advocates Governor Kitzhaber's early childhood initiatives with our constituents. We further assist by providing educational forums utilizing our semi-annual state-wide conference schedule, our web resources, our affiliate network, and our traditional newsletter format. We regularly feature speakers from the state of Oregon to outline trends and initiatives, and are a resource for active participants in councils, committees, development groups, pilots and field tests.

Oregon's commitment to the early childhood workforce, and the parents of the children they serve, includes the commitment to putting resources and efforts directly in the hands of those who do the work. We fully support Oregon's application for Race to the Top, confident the funds will be applied with excellent effect and measurable results for the children of Oregon.

Sincerely,

Colette Brown
Advocacy Chair, Oregon Association of Child Care Directors
Managing Director, Providence Wee Care Child Development Center
503-215-6124



College of Public Health and Human Sciences

Oregon State University, Hallie E. Ford Center for Healthy Children & Families, 2631 SW Campus Way, Corvallis, Oregon 97331
Phone 541-737-3673 | Fax 541-737-2930 | HallieFordCenter@oregonstate.edu

The Honorable John Kitzhaber, Governor
160 State Capitol, 900 Court Street
Salem, OR 97311

September 30, 2011

Dear Governor Kitzhaber:

On behalf of Oregon State University, I commend you for your leadership and commitment in leading our state to a coordinated early childhood learning system connected to K-12. We support efforts to secure the Race to the Top – Early Childhood Challenge Grant that parallels the transformational work you are leading. This initiative dovetails perfectly with the goals of our College of Public Health and Human Sciences (CPHHS) and especially the Hallie E. Ford Center for Healthy Children and Families, which I direct.

The Hallie Ford Center promotes the development and wellbeing of children and families by generating, translating, applying and sharing research-based knowledge. Our faculty advocates a holistic, interdisciplinary approach to research and outreach that considers the physical, psychological, social, and environmental influences on children and families. Our efforts are strategically directed toward four critical areas: (1) Healthy Development in Early Childhood; (2) Healthy Development for Youth and Young Adults; (3) Healthy Lifestyles and the Prevention of Obesity in Children and Families; and (4) Parenting and Family Life.

Our faculty recognizes that Oregon is at a turning point in how it serves children and their families. In passing Senate Bill 909, the Oregon Legislature voted to redesign education from birth through university. The inclusion of children from 0 to 4 within the state's vision represents a major change demonstrates why Oregon will be successful in meeting the goals of the Early Learning Challenge Grant. The Early Learning Council's will redesign integration of a diverse set of services including health, early childhood care and education, parent education, home visiting, and other services targeted to young children and their families is right in line with the Race to the Top vision. To the extent possible, all services should be aligned and integrated in order to serve the goal of school success for all.

Our faculty is committed to continuing our partnerships with state agencies and local community-based organizations to move Oregon forward to improve outcomes for children and families. If Oregon is awarded the Race to the Top – Early Childhood Challenge Grant, our faculty's research and outreach efforts may provide valuable insights for planning and assessing the accomplishments of the initiative. Our faculty will continue to offer expertise in their specialty areas. We are so pleased that you have already appointed Bobbie Weber, Ph.D., a member of our College and Center, to the Early Learning Council. In addition, the Center can provide meeting space to facilitate conversations regarding the planning and implementation of the grant.

I look forward to working with you and your leadership team as the vision for enhanced kindergarten readiness, the coordination of early learning programs, and increased access to high-quality programs among high-need children becomes a reality.

Sincerely,

Richard A. Settersten, Jr., Ph.D.
Endowed Director, Hallie E. Ford Center for Healthy Children & Families



Oregon

John A. Kitzhaber, M.D., Governor

Oregon Council on Developmental Disabilities

540 24th Place, NE
Salem, OR97301-4517
Voice (503) 945-9941
FAX (503) 945-9947
1-800-292-4154

September 19, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon97311

Dear Governor Kitzhaber,

We are writing in support of Oregon's Race to the Top – Early Childhood Challenge grant proposal. The proposal, in conjunction with your leadership and commitment in creating a coordinated early learning system, offers significant opportunities for Oregon's young children and their families.

The Oregon Council on Developmental Disabilities has for many years advocated for quality, inclusive early care and education services for young children with disabilities and higher level needs. Since 1998 the Council's Inclusive Child Care Program has increased access to appropriate child care for families of children with disabilities, emotional/behavioral concerns, or special health care needs. Through subsidy, training and other services we have worked closely with families and diverse early childhood settings throughout Oregon.

The proposed efforts will expand high-quality early childhood programs and increase the number of children with higher needs in quality programs. This builds upon Oregon's successful EQUIP initiative and other efforts to strengthen the state's early childhood workforce. Together, these elements will solidify Oregon's infrastructure for all young children and their families.

Our experience shows that an established infrastructure, with clear standards and expectations, minimizes barriers for children and families who face serious challenges finding appropriate care. A fragmented, uncoordinated system can in itself be an added barrier to finding and keeping care for children with higher level needs. This is especially true when access and service levels vary throughout the state. The proposed effort is a step toward an infrastructure accessible to families of children with a diversity of abilities and needs.

To further support the proposed efforts, the Council and its Inclusive Child Care Program will commit to the following:

- Coordinate financial assistance services to create comprehensive child care supports for young children with higher level needs and their families;
- Contribute expertise and technical assistance in strategies for including young children in all types of typical early childhood settings; and,
- Provide marketing assistance to inform families, child care providers, and the disability community about services and supports available to them.

Thank you very much for the opportunity to share our support. If you have any questions regarding this letter please contact Kathryn Weit at 503-945-9942 or Terry Butler at 971-673-2977.

Sincerely,

Kathryn Weit, Executive Director
Oregon Council on Developmental Disabilities

Terry Butler, Program Coordinator
Inclusive Child Care Program

HSB 1014
(4/00)

September 26, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047.

Dear Governor Kitzhaber:

We are writing in enthusiastic support of the State of Oregon's application to the U.S. Department of Education and U.S. Department Health and Human Services for the Race to the Top – Early Childhood Challenge grant. As members of the Health Matters Committee, we believe that this funding would have a lasting impact on Oregon's ability to prepare our children for school and a lifetime of successful learning and well-being.

The Health Matters Committee is a state-level, multi-sector collaboration representing a wide range of stakeholders in the health and mental health, primary care, early education, family support, and child welfare fields. The Committee has been engaged in program planning, systems development, and implementation strategies designed to promote optimal health, mental health, and developmental outcomes for Oregon's infants, toddlers, and preschoolers. The Early Learning Challenge grant would provide essential resources for infrastructure building activities which would advance several priorities targeted by the Committee. These include the establishment of a coordinated, multi-disciplinary system for screening families and children with high needs so that timely referrals can be made to appropriate services and supports.

As equally important, the funding would allow for the implementation of a unified data system to support effective decision making and wise use of resources dedicated to early learning, care, and development. Members of the Health Matters Committee strongly agree that this is an essential component of the early childhood system and the key to ensuring a process of continuous improvement of programs and services that are responsive to the needs of Oregon's children and families.

We thank you for your leadership in advancing Oregon's early childhood agenda and for this opportunity to voice our support for the Early Learning Challenge Grant application.

Health Matters Committee

Health Matters Committee

Diana J. Pettit
Name/Title MSW Nurse Consultant

OH - Office of Family Health
Agency

Bruce Spilde Program Supervisor
Name/Title Early Childhood Mental Health

Multnomah County Mental Health & Addiction Services
Agency

Terry Butler Program Coordinator
Name/Title

Exclusive Child Care Program
Agency Oregon Council on Developmental Disabilities

Joy Rowley / Family & Health
Name/Title Services Specialist

Oregon Child Development Coalition
Agency

Shelley Barnes / Family Involvement
Name/Title Coordinator

OCCYSHW
Agency

Marysue Hartzell / Director
Name/Title

OCCYSTH: Oregon Center for Children, Youth
Agency with Special Health Needs

Fran Boriskin / Children's System Coordinator
Name/Title

CINCUMMS MHO
Agency

Laurie Danahy / Early Childhood Specialist
Name/Title

Oregon Department of Education
Agency

Kathy Verbeet Child & Adolescent
Name/Title MH Program Specialist

Oregon Health Authority, Addictions & Mental Health Division
Agency

Name/Title

Agency

Name/Title

Agency

Name/Title

Agency

September 30, 2011

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street NE
Salem, Oregon 97301-4047

RE: Department of Education, *Race to the Top – Early Childhood Challenge* Grant Application

On behalf of the Oregon Title V Maternal, Child and Adolescent Health Block Grant and programs, I am pleased to provide support for Oregon's application for the *Race to the Top – Early Childhood Challenge* Grant application. This grant will provide critically needed infrastructure for our child care and early education systems, which are vital partners in supporting our children to be healthy and ready to learn – key factors in the well being of our communities.

The mission of Oregon's Title V program "is to improve the health of Oregon's women, children and families through preventive health policies, programs and services." The *Race to the Top Challenge* grant is a unique opportunity to expand and link our early childhood systems with a focus on data systems, quality care and outcomes, and integrated systems. Oregon is a leader in many public health approaches, particularly in the early childhood arena. Our state leads the nation with a breastfeeding initiation rate over 86%; the ALERT Immunization registry captures 94% of all children providing easy access and verification to early childhood providers; the Early Hearing Detection and Intervention Program identifies, follows up, and refers over 95% of at-risk children to Early Intervention; and we have model state plans for promoting physical activity and nutrition in childcare and education settings. The FamilyNet data system provides integration of child health information across public health programs, and our surveillance work provides valuable data at the state and county level on child risk factors and health outcomes.

One example of Oregon's effective state partnerships is our cross-agency home visiting partnership that has developed a coordinated system approach to home visiting. Based on the concept of "no wrong door", this unique design aligning multiple agency programs from education, childcare, public health, and the commission led to a series of federal home visiting grants awards totaling \$5 million in the last year. The home visiting system is an example of the ability of Oregon early childhood partners to work together to achieve shared outcomes, focused on improving the support of at-risk families at the community level. It also aligns with Oregon's health care transformation efforts to develop strong maternal, infant and child systems of care.

Oregon's Title V Program will support the *Race to the Top Challenge* grant through allocation of staff and resources to coordinate with Title V priority goals for this population, set through the

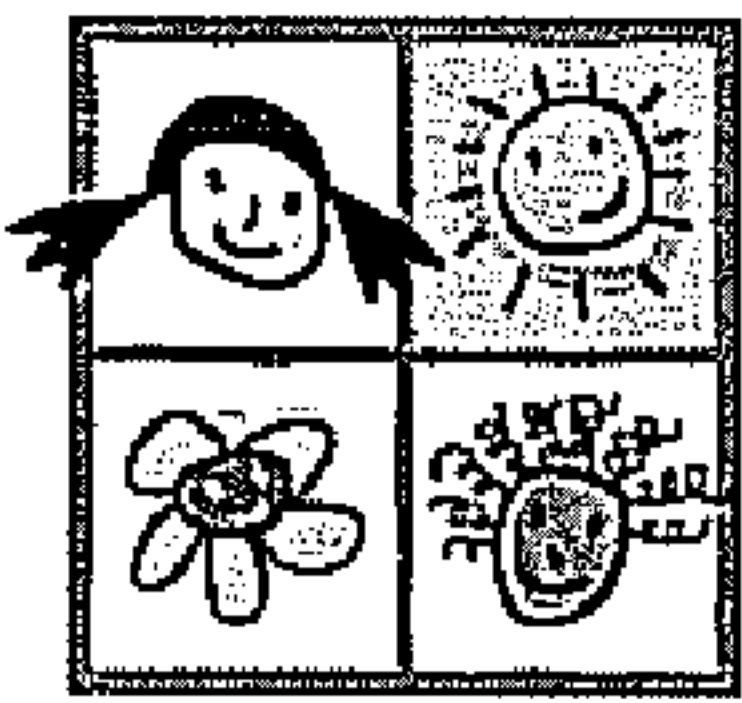
recent Five-Year Needs Assessment (2010). These goals include reduction of family violence, improved services for women with maternal depression disorders, improved parenting resources and education, increased oral health screening for young children, and increased linkages to mental health and specialty health care for children with special health needs.

The *Race to the Top Challenge* grant provides an opportunity to invest in improving quality, efficiency, and coordination of Oregon's health and education systems. Our state Title V program looks forward to utilizing the public health system to build strong linkages and coordination between our health transformation and early childhood systems. High quality childcare, education and coordination with the health care system will support all families in optimizing family resources, and having children ready to learn and thrive.

Sincerely,

A handwritten signature in black ink, appearing to read 'Katherine J. Bradley', written in a cursive style.

Katherine J. Bradley, PhD, RN
Administrator
Oregon Public Health Division
Office of Family Health



portland
children's
levy

Commissioner Dan Saltzman

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court St.
Salem, OR 97301-4047

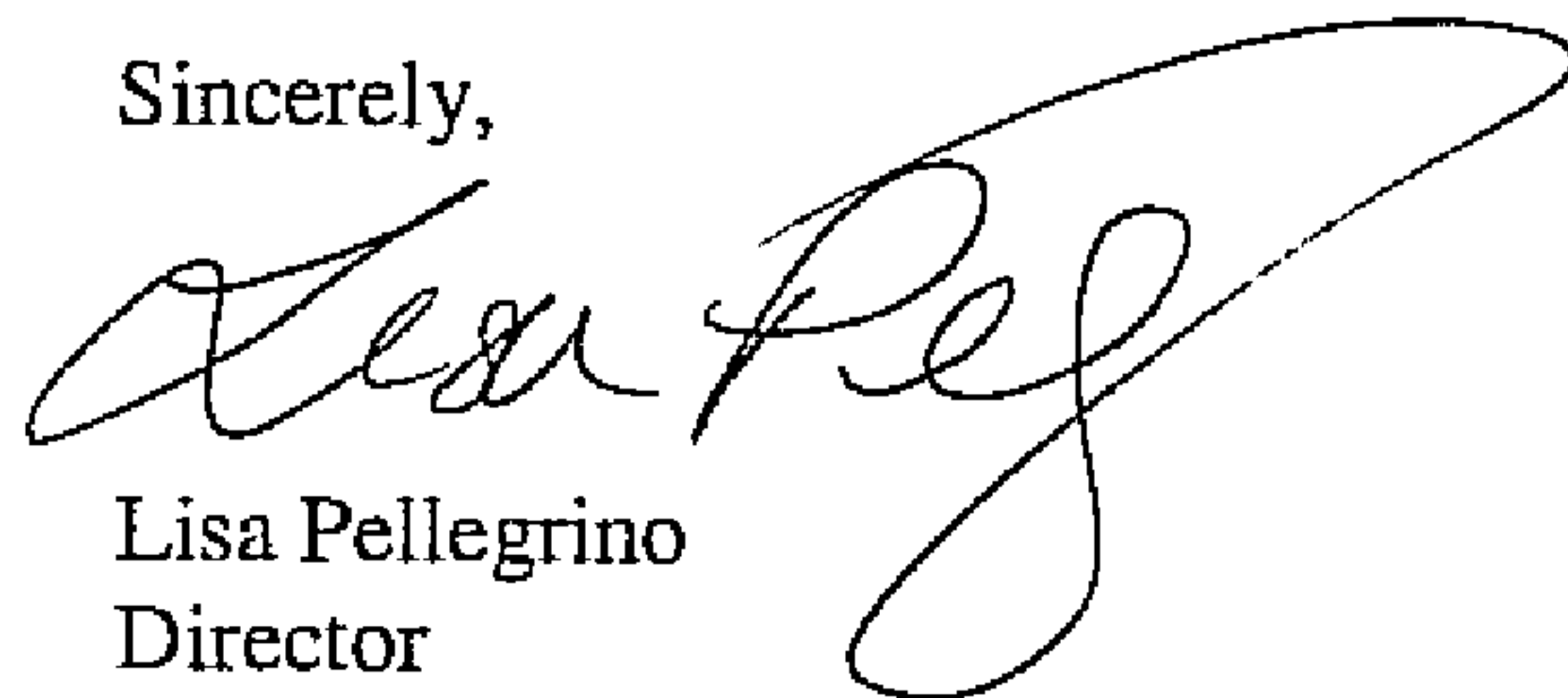
Dear Governor Kitzhaber:

I am writing to express enthusiastic support for Oregon's application for the federal Race to the Top – Early Childhood Challenge Grant. As a local funder of early childhood programs in Portland, we are thrilled to see Oregon propose an early childhood agenda that is focused on expanding high quality programs, building a statewide quality rating system for early childhood programs, implementing a statewide kindergarten readiness assessment, and creating a data system to track program quality and child development outcomes. Leadership to implement a statewide approach that elevates the importance of early childhood prevention and intervention programming is essential to moving Oregon forward in improving outcomes for its children.

The Portland Children's Levy is a local tax levy that is specifically focused on increasing children's access to high quality, proven programs in early childhood, after-school, mentoring, child abuse prevention/intervention and for youth in foster care with the goal of improving outcomes for youth. We invest in early childhood programs that the state will also seek to expand such as Oregon Pre-K, child care subsidies for low income parents, and Early Head Start. This grant will help the state make substantial progress on system reforms that will increase the impact of the investments we are making locally. We are eager to work with the state to see that the proposed reforms are implemented and will gladly contribute staff time and expertise to the effort. In addition, if the Levy is renewed by Portland voters in 2013, the Levy will be able to further leverage the state early childhood approach and reforms in choosing future investments to make on a local level.

Thank you for your leadership in this important area and we look forward to supporting your work.

Sincerely,



Lisa Pellegrino
Director





COLLEGE OF PUBLIC HEALTH AND HUMAN SCIENCES
School of Social and Behavioral Health Sciences, 401 Waldo Hall, Corvallis, Oregon 97331-6406
Phone 541-737-2686 | Fax 541-737-4001 | health.oregonstate.edu

Oregon Child Care Research Partnership
Family Policy Program
323B Milam Hall
Corvallis, Oregon 97331-5102

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber,

Your leadership, the state's history of support for early childhood, and the solid early childhood services already serving the state make Oregon ideally suited to successfully implement the integrated early childhood system envisioned in the Early Learning Challenge grant.

Oregon was one of the first states to inform policy making through the work of a research partnership made up of policy makers, practitioners, and researchers and is used as a model nationally. Since the late 1980s the Oregon Child Care Research Partnership has provided solid data and research that has informed the development of both policies and practices. Since 2002 Oregon State University has coordinated the Partnership and conducted research that partners prioritized. Oregon leads other states in its ability to accurately describe its early childhood programs and workforce. The Partnership's research on the impact of child care subsidy policy has informed national as well as state policy. This solid partnership is one of the many assets that make Oregon ideally suited to successfully implement the high-quality plan described in the state's proposal.

Collaboration and collegiality mark the relationships within Oregon's early childhood system and those relationships provide the solid foundation for the transformational work described in the proposal. Oregon's early childhood system has already demonstrated its ability to achieve substantive outcomes for children and families. The goals described in the proposal are both ambitious and achievable as demonstrated by what has already been accomplished such as data systems that support measurement of the quality of facilities and workforce, incentive systems for facilities and providers, and an inclusive vision for early childhood in which partners from early care and education including Head Start/Oregon Prekindergarten, Early Intervention/Early Childhood Special Education, other community based early care and learning facilities, health, and home visiting work together.

Oregon has demonstrated its ability to meet the goals of the Early Learning Challenge grant. The Oregon Child Care Research Partnership supports the state's proposal and pledges its ongoing support of the transformational work in which the state is engaged.

Sincerely,

Roberta "Bobbie" Weber
Coordinator, Oregon Child Care Research Partnership
Family Policy Program



*Dedicated to Excellence
through Leadership and Service*

13455 SE 97th Avenue
Clackamas, OR 97015-8662
503 675-4000
503 675-4200 Fax
www.clackesd.k12.or.us

RECEIVED

SEP 29 2011

Milt Dennison
Superintendent

September 26, 2011

Governor's Office

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber:

Clackamas Education Service District (CESD) is pleased to submit this letter of support for Oregon's Application for the Race to the Top—Early Childhood Challenge Grant. As a leader in early childhood services collaboration and service articulation birth to college and career, we appreciate the opportunity afforded by this project to reinforce our successful collaborative relationships among early childhood partners. We look forward to enhancing current efforts to build a stronger, more coordinated and efficient early childhood learning system in Oregon.

Our early childhood services are horizontally and vertically aligned to create a hub of articulated services for children and families in partnership with early childhood service providers and school districts throughout the county. Our integrated model includes: Child Care Resource and Referral (CCR&R); Oregon Head Start Prekindergarten Program (OHSP), Early Intervention and Early Childhood Special Education (EI/ECSE) services that align with core public education and special education services, kindergarten through high school. We believe this collaboration among services within our hub model and with others throughout the state is an effective and efficient way to integrate and deliver high quality services that reach out to improve the quality of child care and preschool programs that translate into kindergarten readiness and lifelong learning for children and families.

Clackamas ESD supports the key elements of Oregon's Race to the Top—Early Childhood Challenge in that they mirror the key elements inherent in our service model. These include: coordinated early childhood development and learning services; expanded high-quality programs, increased number of high needs children accessing high-quality programs, contribution to the state's data system to track program quality, and promotion of early learning development outcomes. The public school districts we serve throughout Clackamas County are in support of Clackamas ESD providing these services and are active partners with us in OHSP, CCR&R and Early Childhood Education.

We are well positioned to help create, lead, support, and sustain high quality services within a coordinated early childhood learning system connected to K-12 education in Clackamas County and to serve as a model throughout the state.

Thank you for the opportunity to submit this letter of support for Oregon's bid for the Race to the Top—Early Childhood Challenge. You are welcome to contact me if you would like further information.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Dennison", with a long horizontal flourish extending to the right.

Milt Dennison, Ed.D.
Superintendent

c: Lisa Demoe, Oregon Child Care Resource & Referral

October 14, 2011

The Honorable John Kitzhaber, Governor
State of Oregon
160 State Capitol
900 Court Street
Salem, Oregon

Dear Governor Kitzhaber:

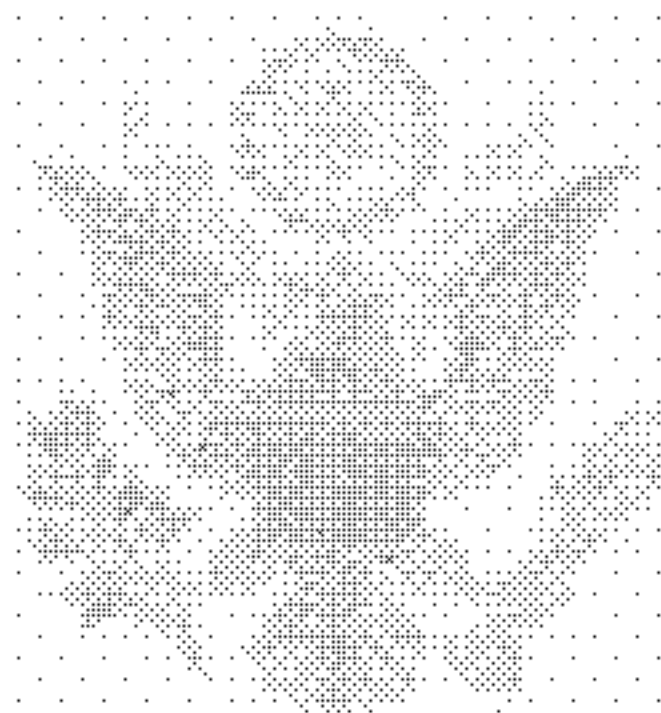
I am writing in support of the Oregon application for the *Race to the Top/Early Childhood Challenge* grant. AFT-Oregon has worked with and represented early childhood educators for more than 35 years. As President of American Federation of Teachers-Oregon, I see the Governor's vision for Early Learning as a cornerstone of his education reform agenda. It is consistent with our ongoing interest and commitment to raise awareness of the importance of early childhood education and its place in preparation for a lifetime of learning and success. Our organization is working on behalf of members in support of their quest for ever improving their readiness to undertake the challenges in Early Learning. Oregon has set a very clear outcome for Early Learning: ensuring that every child enters kindergarten ready and able to learn. Of the 45,000 children born in Oregon every year, forty percent are considered at-risk: They live in poverty, and may have an unstable family, or a parent who abuses drugs or has a criminal record.

The timing and focus of the Early Learning Challenge Grant aligns perfectly with the agenda, actions, and investments of Oregon's Governor and legislature. A grant awarded to Oregon will accelerate system change and ensure that real system reform is achieved in a rapid time frame, delivering long overdue results for children and families across Oregon. This grant will be a catalytic investment in a new, outcome-focused system that will produce returns for children, families, and taxpayers.

Very truly yours,



David J. Rives
President



HOUSE OF REPRESENTATIVES
WASHINGTON, D.C. 20515

October 18, 2011

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street
Salem, OR 97036

Dear Governor Kitzhaber:

I am writing in support of the State of Oregon's application to the U.S. Department of Education for a Race to the Top - Early Childhood Challenge program grant.

As I understand it, this \$50 million request would support the state's Early Childhood Learning and Development Initiative to implement a statewide system to improve and increase access to early learning programs for high-need children.

Furthermore, I understand this system would utilize proven business practices to insure funds and services are delivered to children and families rather than going to administration. Specifically, it limits program budget overhead to fifteen percent, and requires client level data integration and performance based contracting. This high level of accountability would promote more measurable outcomes and result in higher quality programs.

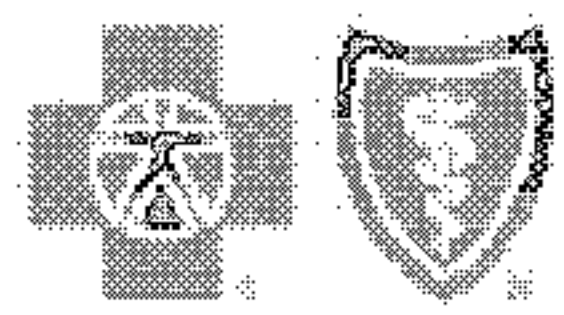
In addition to the potential return on investment of federal funding, this initiative further demonstrates the state's leadership and commitment to expanding its high quality early childhood development programs. For example, Oregon has increased funding for Oregon Pre-K, increased child care subsidies, and expanded Early Head Start using state general fund dollars.

I urge the U.S. Department of Education's consideration and support this worthy application. If I can provide any further information, please do not hesitate to contact me at my Medford district office.

Sincerely,

A handwritten signature in black ink that reads "Greg Walden". The signature is fluid and cursive, with the first name "Greg" being more prominent than the last name "Walden".

GREG WALDEN
Member of Congress
GW/tf



Regence

Life and Health Insurance Company

Independent Licensee of the Blue Cross and Blue Shield Association

100 SW Market Street
P.O. Box 1271 E-3A
Portland, OR 97207-1271
(800) 756-4105

October 15, 2011

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kitzhaber,

I am writing to you offering my support and endorsement for the State of Oregon's application for the Race to the Top – Early Childhood Challenge grant.

Determining the most effective way to invest scarce available grant dollars is an ongoing struggle within each of our communities. This said, there is no disagreement about the short and long-term value coming from aggressive investment in early childhood programs. The early childhood development field is fortunate to be rich in experience and data pointing to the benefits of investment in early childhood education programming. These benefits are seen in the increased success rates for our children's growth and development, and lower long-term costs for our communities.

Oregon has made significant strides in expanding capacity in high quality programs such as increased funding for Oregon Pre-K, increased childcare subsidies, and expansion of Early Head Start; yet, significant opportunities remain. It is clear that our successful capture of the Race to the Top grant allows the State to continue the successful integration of high-quality, accountable programs while promoting early learning and development outcomes, and a powerful early childhood education workforce.

Your work to closely align the priorities of the Oregon Education Investment Board and the Early Learning Council is an excellent example of the groundwork now in place that will increase the likelihood of Oregon being able to advantage the full value of the Race to the Top grant. The grant allows the State to continue to build on its successful history of programs such as the Education and Quality Investment Partnership.

While our history in providing early childhood support is well known, the grant allows us to increase the number of high-needs children accessing high quality programs and at the same time measure outcomes and progress.

Regence Life and Health is focused on partnering with key stakeholders to transform the health care financing and delivery system by supporting opportunities such as the Race to the Top grant. This is an opportunity to take a significant step towards long term improved quality of life and decreased health care costs for some of the most vulnerable members of our community.

Sincerely,

William Barr
Chief Executive Officer

WB/pau