

IV. APPLICATION ASSURANCES AND CERTIFICATIONS
Race to the Top – Early Learning Challenge
(CFDA No. 84.412)

Legal Name of Applicant (Office of the Governor): Governor John A. Kitzhaber, MD	Applicant's Mailing Address: 160 State Capitol 900 Court Street NE Salem, OR 97301
Employer Identification Number: EIN 93-0600526	Organizational DUNS: DUNS 13-672-5434
Lead Agency: Department of Human Services Contact Name: <i>Duke Shepard</i>	Lead Agency Contact Phone: 503-378-5540 Lead Agency Contact Email Address: Duke.shepard@state.or.us
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Note: See attached documents for signatures	
Signature of Governor or Authorized Representative of the Governor:	Date:
Lead Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Lead Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name):	Agency Name:

Signature of Participating State Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:

See attached documents for original signatures

State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General (Printed Name):

Telephone:

Signature of the State Attorney General or Authorized Representative of the Attorney General :

Date:

See attached documents for original signatures.

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 – Government-wide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name):	
Signature:	Date:

See attached document for original signatures

V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
Early Learning Council	Page 276 in Appendices Section	Responsible to carry out Governor's reform agenda in SB 909 – merge, realign all early childhood programs
Department of Education	Page 309 in Appendices Section	<ul style="list-style-type: none"> • State Education Agency • Head Start Collaboration Grant • State-Funded Pre-Kindergarten (state Pre-K) • Oregon Early Head Start • IDEA Part C (birth to age 3) • IDEA Part B, 619 (age 3 to kindergarten entry) • Title I - ESEA
Employment Department	Page 299 in	<ul style="list-style-type: none"> • Child Care Development Fund

	Appendices Section	(CCDF) <ul style="list-style-type: none"> • State's Child Care Licensing
*Department of Human Services	Lead Agency	<ul style="list-style-type: none"> • Temporary Assistance for Needy Families • CCDF-funded child care subsidies • State Advisory Council on Early Childhood Education and Care/ARRA Grant • Children's Wraparound Initiative
Oregon Health Authority	Page 288 in Appendices Section	<ul style="list-style-type: none"> • Maternal and Child Health Block Grant Title V and Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Grant
Commission on Children and Families	Page 282 in Appendices Section	<ul style="list-style-type: none"> • Healthy Families Oregon/Healthy Start Home Visiting Program. • Fund Relief Nurseries
Oregon State Library	Page 294 in the Appendices Section	<ul style="list-style-type: none"> • Ready to Read

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

VI. SELECTION CRITERIA

Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.

Core Areas -- Sections (A) and (B)

States must address in their application all of the selection criteria in the Core Areas.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

- (a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;
- (b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;
- (c) Existing early learning and development legislation, policies, or practices; and
- (d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.

- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

(Enter narrative here – recommended maximum of ten pages)

A (1) – Demonstrating past commitment to early learning and development

Governor John Kitzhaber, MD, entered office determined to implement rapid changes and improvements for Oregon despite the dismal economic realities of unemployment, budget reductions, and home foreclosures. In fact, these obstacles inspired his grand vision for the state's future, in which early childhood learning and development claim their rightful place within the larger education system. The time has come for substantial and meaningful adjustments throughout government that

build on past achievements and that create an outstanding early learning and development system for all children, including those with high needs, and their families. The changes proposed by Governor Kitzhaber are embraced and supported by bi-partisan leaders in the Legislature. Oregon's State Plan is an ambitious, well-supported and achievable blueprint for system transformation.

(a) Financial investment from January 2007 to the present, including amount of the investment in relation to the size of the state's population with high-needs – Over the past five years, Oregon has invested a total of \$721,600,996 in high-quality programs such as Head Start, Early Head Start, Oregon Pre-K, IDEA, Part C, special education (ages 3 through kindergarten entry), Child Care Development Fund, TANF, Child Care Contribution Tax Credit and Relief Nurseries. A total of 177,235 children with high needs participated in the above programs from 2007 to 2011. Another \$29,153,971 of local funding (Portland Children's Levy) was invested in early learning and development programs serving 26,692 children birth to five during the same five-year period. Thus, the total five-year investment (state and local funding) was \$1,675 per child aged birth to five years, and approximately 44,500 children were served annually. Finally, the private foundation sector has and continues to be a major supporter of early childhood learning and development. From 2007 to 2011, the Early Childhood Funding Circle, a consortium of local and regional foundations, contributed \$10,031,922 to programs such as: scholarships, Quality Rating and Improvement System, Child Care Resource and Referral, Ready to Learn, Reading for Healthy Families, Parenting Education and development of an early childhood learning system. (See Priority 5: Invitational Priority – Encouraging Private-Sector Support.) Refer to Tables A(1)-4, A(1)-5 for historical data on funding and participation.

Oregon Early Learning Investment Milestones:

Oregon Pre-Kindergarten – In the 2007-2009 biennium, the Oregon State Legislature appropriated an additional \$39 million to expand the number of three- and four-year-old children in poverty receiving Oregon Head Start Pre-Kindergarten services resulting in twice as many children receiving state support within two years (an increase of 3,056 enrollment slots by 2009). The 2011-13 Oregon State Legislature responded to advocacy around the Governor's early childhood budget and reform

agenda and restored 606 enrollment slots cut in the previous year. The total budgeted state Pre-K investment for the 11-13 biennium is currently \$122,353,886. Refer to Table (A)(1)-4 for historical data on funding for Oregon Head Start Pre-Kindergarten.

Early Head Start – Oregon grantees began providing federally funded Early Head Start (EHS) services in 1995. The number of grantees funded to provide EHS services has doubled in the past five years. There are currently 16 EHS federal grantees in Oregon that serve all major metropolitan areas as well as rural counties around the state. From the beginning, the City of Portland has used locally generated Portland Children’s Levy dollars to supplement Federal EHS funding. In February 2010, the State Legislature appropriated an additional \$1,000,000 for Early Head Start. Despite the recent economic downturn, which reduced state budgets nearly across the board, Governor Kitzhaber maintained state EHS funding for the 2011-13 biennium as part of Oregon’s Early Childhood reform package. Refer to Table (A)(1)-4 for historical data on funding for Early Head Start.

Early Intervention and Early Childhood Special Education – State contributions to this program increased from \$52,200,012 in 2007 to \$56,478,231 in 2011. These contributions show continued financial support for the youngest and most vulnerable children in the State. Refer to Table A(1)-5 for historical data on participation of children receiving EI/ECSE services.

Child Care Subsidies – In addition to Child Care and Development Fund (CCDF) resources, the 2007 legislature made an additional \$40 million investment in Employment Related Day Care (ERDC), increasing the program’s ability to support employment and early childhood enrichment. The Oregon Department of Human Services (DHS) has raised income limits to serve more working families, decreased parent copayments to bring child care costs closer to the state goal of 10% of household income and raised maximum payment rates to providers to broaden access to a range of child care. The impact of these changes has been profound. The 2008 Child Care Market Price Study found that DHS reimbursement rates increased access from just 26% to 68% of the child care market. Throughout the budget crisis, the Oregon legislature has strongly supported ERDC, proving its commitment to high quality child care choices for at-risk families.

Tax Credit – In 2003, the legislature enacted the Oregon Child Care Contribution Tax Credit. Contributing taxpayers receive an Oregon tax credit of 75 cents for each dollar contributed. Oregon used program credit proceeds to fund quality-improvement demonstration projects from 2004-2009 and measured the impacts of these programs using a random-assignment evaluation. These projects provided valuable information to launch the statewide TQRIS. Refer to Table A(1)-4 for historical data on funding for Child Care Tax Credit.

Relief Nurseries – Oregon has developed an extensive network of Children’s Relief Nurseries for children birth to five and their families. Relief Nurseries provide a unique array of comprehensive family services easily accessible to low-income parents with young children who are at high risk for abuse or neglect. Fifteen nurseries now offer respite care, therapeutic early childhood classrooms, home visiting and parent education. In 2011, \$1,830,683 in Oregon general fund dollars are budgeted for investment in the network of Relief Nurseries serving 2,573 children and their families. Refer to Table A(1)-5 for historical data on funding for Relief Nursery programs.

Home Visiting – Oregon has a longstanding commitment to the provision of home visiting services for families at risk for poor health, developmental and socioeconomic outcomes. Since 1993, home visiting has increasingly been used as a core component in over 10 state-funded programs serving vulnerable children and families. Oregon recently received notice that its bid for Maternal, Infant, and Early Childhood Home Visiting (MIECHV) competitive grant dollars was successful. Supplementing the MIECHV formula grant, the award will enhance ongoing state efforts to develop a comprehensive home visiting system with a continuum of services through the expansion of the Nurse Family Partnership program.

Portland Children’s Levy – In November 2002, Portland voters approved the Children’s Levy and in the fall of 2008, the city electorate enthusiastically renewed the Levy for another five years. This Portland program generates more than \$12 million annually for programs focused on early learning and development, after school and mentoring, child abuse prevention and foster care. Levy-funded programs improve the lives of 16,000 of Portland’s neediest children age birth through 24 and their

families each year. The early childhood learning and development programs include early childhood education and intervention, parenting education and access to immunizations and health screenings so children enter kindergarten ready to succeed. Rigorous evaluations are providing further evidence of the positive impacts of stipends, scholarships, quality rating, and enhanced subsidies on quality in Early Learning and Development Programs. Refer to Table A(1)-4 and A(1)-5 for historical data on Levy funding.

(b) Increasing, from January 2007 to present, the number of Children with High Needs

participating in Early Learning and Development Programs – According to the 2010 U.S.

Census, there are 243,000 children under the age of five living in Oregon with an annual birth rate of 45,000 children. Roughly 40% of these children are exposed to a well-recognized set of socio-economic, physical or relational risk factors that adversely impact their ability to develop the foundations of school success. These include poverty, unstable family backgrounds, substance abuse, criminal behavior and negative peer associations. This 40% figure roughly compares to the 112,757 children five and under living in poverty (Table (A)(1)-1) who could benefit from access to high-quality programs.

With Oregon's expansion efforts and policies, it is estimated that roughly half of these children receive services. In addition, partnerships have developed between state and local public and private nonprofit programs to identify and enroll high-risk children in these services. Oregon Head Start Pre-Kindergarten enrollment has increased by 2000 slots and currently serves more than half of the Head Start enrollment slots in the state. Early Head Start slots were increased by the Oregon Legislature in 2010 and continue to be a priority focus of the Portland Children's Levy. The CCDF subsidy program served 9.2% of children under 5 in 2010. The number of children qualifying for and receiving EI/ECSE (a mandated program in which every qualifying child receives services) continues to grow each year. A comparison of annual December 1st Special Education Child Count (SECC) data show that the number of children in the program grew by 12.7% between 2007 and 2010. Refer to Table (A)(1)-5 for Historical data on the participation of Children with High Needs in Oregon Head Start and Oregon Pre-Kindergarten, Early Head Start and EI/ECSE programs.

(c) Existing early learning and development legislation, policies, or practices – Key system components of Oregon’s existing early childhood system can be found in Section A(2)-a beginning on page 45.

Governor’s Early Childhood and Family Transition Report – This report, prepared by the Early Childhood and Family Investment Transition Team in January 2011, serves as the policy foundation for system change (see the Transition Report on page 32 in the Appendices Section).

Recommendations mirror the Race to the Top early learning priorities such as tiered quality rating and improvement system, kindergarten readiness assessment, integrated data system, workforce development, comprehensive assessments and outcomes shared across all early childhood systems.

The Early Learning Council (ELC) – Senate Bill 909 used the recommendations of the Transition Team Report to establish the Early Learning Council and direct the Council to prepare and submit a plan to merge, redesign and improve coordination of early childhood services. The Council plans to build on work already underway and intends to partner with five participating state agencies to re-engineer and transform Oregon’s Early Childhood System. Over eight existing structures and coordinating councils are expected to be merged so that the Council provides a single oversight authority for early childhood learning and development policy, funding and programs.

Concomitantly, an Early Learning Systems Director will be hired, reporting to the Governor, to oversee the alignment of state agency structures, programs and funding. (See page 1 in the Appendices Section for SB 909.)

Oregon Education Investment Board (OEIB) – The work of the Early Learning Council is expected to be integrated into the work of the Oregon Education Investment Board. The OEIB is statutorily charged with the development of an integrated 0-20 education system headed by the Governor. In an unprecedented move, the OEIB consolidates the work of two existing boards (the Oregon Board of Education for K-12 and community colleges and the Oregon Board of Higher Education for the university systems). It will work closely with the Early Learning Council to implement a State Plan to merge, redesign, and improve the coordination of early learning and development services and

programs into larger 0-20 education reform efforts.

Senate Bill 552 – this bill was passed on a bi-partisan basis by the 2011 legislature and designates the Governor as the state’s Superintendent of Public Instruction (SPI). Since 1873, Oregon has had an independently elected SPI. Senate Bill 552 enables integration and coordination of education and early childhood efforts by ensuring they are all now part of the Executive Branch of government. (See page 14 in the Appendices Section for SB 552.)

Senate Bill 248 – this bill established full-day kindergarten in Oregon public schools beginning in 2015. This direction aligns perfectly with the Governor’s vision for preparing all children for kindergarten and reading by the end of first grade. (See page 6 in the Appendices Section for SB 248.)

Oregon Healthy Kids – adopted by the 2009 legislature as House Bill 2116, Healthy Kids has resulted in the reduction of the number of uninsured children from 11.3% in 2009 to 5.6% in 2011. As envisioned by the Governor and the Legislature, Healthy Kids provides a key touch point for assessment and service referral in a unified and integrated system of child and family supports. Oregon has exceeded the original goal of bringing healthcare to 80,000 children.

Early Identification and Support of Children with High Needs – Oregon is designing and implementing a universal screening process across health, education and human service systems. The goal is to identify Children with High Needs as early as possible and provide family-based support to increase positive child development outcomes and reduce the “readiness gap.”

Increasing Standards and Accountability for Early Learning and Development Programs – Oregon is converting its contracts to outcome and performance agreements, establishing universal outcomes and standards for all state programs, developing an integrated statewide data system, and re-initiating a kindergarten readiness assessment.

Focus on Outcomes and Return on Investment – Oregon plans to rely on key tools to help ensure its early learning reform produces desired outcomes and return on investment, such as: an integrated data system collecting data on client level outcomes; an overhead limitation on the cumulative service delivery system budget; accountable single source management through the community-based family support managers; and a 21st century management structure to be created by the Governor’s Health Care Transformation and Education Reform initiatives.

Integrating Governance and Resources – In addition to the work of the Early Learning Council (described above), early childhood program resource cuts made during 2009-2011 biennium have been reversed, and regional accountability hubs are being established to ensure financial, programmatic and outcome accountability for all programs.

(d) Current status in key areas:

Tiered Quality Rating and Improvement System – In 2008, Oregon launched its statewide Tiered Quality Rating Improvement System (TQRIS) with the goal of improving child and family outcomes by increasing the quality of child care and education. Formerly named The Education and Quality Investment Partnership (EQUIP), the TQRIS has implemented a range of quality improvement projects into one system and pilot tested a tiered approach. Oregon’s current TQRIS includes:

- Quality Indicators Program (QIP), using research based structural indicators of quality to provide information on every licensed Early Learning and Development Program (ELDP). In 2009, Oregon provided all licensed child care centers with a report on the status of their program’s structural indicators of quality and compared them to state and national standards.
- Oregon Program of Quality (OPQ), building on early learning and development standards to identify ELDP that meet an aligned set of standards. These OPQs establish a cadre of ELDP with which public agencies can confidently contract for slots for high-need children, and create partnerships with Head Start and Early Intervention/Early Childhood Special Education.
- Oregon has begun to integrate these key components of the TQRIS into a more explicitly tiered system. Evaluation evidence and expert feedback are guiding Oregon as it identifies a

“core” set of standards to create mid-level tiers between state licensing and TQRIS Standards. This quality progression begins at licensure and allows programs to achieve a 5-star quality rating. Supports and incentives, linked data systems, and a web-based reporting system are in place. With final enhancements planned, Oregon is confident of achieving a comprehensive system that supports quality improvements, provides easy to understand consumer education for parents, and raises public awareness on the importance of quality care and education.

Early Learning and Development Standards – Working across systems (Head Start, Early Intervention/Early Childhood Special Education, child care, and K-12), Oregon created Early Learning Guidelines for children birth through age five in 2007. All Oregon Head Start Pre-Kindergarten programs are currently required to use the 2010 Head Start Child Development and Early Learning Framework for children ages 3-5 and are expected to implement a program that assures progress in the domains outlined in the framework: literacy, language, mathematics, science knowledge and skills, creative arts expression, social studies knowledge and skills, physical development and health, social emotional development and English language development for children that are dual language learners. The Early Learning Council intends to consider whether these standards can be used as the foundation for a common set of standards across all early childhood programs, as called for in Oregon’s reform approach. Preliminary work has been done to cross-walk literacy and math in the K-12 Common Core State Standards (CCSS) with the Head Start Child Development and Early Learning Framework, showing a close linkage.

Comprehensive assessment systems – Oregon Head Start, Oregon Pre-Kindergarten and Early Head Start programs are required to screen children for developmental, sensory, and behavioral concerns, arrange for additional testing and/or treatment as needed, to inform teaching and to develop individualized plans for each enrolled child. Programs aggregate and analyze child assessment data to improve instructional practices and to guide budgetary decision-making on items such as staff development and training. Beginning in 2008, all EI/ECSE programs were required to enter individual child data from Assessment, Evaluation, and Programming System for Infants and Children (AEPS) and the Ages and Stages Questionnaire (ASQ) into ecWeb (a web-based data

collection system). Data are collected on each child at program entry, annually and at program exit. Aggregated data are reported on numbers and percents of children demonstrating improved: positive social-emotional skills; acquisition and use of knowledge and skills; and use of appropriate behaviors. Oregon's early childhood reform agenda calls for universal screening to identify and support Children with High Needs and their families.

Health promotion practices – Oregon's health reform efforts provide a unique opportunity to strengthen the role of health and human services in achieving Oregon's early learning goals. The newly authorized Oregon Health Authority (OHA) plans to address life span health and development by creating measurable child health outcomes aligned with the Governor's early childhood learning and development initiative. Oregon's health system providers will be used for early screening, identification and referral services. In addition, within Oregon's TQRIS, health promotion and safety licensing requirements serve as the foundation and expand at higher levels to ensure children are provided instruction on health, hygiene and nutrition practices.

Family engagement strategies – Another standard within Oregon's TQRIS system is "Collaborative Family Partnerships," where a basic licensing requirement is ensuring parents have access to their children while in care. As ELDP move up tiers on the TQRIS, they must: encourage family participation in the program; have a family-centered philosophy that guides program planning; and include parent feedback and support to families in meeting their children's needs by helping families to access community resources. The Early Learning Council plans to engage in a broad reaching and aggressive community and stakeholder engagement strategy to inform the design, delivery, and continuous improvement of a high quality and innovative state system. An annual public review of early learning services and systems will be conducted with parents and families of Children with High Needs using focus groups, town hall formats and online opportunities. Use of these multiple venues will ensure maximum communication and reflect different styles and comfort levels in public conversation and engagement from various communities.

Development of early childhood educators – Since 1993, the Oregon Center for Career Development in Childhood Care and Education (OCCD) has provided leadership in the development and operation of integrated and statewide professional development standards and systems. OCCD promotes professional development to achieve high quality care and education for children and youth, and creates and supports training and education. OCCD oversees, ‘Pathways for Professional Recognition in Childhood Care and Education,’ a statewide registry to document and recognize the professional achievements of people who work in the childhood care and education profession. The OCCD, in partnership with the Oregon Child Care Division has implemented Oregon Registry Online, a linked database which houses basic information on all persons working in licensed ELDP and links workforce information to the facility in which providers work.

Kindergarten Entry Assessments – Oregon was an early adopter in developing its kindergarten readiness survey in 1997. Oregon’s survey had a number of strengths, including: addressing a broad range of development; approaches to learning; social and personal development; physical health, well-being and motor development; and communication, literacy and language development. However, the survey also had limitations, most importantly that participation by kindergarten teachers was voluntary, and that its reliability and validity had not been assessed. Recognizing the importance of high-quality Kindergarten Entry Assessment (KEA) data for decision-making and acknowledging the limitations of the current assessment, the Oregon Department of Education suspended its kindergarten entry assessment in the fall of 2010 and began the process for developing a new one. As a first step, the Department of Education in 2010 brought together stakeholders from early childhood and K-12 to identify the policy questions that an improved survey should be designed to answer. With the work of this stakeholder group completed, Oregon is now ready to choose a new KEA instrument and develop an assessment process that will address these questions. Oregon intends to pilot the new KEA in the fall of 2012 and launch the assessment statewide in 2013.

Effective data practices – The data collection for the TQRIS initiative is anchored in Quality Indicators Program (QIP) and Oregon Registry Online (ORO) for statewide data collection at the program and individual teacher levels. Both databases are linked to the state’s Child Care Regulatory

Information System (CCRIS). In addition to providing a clear understanding of the qualifications, training and education of early childhood educators, ORO captures longitudinal data for individuals in the early care and education field. QIP now provides data on structural indicators of quality. The TQRIS will be enhanced to capture data on environmental and process indicators. Oregon is in the final stages of testing a web application that provides parents with quality information to assist them in making their child care choices. These linked data systems work in concert to guide state policy. Oregon also is making progress in establishing the capability to track individual child outcomes. State Student Identification (SSID) numbers have been assigned to all children participating in jointly funded Head Start Pre-K programs and Early Intervention/Early Childhood Special Education programs. Statewide reform efforts will consolidate multiple data systems into one integrated longitudinal system. The integrated system will connect health, human services and educational data for high-risk children.

Evidence for A-1 can be found in Tables A(1) through A(13).

Table (A)(1)-1: Children from Low-Income¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	20,171	44.4% (20,171/46,042)
Toddlers ages 1 through 2	47,367	49.5% (47,367/95,363)
Preschoolers ages 3 to kindergarten entry	45,219	47.2% (45,219/96,151)
Total number of children, birth to kindergarten entry, from low-income families	112,757	47.46% (112,757/237,556)
<i>Source: Based on 2010 Census data provided by the Senior Demographer, Office of Economic Analysis, Oregon Department of Administrative Service. Poverty and language characteristics are from American Community Survey 2009 (one year) and 2007-09 (three year) and Standard Error (SE).</i>		

¹ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays²	9,869	4.2% (9,869/237,556)
Source: Annual Special Education Child Count, 2010		
Are English learners³	34,446 (calculated by 14.5% of total number of children – 237,556)	14.5% (number of households in Oregon with home language other than English)
Reside on "Indian Lands"⁴	795	0.33% (795/237,556)
Are migrant⁵	4,520	01.9% (4,520/237,556)
Source: Estimate of all migrant children birth to kindergarten eligibility provided by Oregon Child Development Coalition, statewide provider of Migrant Seasonal Head Start		
Are homeless⁶	1,697	0.71% (1,697/237,556)
Source: January 2011 Statewide One-Night Homeless Count , conducted by the Oregon Housing & Community Services Dept: http://www.ohcs.oregon.gov/OHCS/ISD/RA/docs/county_reports/Statewide_Findings.pdf		
Are in foster care	5,168	2.18%(5,168/237,556)
Other as identified by the State Describe: Urban Native American/Alaska Native birth to 5 in Portland Metro area (Clackamas, Multnomah, Washington Counties	1,248	.44% (1,248/237,556)
<i>[Enter text here to indicate data source and clarify or explain any of these data if needed.]</i>		

² For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

³ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

⁴ All American Indian Areas/Alaska Native Areas/Hawaiian Home Lands fully or partially within Oregon 2010 Census. This data not available by single age.

⁵ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁶ The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool <i>Specify: State funded Early Head Start and Oregon Head Start Prekindergarten</i> <i>Data Source and Year: Oregon Department of Education, 2011</i>	59 (birth through two)		7,290	7,349
Early Head Start and Head Start⁷ <i>Data Source and Year: Region X Office of Head Start (2011), OCDC Migrant/Seasonal Head Start (2011), Tribal Head Start (2011 estimate)</i>	1,608 (birth through 2)		8,622	10,230
Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source and Year: Annual Special Education Child Count 2010</i>	305	2,635	6,929	9,869
Programs funded under Title I of ESEA <i>Data Source and Year: CSPR interim data (2010-11)</i>	50 (birth through 2)		588	638
Other <i>Specify: Home Visiting⁸</i> <i>Data Source and Year: Oregon Health Authority, Public Health Division, Office of Family Health. Home Visiting Needs Assessment data, 2011</i>	16,359	5,893	3,883	26,135

⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

⁸ Indicates the estimate number of children who received services from the following programs in FY11: Babies First, CaCoon (children under 6), Maternity Case Management, Healthy Start~Healthy Families, Nurse Family Partnership, Family Support and Connections.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other <i>Specify: Child Care Contribution Tax Credit</i> <i>Data Source and Year: Employment Department, Child Care Division; January 1st, 2010 – December 31st, 2010</i>	41	73	184	298
Other: Relief Nurseries <i>15 Relief Nurseries serving birth to 6, therapeutic classrooms, parent ed., home visiting</i>	377	1,053 (2-3 year olds) 1,143 (four to K)		2,573
<i>Add additional rows as needed.</i>				
<i>[Enter text here to clarify or explain any of these data if needed.]</i>				

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start⁹ State funded Early Head Start	0	0	\$238,428	\$715,291	\$752,006 (with additional funds to be requested from the state legislature in Feb 2012)
State-funded preschool <i>Specify: Oregon Head Start Prekindergarten; Legislatively Approved Budget</i>	\$42,384,266	\$52,035,524	\$54,897,579	\$50,090,706	\$61,069,890
State contributions to IDEA Part C	\$10,962,003	\$10,678,176	\$11,394,630	\$10,900,883	\$11,860,429

⁹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$41,238,009	\$40,170,282	\$42,865,511	\$41,008,083	\$44,617,802
Total State contributions to CCDF¹⁰	\$23,988,224	\$25,481,780	\$27,675,877	\$28,540,223	Not available
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	Exceeded; \$2,786,751	Exceeded; \$4,289,405	Exceeded; \$4,206,964	Exceeded; \$4,939,576	Not available
Other State contributions <i>Specify: Child Care Contribution Tax Credit</i>	\$504,456	\$665,823	\$505,662	\$441,359	\$299,845 to August 2011. Funds typically donated in last quarter of calendar year.
Other state contributions <i>15 Relief Nurseries serving birth to 6, therapeutic classrooms, parent ed., home visiting (state and federal funds)</i>	\$1,706,510	\$2,404,851	\$2,404,852	\$2,854,851	\$2,854,851
Total State contributions:	\$131,400,984	\$143,972,852	\$157,588,532	\$152,433,273	*\$136,205,355
Other contributions – local government <i>Portland Children’s Levy – early childhood birth to five contributions</i>	\$4,621,129	\$5,528,196	\$6,196,242	\$6,572,162	\$6,236,242
<i>*CCDF total state contributions and state match funding not available for 2011 and Contribution Tax Credit dollars still accumulating but we expect to reach the maximum contribution.</i>					

¹⁰ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years¹¹				
	2007	2008	2009¹²	2010¹⁷	2011¹⁷
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	5,218	6,544	6,554	5,948	7,290
Early Head Start and Head Start¹³ <i>(funded enrollment)</i>	8,697	8,926	9,224	9,873	10,230
Source: Region X Head Start (2011 data estimated); Tribal Head Start (2011 data estimated); Migrant/Seasonal by OCDC.					
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	8,758	9,142	9,315	9,869	*not available until 12/11
Programs funded under Title I of ESEA * <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	1,576	1,561	783	816	638 (data not yet verified)
Programs receiving CCDF funds <i>(average monthly served)</i>	1025	1184	1387	1331	1454 through December 2010
Other: Home Visiting¹⁴ <i>Describe:</i>	2,767	2,811	3,383	3,773	Data not yet

¹¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹² Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

¹³ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

¹⁴ Indicates the number of children who received home visiting services in 2009 from Head Start/Early Head Start (including Migrant and Tribal), Babies First!, CaCoon, Maternity Case Management, Healthy Start~Healthy Families, Nurse Family Partnership, Family Support and Connections, Oregon Prekindergarten, Early Intervention/Early Childhood Special Education and Relief Nurseries. The number includes only children through age 4.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years¹¹				
	2007	2008	2009¹²	2010¹⁷	2011¹⁷
					available
Other: Portland Children’s Levy <i>Describe: Variety of Early Learning and Development Programs. Raising a Reader serves over 2300 children annually.</i>	5,574	4,721	5,121	5,662	5,983
Other: Relief Nurseries <i>15 Relief Nurseries serving birth to 6, therapeutic classrooms, parent ed., home visiting</i>	1,624	1,675	1,970	2,255	2,573
<i>*Due to budget reductions in 2009 and 2010, school districts elected to move funds from preschool to K-12.</i>					

Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards			
<i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X
<i>Oregon will be updating the Birth to Three Early Childhood Foundations developed in 2007 to be used for this age group. Oregon is adopting the Head Start Child Development Early Childhood Framework for children ages three to five. See attachment #5 in section C (Promoting Early Learning and Development Outcomes for Children) for cross-walk of child outcome domains.</i>			

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify:</i>	X (Developmental, social emotional, vision, hearing, health and dental)	X (Teaching Strategies Gold and Galileo)	X	X (CLASS during monitoring)	
Early Head Start and Head Start¹⁵	X (Developmental, social emotional, vision, hearing, health and dental)	X (Teaching Strategies Gold and Galileo)	X	X (CLASS during monitoring)	
Programs funded under IDEA Part C	X (Developmental, vision, hearing, health)	X (Assessment, Evaluation & Programming System – AEPS)			
Programs funded under IDEA Part B, section 619	X (Developmental, vision, hearing, health, social emotional)	X (Assessment, Evaluation & Programming System – AEPS)			

¹⁵ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Programs funded under Title I of ESEA	X (Developmental, vision, hearing, dental, social, emotional)	X (PALS Pre-K, PPVT-III, and TVIP)		X (Interactive Literacy Activities)	
Programs receiving CCDF funds			X		X
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>		X	X	X	
State licensing requirements			X		
Other <i>Describe: Home Visiting Programs funded by the Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program</i>	X	X		X	
<i>[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]</i>					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>Specify</i>	X	X	X	X	
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C	X	X	X	X	
Programs funded under IDEA Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA	X	X	X	X	
Programs receiving CCDF funds	X		X	X	
Current Quality Rating and Improvement System <input type="checkbox"/> requirement <i>Specify by tier (add rows if needed):</i>	X		X	X	

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State licensing requirements	X		X		
Other <i>Describe: Home Visiting Programs funded by the Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program</i>	X	X	X	X	
Other <i>Describe:</i>	X		X		

Notation #1:

2) Programs Receiving CCDF Funds (Health Literacy): CCDF subsidies currently cover both licensed and unlicensed care facilities. CCDF subsidies for licensed care would require this health practice; unlicensed care would not require this health practice.

3) Quality Rating and Improvement System (QRIS): Oregon's current QRIS requirements are aligned with state licensing requirements as a program must be licensed in order to be eligible for TQRIS status.

4) State Licensing (Health and Safety Requirements): Oregon licenses three levels of child care facilities. All levels of Oregon's licensing requirements include numerous health and safety requirements such as basic sanitation (hand washing, toxin storage etc.) as well as basic safety requirements such as two useable exits on each floor where children are cared for. Providers at all three levels of care must have 'safety set training' i.e. a current certification in first aid and infant and child cardiopulmonary resuscitation (CPR), a current food handler certification, and have completed two hours of training on recognizing and reporting child abuse and neglect. At the certification level of licensing both certified homes and centers must be inspected by a sanitarian, and centers must also be inspected by a fire marshal.

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
<p>4) State Licensing (Health Promotion...): The state has health and safety regulations for child care and local environmental health specialists conduct health and safety inspections for certified child care centers and homes. Licensing of these facilities requires that facilities and practices pass this inspection. State licensing regulations require that meals and snacks served at facilities meet USDA Child Care Food Program guidelines. Facilities are required to provide a balance between active and inactive play, and indoor and outdoor play. They must also limit children's use of video time.</p> <p>Notation #2: Other(Health and Safety Requirements): Oregon licenses three levels of child care facilities. All levels of Oregon's licensing requirements include numerous health and safety requirements such as basic sanitation (hand washing, toxin storage etc.) as well as basic safety requirements such as two useable exits on each floor where children are cared for. Providers at all three levels of care must have 'safety set training' i.e. a current certification in first aid and infant and child cardiopulmonary resuscitation (CPR), a current food handler certification, and have completed two hours of training on recognizing and reporting child abuse and neglect.</p> <p>At the certification level of licensing both certified homes and centers must be inspected by a sanitarian, and centers must also be inspected by a fire marshal.</p> <p>Other (Health Promotion...): State licensing regulations require that meals and snacks served at facilities meet USDA Child Care Food Program guidelines. Facilities are required to provide a balance between active and inactive play, and indoor and outdoor play. They must also limit children's use of video time.</p>					

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded preschool <i>Specify:</i>	Provide opportunities for parents to develop and implement individualized family partnership agreements that identify family goals, strengths, and necessary services and supports. Programs must coordinate with other agencies to support accomplishment of goals in preexisting plans.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>Work with parents to foster positive parent-child relationships and provide opportunities to promote the learning of their children at home through conferences, home visits, and volunteer opportunities.</p> <p>Support parents in developing positive social connections within their community and provide leadership opportunities at the local, state and national level.</p> <p>Provide opportunities for parents to enhance their parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children.</p> <p>Assist parents in becoming their children’s advocate as they transition into Head Start and to elementary school. Programs assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children’s education.</p>
Early Head Start and Head Start	<p>Provide opportunities for parents to develop and implement individualized family partnership agreements that identify family goals, strengths, and necessary services and supports. Programs must coordinate with other agencies to support accomplishment of goals in preexisting plans.</p> <p>Work with parents to foster positive parent-child relationships and provide opportunities to promote the learning of their children at home through conferences, home visits, and volunteer opportunities.</p> <p>Support parents in developing positive social connections within their community and provide leadership opportunities at the local, state and national level. Provide opportunities for parents to enhance their parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children.</p> <p>Assist parents in becoming their children’s advocate as they transition into Head Start and to elementary school. Programs assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children’s education.</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
Programs funded under IDEA Part C	<p>Explain and provide procedural safeguards under the Individuals with Disabilities Act (IDEA) the first time a child is referred to the program, once a year, any time requested and if the family files a complaint or requests a due process hearing.</p> <p>Identify family resources, priorities, concerns, goals and services related to enhancing the development of their child. Include these services on the child's Individualized Family Service Plan (IFSP).</p> <p>Provide information and training to parents at least 90 days prior to the child's third birthday, regarding future services, placements and other matters related to the child's transition to Part B or other services.</p>
Programs funded under IDEA Part B, section 619	<p>Explain and provide of procedural safeguards under the Individuals with Disabilities Act (IDEA) the first time a child is referred to the program, once a year, any time requested and if the family files a complaint or requests a due process hearing.</p> <p>Identify family resources, priorities, concerns, goals and services related to enhancing the development of their child. Include these services on the child's Individualized Family Service Plan (IFSP).</p> <p>Provide information and training to parents to determine steps to support the child's transition from ECSE to public schooling or other educational setting.</p>
Programs funded under Title I of ESEA	<p>Provide information to and measure families increased knowledge of community resources.</p> <p>Provide information to and measure families improved life skills.</p> <p>Work with families to set written goals for themselves and their children; document progress toward goals.</p> <p>Work with families to empower the support the educational growth of their children.</p> <p>Work with families to increase the amount of time they engage in literacy</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	activities with their children.
Programs receiving CCDF funds	Child Welfare is required to engage families through Oregon Family Decision Meetings (OFDM's) as required by ORS 417.365 to 417.375, OAR 413-040-0008, and supported in the procedure manual, chapter three, section six. In short, these requirements exist to engage the family in making a plan that supports the safety, attachment, and permanency needs of the family that is incorporated into the official CW plan.
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	<p>Tier 5 – The program provides support and information to assist the family in meeting their child’s needs and goals.</p> <p>Tier 4 – The family is encouraged to be a regular and frequent participant in the program.</p> <p>Tier 3 – Program has a system for regular and consistent communication with families and caregivers.</p> <p>Tier 2 – Program has a family-centered philosophy that guides all aspects of program planning and implementation and includes parent feedback.</p> <p>Tier 1 – Licensing—foundation, see below.</p> <p>The OPQ Standard: Collaborative Family Partnerships build on the basic licensing requirement which ensures access to parents while their children are in the care and establishes family engagement as a core expectation for ELDP. The standards require ELDP to have a family-centered philosophy that guides program planning and assists families in accessing community resources as needed.</p>
State licensing requirements	State regulations require that all licensed providers give parents access to the program during the hours their children are in care. Licensed certified facilities must notify parents of communicable disease outbreak in the program; provide parents with information on the guidance and discipline policy, the current week’s menus, and a description of the general routine.
Department of Human Services	Family Support and Connections does home visits and works extensively with clients to assess their needs for themselves and their children. Often this involves getting them connected with ELDP resources and ensuring their children have what they need to be healthy and safe.

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁶ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
State approved Oregon Registry Infant Toddler Professional Credential	Yes	10	<1%	Newly rolled out in late 2009 Data from Oregon Registry
State approved Oregon Registry Director Credential	Yes	6	<1%	Newly rolled out in late 2009 Data from Oregon Registry
National CDA	Yes	OR -285 HS-462	1.5% HS-19%	OR = Oregon Registry data HS = HS data
Associate's Degree in ECE	Yes, mostly	OR-455 HS-570	OR-2.5% HS-23%	OR = Oregon Registry data HS = HS data
Bachelor's Degree in Elementary Ed/ECE	No, not consistently	OR-945 HS-597	OR-5% HS -24%	OR = Oregon Registry data HS = HS data
Advanced Degree in Elementary Ed/ECE	Not Available	OR-360 HS-238	OR-2% HS-10%	OR = Oregon Registry data HS = HS data
TSPC Teacher Licensure Early Intervention/Special Education	No	EI/ECSE-192	49%	EI/ECSE Educators with TSPC Licensure/endorsement (as of 12/1/2010). Data were extracted from the ODE Staff Position collection for the 2010-11 school year.
ODE Authorization for EI/ECSE	No	EI/ECSE-201	51%	EI/ECSE Educators with ODE Authorization (as of 9/14/2011)

¹⁶ Includes both credentials awarded and degrees attained.

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁶ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
				Data were extracted from the ODE Authorization database.
<p>Head Start (HS) Data Drawn from the 2009-2010 Federal Program Information Report for Oregon, aggregating data from all OHS PreK programs, including state only funded programs. Total number of ECE staff in OHS PreK reported in the PIR: 2459 Total number of ECE staff with CDA, AA, BA or Advanced degrees reported in the PIR: 1867 (76% of OHS PreK ECE Workforce) Note: As of September 30, 2011, all lead teachers need to have at least an AA degree. This means that the level of education for lead teachers has probably shifted since this data was collected in 2009-2010, which would affect the current overall numbers in each category.</p> <p>Oregon Registry (OR) data as of June 30, 2011. Reflects Steps on the Oregon Registry that were achieved using these degrees/credentials. Total workforce numbers gathered from Child Care Division's Criminal Records Registry (CBR), 2009-11. Total CBR workforce number =17,880 which was used to determine percent of workforce who have a degree/credential based on Oregon Registry data.</p> <p>EI/ECSE data were extracted from the ODE Staff Position collection for the 2010-11 school year. EI/ECSE Educators with ODE Authorization (as of 9/14/2011) Data were extracted from the ODE Authorization database.</p>				

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Career Development in Childhood Care and Education-Portland State University *State Approved Credentials,		Yes, aligns with the state's Core Body of Knowledge Standards

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
portfolio based, modeled after CDA: <input type="radio"/> Infant Toddler Professional <input type="radio"/> Director Newly rolled out in 2009	10 IT Prof. 6 Director	
Blue Mountain Community College <input type="radio"/> AAS ECE <input type="radio"/> 45 cr ECE Certificate (2010) To come in 2012-13: <input type="radio"/> 16 credit ECE Certificate	10 AAS in ECE 1 ECE Certificate	Yes, aligns with Oregon's Core Body of Knowledge Standards, Oregon Department of Education Skill Sets, and NAEYC Program Outcomes.
Central Oregon community College <input type="radio"/> AAS ECE	3 AAS degrees awarded in 2010-2011	Yes, the program aligns with the state's Core Body of Knowledge Standards as well as the NAEYC standards for preparation at the AA level.
Chemeketa Community college <input type="radio"/> AAS ECE <input type="radio"/> Early Childhood Certificate <input type="radio"/> Infant Toddler Certificate <input type="radio"/> Preschool Certificate	Unknown	Unknown
Clackamas Community college <input type="radio"/> AAS ECE	18 AAS degrees ECE&FS (2 year) 13 ECE & FS Certificates (1 yr) 10 Family Dev. Certificates (2010-2011 SY)	Yes, the program aligns with the Core Body of Knowledge Standards – as well as NAEYC's Standards for Preparation of Teachers at AA level.
Lane Community College <input type="radio"/> AAS ECE <input type="radio"/> One year certificate	31 – AAS 1 – 1yr. certificate	Yes
Linn-Benton Community	12 AAS in	Yes, we align with the state's Core Body of

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
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College ○ AAS CFS ○ 1 year certificate	Ed/Child & Family Studies 1 1-Year Certificate in Child & family Studies 3 Childhood Care & Education Certificates 5 Early Literacy Certificates 1 Working with Families Certificate	Knowledge Standards and NAEYC's professional preparation competencies.
Mt Hood Community College ○ AAS ECE ○ Certificate	15 AAS in ECE 1 1-year certificate	Yes, we align with the state's Core Body of Knowledge Standards and NAEYC's professional preparation competencies.
Portland Community College*** ○ AAS in Early Education and Family Studies. ○ 1-year certificate of 34 credits.	9 AAS in EEFS in 2010/2011	Yes, the program aligns with the state's Core Body of Knowledge Standards as well as the NAEYC standards for preparation at the AA level.
Rogue Community College ○ AAS ECE ○ AS in Early Childhood Dev. (articulated with SOU) ○ AS Elementary Ed. ○ ECE Certificate (1 yr) ○ ECE Basic Career Pathways Certificate ○ ECE Intermediate Career Pathways Certificate	6 – AAS in ECE 5 – AS in ECD 11 – Elem. Ed 7 – 1 yr. certificate 33 – ECE Basic Career Pathways Certificate 7 – Intermediate Career Pathways Certificate	Yes, the program aligns with the state's Core Body of Knowledge Standards as well as the NAEYC standards for preparation at the AA level.
Southwestern Oregon	5 AAS	Yes, aligns with Oregon's Core Body of

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
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Community College *** <ul style="list-style-type: none"> ○ AAS CE (Childhood Ed.) & FS (Family Studies) ○ AS CE&FS ○ 18 credit certificate CE&FS ○ 30 credit certificate CE&FS ○ 50 credit certificate CE&FS ○ 18 credit certificate Infant Toddler Development 	1 AS	Knowledge, NAEYC ECADA standards, CDA competency Areas and ODE skill sets.
Tillamook Bay Community College <ul style="list-style-type: none"> ○ AAS ECE ○ Early Childhood Certificate 	NA	* Degree awarded through PCC so numbers reflected above.
Treasure Valley Community College <ul style="list-style-type: none"> ○ AAS ECE ○ Para-educator bilingual assistant - AS transferable degree ○ Therapeutic Interventions certificate (0-6) 	26 – AAS ECE 10 - AS 32 – TI Certificates	Our program is aligned with Idaho standards.
Umpqua Community College <ul style="list-style-type: none"> ○ AAS ECE' ○ Early Childhood Certificate 	3 - AAS 5 – 1 yr. certificate	Yes
OSU Cascades Campus: <ul style="list-style-type: none"> ○ MAT with licensure in ECE/ELE 	22 MAT	Yes
Concordia University <ul style="list-style-type: none"> • UG and MAT credentialing in ECE • Grad <ul style="list-style-type: none"> ○ Addition of an Early Childhood authorization level to any Initial or 	24 UGs 45 MATS 1 MED	No for Core Body of Knowledge Yes--Aligns with Oregon State Standards (TSPC)

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Continuing License (Also to a standard or Basic) ○ Specialization strand in Early Childhood in M.Ed. program		
Corban University ○ BS Elem/ECE	20 BS 3 Graduate teaching license	No, the program is not aligned with the Workforce Knowledge and Competency Framework. All elementary teacher candidates complete at least two field experiences in early childhood and earn licensure in ECE/ELEM. All coursework is aligned with the TSPC program approval rules and the ECE/Elem authorization areas.
Eastern Oregon ○ BS Liberal Studies – Early Childhood Education Concentration	5 BS	No, the program is not aligned with the Workforce Knowledge and Competency Framework. [Please send a link, so we may consider alignment.]
Linfield ○ BS Elem/ECE	Unknown	Unknown
Marylhurst University ○ Psych/Human Studies, Association Montessori International	Unknown	Unknown
NW Christian University ○ Teacher Ed/EC	Unknown	Unknown
Oregon State University Corvallis Campus: ○ BS HDFS Early Childhood Development & Education CE/Child Development ○ MS – HDFS/ECE ○ PhD – HDFS/ECE	101 BS HDFS/ECDE 2 MS with EC focus 2 PhD with EC focus	Yes. Curriculum for the OSU Early Childhood Development & Education option – now called Child Development – includes all core competencies from the framework. Students have the option to take a double degree in Teacher Education – completing the credits needed to earn qualifications for the initial teaching license. HDFS at OSU in Corvallis, offers a practicum student teaching course in the

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
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		Child Development Lab in which students complete a TSPC approved Work Sample in Demonstration of Effectiveness of Teaching in the early childhood age group. OSU feels this is a valuable contribution to those pursuing the ECE/ELEM teaching certificate as students conduct 10 weeks of full-time student teaching with the prekindergarten (age 3-5) age group – more experience with this part of the EC age group than most teacher ed. programs that offer the ECE license coursework.
OSU Corvallis Campus: BA or BS, or MAT in ECE/ELE Teacher Education program College of Education – graduates qualify for teaching license	35 BA/BS ECE/ELE 36 MAT ECE/ELE	Yes. The 35 undergrads are called “double degree” students in that all have completed the ECE/ Child Development option in HDFS as well as the Teacher Ed courses which qualifies them for TSPC licensure
Pacific University ○ Ed & Learning	26	Unknown
Portland State University Child and Family Studies (CFS) a Program within the School of Social Work ○ BS or a BA in CFS should with the potential specializations that are related to ECE.	27 students who graduated from CFS in 2010-11 in either ECE, El Ed, or Early Intervention/Early Childhood Special Education	Yes
Portland State University Graduate School of Education ○ ECE Certificate of Completion ○ EI/ECSE License ○ Infant/Toddler Mental Health Graduate Certificate ○ Special Education Master's	30 students 8 graduates 20 graduates 1 Master's in	Yes, in some programs Sp. Ed. Master's only program that is completed

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
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only program	Special Ed	by some students who have a license in SPED from the undergrad level or for students who determine they want a master's in SPED, but do not want a license.
Southern Oregon University ○ ECE	10 - BS degree	The program is based on NAEYC professional preparation competencies.
University of Portland ○ Elem/ECE	Unknown	Unknown
University of Oregon ○ Ed Foundations with EC focus	Unknown	Unknown
Warner Pacific College ○ Elem/ECE, HDFS	Unknown	Unknown
Western Oregon University ○ Elem/ECE	Unknown	Unknown
<p>*All Oregon Community Colleges offering an Associate's degree in ECE articulate CDA and/or Step 7 of the Oregon Registry into their ECE programs for credit. ** Data collected through e-mail request to early childhood contacts at each college/university. *** Southwestern Oregon and Portland Community College are the only two NAEYC Associate Degree Accredited programs on the west coast.</p>		

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	Y	Y	Y	Y	Y
Domain aligned to Early Learning and Development Standards? (Y/N)	Y	Y	Y	Y	Y

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Instrument(s) used? <i>(Specify)</i>	N	N	N	N	N
Evidence of validity and reliability? <i>(Y/N)</i>	N	N	N	N	N
Evidence of validity for English learners? <i>(Y/N)</i>	N	N	N	N	N
Evidence of validity for children with disabilities? <i>(Y/N)</i>	N	N	N	N	N
How broadly administered? <i>(If not administered statewide, include date for reaching statewide administration)</i>	N	N	N	N	N
Results included in Statewide Longitudinal Data System? <i>(Y/N)</i>	N	N	N	N	N

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Alder Project: Advancing Longitudinal Data for Educational Reform	X	X	X	X	X	X	X
ALERT Immunization Information System	X	X	X	X	X	X	X
CaCoon Care Coordination for Children w/Special Healthcare Needs	X	X	X	X	X	X	X

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Early Childhood Cares for Early Intervention and Special Education	X	X	X	X		X	X
Early Hearing Detection and Intervention Program	X	X	X	X	X	X	X
Electronic Health Records	X	X	X	X	X	X	X
Employment Related Day Care for Subsidized Child care	X	X	?	X	X	X	X
Child Care Regulator Information System		X	X			X	
Medicaid Management Information System	X	X	X	X	X		
OR-Kids Project for Child Welfare	X	X		X	X	X	X
ORCHIDS Home Visiting System	X	X	X	X	X	X	X
Oregon Head Start Pre-K Collection	X	X	X	X		X	X
Oregon Registry Online – ECE Workforce		X	X		X	X	
Oregon Vital Events Registration System	X	X	X	X	X	X	X
Quality Indicator Project		X	X		X	X	X
WIC Supplemental Nutrition for Women, Infants & Children	X	X	X	X	X	X	X
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>							

(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals. (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

Evidence for (A)(2)

- The State's goals for improving program quality statewide over the period of this grant.
 - The State's goals for improving child outcomes statewide over the period of this grant.
 - The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

(Enter narrative here – recommended maximum of ten pages)

A (2) – State’s rationale for early childhood reform agenda and goals

(a) Ambitious yet Achievable Goals for improving program quality, improving outcomes and closing readiness gap– Oregon envisions a future for its children in which they are Ready for School and Ready for Life. In this vision, all children are nurtured by parents who provide an encouraging, responsive early learning environment. Children are further supported by communities that enable the development of emotional, social and intellectual competencies.

Towards achieving this vision, Oregon will focus on the following goals:

1. Children enter school ready to learn.
2. Children leave first grade meeting established standards for reading.
3. State funded services, agencies and structures are integrated to support these goals.

Towards turning this vision into reality, Oregon will operate under the guiding principles listed below:

- Child success in school depends upon addressing:
 - Inequities in early life experience so that all children have access to opportunities that promote success.
 - Individual differences among children, including linguistic and cultural differences.
 - Reasonable and appropriate expectations of children’s capabilities upon entry to school.
- Parents are the first and most important teachers of young children.
- Raising successful children requires more than a single family or school; it takes a community. An engaged community requires many people – educators, faith community leaders, parents, governmental figures, and others – to come together to support children.
- Public-private partnerships can be used creatively to support young children and their families. These partnerships are necessary to create a lifelong learning experience.

Private organizations bring credibility, nimbleness and flexible funding, and directly benefit from an educated workforce. The public sector offers experience and expertise along with resources and public accountability.

- Even before birth, every child's capacity to learn is shaped by individual experiences with nutrition, sensory and cognitive stimulation, stable, loving relationships and early exposure to language and books. The consequences of social, emotional and cognitive stimulation – or lack of it – are of intense interest to all of us.
- Services should be available to families and children before children enter school to ensure they have opportunities for early learning and to address the range of individual and family risk factors that are precursors to early problems and antisocial behavior.
- High quality early learning experiences are among the best investments 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.
- Positive and quality early learning experiences:
 - Better prepare children to start and succeed in school.
 - Help close the preparation gap (which is key to closing the achievement gap).
 - Increase the number of children who start and succeed in school.
 - Increase the likelihood that children will be literate, employed and college-bound.

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans constitute an effective reform agenda – The foundation of Oregon's State Plan is the Governor's Early Childhood Reform initiative. Oregon has set forth a broad and ambitious plan for transforming the state's early childhood system focused on the following reform actions:

- Ensure a shared focus on school readiness and reading by end of first grade that guides all those working with young children.
- Build a system for targeting and identifying Oregon's Children with High Needs through system of early and universal screening and risk-assessment.
- Ensure a range of high-quality programs that can effectively meet the needs of different

families and populations of Children with High Needs.

- Empower and support families to make choices about program and services that will best ensure the school readiness of their children.
- Construct a strong accountability and resource allocation system in which programs have incentives for improving quality and delivering results for children.
- Integrate governance and resources.

The move towards integrating governance and resources was set in motion with the passage of the Senate Bill 909 and the Governor's appointment of the Early Learning Council (ELC).

Oregon intends to effectively bridge categorical and historically siloed programs, services and funds to better promote health development and improve school readiness outcomes, especially for children with the highest needs. Oregon plans to measure for results and intends to integrate and "flatten" the myriad of administrative structures.

Oregon is well positioned to convert its current contracts with providers of early childhood care and education services into performance-based contracts. The conversion will increase flexibility in the use of funds, expanding possible uses to include preventive and in-home services. Performance-based contracts are expected to hold service agencies accountable for measuring and achieving results for children.

A foundational element of Oregon's early childhood reform agenda is the establishment of a system for universal screening to: identify families with risk factors which may negatively impact their children's growth and development; and to identify children who may have developmental delays, sensory impairments, or behavioral concerns. A systematic approach for identifying families with high needs and children with developmental concerns soon after birth is a critical aspect of Oregon's early childhood agenda. This will entail building capacity for competent and wide spread use of standard screening tools. Tools recommended by Oregon's

Early Childhood Design Team have been broadly used in Oregon and are evidence based, easy to implement in multiple settings, and widely accepted by parents and caregivers.

Oregon's vision, led by Governor Kitzhaber and supported by Participating Agencies, not only calls for a re-imagining of how early childhood programs are administered by the state, but also how they are delivered to and experienced by families. Oregon will coordinate these services so that families have a single Family Support Manager (FSM) with comprehensive knowledge of services needed and available. The role of FSM is currently being fulfilled in many community programs, and in some cases are legally required (e.g. Head Start Family Advocates, Healthy Start Home Visitors, EI/ECSE Case Managers, etc.). These functions will be seen as a base to be built upon, supported and resourced appropriately by the Early Learning Council. Families will 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 will fulfill the following functions:

- Coordinate access to support through multiple channels, community agencies, and state assistance.
- Know the community and its formal/informal resources.
- Be trusted and known by the community.
- Accountable for outcomes and for accessing supports within a defined budget.
- 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.

A key cornerstone of the Family Support Manager model is the early identification of Children with High Needs. Oregon will coordinate and develop a common screening and risk assessment process in order to reduce the burden on families and ensure that children are reached as early as possible. Screenings will take place at universal access points (notably hospitals and birthing centers) as well as culturally appropriate natural touch points for families

(child care providers and ELDP's, churches, and synagogues, etc.) and coordinated so that it is a quick and seamless hand off to a local FSM when required. Oregon will use elementary school catchment areas as a focal point to organize services for families, based on these key reasons: a) accessibility; b) approachability; c) lack of stigma d) connection to the K-12; and e) increasing the connection of schools to the support structures in their communities.

The Lead Agency – The Department of Human Services (DHS) will be the “lead” agency for Oregon’s Race To the Top Early Childhood Challenge grant application. The Department was selected because of its connection to so many of Oregon’s families who have Children with High Needs through child and adult welfare and assistance programs, child protective services and foster care. DHS also administers Temporary Assistance for Needy Families, subsidies using Child Care Development Funds, child care subsidies, the State Advisory Council on Early Childhood Education and Care/ARRA Grant, and the Children’s Wraparound Initiative for children with complex mental health needs.

The Race To the Top High-Quality Plans – Early Learning Challenge Grant provides Oregon the opportunity to focus on key building blocks that support the state’s broader early childhood system transformation. Oregon will be positioned to implement a State Plan that moves Early Learning and Development Programs to higher standards of quality, and enables more Children with High Needs to access these higher-tiered programs.

The 12 high-quality RTT plans for seven projects that are important to reaching Oregon’s vision are:

1. A Tiered Quality Rating and Improvement System (high-quality plans for: B(1) on page 89; B(2) on page 103; B(3) on page 114; B(4) on page 132; B(5) on page 147; Invitational Priority 2 on page 253).
2. Common early learning and development standards that align with K-12 curriculum (high-quality plan for: C(1) on page 158).

3. Building Capacity (Part One) - health promotion practices that build on the synergy between Oregon's early childhood and health systems transformations (high-quality plan: C(3) on page 177).
4. Building Capacity (Part Two) - a comprehensive workforce system for the development of early educators (high-quality plans: D(1) on page 200; D(2) on page 215).
5. A strong Kindergarten Entry Assessment (high-quality plan: E(1) on page 228).
6. Early Childhood data system (high-quality plan: E(2) on page 244).
7. Consumer education which includes social marketing (high-quality plan B(3) on page 114).

Race to the Top: Oregon's State Plan



1. Tiered Quality Rating and Improvement System

The success of Oregon's transformed early childhood system in closing the achievement gap for Children with High Needs and ensuring that all children enter kindergarten ready to learn depends on a supply of high-quality ELDP that can effectively meet the needs of different families and populations of children.

Oregon's TQRIS will support the state's broader early childhood system transformation in the following key ways:

- Provide feedback, supports and incentives to Oregon's ELDP that improve program

- quality and that deliver positive outcomes for children and families.
- Support a choice architecture that assists families in accessing high-quality ELDP that best support their children for success in school.
 - Align public investments in ELDP that deliver child outcomes supporting Oregon's goal of all children entering kindergarten ready to learn.

Oregon's State Plan calls for adding tiers to its current TQRIS, building out its current three tiers to five. This tiering will provide more refined information both to Oregon ELDP seeking to improve the quality of their programs and to families seeking to choose quality programs for their children. Broad based consumer education and social marketing around the TQRIS will assist parents across the state in making quality decisions related to their young children's care and education

As part of expanding these tiers, Oregon is also revising the evidence that programs must provide at each level to ensure that each tier builds to high quality and institutes practices and policies associated with child outcomes. ELDs at the top tier will be required to score at a high level on the Classroom Assessment Scoring System (CLASS) assessment of teacher-child interactions. The CLASS assessment was chosen for two main reasons. First, there is compelling evidence that high CLASS scores are closely tied to increased child learning outcomes. Second, the use of CLASS is consistent with the alignment of the higher TQRIS tiers with Head Start Performance Standards, and will allow Oregon to take advantage of the collaboration between its state Pre-K program and Head Start. Because of this collaboration, Oregon is already investing in a cadre of assessors trained to standards of reliability in using CLASS.

In order to be confident in directing families to higher tiered ELDP and in tying public resources to TQRIS ratings, Oregon must know that the tiers are linked to outcomes. A validation study will assess the extent to which higher tiers on Oregon's TQRIS are associated with improved teacher-child interactions and better school readiness outcomes for children. This validation study will build on the evaluations Oregon has already

conducted on the implementation of its TQRIS, and on the validity and reliability of the structural indicators currently used.

The expanded tiers will also improve Oregon's TQRIS ability to support a choice architecture for families, including families of Children with High Needs. By linking child care subsidy and other public investment in care and education to tiers, Oregon can increase access to high quality ELDP for Children with High Needs while maintaining parent choice and flexibility. The ability of Oregon's revised TQRIS to support parent choice will be promoted by a consumer outreach and social-marketing campaign that targets all families with young children, with special focus on the families of Children with High Needs.

2. Early Learning and Development Standards

For Oregon to meet its ambitious goals of all children entering school ready to learn and leaving first grade ready to meet established standards for reading, the work of Oregon's ELDP must be simultaneously focused on these shared targets and differentiated to meet the particular developmental needs of various aged groups and populations of children, particularly Children with High Needs. It is for this reason, that Oregon has chosen to revise, realign and reinvigorate its statewide early learning and development standards. The goal will be to promote early learning and development standards that focus on school readiness, guide work across populations of Children with High Needs, and align with Oregon's K-12 curriculum.

Oregon's initial steps include:

- Aligning Head Start Child Development Early Learning Framework with the National K-12 Common Core State Standards to support the linkage of early childhood outcomes and learning with K-12 education.
- Adopting the Head Start Child Development Early Learning Framework for children aged three to five and embedding the standards in all early childhood programs and professional development systems throughout Oregon.

- Revising Birth to Three Standards to ensure alignment with any forthcoming Head Start Child Development Early Learning Framework.

These steps reflect changes and opportunities that have occurred since Oregon first developed its “Birth to Five Early Childhood Foundations” in 2007. In 2009, Oregon adopted the National K-12 Common Core Standards. In 2010, the Office of Head Start released its newly revised Head Start Child Development (HSCD) Early Learning Framework for children aged three to five. Because of Oregon’s model of state Pre-K/federal Head Start collaboration, these immediately became the Early Learning and Development Standards for all Oregon Pre-K programs. Oregon will expand on this model, and establish the HSCD Early Learning Framework as the statewide early learning and development guidelines for all ELDP serving children aged three to five. Early Learning and Development Standards for children birth to three will need to be updated to align with this new framework. Adoption of the HSCD Early Learning Framework will allow Oregon to capitalize on previous work to ensure that the Framework is developmentally appropriate, supports school readiness goals, is appropriate for Children with High Needs, and supports Spanish speakers and English language learners.

Upon completion of a statewide adoption and alignment of the HSCD Early Learning Framework, Oregon has a quality plan to align the statewide child outcome standards with TQRIS program standards and with Oregon’s Workforce Knowledge and Competency Framework.

3. Building capacity – Health Promotion Practices

Oregon has a national reputation for innovative policies to improve the health of all residents through emphasis on wellness and disease prevention strategies and access to affordable, quality primary care. Through Governor Kitzhaber’s leadership, the state is once again advancing cutting edge health reform policies that are in step with early childhood agenda. Both reform initiatives articulate a framework to accommodate investments in

programs and services that are family driven, outcomes-based, and focused on prevention and early intervention. Paramount among strategies in Oregon's high quality plan is expanding the practice of comprehensive screening to identify families with risk factors starting prenatally and screening children for developmental delays or behavioral concerns with standard tools at prescribed intervals following birth.

To encourage the routine use of standard screening tools and to make improvements in referral protocols, coalitions have emerged among health system entities such as managed care organizations, pediatric health providers, researchers, local public health officials, Title V Maternal and Child Health representatives, and Early Intervention/Early Childhood Special Education (IDEA) providers. Oregon will draw upon this knowledge base to promote standard screening practices throughout the state by providing workforce training in ELDP and community settings and by establishing referral and follow-up protocols to ensure families and children receive appropriate and ongoing services and are linked to a primary care home.

4. Building capacity -- Early Childhood Education Workforce

Oregon has built a solid foundation for supporting a great ECE workforce. The key components of a mature early childhood professional development system are solidly in place:

- The Core Body of Knowledge (CBK) for Oregon's Childhood Care and Education Profession provides a statewide Workforce Knowledge and Competency Framework.
- The Oregon Registry "Pathways for Professional Recognition in Childhood Care and Education" provides a career lattice and a means of documenting educational attainment.
- The Oregon Registry Online (ORO) enables tracking professional development of the statewide workforce employed in licensed child care facilities.
- The Education and Quality Investment Partnership (EQUIP), a private-public

partnership, offers education awards and scholarships for early childhood educators who reach higher levels of educational attainment.

- A statewide system of trainers that have met established criteria and are available in all areas of the state to provide training linked to the statewide Knowledge and Competency Framework.
- Long-standing relationship with community colleges and the higher education system that provides linkage between community-based trainings and degree programs.

Oregon's State Plan strengthens these foundations, expands them to an even broader array of ELDP and early childhood educators, and incorporates them into a single shared professional development system for all ECE.

Oregon plans to establish one common Workforce Knowledge and Competency Framework that aligns expectations and provides guidance for all who serve high-risk young children and their families, including child care, Head Start, relief nurseries, home visiting programs, foster care and residential care. Child care and Head Start programs in Oregon are, for the most part, running parallel professional development systems. EI/ECSE has relied on the professional development system used to prepare staff for the K-12 system and has developed an authorization process for those not approved through that system. Oregon's unified home visiting system is in need of a professional development program. For years, Oregon has seen the need to integrate the four systems. Given the strength of Oregon's workforce framework, existing working relationships, and the Governor's leadership, Oregon is poised and confident that now is the time to create a cross sector integrated professional development system.

Oregon will build upon the well-developed and fully implemented Workforce Knowledge and Competency Framework (the Core Body of Knowledge) to better integrate the competencies, ensure that the standards are inclusive of all ECE (such as center based and family child care, infant and toddler specialists, early intervention specialists, early childhood special education specialists, Head Start staff, Early Head Start staff, early childhood mental health practitioners,

home visitors, relief nursery staff, residential providers and foster care providers) to support program quality as defined in the TQRIS. At the same time Oregon will seek to expand financial incentives currently offered to include more supports for professionals to earn degrees with early childhood focus. Work to increase the number of high-quality educators, especially in Oregon's low-income, and/or rural areas who access the progression of university issued credentials that align with the Workforce Knowledge and Competency Framework.

5. Kindergarten Entry Assessment

A high-quality and improved Kindergarten Entry Assessment (KEA) will be a key support for Oregon's entire early learning system and advance Oregon's ability to effectively target and assist high-needs populations. The KEA will enable Oregon to determine whether it is making progress promoting the development of specific populations, such as English learners and children with disabilities; whether there are particular domains of development that require emphasis; and if there are early learning environments, such as family, friend and neighbor care, that require greater outreach and support. The inclusion of child development, demographic and early childhood experiences information from the KEA in Oregon's statewide longitudinal data system will provide Oregon with the capacity to determine the components of early childhood most associated with long-term success.

The KEA will also be an important new tool for kindergarten teachers and elementary school administrators in planning instruction, developing curriculum and professional development and in making decisions about how to target resources. By providing new information about the developmental status children at kindergarten entry, teachers and administrators will be better prepared to support the learning of children during this crucial period of transition.

As previously discussed, in 2008, Oregon suspended its Kindergarten Readiness Survey because of concerns about the validity and reliability of its survey instrument and the representativeness of the voluntary sample of kindergarten teachers. Oregon has taken a thoughtful path for not only addressing these concerns, but for ensuring that an improved KEA will best support early learning. As a first step, Oregon convened stakeholders from early

childhood and K-12 to determine what questions a new assessment should be designed to answer. With the completion of this work, Oregon is now well prepared to choose a valid and reliable KEA instrument and to design a KEA process that will answer these questions. An expert consultant will be used to assist in tool selection and design. This consultant will also serve on a technical advisory committee tasked to ensure that the KEA measures all of the domains of school readiness, is appropriate for all children, including Children with High Needs and English language learners, and aligns with Oregon's early learning and development standards as well as the recently adopted Common Core curriculum.

6. Early Childhood Data System

Governor Kitzhaber's "Early Childhood and Family Investment Transition Report" clearly identifies the need for a unified early childhood data system that will enable the state to provide families, service providers, teachers and policy-makers the information they need to make decisions and that will support the state's transformed contracting and accountability system.

Oregon has set as its goal the ability to answer the following six questions:

1. Are children, birth to age 5, on track to succeed when they enter school and beyond?
2. Which children have access to high-quality early care and education programs?
3. Is the quality of programs improving?
4. What are the characteristics of Early Learning and Development Programs?
5. How prepared is the early childhood workforce to provide effective education and care for children and families?
6. What policies and investments lead to a skilled and stable early childhood workforce?

Oregon recognizes that it has much work to accomplish toward achieving this goal. It is not currently possible to obtain a comprehensive view of a young child's developmental, social-emotional, cognitive, literacy and health needs and services. That information is spread across multiple programs and shared on a limited basis.

Oregon does, however, have some important infrastructure already in place to build upon. The Oregon Department of Education has received four federal grants to support the construction of its Longitudinal Data System (LDS), the most recent of which call for the incorporation of all early childhood data collected by the department. Through the Quality Indicators Project, the Child Care Division is already collecting data on structural indicators of quality for all programs that it license. The Oregon Registry Online (ORO) will enable detailed tracking of the ECE workforce over time. Additionally, the Oregon Health Authority is consolidating health registries and data systems to enable strong identification and tracking of child and family health status.

With the support of the Governor's Office, the Oregon Department of Education, and the Oregon Health Authority/Office of Family Health are taking the lead in facilitating a multi-sector planning process to build a data system which captures all the domains of early childhood development from education, health, mental health, child care, and child welfare to be linked with the Statewide Longitudinal Data System (SLDS) with the ability to track progress in child school readiness outcomes, program performance, and workforce capacity.

7. Consumer Education

Social marketing recognizes consumers at the center of an exchange process where they primarily act out of self-interest. Instead of trying to convince parents to act upon strategies independently determined for them, Oregon intends to use the framework of social marketing to identify wants and needs of parents and then apply them to the state's quality efforts. Translated into the context of families and the TQRIS, Oregon intends to launch a broad social marketing campaign to tap into parents' common interest around ensuring their children are ready for Kindergarten. Oregon will conduct a research based, multi-year, comprehensive social marketing approach to support the overarching goal of increasing access to high quality early learning and development programs for Children with High Needs. Focus populations for this effort will include all parents with young children, but will particularly target high risk populations and families of children with English language learners, families of children living

on Indian lands, and rural families.

(c) Rationale for Focused Investment in areas C, D, and E – To effectively address the future of Oregon’s children, particularly those at high-risk, Oregon is taking bold steps to address the obstacles that have resulted from the current service systems, financing approaches and public policy frameworks as described in section A1, and has decided to focus on the entire system (not on specific pilot projects or individual programs). Race to the Top resources and designation will enable Oregon to enhance its early childhood reform efforts in the following areas:

(C)(1) Expand and improve the use of statewide, high-quality early learning and development standards – Oregon currently spends hundreds of millions per year on services for children ages 0-5, not including healthcare, K-12 and tertiary human services (welfare, child protection and behavioral health treatment). These expenditures represent a wide range of public, private and nonprofit programs, services and organizations focused on early childhood care and education. There are many more providers of healthcare, mental health, physical health and addiction services spending significant funds on services. Although some of these programs and services are delivering very good results, services do not work in concert, Oregon’s early childhood workforce is largely disjointed and many are disconnected from the K-12 education system. To successfully address these disconnections, individual programs must change their operating models and work together to address complex problems within performance-based models. The underlying system in which service organizations operate must also fundamentally change. The current system is oriented toward finding and funding a solution embedded within a single organization, with the belief that the most effective can be replicated and its impact widely extended. But many of the programs serving the youngest children do not adhere to quality standards and results are not comprehensively evaluated. While integration of standards across some child care settings and Head Start has begun, there is not a common set of standards used across all early learning settings.

Oregon is interested in aligning standards across early childhood programs, including child

care, Head Start, Pre-Kindergarten, Early Intervention/Early Childhood Special Education as described in section B. Once this is complete, the state plans to examine alignment of standards with home visiting, parent education and others. Oregon will use its Race to the Top grant to ensure that early learning programs and professionals have the knowledge, skills and infrastructure they need to promote positive child and family development. These common standards are basic to the TQRIS as described in Section B(1).

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness – As stated previously, about 40% of the 45,000 children born each year in Oregon are exposed to various risk factors that adversely impact their ability to develop the foundations for school success. 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 high school graduation.¹⁷ Research further correlates third-grade reading to teen pregnancy, juvenile crime and other inappropriate and anti-social behaviors. Unfortunately, Oregon falls in the bottom quartile of state’s whose fourth-graders are reading proficient.¹⁸ Children of color fare worse: 85% of black children are unable to read and write at grade level in grade 3.¹⁹

The longer the state waits to address a well-recognized set of risk factors, the harder – and more expensive – it becomes to set children on a healthy life trajectory and the more tragic the consequences for the children, their families, and the state. The result of this inaction can be seen in child welfare, juvenile justice and struggling schools. Oregon will use the Race to the

¹⁷ Annie E Casey Foundation. (2010). *Early Warning Why Reading by the End of the Third Grade Matters*.

¹⁸ 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 Document Number

¹⁹ Children’s Defense Fund. (2010). Black Community Crusade for Children. From www.childrensdefense.org/bccc

Top grant to develop a universal and systemic approach to early identification and support for high-risk children. A design team has identified initial possibilities for screening tools and provided a longitudinal framework to begin this work. (See Recommended Screening Tools from the Early Learning Design Team Straw Person Report on page 65 of the Section.)

(D)(1) Developing a Workforce Knowledge and Competency Framework – Oregon has a well-developed and long-implemented workforce knowledge and competency framework that is used by many in the early childhood system. However, there is still work to be done to ensure cross sector buy in and alignment. Oregon’s Governor’s Early Learning initiative has provided the perfect climate in which to create one common updated workforce knowledge and competency framework. Oregon’s High Quality plan under this Race to the Top grant will establish one common workforce knowledge and competency framework that aligns expectations and provides guidance for all who serve high-risk young children and their families.

Oregon has established a statewide progression of certificates, credentials and degrees, many of which are aligned with the workforce knowledge and competency framework. Oregon’s High Quality plan under this Race to the Top grant will build on the current partnership between Oregon’s colleges and other professional development providers to increase the use of a common workforce knowledge and competency framework and to increase ECE participation in the achievement of a credential or degree as documented on the Oregon Registry.

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities – Oregon has begun development of a “toolkit” to support organizations and their staff in determining and developing the “readiness” for implementing Oregon’s early childhood reforms. The knowledge, skills and practices of early childhood professionals are critical in the delivery of high-quality and developmentally appropriate services for young children. Yet, some employees are inadequately prepared (some with minimal to no child development training) and lack the requisite skill set to focus on outcomes and manage the significant changes that will be coming under the state’s reform efforts. Retooling, recruiting and retaining

a highly skilled workforce will be challenging, but it is necessary and possible. Research shows that ECE need opportunities for adaptive professional development beyond initial training. These benefits are passed along to the children in their care. Oregon will use its RTT grant to develop and support a knowledgeable and competent workforce. Initially, there will be a focus on three areas:

- Expanding the existing child care professional registry that captures all who work in licensed ELDP so that it captures those ELDP not currently licensed such as some Head Start and Early Intervention/Early Childhood Special Education programs. (Oregon Center for Career Development in Childhood Care and Education).
- Aligning research-based professional development standards across all ELDP.
- Supporting recruitment and retention through incentives and career pathways.

(E)(1) Understanding children’s learning and development at kindergarten entry – Much of the strain on the public school system comes from a growing influx of children who, due to social and economic disadvantage, lack the capacity to participate in the full educational experience. We have not attended to the root causes of poor student performance. We have ignored the fundamental fact that in order to improve Oregon’s schools, we must first lay a solid foundation. The more risks a child faces before and outside the classroom, the higher the probability that his or her cognitive and emotional development will be compromised. These points provide the backdrop to Oregon’s reform efforts. And, an important part of this reform is a statewide, comprehensive kindergarten entry assessment, which is one of the seven high-quality plans included in Oregon’s RTT proposal.

Although Oregon launched a kindergarten entry assessment in 1997, it was discontinued in 2009 due to issues around validity and reliability. Initial work has been done to gather agreement among stakeholders about the value of a kindergarten readiness assessment in driving positive change for Oregon children and agreement has already been reached on key policy questions and guiding principles:

Policy Questions	1. How are Oregon kindergarteners performing on key attributes and domains predictive of school success?
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	<ol style="list-style-type: none"> 2. How prepared are schools to meet the diverse needs of children in their classrooms and the educational goals of the state? 3. How can early educators intervene more effectively to improve school readiness? 4. Which populations, developmental domains and strategies should be targeted? 5. How should public and private resources be prioritized to improve school readiness?
Guiding Principles	<ol style="list-style-type: none"> 1. The assessment tool must be focused on policy formation and funding priorities. Data must not be used to screen children for kindergarten entry. 2. Reliability of data is essential to a high-value and credible measure of kindergarten readiness. To have reliable data, participation in the data collection cannot be voluntary. 3. Data must be reported on aggregated results for all children and disaggregated results for specific populations. 4. Data collection and reporting must be financially and technologically sustainable. 5. The effectiveness of the assessment tool must be continually assessed.

The RTT grant would provide the infrastructure components necessary to support the release of a new and improved assessment, primarily funded through private and other government grants, in 2012.

(E)(2) Building a coordinated early learning data system to improve instruction, practices, services, and policies – Oregon has developed and implemented linked data systems for licensed ELDP and those who work in them. But data on children in publicly funded ELDP are stored by multiple agencies and systems, including human services, healthcare, education, employment and workforce. Additional agencies collect data on children’s physical and behavioral health and family support services, including housing and child welfare. Linking this information is critical to providing a complete picture of early learning, successful program components and school readiness – particularly for Children with High Needs.

Oregon needs to build capacity to close quality and readiness gaps and to understand which

aspects of services contribute to early developmental and school success, particularly for Children with High Needs. Fortunately, Oregon's statutory and coordinated governance, along with a reform approach, make Oregon uniquely situated to successfully develop an integrated early learning data system to improve instruction, practices, services and policies. Such a data system is a central feature of reform efforts. Oregon intends to build a coordinated system that meets the key components of a data system for ELDP as articulated by the national Early Childhood Data Collaborative. The RTT grant will support a data system that will enable the state to assess key issues necessary to support Oregon's reform agenda, including questions about access, ELDP quality and ECE workforce development. The integrated data system will provide:

- Information to parents to empower them to advocate on behalf of their children.
- Information to educators and providers to help them to serve children at high risk.
- Information for policymakers to manage Oregon's resources.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (C) the State is choosing to address

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of

credentials.

x (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

x (E)(1) Understanding the status of children's learning and development at kindergarten entry.

x (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State

Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (*e.g.*, business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (*e.g.*, parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).

- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

*(Enter **narrative** here – recommended maximum of five pages)*

A (3) – Aligning and coordinating early learning and development statewide
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(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure

(1) Organizational Structure – The 2011 Oregon legislature codified in statute new and innovative governance structures for reshaping Oregon’s education investment strategy, aligning a broad range of legacy programs, new investments, and ongoing operations behind common outcomes and ensuring accountability for those outcomes across domains, programs, and agencies. The direction set by Governor Kitzhaber and enacted by the 2011 legislature is unprecedented in its ambition to fundamentally re-engineer Oregon’s approach to education. The Governance structure set forth in legislation includes several key elements which will streamline accountability, align state programs to outcomes, and integrate historically “siloes” budgets, operations, and policy decisions into a common framework behind straightforward, evidence-based outcomes.

Since 1873, Oregon has had a bifurcated structure in state educational policy and operations with a separately elected State Superintendent of Public Instruction overseeing the Oregon Department of Education. Meanwhile, as Oregon government has evolved, some elements of education delivery, such as the Oregon University System, as well as the state child care system and all other agencies in state government providing or supporting services to children and families (foster care, health and human services) were under the Governor’s authority. This changed in June 2011, as the Oregon legislature passed on a bipartisan basis and the Governor signed Senate Bill 552, designating the Governor as the state’s superintendent of public

instruction. Moreover, the legislature passed and the Governor signed Senate Bill 909, creating a new governance structure for all of Oregon's statewide education investments and policy. SB 909 created a 13 member Oregon Education Investment Board (OEIB) to coordinate Oregon's entire education investment for Oregonians aged 0-20 and beyond, with the Governor as the chair.

*“Not only will Gov. John Kitzhaber become the putative statewide school superintendent in the coming years -- the only governor in the country to hold that title -- he also will hold sway over a new superboard that oversees spending and policy for every grade level, from Pre-Kindergarten through graduate courses.” *The Oregonian*, June 25, 2011*

(2) Roles and responsibilities – Under the Oregon Education Investment Board is the nine-member Early Learning Council. The Early Learning Council is appointed by and serves at the pleasure of the Governor. The Early Learning Council was a key element of Governor Kitzhaber's agenda, as a policy body to reshape services for children ages 0-5. Heretofore, Oregon has not had a single body charged in statute with directing and aligning early learning policy and investment across state government, nor developing common outcomes connected directly to the investments and policy decisions of the remainder of the education continuum. The Early Learning Council serves as a “Children's Cabinet” to merge, eliminate, and consolidate the many Governance and policy bodies and structures in state government that have arisen independently over time – creating a fractured, uncoordinated, and ultimately inadequate “system.” A recommended approach to eliminating structures and streamlining of governance and policy is directly called forth in SB 909 as a deliverable to the legislature for action in February 2012.

The ELC plans to build upon previous work and incorporate the highest quality elements and programs, but the Council intends to eliminate the multiple boards and commissions currently charged with different aspects of the work, especially focusing on reduction of administration and re-direction of resources to direct service. This will include transitioning from the Early Childhood Matters Advisory Committee established by executive order without legislative action

in 2010 (which serves as the Early Childhood and Education Advisory Council under a 2010 ARRA grant) and moving its responsibilities to an expanded Early Learning Council. By designating the ELC – an existing body as defined in the Head Start Act – Governor Kitzhaber will align federal requirements with state policy, statute and structure while streamlining and reducing governing bodies. Moreover, working with the **Department of Human Services as the Lead Agency** for the purposes of the Early Learning Challenge Grant, the ELC will directly ensure delivery of the desired results within one single governance framework for Early Learning.

Historically, Oregon has had a very strong, active and engaged Interagency Coordinating Council for part C of IDEA (Oregon Interagency Council on EI/ECSE). Policy and operation decisions affecting the children covered under part C of IDEA will be closely coordinated with the Interagency Council, stakeholders, and professionals across Oregon.

At the staffing and operational level, SB 909 creates in law for the first time a single cabinet level staff person – the Early Childhood System Director – reporting to the Governor and the Early Learning Council and empowered to lead and implement broad systemic change across state government. The Early Childhood System Director will be the day-to-day director of the activities called for in this grant, and will be accountable to the Governor and Early Learning Council.

(3) Method and process for making decisions – Policy decisions will be made by the Early Learning Council; operational decisions will be made by the Early Childhood System Director. The Governor’s existing authority as state CEO, along with the commitments codified in Memoranda of Understanding (See MOUs beginning on page XX in the Appendices Section), will provide the operational direction and guidelines for delivery of results. The streamlined structure created by the legislature creates uniquely direct lines of accountability within Oregon government. Dispute resolution within state government will occur within the executive branch under the authority of the Governor and the Early Learning Council.

(4) Plan for involvement – The Early Learning Council will engage in a broad reaching and aggressive community and stakeholder engagement strategy to inform the design, delivery, and continuous improvement of a high quality and innovative state system. Consistent with requirements of the Head Start Act, the Early Learning Council will conduct hearings semi-annually to directly engage a broad set of communities, including Native American and tribal communities. On a quarterly basis, the Early Childhood Systems Director will solicit ideas, feedback, and recommendations from Head Start Policy Councils, Head Start Governing Bodies and other locally-based early learning governance committees on behalf of the Early Learning Council and the Governor. Workgroups for various communities of Children with High Needs are planned under the Early Learning Council.

An annual, public review of Early Learning services and systems will be conducted directly with parents and families of Children with High Needs using focus group, town hall formats and online opportunities. Use of these multiple venues will ensure maximum communication and reflect different styles and comfort levels in public conversation and engagement. Early childhood educators will continue to be engaged via the steering committee guiding Oregon's TQRIS, and through state collective bargaining relationships with Oregon American Federation of State, County, and Municipal Employees (AFSCME) Council 75, which represents approximately 4,400 licensed Family Child Care Providers and Service Employees International Union (SEIU) Local 503, which represents an additional 4,700 approximately unlicensed Family Child Care Providers receiving government subsidies . Other key stakeholders and delivery partners in the system will be Oregon's Community Action Agencies, which provide a variety of services to high need children and families, and the emerging Coordinated Care Organizations (CCOs) responsible for Oregon's Medicaid transformation efforts under the Affordable Care Act. Both the Community Action Agencies and the emerging CCOs will be engaged directly as service delivery is redesigned at the community level to account for and streamline the multiple points of contact for families with high needs. CCOs are targeted for implementation in separate legislation (HB 3650) in 2012. Representatives of the Governor's Early Childhood and Family

Support Transition Team are currently engaged as members of a Coordinated Care Organization Workgroup charged with developing the CCO model. This group is charged with developing qualification criteria and standards for the proposed CCOs, and will report its findings to the Legislature in February 2012 with expected concurrent roll-out of regionalized, community-based coordinated services beginning in July 2012.

(b) Demonstrating strong commitment from Participating State Agencies to the State Plan by including MOUs between the State and each Participating Agency – (See executed copies of the MOUs with participating State Agencies starting on page 270 of the Appendices Section.)

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders by including letters of support from Intermediary Organizations and other stakeholders – (See signed copies of Letters of Support beginning on page 316 of the Appendices Section.)

Evidence for (A)(3)(a)(b): Organization Chart

**Oregon Early Childhood Learning and Development System
Governance and Grant Management**

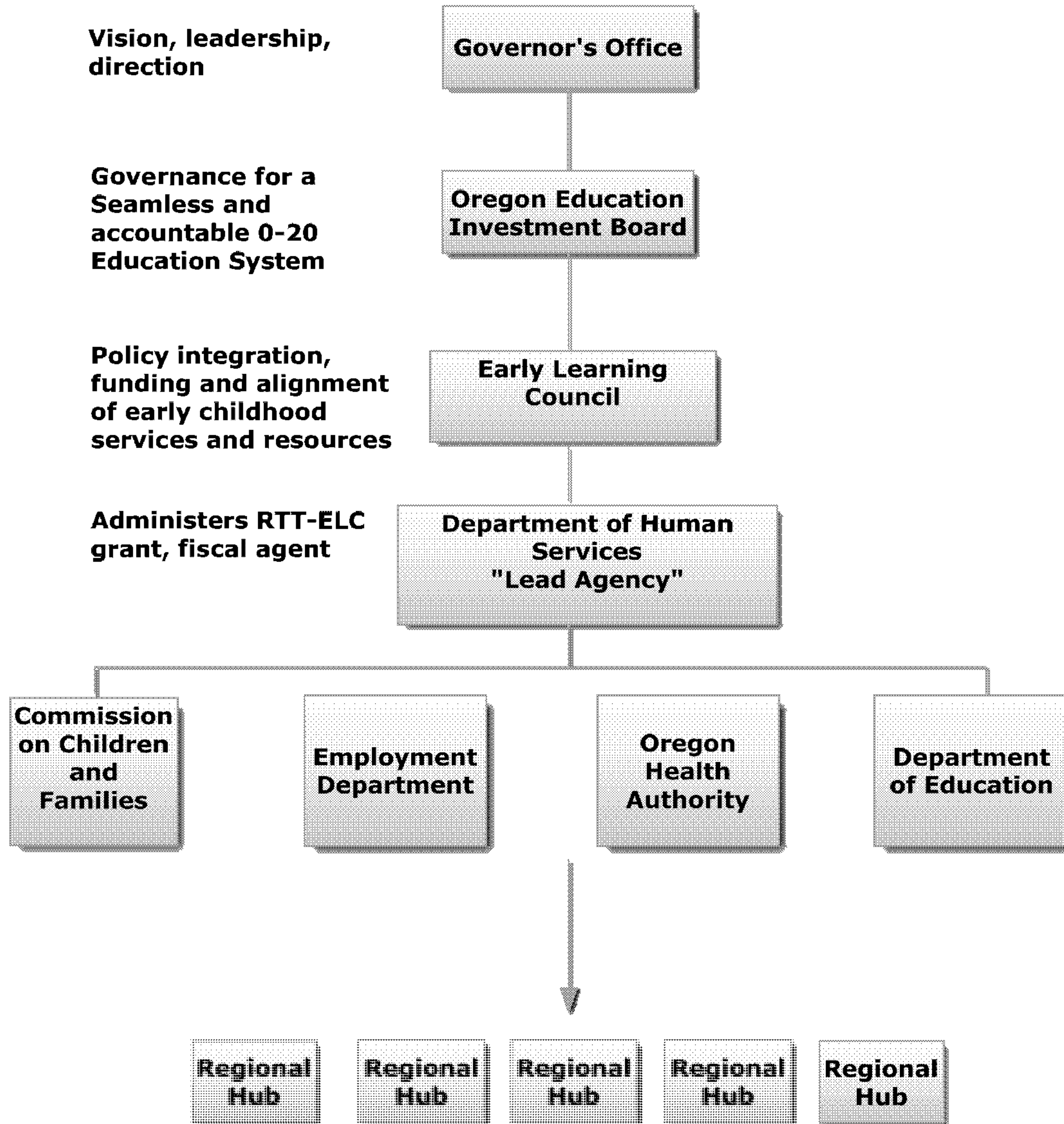


Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Early Childhood Council	Provide overall governance to early childhood and the agencies participating RTT-ELCG.
Department of Human Services	Lead Agency, Fiscal Agent
Department of Education	Provide leadership and partner with the Early Learning Council in the development of a Kindergarten Entry Assessment, the alignment between the HSCD Early Learning Framework and the K-12 Common Core, and developing a unified data system.
Oregon Health Authority	Provide leadership and partner with the Early Learning Council to implement the recommended screening tools and develop strategies to increase the number of children screened for developmental delays; develop training curriculum for maternal depression screening for early care and education, child welfare, and home visitors; and in the development of a unified Data System.
Employment Department	Provide leadership for the development, implementation, promoting participation, rating and monitoring ELDP's, and promoting access to the TQRIS including social marketing that targets efforts around families of Children with Special Needs. Responsibilities include contracting with the Center for Career Development who is responsible for the Workforce Knowledge and Competency Framework, the Oregon Registry Online and CCR&R system. OED will partner with the Early Learning Council for a unified data system.
Commission on Children and Families	Partner with the Early Learning Council to promote participation and access to the TQRIS; and identify and address the health, behavioral, and developmental needs of Children with High Needs to improve school readiness through their leadership in Healthy Start and Relief Nurseries.
State Libraries	Partner with the Early Learning Council by participating in a statewide social marketing plan regarding early literacy in families, including targeted efforts around families of Children with Special Needs. In partnership with the Early Learning Council, 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.
Other Entities	
State advisory council on early childhood education and care	The Early Childhood Matters Advisory Council fulfills the requirements of the Head Start Act.
State Interagency Coordinating Council for Part C of IDEA	Work in partnership with the Early Learning Council to achieve the goals of the RTT-ELCG and the Governor's Early Childhood initiative in supporting children with disabilities.

Copies of fully executed MOUs can be found in the Appendices Section (see page 270 of the Appendices Section).

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Child Care Resource and Referral Network and 13 CCR&R Agencies	Yes
Oregon Head Start Association	Yes
Oregon Council for Exceptional Children's Division of Early Childhood	Yes
Oregon Association for the Education of Young Children	Yes
Oregon AFSCME	Yes
Oregon Council on Developmental Disability	Yes
Oregon Child Development Coalition – State affiliate of National Migrant/Seasonal Head Start Association	Yes
Confederated Tribes of Grand Ronde; Siletz Indian Tribal Council; Coquille Indian Tribe; - State affiliates of National American Indian/Alaska Native Association	Yes
Oregon Association of Relief Nurseries	Yes
One Voice for Child Care	Yes
Oregon Association of Child Care Directors	Yes
Fight Crime Invest in Kids	Yes
Stand for Children	Yes
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>	

Copies of Letters of Support can be found in the Appendices Section (see page 316 in the Appendices Section.)

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).

- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

*(Enter **narrative** here– recommended maximum of eight pages)*

A (4) – Developing a budget to implement and sustain the work of this grant

(a) Demonstrate how the State will use existing funds that support early learning and development from federal, state, private and local sources – With the creation of the Oregon Early Learning Council during the recent 2011 Legislative session, Oregon is making systematic changes in funding early learning and development programs. The Council intends to create a unified system of early childhood services with a single policy board overseeing early learning programs, including the funding and administration of these services. The Council is reviewing how to merge, redesign or improve the coordination of the following programs and each of their funding:

- State Commission on Children and Families, including Healthy Start Family Support Services, Relief Nurseries, Great Start, and Family preservation programs.
- Department of Education programs, including Early Intervention Services, Early Childhood Special Education, Head Start programs, Oregon Pre-Kindergarten programs, special education and related services.
- Oregon State Library, including as the Ready to Read grant program.
- Oregon Health Authority, Office of Family Health, including maternal and child health services, and the Women, Infants and Children program.
- Employment Department, Child Care Division and the Commission for Child Care.
- Department of Human Services, including Employment Related Daycare and the Children’s Wraparound Initiative.

The Council is including all funds from these programs in its review of how to better coordinate these services and ensure that children are ready to learn when entering kindergarten, ready to read entering first grade and reading by the end of first grade.

Resources included in the programs under the administration of the Early Learning Council include various revenue federal, state and local funding sources. Federal funding sources included are the Child Care and Development Fund, Title 1 ESEA funding, IDEA Part B, Section 611 and Section 619, IDEA Part C, ALDER project Statewide Longitudinal Data System, Title V Maternal Child Health Block Grant, Women, Infant and Children funding, Temporary Assistance for Needy Families, Social Security Act Title IV B Family Support Services, Title XIX Healthy Start and Title XX Relief Nurseries. These funding sources will support ELDP under the policy direction of the newly formed Early Learning Council. By including all the above funding sources and the programs they support in one policy discussion, families should experience consistent and efficient service delivery.

Oregon has budgeted approximately \$2.7 million from Project ALDER from the US Department of Education for the development of the Early Childhood Data System. With the Governor's priority of early learning programs, the Department of Education has also prioritized the development of the early childhood data system that will, at some point, connect with the State Longitudinal Data System. This early childhood data system is intended to be easily accessible for families, providers and policy makers. The system expected to report outcomes at the child, program, region and statewide levels, and be used across all systems.

Child Care Development Fund (CCDF) quality set-asides have been used to invest in: (1) increased workforce skills and professional development; (2) environmental improvements of child care facilities; (3) improved collection, analysis and access to child care data; (4) technology for improved access to child care information and training; and (5) consumer education and quality referrals for working families. Specific investments include: expanding the Oregon Registry (a provider professional development system) and developing specialized credentials; developing and providing access to higher level of training for ECE; regionalizing child care resource and referral services to better serve communities; making technological improvements to increase access to training and consumer education information; and increasing access to training for family, friend and neighbor care.

Additionally, the council will administer an estimated \$180 million annually of the state's general fund that supports early learning and development activities. Local providers are able to raise funds within their communities to maximize resources, creating additional funding for direct service delivery.

Revenues generated from the Children's Levy will greatly enhance the funding in the Portland metropolitan area for the State's Plan. The Portland Children's Levy will provide the following grant funds (subject to annual grant renewals):

- \$2 million to \$2.46 million annually for three years beginning in 2011-2012 for access to child care, Head Start and Early Head Start, and Pre-Kindergarten services for as many as 580 low-income children annually
- \$329,500 and \$378,760 annually for three years beginning in 2011-2012 to support early literacy activities and other school readiness activities through Multnomah County Library, Head Start, child care and parent-child programs
- \$933,173 and \$1.072 million annually for three years beginning in 2011-2012 for child development services provided through home visits, along with case management for at-risk families (including immigrant families)
- \$1.65 million and \$1.897 million annually for three years beginning in 2011-2012 for a variety of other services reaching young children and their parents in high-risk families – including therapeutic child care; case management; mental health consultation; and parenting education and support. Families reached include immigrant families, families with involvement in the child welfare system, families affected by HIV/AIDS, and families headed by teen parents.

Private sector funding dedicated to early learning and development increased substantially over the last five years. Additional commitments from foundations are planned to partially “match” Oregon's Race to the Top grant for the next four years. Members of the Early Childhood Learning Funders Circle, a consortium of foundations, have committed to support expansion of early literacy and language development initiatives, development of a statewide parenting

education network, workforce development, kindergarten entry assessment, and further expansion of the TQRIS.

By coordinating the above programs under one Council with the unified goals of kindergarten readiness and first grade reading, Oregon will use current resources more effectively.

(b) Describe in budget tables and narrative how the State will effectively and efficiently use funding from the grant to achieve the outcomes of the State Plan – Funds from the grant will be used to make systematic changes and better position Oregon for transforming to an outcome-based delivery system. Grant funds will be focused on seven projects:

1. Tiered Quality Rating and Improvement System – a two-part project which includes: (1) Expanding the number of programs and type of Early Learning and Development (ELD) programs participating in the TQRIS and (2) adding “tiers” to the QIS for all ELD programs and align funding to tiers
2. Early Learning and Development Standards – aligning ELD with K-12 education – Head Start Child Outcome Framework with Common Core Standards.
3. Building capacity – Health Promotion Practices – expanding comprehensive screening, providing workforce training and establishing follow-up procedures.
4. Building capacity – among providers, programs, infrastructure, child care centers through workforce framework implementation. Kindergarten Entry Assessment – redesigning and implementing a statewide kindergarten entry assessment.
5. Develop and implement a Kindergarten Entry Assessment.
6. Early Learning Data System – build and link the Early Learning Data System to the Statewide Longitudinal Data System – include kindergarten readiness and Head Start
7. Consumer education – Consumer education – improving public access to information, quality and frequency of information, and increasing transparency

(1) Is adequate to support the activities described in the State Plan – The proposed budget allows Oregon to invest in developing its workforce and infrastructure to create a sustainable environment for programs to be more efficient, have better resources and data

available, understand outcomes and how program delivery can impact them, and allow for children and families to receive the services they need. See Section VIII for more budget information.

- (2) Includes costs that are reasonable and necessary in relation to objectives, design, and significance of the activities described in the State Plan and the number of children to be served** – The proposed costs are reasonable and necessary to transform Oregon’s disconnected and inefficient early childhood system into a coordinated system of services and supports for young children and their families. As previously indicated (page 9), 44,500 children currently receive early learning and development services each year. Infrastructure improvements such as data sharing, workforce development, quality rating and improvement system and improved public outreach will allow for more children to receive high-quality services. Funding from this grant would increase the number of children served in a more coordinated and efficient system, not only improving quality outcomes for children and families, but allowing for increased capacity in the system.
- (3) Details the amount of funds budgeted for Participating State Agencies and others** – The State Plan relies on communities and local organizations to achieve the desired outcomes, over \$20 million of the grant proposal is to be spent by these local organizations. The proposal allows for localities to make the infrastructure changes and workforce development investments at their level in order to deliver on the outcomes. Participating State Agencies will work directly with these organizations to maximize efficiencies across the entire system.

(c) Demonstrates that it can be sustained after the grant period ends – Oregon will use funding from the Early Learning Challenge grant to build and expand quality infrastructure. By choosing to focus on structure, governance and organization, the State will expand quality and access – particularly for Children with High Needs – that can be maintained. Because Oregon’s cross-agency early childhood funding and programming are moving under the governance of the

Early Learning Council, Oregon is well-positioned to maintain priorities after the grant period has ended. Oregon's will sustain efforts around the following key strategies:

- Restructuring existing funds and aligning with newly developed quality infrastructure.
- Identifying children with high needs and families as early as possible (at birth or before) when opportunities for positive outcomes are high.
- Establishing incentives for access and quality at both a provider and family levels.
- Streamlining and coordinating existing services to eliminate duplication of effort, limiting cumulative overhead expenses, and using efficiencies to expand services.
- Increasing focus and accountability on child outcomes aligned with school readiness and early success.

In addition, Oregon already invests significant funding into early childhood, including allocating CCDF quality dollars to the development of the TQRIS and professional development systems. Furthermore, Oregon has significant investments from private philanthropic foundations, a local tax levy and partners in early childhood.

Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
Child Care and Development Fund*	\$64,711,041	\$64,711,041	\$64,711,041	\$64,711,041	\$258,844,164
IDEA - Part B, Section 611*	\$8,334,994	\$8,334,994	\$8,334,994	\$8,334,994	\$33,339,976
IDEA - Part B, Section 619*	\$2,049,162	\$2,049,162	\$2,049,162	\$2,049,162	\$8,196,648
IDEA - Part C*	\$4,820,133	\$4,820,133	\$4,820,133	\$4,820,133	\$19,280,532
Statewide Longitudinal Data System	\$1,100,000	\$1,600,000	0	0	\$2,700,000
Title V - Maternal	\$3,382,209	\$3,382,209	\$3,382,209	\$3,382,209	\$13,528,836

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
Child Health Block Grant*					
Other PH Grants - (ECCS, LAUNCH, etc)*	\$2,533,820	\$2,533,820	\$2,533,820	\$2,533,820	\$10,135,280
Women Infants and Children*-SNAP	\$75,140,339	\$75,140,339	\$75,140,339	\$75,140,339	\$300,561,356
TANF	\$14,750,532	\$14,750,532	\$14,750,532	\$14,750,532	59,002,128
Title IV B - Family Support Services*	\$1,800,241	\$1,800,241	\$1,800,241	\$1,800,241	\$7,200,964
Title XIX - Healthy Start*	\$2,191,848	\$2,191,848	\$2,191,848	\$2,191,848	\$8,767,392
Title XX - Relief Nurseries*	\$1,024,168	\$1,024,168	\$1,024,168	\$1,024,168	\$4,096,672
State General Fund*	\$171,417,910	\$189,224,066	\$217,519,743	\$250,088,068	\$549,272,677
Child Care Licensing Funds	\$385,000	\$385,000	\$385,000	\$385,000	\$1,540,000
Child Care Contribution Tax Credit	\$666,000	\$666,000	\$666,000	\$666,000	\$2,664,000
Portland Children's Levy	\$4,912,673	\$2,460,000	\$2,460,000 (final year)	0	\$9,832,673
*Given current budget uncertainties, Federal fund revenue sources are estimated to maintain at current funding levels and state General Fund revenues are estimated at most recent revenue forecast (August, 2011) prepared by the Oregon Office of Economic Analysis.					

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards²⁰ that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce,

²⁰ See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf

U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense. Retrieved from: http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.0.0¤t_id=20.60.500.100.500.60.60.0.0

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).

- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
 - A copy of the tiered Program Standards;
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
 - Documentation of how the tiers meaningfully differentiate levels of quality.

(Enter narrative here – recommended maximum of five pages)

B (1) – Developing and adopting a common, statewide Tiered Quality Rating and Improvement System

(a) **Based on a statewide set of tiered Program Standards** – Oregon’s Tiered Quality Rating and Improvement System (TQRIS) is a set of tiered program standards that uses a building block for indicators of quality. Licensing is the foundation of the TQRIS with additional tiers reflecting a progression to high quality program standards. These higher standards integrate the essential components of quality as follows:

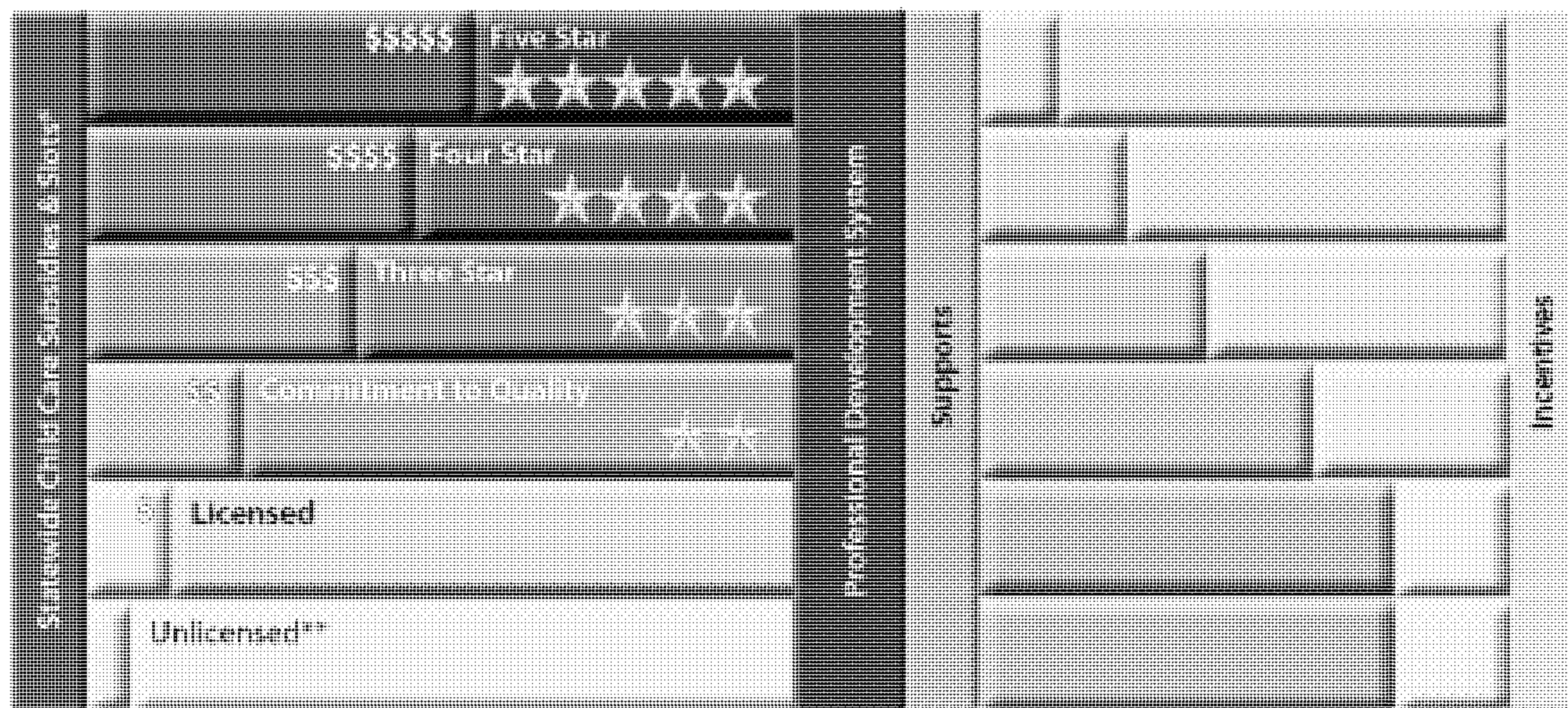
- Early Learning and Development Standards – Oregon’s Early Learning and Development Standards are integrated into the TQRIS in two ways: (1) Oregon’s Workforce Knowledge and Competency Framework provides the content of what Early Childhood Educators (ECE) need to know to work with young children; and (2) the TQRIS requires the curriculum framework of an Early Learning and Development Program (ELDP) to be linked and infused within the Early Learning and Development Standards.
- A Comprehensive Assessment System – The TQRIS requires top tier ELDP to provide comprehensive assessment of child learning needs using a statewide identified developmental screening tool, and to integrate findings in the following ways: individualized lesson planning, environmental program assessment and CLASS observations for measuring the quality of adult-child interactions.

- Early Childhood Educators (ECE) qualifications –The TQRIS requires different training and education milestones for ECE at the different tiers within the TQRIS. The state uses a database that captures the training, education and qualification of ECE. Oregon is unique since this work captures education and training data for 100% of ECE working in licensed programs, including Head Start, Early Head Start, Early Intervention/Early Childhood Special Education, and Relief Nurseries. The TQRIS uses statistical analyses tools to collapse ECE training and education into a combined score for the ELDP.
- Family engagement strategies – The TQRIS builds on the basic licensing requirement to ensure access to parents while their children are in care and establishes specific strategies to engage families. The TQRIS requires ELDP to have a family centered philosophy that guides program planning and assists families to access community resources, as needed.
- Health Promotion practices –Health and safety requirements are part of the foundational level of Oregon’s TQRIS. Higher tiers expand basic expectations to ensure children are provided instruction on evidence-based health, hygiene and nutrition practices paired with parent education to support those practices at home. ECE staff at the highest tier work with health and related service professionals to provide required care for children with special health care needs.
- Effective Data practices – Oregon’s TQRIS uses comprehensive, linked systems to collect, verify and track indicators of quality. A central repository database is used to link data systems using unique identifiers for ECE and ELDP and keep non-duplicative longitudinal data on ECE in the workforce and all ELDP. Oregon is committed to data collection and management practices that are efficient and sustainable by building upon existing licensing process, workforce database and web-based applications. Oregon has developed a set of practices, (see Collection and Management of Data on page 144 in the Appendices Section), that adhere to national best practices on verification and data entry procedures to ensure accurate and reliable data.

The graphic on the next page is designed to show the TQRIS in relationship with the supports and incentives for ELDP and subsidy policies to ensure Children with High Needs are in High

Quality ELD. Oregon's Professional Development System is used to support ELDP to ensure ECE are adequately trained to meet TQRIS Standards.

Oregon's TORIS Model



* Alignment of subsidies & slots with tiers over time

** Tiered Early Learning & Development Programs shall include Head Start, Early Head Start, State pre-K, licensed child care, IDEA-funded programs & relief nurseries

(b) Standards that are measurable and differentiate program quality levels – Currently, Oregon has three distinct tiers of quality: (1) Licensed, (2) Oregon Program of Quality, and (3) accreditation from a national organization that has met standards for accrediting bodies. Although 100% of all licensed ELDP are currently differentiated by how well they perform on structural indicators of quality, they have not been assigned to a tier based on their performance in relationship to TQRIS Standards. Oregon is just completing a second field test of 30 programs, including center based, large family homes and small family child care homes, to achieve a TQRIS designation. Oregon was selected as one of six states to participate in the National Governor's Association's Building Ready States Policy Academy. Specific technical assistance was provided on TQRIS Standards and partnership models across other sectors of ELDP with particular attention to partnerships between Head Start, Early Intervention/Early Childhood Special Education (EI/ECSE), and Child Care. Catherine Scott-Little, Ph. D, of the

University of North Carolina at Greensboro, provided feedback and overall analysis on the TQRIS Standards and how they align with Head Start Performance Standards and Early Learning Development Standards.

Oregon is currently integrating structural indicators of quality, which have been developed and implemented over the last six years, into a comprehensive set of TQRIS standards that will apply to all ELDP. This integration will move Oregon from a three-tiered system to a five-tiered system and will also include incentives and supports. Oregon's decision to move to a five-tiered system is based on empirical data, an analysis of field test results from ELDP completing the TQRIS process, a review of the literature and national TQRIS technical assistance. Based on this work, the state is ready to begin implementation of a revised five-tiered TQRIS model in January of 2012. Oregon's revised TQRIS will include supports and incentives promoting continuous quality improvement, verified as effective through independent evaluations.²¹ Moreover, Oregon has developed a validation and evaluation plan to provide ongoing evaluation to guide TQRIS refinements (see Selection Criterion B-5). Oregon is committed to ensure the TQRIS tiers are measurable and meaningfully differentiate program quality levels. The TQRIS tiers are designed to provide attainable and incremental movement for programs and reflect high expectations that lead to improved learning outcomes for children.

(c) Is linked to the State licensing system for Early Learning and Development Programs –

While Oregon's TQRIS is tightly linked to licensing, some ELDP are monitored by organizations other than the licensing agency. This includes some Head Start, Early Head Start, State Pre-K, IDEA-funded programs, and relief nurseries. Approximately 26% of these ELDP are licensed in the state and monitored by another state or federal agency. Work is underway to bring ELDP into the TQRIS by aligning monitoring standards between Head Start federal monitoring and state licensing. Oregon was selected as one of two states to participate in the Federal Learning Laboratory project with the Office of Head Start and the Office of Child Care

²¹ (Lipscomb, 2008, 2011a; Piazza Templeman, 2010).

focused on the issue of aligning monitoring standards. A broad and diverse State Team has been meeting regularly to identify areas in which Oregon can better align its existing processes for quality monitoring in Head Start and Oregon Pre-K with the health and safety standards identified in the state's licensing regulations.

In addition, Oregon is conducting a broad revision of licensed child care rules across all facility types beginning in 2012. In early 2011, the Child Care Division contracted with leading national consultants on child care licensure to analyze Oregon's current regulations, interview providers and key stakeholders, and produce an Executive Report by December 2011. Findings from this work will be used to recommend additional steps to link Oregon's regulations with Head Start Performance Standards. A Mid-Project Summary is described in Competitive Priority 2, and provided on page 247 in the Appendices Section.

In addition to improving the links between current monitoring of non-licensed ELDP with the State's licensing regulations, Oregon is poised to license more ELDP as needed and appropriate. Two important steps have been taken in 2011: (1) 25 Head Start ELDP – 16% of Head Start programs – have indicated they intend to become licensed within the next 3-6 months; and (2) key stakeholders, unions, and policy makers are working together to determine a licensing system for ELDP that regularly care for two or more unrelated children, and to tighten the laws that restrict illegal care. The alignment of monitoring standards and the revision of licensing rules will result in inclusion of all ELDP in TQRIS.

B(1) High Quality Plan to Develop and Implement a Tiered Quality Rating and Improvement System – This is one of the proposed RTT funded Projects -

(a) The Key Goals:

1. Revise and adopt Oregon's current three-tiered system into a five-level Tiered Quality Rating Improvement System based on a statewide set of tiered Program Standards.

2. Define indicators of quality within the TQRIS Standards that are measurable and differentiate the quality of programs within the levels of the TQRIS.
3. Align state licensing health and safety regulation and Head Start Oregon Pre-Kindergarten requirements and develop a shared monitoring system.

(b) Implementation of the TQRIS will occur systematically across the state. Year one will emphasize supports to licensed and “ready” ELDP (those that that appear “ready” to meet top tiers in the TQRIS based on structural indicators of quality). This will allow Oregon to target ELDP at all levels within the TQRIS as well ELDP that serve a high percentage of low income families communities in both urban and rural communities. Oregon will also work closely with Head Start and Pre-K to swiftly move programs into the TQRIS. In subsequent years Oregon will focus on supports and incentives for participation across the state and target efforts to move programs to higher tiers. We will also focus on steps to take TQRIS to universal scale with Head Start and licensed ELDP and alignment with IDEA Part B, Part C, and relief nurseries.

(b)(c)(d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
1 st Quarter 2012	Revise and update TQRIS Standards.	Integrate existing structural indicators of quality with environmental indicators and enhance with process indicators of quality (CLASS).	Comprehensive set of standards.	<u>Employment Department (OED) QRIS Manager</u> Oregon DOE Early Childhood Director (ODE)
1 st Quarter 2012	Refine tiers, including Quality Indicators and progress toward	Tier refinement process relies on evidence from EQUIP	Tiers defined.	<u>OED</u> ODE

	TQRIS standards required at discrete tiers of quality.	evaluation, analysis of statewide QIP data, and expert feedback.		
1 st -2 nd Quarter 2012	Refine and expand incentives and quality improvement grants for programs to achieve higher levels of quality.	Incentive refinement process relies on results from EQUIP outcome evaluation forthcoming in Dec 2011).	Regional system to provide community level incentives.	<u>Employment Department QRIS Manager</u> Early Learning Council Foundation Community
1 st -2 nd Quarter 2012	Design TA system to support incremental progression towards higher TQRIS standards.	TA system developed based on data from the current TQRIS field test.		<u>Employment Department QRIS Manager</u>
3 rd Quarter 2012 - ongoing	Implement a TA system regionally across the state.	In order to support ELDP to progress on the TQRIS adequate supports must be made available statewide to meet the individual needs of each ELDP within their specific locality.	Completed materials, including a self-assessment and quality improvement plan, with protocols to support ELDP to progress on the TQRIS.	<u>Employment Department QRIS Manager</u> Early Learning Council
1 st Quarter 2014	Update TQRIS Standards and TA based on	Revision of TQRIS standards based on results	Revised TQRIS standards. Revised supports	<u>OED, Child Care Administrator</u>

	validation and evaluation results.	of wave 1 validation study. Revise TA system based on field test results.	and incentives.	
4 th Quarter 2012 - 4 th Quarter 2014	Incorporate and implement strategies streamlined monitoring across sectors utilizing existing monitoring systems.	Reduce monitoring duplication.	Duplicate monitoring systems are aligned.	<u>OED, Child Care Administrator</u> <u>ODE, Early Childhood Director</u> ODE, Head Start Collaboration Director
3 rd Quarter 2012 – 2 nd Quarter 2013	Revise child care regulation to align across monitoring system, types of ELDP and as appropriate elements of the TQRIS	Shared monitoring to aligned health and safety standards will lead to the inclusion of all ELDP in TQRIS.	Executive Report Completed	<u>Employment Department, Child Care Administrator</u>
4 th Quarter 2015	Finalize TQRIS Standards and supports based on validation and evaluation results.	Revision of TQRIS standards based on results of wave 2 validation study. Revise supports based on field test results	Finalize TQRIS standards. Revised supports and incentives	<u>OED, Child Care Administrator</u>

(e) Financial Resources – Currently Oregon uses CCDF, including quality set-asides, to develop a comprehensive set of TQRIS standards for a three tiered system, funding from this grant will allow for Oregon to make the one time investment to a five tiered system. Foundation donations will also be used for this purpose.

Oregon's TORIS Model: Monitoring & Rating System

<p>Quality verified through direct observation and video analysis Quality verified through direct observation and video analysis. Quality verified through direct observation and video analysis.</p>	<p>Five Star ★★★★★</p> <p>Programs have demonstrated a level of quality that includes:</p> <ul style="list-style-type: none"> • Consistent quality of care • Consistent staff training • Consistent staff assessment • 100% of ECSE standards meeting AAAS/NAEYC Oregon Registry • Programs that show alignment and support for LHA • Practices to improve child outcomes and for program use • Collaboration with family professionals, as needed • Practices to support children with high needs 		
<p>Quality verified through direct observation and video analysis Quality verified through direct observation and video analysis. Quality verified through direct observation and video analysis.</p>	<p>Four Star ★★★★</p> <p>Programs have demonstrated a level of quality that includes:</p> <ul style="list-style-type: none"> • Consistent quality of care • Consistent staff training • Consistent staff assessment • 90% of ECSE standards meeting AAAS/NAEYC Oregon Registry • Programs that show alignment and support for LHA • Practices to improve child outcomes and for program use • Collaboration with family professionals, as needed • Practices to support children with high needs 		
<p>Quality verified through direct observation and video analysis Quality verified through direct observation and video analysis. Quality verified through direct observation and video analysis.</p>	<p>Three Star ★★★</p> <p>Programs have demonstrated a level of quality that includes:</p> <ul style="list-style-type: none"> • Consistent quality of care • Consistent staff training • Consistent staff assessment • 80% of ECSE standards meeting AAAS/NAEYC Oregon Registry • Programs that show alignment and support for LHA • Practices to improve child outcomes and for program use • Collaboration with family professionals, as needed • Practices to support children with high needs 		
<p>Quality verified through direct observation and video analysis Quality verified through direct observation and video analysis. Quality verified through direct observation and video analysis.</p>	<p>Commitment to Quality ★★</p> <p>Programs have demonstrated a level of quality that includes:</p> <ul style="list-style-type: none"> • Consistent quality of care • Consistent staff training • Consistent staff assessment • 70% of ECSE standards meeting AAAS/NAEYC Oregon Registry • Programs that show alignment and support for LHA • Practices to improve child outcomes and for program use • Collaboration with family professionals, as needed • Practices to support children with high needs 		
<p>Quality verified through direct observation and video analysis Quality verified through direct observation and video analysis. Quality verified through direct observation and video analysis.</p>	<p>Licensed</p> <p>Programs meet all licensing requirements:</p> <ul style="list-style-type: none"> • ECSE listed on the Oregon Registry • Meeting training requirements • Background checks 		
<p>Quality verified through direct observation and video analysis Quality verified through direct observation and video analysis. Quality verified through direct observation and video analysis.</p>	<p>Unlicensed</p> <table border="0"> <tr> <td> <p>Unlicensed Enhanced</p> <ul style="list-style-type: none"> • Background check/verification • Additional training </td> <td> <p>Unlicensed Exempt</p> <ul style="list-style-type: none"> • Background check/verification </td> </tr> </table>	<p>Unlicensed Enhanced</p> <ul style="list-style-type: none"> • Background check/verification • Additional training 	<p>Unlicensed Exempt</p> <ul style="list-style-type: none"> • Background check/verification
<p>Unlicensed Enhanced</p> <ul style="list-style-type: none"> • Background check/verification • Additional training 	<p>Unlicensed Exempt</p> <ul style="list-style-type: none"> • Background check/verification 		

(f) Supporting Evidence – The above graphic represents a draft of Oregon’s five-tier TORIS system as currently envisioned. The items listed under “rating system” illustrate factors that will be used to differentiate levels within each standard. The graphic also details initial plans to monitor ELDP at each level of quality. The appendices listed below provide additional evidence

that Oregon has established and adopted a TQRIS, and that we have continuing plans to further develop it.

- Oregon Program of Quality Standards – Environmental Indicators (See Quality Standards on page 256 in the Appendices Section).
- Quality Indicators Project – Structural Indicators (See Quality Indicators on page 254 in the Appendices Section).
- Oregon Child Care Centers: 2010 Descriptive Statistics on Five Quality Indicators
- Example of Program Standards Crosswalk (NAEYC/NAFCC/Head Start Performance Measures) (See Crosswalk for Standard 1 on page 197 in the Appendices Section).
- Collection and Management of Data (See Collection and Management of Data on page 144 in the Appendices Section).
- Oregon’s Early Learning Foundations (See Birth to Five Early Childhood Foundations on page 148).

(g) Information requested in Performance Measures – this does not apply to B (1).

(h) How the state will address the needs of different types of ELDP – The State’s High Quality Plan involves Head Start, Early Head Start, Migrant Head Start, IDEA Part B and C programs, child care and relief nurseries in the development of agreed upon TQRIS Standards. The state agencies that administer these ELDP are committed to identify ways to align state monitoring requirements to further connect the early childhood system.

(i) How the state will meet the needs of Children with High Needs – Oregon has established a close partnership among organizations that support Children with High Needs, including state agencies, Head Start, Migrant Head Start, IDEA Part B and C programs, and CCDF subsidy programs. This collaboration paired with a statewide set of TQRIS Standards allows individual ELDP to work across sectors. We have established additional connections by extending the ELDP licensing process to support the needs of children in foster care. These cross sector

collaborations are especially prevalent in rural communities where services are provided within a regional hub with multiple connections for families. In addition, as part of Oregon’s early learning reform initiative (See Section A), family support managers will help connect families and Children with High Needs to appropriate resources and high quality ELDP.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements²²						
	<i>If the Program Standards address the element, place an “X” in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
Oregon Programs of Quality (TQRIS)	X	X	X	X	X		
Quality Indicators (QI)			X				
Collection and Management of Data (Standards for data)						X	
Early Learning Guidelines	X						
Licensing Rules					X		
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>							

²² Please refer to the definition of Program Standards for more information on the elements.

(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

(1) State-funded preschool programs;

(2) Early Head Start and Head Start programs;

(3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;

(4) Early Learning and Development Programs funded under Title I of the ESEA; and

(5) Early Learning and Development Programs receiving funds from the State’s CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (*e.g.*, maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).

*(Enter **narrative** here – recommended maximum of five pages)*

B (2) – Promoting participation in the State’s Tiered Quality Rating and Improvement System

(a) Implementing effective policies to reach the goal of having all ELDP participate – As previously described in this proposal, Oregon has implemented two primary strategies to

maximize program participation in the TQRIS; (1) Statewide implementation of the Quality Indicators Project; and (2) Alignment of Head Start Performance Standards with Oregon Program of Quality Standards. Oregon has identified additional actions in its High Quality Plan, to promote broad participation. Through the statewide implementation of the Quality Indicators Project, Oregon has developed and implemented a TQRIS using structural indicators of quality for all licensed programs, achieved primarily with private sector support. Oregon created the Quality Indicator Program (QIP) beginning in 2005 with the goals of improving quality and articulated values of universality, feasibility, and sustainability. QIP policies and practices were built within Oregon's licensing system in collaboration with the state's child care resource and referral system and Oregon State University. Data are collected by child care licensing specialists at the time of licensing visits. By using existing child care licensing specialists to collect key data and information related to an ELDP level of quality, Oregon has quality information on 100% of licensed ELDP, including licensed family child care homes. From 2006 through 2008, Oregon piloted QIP in the major urban and two rural counties. QIP was rolled out statewide in 2009. Data are analyzed by researchers at Oregon State University and measures of quality are created based on empirically derived standards. These standards will become part of Oregon's revised TQRIS. The data are compiled into reports on individual ELDP and shared with them to indicate their level of quality. Aggregate data provide Oregon with a description of structural indicators of quality achieved by all licensed ELDP in the State. (See Oregon Child Care Centers on page 203 in the Appendices Section.)

Additionally, Oregon's TQRIS has incentives and supports to encourage ECE to increase their competency through training and education. These include scholarships and education awards. Both training and technical assistance are delivered throughout the state and are designed to help ELDP increase their level of quality.

As Oregon refines and incorporates additional tiers, the TQRIS will use these data to support ELDP efforts to increase levels. An analysis of 2010 quality data shows that ELDP are distributed across the range of the current quality indicator scores with about a third of programs needing limited time and resources to successfully advance in the tiered system. Basic data are

available on all licensed ELDP to support efforts to move to ever higher levels of quality care and education. Implementation of the fully-tiered TQRIS will target ELDP at various levels to participate in the newly revised system using existing quality data to tailor technical assistance and other supports.

Table below: Distribution of regulated ELDP by QIP scores—higher scores indicate higher rating on the five indicators used in the analysis.

Sum of indicator scores	Number of Programs	Description of Programs with this Score
11-13 points	10%	High or average on all indicators
9-10 points	27%	High or average on all but one indicator
7-8 points	39%	A mix of ratings on indicators
5-6 points	17%	Average or low on most indicators
1-4 points	7%	Low (or missing) on all indicators

*Excludes programs serving only school age children

* Education, Training, Retention, Compensation: 1 = Low, 2 = Average, 3 = High

* Accreditation: 1=Accredited, 0=Not Accredited

Oregon has identified additional actions in the High Quality Plan to build on current efforts and promote broad participation. First, as previously stated, the TQRIS has been designed in partnership with a broad array of early care and education partners. TQRIS standards were developed based on the work of a Child Care/Head Start Partnership Committee, which identified mechanisms to increase collaboration between Head Start ELDP and licensed ELDP. An extensive crosswalk was created between Oregon's licensing regulations, Head Start Performance Standards and National Association for the Education Young Children (NAEYC) Accreditation Standards. This crosswalk laid the foundation for subsequent work to develop TQRIS Standards that aligned Head Start Performance Standards, NAEYC and National Association for Family Child Care Accreditation Standards. These aligned standards, along with research based structural indicators of quality from the QIP, create the top tiers of Oregon's

TQRIS. This long term partnership, paired with Oregon doubling its investment in Head Start/Oregon Pre-K over the last five years, creates a natural alignment of policies and practices to promote participation in the TQRIS and advance Head Start and Pre-K ELDP to the top tiers.

Oregon's TQRIS is designed to incorporate various monitoring systems to provide evidence of meeting TQRIS Standards to facilitate participation of ELDP not licensed by the state. Oregon is well positioned to design and implement policies and procedures for a shared monitoring system through its participation in the Federal Monitoring Learning Laboratory. This has provided an opportunity to build a streamlined approach to promote participation across Head Start and Pre-K ELDP. Oregon's participation will also position the Early Learning Council to explore other opportunities to align the TQRIS with section 619 of Part B and Part C of IDEA, Title 1 ELDP and Relief Nurseries towards common early learning goals.

(b) Implementing effective policies and practices designed to help more families afford high-quality child care – Oregon has a long history of investment in policies and practices to help families afford quality care while also working to maintain supply. Child care assistance is vital for low-income families who are struggling to afford care that enables them to work and meet the developmental needs of their children. Access to high-quality child care nurtures learning and development so a child is better prepared to succeed in school.

In 2004, the Oregon Commission for Child Care created a process to examine strategies for strengthening the state's child care subsidy system. The process involved representatives from the Commission for Child Care, Child Care Division (CCD), Department of Human Services (DHS), the Oregon Child Care Research Partnership, child care resource and referral system, the Inclusive Child Care Program, the Service Employees International Union, the American Federation of State, County and Municipal Employees, the Children's Institute and other stakeholders. A shared vision was created for a child care subsidy program that would support the dual goals of family self-sufficiency and preparing children for success. Recommendations were crafted for improving the affordability of quality child care. Policy recommendations included increasing the family income limit to 185% of the federal poverty level (FPL),

increasing the payment rates for ELDP, reducing parent copayments and moving toward longer eligibility periods. Based on these recommendations, substantial investments have been made. Effective October 1, 2007, nearly \$40 million in improvements gave low-income families access to better care. This included raising the Employment Related Day Care (ERDC) gross income limit from 150% to 185% of the FPL and reducing copayments by an average of 20%. Prior to the improvements, a family of three at the maximum income level of 150% FPL paid approximately 27% of their gross income for the copay: with the new state investment, the copayment dropped to 13% of that family's income. Child care reimbursement rates increased significantly to the 75th percentile of the 2006 Child Care Market Rate Study, bringing state payments into alignment with rates charged by the majority of ELDP. These policy changes made Oregon policies some of the most generous in the nation and increased access of Children with High Needs to ELDP.

Oregon's subsidy program also supports low-income families whose children have severe physical or mental disabilities that require a much higher level of care than other children of the same age. If a child requires a higher level of care for his age, a supplemental payment may be made. This High Needs Program involves an assessment by a specialist following a referral by a case manager. The intent is to reimburse providers based on what it costs to provide additional care and attention the child requires.

(c) Setting ambitious targets for the numbers and percentages of ELDP participating in the TQRIS – Oregon plans to increase the number of ELDP participating in TQRIS to 100% for State Pre-K, Head Start and Migrant Head Start and 50% of programs receiving CCDF subsidies. The State intends to incrementally increase IDEA, Title 1 and Relief Nurseries participation as appropriate for the ELDP that serve young children.

Baseline data and targets for performance measures under (B)(2)(c).

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target - end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool and Early Head Start and Head Start ²³	264	70	27%	95	40%	264	100%	264	100%	264	100%
Migrant Head Start ²⁴	22	22	100%	22	100%	22	100%	22	100%	22	100%
Programs funded by IDEA, Part C ²⁵	35	0	0%	0	0%	3	9%	6	17%	12	34%
Programs funded by IDEA, Part B, section 619 ²⁶	35	0	0%	0	0%	3	9%	6	17%	12	34%
Programs funded under Title I of ESEA ²⁷	4	0	0%	0	0%	1	25%	2	50%	3	75%
Programs receiving CCDF funds ²⁸	6741	2016	30%	2016	30%	2494	37%	2966	44%	3371	50%

²³ Oregon Head Start PreKindergarten programs receive both federal Head Start and/or state PreK funding. Programs that receive state and federal funding do not distinguish between state and federal sites.

²⁴ Reported by Oregon Child Development Coalition (State Migrant Head Start Program)

²⁵ ODE annual Progress Report 2011

²⁶ ODE annual Progress Report 2011

²⁷ ODE annual Progress Report 2011

²⁸ Numbers obtained DHS Listed Providers: Statewide Statistics (Quarter Ending June 30, 2011)

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target - end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State Licensed ²⁹ <i>Describe:</i>	4661	4661	100%	4786	100%	5155	100%	5355	100%	5450	100%
<p>Note: Program numbers involving federal and state supported programs are duplicated within State licensed programs and programs receiving CCDF funds. Baseline data are the actual number of licensed programs at the time of each sources reporting.</p>											

B(2) High Quality Plan to Maximized Program Participation in TQRIS
 – This is one of the proposed RTT funded Projects –

(a) Key Goals:

1. Statewide participation across all Early Learning and Development Programs in Oregon’s Tiered Quality Rating Improvement System.
2. Policies and practices that support access to high-quality ELDP for families of Children with High Needs.

(b) Implementation – Begins in 2012-2013 with developing a readiness training for a TQRIS statewide campaign across all ELDP. Programs ready to begin self-assessment and moving up the tiers receive immediate support through regional coaches. The Early Learning Council can

²⁹ Employment Department September 2011 CCRIS Statewide Monthly Report

also help identify key geographic areas with higher populations of Children with High Needs for receiving early coaching, including low-income areas, rural areas and Indian lands. Because Oregon's TQRIS is built on the foundation of licensing, alignment of program and monitoring standards across key ELDP is essential to statewide participation in the TQRIS.

Licensure rule revision is scheduled simultaneously with a statewide team tasked with alignment of monitoring standards between licensing and Pre-K/Head Start. Subsidy alignment to ensure Children with High Needs have access to high tiered programs is tasked to the Early Learning Council with dedicated personnel for subsidy coordination across Agencies and funding streams. Further input from Participating Agencies and key partners is needed before determining if subsidy changes are rolled out statewide or in targeted pilot areas. Furthermore, an Early Childhood Special Populations Coordinator is also scheduled to be established at the Early Learning Council (as described in section B(4) and the related High Quality Plan) to help identify potential pilot areas and confirm with researchers key geographic areas.

(b)(c)(d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
2 nd Quarter 2012	Convene stakeholder group to officially adopt Oregon's TQRIS.	Comprehensive unified early childhood system to improve the quality of ELDP across the state.	Statewide adoption across <ul style="list-style-type: none"> • Child Care • Head Start • Pre-K 	<u>Employment Department, Child Care Administer Oregon Department of Education, Early Childhood Director Head Start Collaboration Director</u>
1 st -2 nd Quarter	Recruit ELDP to complete Tier 2	Identify programs ready	211 at Tier 2 5 at Tier 3	<u>Employment Department,</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
2012	TQRIS standards.	to document tier 2, 3 and 4 levels of quality.	(anticipated from current field test) 142 at Tier 4 (anticipate 25 from current field test and the remaining are Head Start sites)	<u>QRIS</u> <u>Manager</u>
1 st -2 nd Quarter 2013	Recruit ELDP to complete Tier 2 and 3 TQRIS standards.	Identify programs ready to document tier 2, 3 and 4 levels of quality.	429 additional at Tier 2 411 at Tier 3 311 additional at Tier 4 (primarily Head Start sites)	<u>Employment</u> <u>Department,</u> <u>QRIS</u> <u>Manager</u>
1 st -2 nd Quarter 2014	Recruit ELDP to complete Tier 2, 3 and 4 TQRIS standards.	Identify programs ready to document tier 2, 3 and 4 levels of quality.	371 additional at Tier 2 65 additional at Tier 3 41 additional at Tier 4 31 additional at Tier 5	<u>Employment</u> <u>Department,</u> <u>QRIS</u> <u>Manager</u>
1 st -2 nd Quarter 2015	Recruit ELDP to complete Tier 2, 3, 4 and 5 TQRIS standards.	Identify programs ready to document tier 2, 3, 4 and 5 levels of quality.	341 additional at Tier 2 102 additional at Tier 3 48 additional at Tier 4 35 additional at Tier 5	<u>Employment</u> <u>Department,</u> <u>QRIS</u> <u>Manager</u>
4 th Quarter 2012	Develop an awareness level training to be used across all ELDP sectors.	Need for clear understanding of TQRIS Standards	Standardized training on TQRIS including its levels	<u>Employment</u> <u>Department,</u> <u>Child Care</u> <u>QRIS</u> <u>Manager</u> <u>Oregon</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
				<u>Department of Education, Pre-K Specialist Head Start Collaboration Director</u>
1 st Quarter 2013-4 th Quarter 2014	Deliver training at existing early childhood professional development opportunities.	Utilize existing partner meetings and conferences to disseminate information.	Training delivered to Head Start Directors, EI/ECSE Contractors and Child Care Center Directors	<u>Employment Department, Child Care QRIS Manager Oregon Department of Education, Pre-K Specialist Head Start Collaboration Director</u>
3 rd Quarter 2013	Implement policies to recognize each agencies monitoring process as evidence of meeting quality program standards with the TQRIS.	State priority to streamline and recognize monitoring systems that align.	Adopt an aligned monitoring system.	<u>Employment Department, Child Care Administer Oregon Department of Education, Early Childhood Director Head Start Collaboration Director</u>
3 rd Quarter 2014	Use contracts and higher payment rates to ensure	Offer more contracted slots in 3-, 4- and 5-	Contracts available to 3-, 4- and 5- Star ELPD	<u>Employment Department, Child Care</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
	Children with High Needs access to top tiered ELDP.	Star ELDP		<u>Administer</u> Subsidy Program Manager
1 st -2 nd Quarter 2015	Explore the use of Title 1 to provide more high-quality ELDP for Children with High Needs	Research how other states use Title I to support Pre-K	Report with recommendations	<u>Oregon</u> <u>Department</u> <u>of Education</u> <u>Early</u> <u>Childhood</u> <u>Director</u>

(e) Financial Resources – Currently Oregon uses CCDF resources, including quality set-asides, to increase participation in the TQRIS. Using the proposed funding from this grant will give a one-time boost towards increased participation. This boost will include incentives for coaching and mentoring to ELDP. Private contributions generated by Oregon foundations will also be used to increase ELDP participation.

(f) Supporting Evidence – The Quality Indicators Report shows an individual licensed ELDP how it compares to Caring for Our Children national standards, state licensing regulations, and to its geographic regions on each of the structural indicators of quality. (See Quality Indicators Report on page 254 of the Appendices Section.)

(g) Information requested in Performance Measures – (See table B (2)(c) on next page.)

(h) How the state will address the needs of different types of ELDP – Based on current efforts, Oregon has a unique opportunity to align increased participation in the TQRIS. Child care rule revision has begun with a focus on aligning rules across different types of care and connecting to other state systems.³⁰

³⁰ Employment Department, Child Care Division, can implement rules and policies to implement this grant subject to any collective bargaining obligations.

(i) How the state will meet the needs of Children with High Needs – Through the development of a shared set of TQRIS Standards paired with statewide policies and practices connecting Head Start, Oregon Pre-K, and CCDF subsidy, ELDP will work together to support Children with High Needs. Contracting and higher payment rates will increase access to ELDP in higher tiers as well as training and technical assistance to ELDP. Family support managers will connect families to ELDP to help address the development and education of Children with High Needs.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool and Early Head Start and Head Start ³¹	264	70	27%	95	40%	264	100%	264	100%	264	100%
Migrant Head Start ³²	22	22	100%	22	100%	22	100%	22	100%	22	100%
Programs funded by IDEA, Part C ³³	35	0	0%	0	0%	3	9%	6	17%	12	34%
Programs funded by IDEA, Part B, section 619 ³⁴	35	0	0%	0	0%	3	9%	6	17%	12	34%

³¹ Oregon Head Start PreKindergarten programs receive both federal Head Start and/or state PreK funding. Programs that receive state and federal funding do not distinguish between state and federal sites.

³² Reported by Oregon Child Development Coalition (State Migrant Head Start Program)

³³ ODE annual Progress Report 2011

³⁴ ODE annual Progress Report 2011

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Programs funded under Title I of ESEA ³⁵	4	0	0%	0	0%	1	25%	2	50%	3	75%
Programs receiving CCDF funds ³⁶	6741	2016	30%	2016	30%	2494	37%	2966	44%	3371	50%
State Licensed ³⁷ <i>Describe:</i>	4661	4661	100%	4786	100%	5155	100%	5355	100%	5450	100%
Note: Program numbers involving federal and state supported programs are duplicated within State licensed programs and programs receiving CCDF funds. Baseline data are the actual number of licensed programs at the time of each sources											

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

³⁵ ODE annual Progress Report 2011

³⁶ Numbers obtained DHS Listed Providers: Statewide Statistics (Quarter Ending June 30, 2011)

³⁷ Employment Department September 2011 CCRIS Statewide Monthly Report

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

*(Enter **narrative** here – recommended maximum of five pages)*

B (3) – Rating and monitoring Early Learning and Development Programs

(a) **Using a valid and reliable tool for monitoring programs** – Oregon’s currently developed and implemented TQRIS is built upon core values of efficiency, sustainability and valid data collection practices to document, rate and monitor level of quality in ELDP. Oregon has taken a unique and innovative approach by using the regulatory process to collect information on structural indicators of quality including training and education.

Oregon links two data systems to document and monitor all regulated ELDP and ECE who work in the ELDP. The Child Care Regulator Information System (CCRIS) captures licensing data and other information needed to measure performance on structural indicators. Oregon Registry Online (ORO) documents training and education for all ECE in the workforce. As of 2011, 100% of ECE working in regulated ELDP are included in ORO. Through a central repository, these two databases are linked and provide Oregon with a comprehensive data system to rate ELDP and efficiently monitor structural indicators of quality within the TQRIS. Statistical software is used to analyze and rate structural indicators of quality. Further work is needed to include environmental and process data to be accessed by partners.

Data quality is of high concern. Since 2006, child care licensing specialists have been continuously trained to collect data on structural indicators of quality during the licensing process. Oregon commissioned and used findings from an independent evaluation to ensure

ability of these structural indicators of quality to support quality improvement.^{38 39} These structural indicators of quality directly connect within the TQRIS Standards and are used to rate a program within the tiered system as well as monitor its status over time. ELDP must submit an application to move beyond the first tier. Data collection procedures are in place to verify data elements and follow up as necessary to ensure a high confidence level of the data. In 2009, Oregon developed the *Collection and Management of Data* document (see Collection and Management of Data on page 144 in the Appendices Section), to support these efforts and ensure complete, current, accurate, and reliable data.

Achievement of TQRIS Standards is documented using a portfolio process that requires specific evidence showing how ELDP meets the TQRIS Standards. Portfolios would be screened by teams of educational specialists who have completed requisite trainings and who have successfully met inter-rater reliability criteria. As an ELDP moves up TQRIS tiers, there is an increased level of monitoring and verification of evidence to meet the requirements within each tier.

Incorporated within the TQRIS is the requirement for teachers to demonstrate positive adult-child interaction that promotes positive child outcomes. Supports are built into Oregon's professional development system to provide training and coaching towards mastery of these skills. For programs to achieve the top TQRIS Rating, a trained Classroom Assessment Scoring System (CLASS) observer completes the CLASS Observation within the ELDP to verify mastery of those skills. Oregon is establishing a pool of trained monitors who meet the CLASS inter-rater reliability requirements. The frequency of intensive monitoring will occur triennially, which aligns with Head Start and National Accreditation procedures. This triennial monitoring will be paired with annual reports, using existing data collection and reporting methods that

³⁸ Lipscomb, S. T. (2008). *Quality Indicator Pilot Project. Process Evaluation: Success, Challenges, and Recommendations*. Unpublished report submitted to the Oregon Child Care Resource and Referral Network.

³⁹ Lipscomb, S. T. (2011c). *The Education and Quality Investment Partnership Outcome Evaluation Final Report*. Report in-press with the State of Oregon Employment Department, Child Care Division.

measure levels of structural indicators of quality. Failure to maintain high quality on basic measures triggers review prior to the planned triennial assessment.

Please see the Tiered Early Learning and Development Program graph in B(1) on page 94.

(b) Providing quality rating and licensing information to parents –The TQRIS will rate ELDP structural, environmental and process indicators of quality using a simple five-star system to provide families quick and easy access to information about the quality of ELDP in their communities.

Currently, through partnership with the private sector, Oregon has built a website through which parents can access TQRIS information. The site is linked with the state's child care resource and referral child care search process so parents can easily understand the quality of ELDP when making care and education decisions. Professional website usability testing was conducted with parents, including parents receiving subsidy assistance. As a result, website revisions based on the full TQRIS and results of usability are now underway. The licensed child care programs complaint website is also linked to this TQRIS site so, with a single click, parents can access complaint information while searching for ELDP in one's area and while viewing quality information about each ELDP.

Social marketing recognizes consumers at the center of an exchange process where they primarily act out of self-interest. Instead of trying to convince parents to act upon strategies independently determined for them, Oregon intends to use the framework of social marketing to identify wants and needs of parents and then apply them to the state's quality efforts. Translated into the context of families and the TQRIS, Oregon intends to launch a broad social marketing campaign to tap into parents' common interest around ensuring their children are ready for Kindergarten. Oregon will conduct a research based, multi-year, comprehensive social marketing approach to support the overarching goal of increasing access to high quality early learning and development programs for Children with High Needs. Contracting with a social marketing firm, the state will conduct formative research with the targeted audience of parents, emphasizing parents of high need children, including environmental scans and/or key interviews. Parent profiles will be developed, and the state will use them to identify communication channels and

opportunities to reach parents “where they are.” Lessons will be applied to developing the choice architecture for parents making child care decisions with subsidy supports – to help encourage parents towards making decisions that place children in high quality learning environments. Social marketing approaches will also be linked to strengthen the resource and referral services for Oregon families.

Focus populations for this effort will include all parents with young children, but will particularly target high risk populations and families of children with English language learners, families of children living on Indian lands, and rural families. Oregon will involve partners across the early childhood landscape in implementing and supporting resulting consumer information and education initiatives, including the public library system, and private partnerships with parent-frequented venues such as places of worship, grocery stores and coffee shops.

Oregon requires the visual display of licensing information in all licensed ELDP, and intends to require the display of licensing as well as TQRIS information in all licensed ELDP. Oregon will create communication and graphics design for the TQRIS, including name, logo, display of ELDP license and star rating to provide clear information about ELDP. With consultation and design services contracted with a professional firm, Oregon intends to develop a parent-friendly display of an ELDP licensed status as well as an adjoining display that captures the TQRIS star rating. Oregon would also like to use a scan code so parents with smart phones can easily access updated complaints and compliance history of the program their child is attending. Further, Oregon intends to move towards a “one-stop” early learning website across agencies with information organized in a parent-friendly fashion.

B(3) High Quality Plan to: Develop and Implement a System for Rating and Monitoring & Develop and Implement a statewide Public Information and Transparency Initiative
 – These are proposed RTT funded Projects –

(a) Key Goals:

1. Refine and enhance Oregon’s Tiered Quality Rating Improvement System to include progressive levels of monitoring as programs increase their level of quality.
2. Provide rating and licensing information to parents in an easy to understand format.
3. Implement a consumer education campaign on the importance of quality care and education for Oregon’s children.

(b) Implementation – A rating and monitoring system will be implemented with revised TQRIS policies to ensure progressive monitoring, support and incentives as ELDP are promoted to higher levels on the TQRIS. A robust ELDP level database will be developed and implemented to support ELDP advancement up the TQRIS. This same database will be connected to the web based portfolio to verify the achievement of indicators of quality at each tier to efficiently “rank” an ELDP. While the TQRIS has a triennial monitoring system with annual reports the data system will allow the state to perform ongoing monitoring to ensure TQRIS standards are continually met. Social Marketing research will target regions of the state to gather pertinent information. A public information campaign will be tested in a rural and urban community and then rolled out statewide in year two, three and four of this grant period.

(b)(c)(d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
4 th Quarter 2012	Incorporate additional data	Additional fields are needed to	Required fields identified and	<u>Employment</u>
4 th Quarter 2014	elements based on refinement of the TQRIS	capture data on enhancements to TQRIS	added to data system	<u>Department,</u> <u>QRIS</u> <u>Manager</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
4 th Quarter 2012-3 rd Quarter 2013	Enhance data system to capture, document and track program progression, supports and incentives accessed.	Expand linked data systems to track, monitor and validate program progression and achievement tiered quality standards.	Enhanced data system.	<u>Employment Department QRIS Manager</u>
2 nd -4 th Quarter 2014	Finalize TQRIS policies and procedures that ensure appropriate monitoring and verified data.	Policies and procedures available to programs.	Comprehensive policy manual that documents data collection, entry, and management processes.	<u>Employment Department, QRIS Manager</u>
2 nd Quarter 2013	Create a pool of trained CLASS observers	Build on existing Head Start CLASS observers	CLASS Observers are available	<u>OED QRIS Manager</u> <u>Head Start Collaboration Director</u>
3 rd Quarter – ongoing 2013	Develop and implement a coaching model for ELDP moving to Tier 4 and 5 of the TQRIS.	Connect training on adult/child interactions to ensure ECE transfer skills at mastery to the workplace.	ECE at Tier 4 meet state identified score on the CLASS.	<u>OED QRIS Manager</u> <u>Head Start Collaboration Director</u>
3 rd - 4 th Quarter 2013	Contract with a social marketing firm to develop parent profiles.	Identify effective ways to educate parents based on their interests.	Developed parent profiles	<u>Early Learning Council- Early Learning Systems Director</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
3 rd - 4 th Quarter 2013	Identify marketing strategies that incorporate peer to peer learning and engages parents of children with English learners, living on Indian Lands and rural families to increase access to high quality ELDP's.	Utilize research based practice and strategies to ensure outreach and marketing is relevant to the target population and families with Children with High Needs	Identify research, conduct strategies such as focus groups with target population, develop plan that includes community engagement and peer to peer learning incorporated into multi-year plan.	<u>Early Learning Council System Director</u>
3 rd - 4 th Quarter 2013	Identify marketing strategies to incorporate partners across the early childhood system to implement and support resulting consumer information and education initiatives.	To incorporate relevant and highly frequented areas by parents such as public library system, parent-frequented venues such as faith based organizations, grocery stores and coffee shops.	Incorporate public and private partners in in the development and deployment of the marketing campaign.	<u>Early Learning Council Systems Director</u>
3 rd - 4 th Quarter 2013	Develop evaluation design to include a pre and post tests to identify the level of impact upon	Ensure marketing campaign and consumer education results in increased	Evaluation design is developed, a pre and post test are deployed during the development of the campaign	<u>Early Learning Council Systems Director</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
	parents of target population, including their selection of higher quality ELDP for their children	access to high quality ELDP's.	plan, in the first year of testing and at key integrals during the multi-year campaign.	
1 st - 2 nd Quarter 2014	Utilize parent profiles to develop the choice architecture for parents making care and education decisions.	Understanding parents decision making process will allow the state to create options to support Children with High Needs.	Policies and practices in place for Children with High Needs to have access to high quality ELDP.	<u>Early Learning Council- Early Learning Systems Director</u>
3 rd -4 th Quarter 2014	Work with social marketing firm to develop messages and marketing materials for licensing and quality information.	Utilizing marketing experts will result in consistent messages and materials to assist the state to support Children with High Needs.	Disseminate statewide messages, materials and activities for identified targeted audiences.	<u>Early Learning Council- Early Learning Systems Director</u>
1 st and 2 nd Quarter 2015	Develop the framework for a website for families to access information on care and education for their child.	Families need to have access to one place for information that is organized in a way that makes sense to parents.	One website that connects ELDP compliance history and TQRIS status.	<u>Employment Department, QRIS Manager</u> Early Learning Council

(e) Financial Resources - Currently Oregon uses CCDF resources, including quality set-asides, to increase participation in the TQRIS. Proposed funding from this grant will help Oregon to produce a broad social marketing campaign towards educating the public on early childhood education and the TQRIS. Funding from the grant will also be allocated towards establishing a central repository so TQRIS data can be linked with the CCRIS. Additional resources will come from Pacific Northwest foundations already committed to Oregon's early childhood initiative.

(f) Supporting Evidence and other information – None required.

(g) Information requested in Performance Measures – None required.

(h) How the state will address the needs of different types of ELDP – Through partnerships with Head Start, Oregon Pre-K and Child Care the monitoring system will “link and connect” all ELDP known to a connected to the TQRIS system. ELDP vary widely across the state. Through this partnership, expertise within regional communities will be used to best address the needs of all types of ELDP. For example, Head Start and Pre-K can share with private small business ELDP their experience in using the CLASS as well as professional development opportunities. The statewide social marketing plan will be designed to capture the information needs of all types of ELDP. Collateral materials will be developed to address both general early childhood information as well as community specific needs.

(i) How the state will meet the needs of Children with High Needs – By assigning ELDP a rating, the state will have the ability to move Children with High Needs into top tiered ELDP. These ELDP will have access to a variety of resources to assist in specialized instruction and support for Children with High Needs. Top tiered ELDP will also complete child assessments to assist in individualized lesson to ensure each child is support in the best way to meet their needs. Social marketing materials and messaging will be individualized to speak to different audiences such as families with children who have developmental disabilities and Native American/Alaska Native families as well as families with children who have special needs.

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by—

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).

(Enter narrative here – recommended maximum of five pages)

B (4) – Promoting access to high-quality ELDP for Children with High Needs
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(a) Developing and implementing policies and practices – Oregon began developing the TQRIS system in 2006 with inclusion of Children with High Needs as a core value. An inclusive TQRIS resulted from many policy decisions, including incorporating all types of licensed care in the first tier of licensing. Oregon now has 100% participation rate in the TQRIS among all types of licensed care. Two other core values for Oregon’s TQRIS include efficiency and sustainability, leading to use of existing child care licensing visits to collect data and verify structural indicators of quality. As a result, Oregon has data on key quality indicators for all

licensed facilities and is able to use that data to conduct the more resource-intensive assessments required to differentiate quality and to place ELDP in tiers. Oregon commits to targeting ELDP serving children at high risk for the support and incentives to move them into higher tiers.

Oregon is able to identify the density CCDF subsidy participation in licensed child care facilities (the number of children on subsidy served by each facility and the percent of their capacity filled with subsidy children), and will use that data in combination with scores on structural indicators to target supports and incentives to providers based on the number of Children with High Needs that they serve. As a result, Oregon anticipates a near-term leap in the number of programs in the highest tiers and it will be made up of ELDP that serve Children with High Needs. Oregon's Head Start/Pre-K programs are co-funded by federal Head Start and state general funds. As Head Start/Pre-K programs align standards with the TQRIS in 2012 (a process begun in 2008), Oregon expects these programs to rank in the highest tiers.

An important component of program and professional advancement in the TQRIS is the Oregon Registry and the Oregon Registry Online (ORO) database. The Oregon Registry is a statewide program that documents and recognizes professional achievements of individuals who work in the childhood care and education profession. Education, credentials, and training of directors and teachers is an essential component of a program's ability to advance tiers. Oregon has a long history of documenting and verifying education, credentials and training in placing the workforce in tiers (steps) and in providing support and incentives. In 2009 Oregon developed ORO, a data repository for storing individual educational attainment and since that time 4,744 early childhood educators have joined Oregon Registry Online. A notable milestone was the addition of awards for educators who attain specific levels on the Oregon Registry. The incentive for education resulted in an additional 2,882 early childhood educators attaining at least a Step 3 (of a 12 Step registry system) on the Oregon Registry in 2009.

Oregon is poised to build on this foundation by funding and developing technical assistance for programs to achieve a higher tier on the TQRIS. A coaching model of technical assistance for continuous quality improvement has been designed to provide regional support to programs and begins with a self-assessment based on the indicators of quality on the TQRIS. This assessment

is the basis for developing a Quality Improvement Plan leading to receipt of needed resources to support improvements. Outreach will be targeted to programs serving large numbers of Children with High Needs, and they will receive priority in receiving support. Supports and incentives will be geared to providing more supports to programs at the lower tiers and more incentives to programs at the top tiers. Oregon's goals are to create a comprehensive approach that supports programs at all tier levels and to achieve the appropriate balance of supports and incentives for continuous ongoing program improvement.

A critical incentive in moving from low to higher tiers is aligning public funding of child care subsidies, supports and slots, and Pre-K investment with the higher TQRIS tiers. Oregon has a range of financial assistance programs so that Children with High Needs have access to child care while parents are employed. Without losing focus on family needs, parental choice and work support, Oregon intends to align its child care subsidies and supports with incentives that advancement ELDP from low to high tiers of quality, and that support the educational development of Children with High Needs. The Early Learning Council will oversee alignment of policy, accountability and funds across agencies in the State. While Oregon already has established different subsidy rates based on the training level of providers for unlicensed care, the Early Learning Council will provide critical analysis and input on subsidies that provide an incentive for programs to move from lower to higher tiers of quality, that establish higher subsidy rates for high tiered programs, and that give children of high need families access to quality ELDP. Oregon recognizes it is a monumental task to migrate subsidies over time towards higher tiers of quality, and will engage broad stakeholder, union, and family input into this alignment.

Oregon is a leading state in implementing creative early childhood financing that enables us to provide supports and incentives for the quality improvement of the programs and workforce. In 2003, the Oregon legislature enacted the Child Care Contribution Tax Credit, which has brought in \$5.1 million in early childhood financing since 2004. With these resources Oregon has documented evidence of how technical assistance and incentives improve child care quality. Those dollars are now devoted entirely too funding incentives.

In 2005, the private sector committed to finance the foundation of Oregon's TQRIS: a measurement and reporting of structural indicators of quality for all licensed ELDP. Since then, private investment of \$500,000 has been made to build this system (including funding from Oregon Community Foundation, Meyer Memorial Trust, Penney Family Fund, Hanna Andersson Children's Foundation, and the Jubitz Family Foundation). This early work led to a partnership developed in 2007 between the state and the private sector called EQUIP (Education and Quality Investment Partnership). Oregon developed the partnership to promote the continuous quality improvement of child care programs and the early childhood workforce. The Oregon Community Foundation and Meyer Memorial Trust invested \$225,000 between 2007-2009 for the development and roll out of the State's TQRIS and related education awards and scholarships. Beyond the financial investment, the TQRIS Steering Committee includes and benefits from the creative input of representatives from the foundation community. While private dollars initially funded these incentives and education awards, as noted above, Oregon's Child Care Contribution Tax Credit now ensures the sustainability of the incentives.

Children of parents who work non-traditional shifts and unpredictable schedules have very high needs. Many of these children are now in the care of relatives and friends who can accommodate the parent's work schedules. In 2007 the Oregon Legislature funded training specifically for unlicensed ELDP of children on subsidy. Unlicensed ELDP are now required to participate in a basic training at no cost in order to receive subsidy. They also are eligible to receive stipends for tuition and other costs related to additional training. Unlicensed ELDP are entered into Oregon's professional development system and their training is tracked. Training is incentivized by eligibility for higher payment rates. Providers who care for children with severe physical or mental disabilities may also receive additional supplemental payments. Oregon's license-exempt ELDP who receive publicly-funded subsidies are unionized with Service Employees International Union (SEIU). The State and Union committed in the most recent collective bargaining agreement to determine and support the implementation of evidence-based practices for quality care in a home-based environment. Until ELDP become licensed they will not be placed into a tier.

Oregon's TQRIS Model: Supports & Incentives

★★★★★	Direct observation	Streamlined licensing visit	
★★★★	Create practitioner	Reduced licensing fees Increased subsidy reimbursement	
★★★	Coaching Subsidized trainings	Increased vouchers for educational materials	
★★	Help line for technical assistance Web-based portfolio	Vouchers for educational materials	
	Complete program self-assessment Develop Quality Improvement Plan		
	Access to TQRIS trainings		

Oregon's TQRIS outlines the supports and incentives for ELDP and uses the same building block approach within the TQRIS standards. Supports will be universally available to all ELDP through a web-based portfolio system that incorporates an initial program self-assessment on quality based on TQRIS Standards. The self-assessment connects to the development of a comprehensive quality improvement plan. The web-based portfolio creates the infrastructure guiding incremental quality improvements as well as connecting to the rating and monitoring systems. Oregon intends to establish a statewide Help Line to provide general technical assistance support to all ELDP working to progress in the TQRIS. A statewide Help Line will assist with the state's anticipated large volume of requests during the first three years. While this support is available for all programs participating in the TQRIS, specialized and targeted supports will be available to programs as they move into the 3-, 4- and 5- star tiers. An important support involves the use of statewide coaches who will be available to ELDP and ECE to ensure mastery of required skills specific to each tier. Using evidence-based practices in coaching, support coaches will be trained to provide specific and targeted instruction and feedback to ELDP and ECE. Coaches will be trained regionally through Oregon's professional development

trainer program. As ELPD progress up the tiers, they will also qualify to receive vouchers for educational materials that support the TQRIS standards. As programs reach the top tiers, these ELPD will qualify for higher subsidy reimbursement rates which in turn increases the number of Children with High Needs in high quality ELDP.

(b) Providing supports to help working families (e.g., providing full-day, full year programs; transportation; meals; family support services) – Oregon has implemented a number of strategies for helping working families with Children with High Needs access high-quality ELDP that meet a range of needs. One strategy involves connecting low-income children with the comprehensive services provided by Head Start. Second, beginning in 2001, the state's child care subsidy program has partnered with Head Start program to provide full day/full year child care services for subsidy-eligible families. These contracted slots allow for full day/full year wraparound care that provides stable, high quality child care and comprehensive services. From 2005-2010, the average number of low-income children benefiting from these full day/full year slots was 400, including infant and toddler care and care for special needs children. Third, children in foster care are eligible for the state's Pre-K/Head Start and Early Head Start. A recent study found that almost half of children ages 3-5 in foster care were enrolled in Oregon Pre-K. In addition, Oregon requires child welfare case workers to refer child victims under the age of three to quality early education programs and provides a variety of other key family supports including assistance in travel arrangements for children's health appointments and one-on-one consultation on health issues.

Children of migrant families access Migrant and Seasonal Head Start and Early Head Start programs in one-third of Oregon counties demonstrating the highest need. Many migrant families also participate in the Regional Head Start programs. Oregon uses CCDF dollars to extend Migrant Head Start to serve greater numbers of children of migrant and seasonal workers.

In addition to contracts for migrant and seasonal care, Oregon contracts for services especially designed for *(a) children with disabilities and developmental delays, (b) children of teen parents completing high school (with school-based, licensed child care); and (c) children whose parents*

are in alcohol and drug treatment (A&D). Families of *young children with developmental disabilities or delays* often experience challenges in finding and accessing an ELDP that meets both the needs of the children and working parent(s). Oregon's "Inclusion Project" provides a range of services for these children through the Oregon Developmental Disabilities Council. In addition, Oregon intends to increase the number of programs at the high tiers that are trained and capable of caring for children with developmental disabilities or delays. Oregon intends to review and develop cross sector policies that increase opportunities for children with disabilities to be served in higher tiered ELDP.

Oregon uses TANF and CCDF funds to provide high-school based child care for *children of teen parents* completing high school or a GED program. According to the state student funding formula, school districts are provided funding for teen parent supports and child care by doubling the allocation amount for teen parents. These funds are currently not earmarked, so accountability efforts are needed to ensure the funds are utilized for teen parents. Oregon's Early Learning Council will review and align funding already allocated to teen parents to assure children are receiving care in quality ELDP and receiving critical supports such as transportation and tutoring.

Oregon also contracts with programs for child care services for *children of parents receiving A&D treatment*, a fragile population of children as well as parents. The state recently convened A&D programs to assess the critical impacts of child care subsidies on these families, and to introduce the importance of developing child care programs that meet the program standards at the highest tiers in A&D facilities. Oregon intends to align TQRIS program supports with A&D programs to help these child care programs obtain high tiers of quality, and to support peer learning from A&D programs that have successfully implemented high quality ELDP for children of parents in A&D treatment. Oregon intends to prioritize screening of these children as well as connecting their families to the Family Support Managers to assist them in using quality ELDP as parents transition home from A&D programs.

Oregon *Children on Indian lands* reside with nine federally recognized tribes. Five of these tribes have Head Start, Early Head Start and other child care subsidy/vouchers in place. There is also a large *urban Native population* in the Portland area. Affordable, licensed family child care is available for Native American families that may have Children with High Needs, but don't specifically qualify for income eligible programs. Oregon intends to convene stakeholders from each of the nine Tribes and from the urban Native population to form a Tribal Early Childhood Workgroup that informs the Early Learning Council of needed policies, supports and incentives for children living on Indian lands and in the Portland Metropolitan area. Oregon also intends to increase the number of licensed family child care programs on Indian lands and the urban Native community in the higher tiers through an Indian peer-to-peer network with incentives.

Oregon has vast rural and frontier areas where many children remain in the home until the start of school, and those *rural children* who are in child care are generally in registered family child care homes or in informal, non licensed care. Oregon will target supports to assist licensed providers in rural areas to ensure that children have access to highly tiered ELDP.

Children who are English language learners are scattered across Oregon and exist in nearly every type of ELDP. The state's child care licensing system has focused on hiring native language speakers as licensing specialists including those who speak Spanish, Russian, Cantonese, Mandarin, and Vietnamese in order to license and better serve non-English speaking ECE. Oregon has cultural competency requirements in place for both the ECE workforce TQRIS standards. By moving more ELDP to higher tiers of quality, Oregon is preparing a culturally competent workforce and an early education setting appropriate for diverse children. Current professional development system trainings include all of the aforementioned languages. Oregon will also target consumer education efforts in non-English languages in elementary school catchment areas with large populations of non-English speakers.

For *homeless children*, Oregon plans to convene statewide stakeholders and programs that offer homeless services including shelters, schools, relief nurseries and faith communities to identify research-based practices for early identification of homeless children and for services that

benefit them. This stakeholder group will develop a set of recommendations to the Early Learning Council to help this group of Children with High Needs.

In addition to programs currently providing help to working families who have Children with High Needs, the Governor's Early Learning Initiative will increase the range of services these families receive. A key component of Oregon's reform agenda includes the early identification and support of Children with High Needs. Oregon is designing and implementing a universal screening process across health, education and human service systems with a focus on screening children of families receiving any state service. Oregon's TQRIS standards requires ECE training in screening and the state's professional development system provides training in screening. A single family supports manager will serve families of Children with High Needs and help them access available services to address the range of risk factors that are precursors to early conduct and learning problems.

Critical to helping low-income families of Children with High Needs access quality care is the statewide alignment of subsidies, including establishing policies aimed at getting children on subsidy into high-quality programs and increasing the duration of those arrangements. Oregon has a long history of studying the impact of subsidy participation on children and families. Along with researchers across the nation, the Oregon Child Care Research Partnership at Oregon State University has established that CCDF subsidy use is short and that subsidized arrangements are even shorter. Oregon policy makers have responded to these findings by moving to 12-month eligibility periods and creating other policies to increase continuity. In addition, Oregon intends to explore including an early childhood scholarship system for targeted low-income neighborhood and/or rural, low-income elementary catchment areas. Low-income families could receive two-year scholarships that provide part-time or full-time care in Oregon Programs of Quality (tiers 3, 4 and 5) hence preparing low-income children for school, stabilizing care provision and allowing parents to return and/or remain in the workforce. Another recent OSU study found that almost two-thirds of parents on the subsidy worked one or more of the following: evenings and nights, weekends, or unpredictable work schedules. Oregon intends to explore pairing high quality ELDP for children during daytime hours with the additional support

of child care during the odd hours in order to serve low-income parents working non-traditional hours/shifts. Finally, Oregon intends to establish a Subsidy Work Group of the Early Learning Council to examine and recommend subsidy and scholarship policies that serve low-income families' work needs while simultaneously meeting the educational and development needs of their children.

Oregon will establish an Early Childhood Special Populations Coordinator to ensure Children with High Needs are well-served by the state's ELDP. The Coordinator provides assistance during the development and promotion of the 5-tiered TQRIS to: (a) execute the High Quality Plan to ensure families who have Children with High Needs are accessing the upper tiered programs; (b) engage key stakeholders and organizations that serve Children with High Needs; and (c) help develop and execute the social marketing plan that includes focused consumer education for non-English speaking families, for low-income families receiving publicly funded subsidies/scholarships, and for rural families.

(c) Setting ambitious yet achievable targets

- (1) **Number of ELDP in top tier** – With 100% of licensed programs already in the TQRIS, Oregon's attention will focus on bringing in high-quality non-licensed programs that serve Children with High Needs and moving programs up tiers. The first target is to increase the number of ELDP in the top tiers of the TQRIS with a five-year goal of having 30% of all programs in the top three tiers, 30 % of programs making a "Commitment to Quality" and the remaining 40% representing new, licensed programs coming into the system. In 2013 Oregon expects an initial surge of ELDP progressing from the Foundational tier of licensing to a level demonstrating a "Commitment to Quality" and expect Oregon Pre-K/Head Start and Migrant Head Start Programs to place into the upper tiers. Considerable investment in professional development and coaching activities will assure these targets are met. An aggressive training and education campaign will prepare programs to intentionally and incrementally participate in the TQRIS. The State will use empirical data collected on

structural indicators of quality to identify levels at which programs across the state are likely to be rated in order to target technical assistance to ELDP and to identify those ELDP likely to be “ready” to be in one of the higher tiers.

- (2) **Increase the number of Children with High Needs who are enrolled in top tiered ELDP** – Oregon’s Five Year Plan involves not only increasing the number of children enrolled in top tiered Head Start and Migrant Head Start programs but to also increase the number of children receiving CCDF subsidies into other top tiered ELDP. Oregon’s goal is that over 20,000 children will be participating in high quality programs as evidenced by the ELDP documented level in TQRIS.

B(4) High-Quality Plan for promoting access to high-quality programs for Children with High Needs – This is one of the proposed RTT funded Projects –

(a) Key Goals

1. Enhance and expand policies and practices that provide support and incentives for ELDP to continuously improve.
2. Provide supports to help working families who have Children with High Needs access high-quality ELDP for Children that meet those needs.
3. Achieve high levels of participation of ELDP in TQRIS and high levels of enrollment of Children with High Needs in ELDP in the higher tiers.

(b) Implementation – Policies and practices will be implemented to promote participation and progress on the TQRIS. Supports and incentives will use the same tiered approach with increased supports at the lower levels of the TQRIS as well as policies supporting increased subsidy reimbursement at the high tiers. To meet the targets identified in table (B)(4)(c)(1) the state beginning in 2012 will work with 5% of urban and rural ELDP to increase from Tier 1 (licensed) to Tier 2 (Commitment to Quality). This will provide the state with a strong program level self-assessment to implement more broadly in 2013. Also in 2012, Head Start and Pre-K ELDP will

be targeted to participate in the TQRIS through implementing alignment policies across federal and state monitoring systems. The next wave of implementing the TQRIS will occur by identifying programs deemed “ready” to increase to a Tier 3 (3 Star) based on structural indicators of quality data. Head Start, Pre-K and Tier 2 ELDP will be targeted to increase to a higher tier in 2012. Based on a two year staged implementation plan the state will then increase participation across the tiers at a 10% annual growth rate beginning in 2014. Concurrently, incentives will be used at the various tiers with a focus on increased subsidy rates at the top tiers by the end of 2014.

(b)(c)(d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
1 st – 2 nd Quarters 2012	Connecting ELDP to progress to a higher tier on the TQRIS.	Identify ELDP ready to document various levels of quality based on self- assessment and linking to appropriate supports will promote advancement.	Established TA support strategies.	<u>Employment Department, QRIS Manager</u>
4 th Quarter 2012-4 th Quarter 2013	Create a web-based portfolio for ELDP to document evidence of meeting TQRIS standards and serve as a tool for TA support.	Offering a web based model will provide a statewide system to provide TA, rate and monitor ELDP in the TQRIS.	Web-based portfolio is available to ELDP.	<u>Employment Department, QRIS Manager</u>
4 th Quarter of 2013 - ongoing	Establish a statewide HelpLine for ELDP and ECE to access for general TA.	Offering a statewide number to call will provide	A staffed TQRIS Help Line.	<u>Employment Department, QRIS Manager</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
		access to all ELDP in the state and support independent improvements in quality and connect ELDP who need additional support.		
3 rd Quarter 2012 - ongoing	Develop and implement a coaching model for ELDP moving to Tier 4 and 5 of the TQRIS.	Connect training on adult/child interactions to ensure ECE transfer skills at mastery to the workplace.	ECE at Tier 4 meet state identified score on the CLASS.	<u>Employment Department, QRIS Manager</u>
3 rd Quarter 2013 - ongoing	Incorporate various incentives for ELDP to progress on the TQRIS with the TA system and rating process.	Connecting incentives to assist ELDP to progress to a higher tier as well as provide an incentive once a tier is achieved is essential to support improved quality.	Targeted incentives are available as each level on the TQRIS.	<u>Employment Department, QRIS Manager</u>
2 nd – 3 rd Quarters 2012	Establish a Supports Work Group to align policies for slots and subsidies across all Agencies and	Siloed funding for subsidies have supported families yet have not adequately	Established Supports Work Group establishes policies that align State and Federal	<u>Early Learning Council, Early Learning Systems</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
	funding	supported the development of Children with High Needs	funding for subsidies, slots, and preK.	<u>Director</u>
3 rd Quarter 2012	Recruit and hire an Early Childhood Special Populations Coordinator to execute High Quality Plans for each identified category of Children with High Needs	A dedicated specialist is crucial to ensuring Children with High Needs are accessing high quality ELDP that meet their unique needs.	An Early Childhood Special Populations Coordinator is engaged to execute the HQP.	<u>OED – Child Care Division, Child Care Administrator;</u> <u>ODE – Early Childhood, Director; DHS – Children & Families, Director</u>
4 th Quarter 2012	Form a Tribal Early Childhood Workgroup that informs the Early Learning Council of needed actions to serve children on Indian lands	The Early Learning Council and Agencies need the direct input of Oregon’s 9 Tribes to best serve the developmental needs of tribal children	A Tribal Early Childhood Workgroup is established under the Early Learning Council.	<u>Early Learning Council, Early Childhood Systems Director;</u> 9 federally recognized Tribes
4 th Quarter 2012 – 1 st Quarter 2013	Explore the establishment of an early childhood scholarship system in targeted low-income neighborhoods and/or rural, low-income areas	Early childhood scholarships provide low-income families with a guarantee of assistance and provide ELDP stability in funding, including families working	Delivering a comprehensive analysis of early childhood scholarships to the Early Learning Council for policy consideration	<u>OED – Child Care Division – Special Populations Subsidy Coordinator;</u> <u>DHS – ERDC/TANF Coordinator(s)</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
		odd-hours		
1st – 3 rd Quarters 2013	Explore the development of payments as incentives for ELDP to complete screenings	Low-cost payments to ELDP for screenings will increase the # of screenings completed	Sustainable funding for screenings done in ELDP are allocated and a system for payments established.	Early Learning Council; <u>OHA – Maternal & Child Health, Director</u>
2 nd – 4 th Quarters 2014	Determine research-based practices for early identification of and services to homeless children	The state needs to learn from evidence-based practices from other states that support the unique needs of homeless children.	Delivering an analysis of best practices for homeless children to the Early Learning Council for policy consideration.	Early Learning Council; <u>OED – Child Care Division – Early Childhood Special Populations Coordinator; DHS – Children and Families</u>
4 th Quarter 2013	Implement the state’s universal screening process to the top tiers of the TQRIS	Top-tiered programs should have the capacity to perform developmental screening	Trained ELDP in the top tiers begin to screen children and enter information into the state’s database	<u>OED – Child Care Division – TQRIS manager; Oregon Center for Career Development, Director.</u>
1 st – 4 th Quarters 2014; Ongoing training in	Training statewide Family Support Managers to utilize the TQRIS in helping place	Families need a single point of contact to identify needed services, to	The state’s network of Family Supports Managers begin connecting	Early Learning Council; <u>Department of Human</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
2015	Children with High Needs in quality ELDP.	navigate them through the state's systems, and to direct them to quality ELDP	children with top tiered ELDP and connecting families to support services.	<u>Services</u> Oregon Center for Career Development, Director.

(e) Financial Resources – Oregon uses CCDF resources including quality set-asides to increase participation in the TQRIS. The proposed funding will allow Oregon to make specific investments towards promoting access Children with High Needs towards ELDP. Funding will also enable training of Family Support Managers that assist families of Children with High Needs in connecting to needed services and supports. Funding will assist in implementing training for the higher tiered ELDP in screening children.

(f) Supporting Evidence – Does not apply to B(4)

(g) Information requested in Performance Measures – See Tables below.

(h) How the state will address the needs of different types of ELDP – Please see above narrative section for B(4)(a) and B(4)(b) that references specialized strategies for working with unlicensed providers receiving child care subsidies, Head Start, Pre-K, programs operating on Indian lands, and ELDP aligned with teen parent programs and A&D treatment facilities. Targeted technical assistance is planned regionally with the R&R system to directly support and mentor all types of child care programs progressing in the tiers.

(i) How the state will meet the needs of Children with High Needs – Please see above narrative section for B(4)(b) that details Children with High Needs by category. Oregon intends to develop a full-time position, an Early Childhood Special Populations Coordinator, during the development and promotion of the 5-tiered TQRIS to execute the High Quality Plan, to engage key stakeholders and organizations that serve Children with High Needs, and to help develop and execute the social marketing plan aimed at broad based as well as focused consumer education.

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System	4661	4786	5155	5355	5450
Number of programs in Tier 1 – Licensing	4636	4423	3712	3404	2973
Number of 2 Star programs – “Commitment to Quality”	0	221	650	1021	1362
Number of 3 Star programs	0	5	411	476	578
Number of 4 Star programs	25	142	311	352	400
Number of 5 Star programs	0	0	71	102	137
<p><i>Include a row for each tier in the State’s Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.</i></p> <p>2011 – Numbers are based on actuals</p> <p>2012 – Numbers are based numbers carried forward programs from the previous year and activities planned for the year. It is estimated that 25 Head Start sites will become licensed in 2012 and all licensed State PreK, Head Start and Migrant Head Start are anticipated to achieve TQRIS 4 Star level and 5% of licensed child care will increase to a “Commitment of Quality Level through the development process.</p> <p>2013 –Oregon will incorporate subsidy policy changes to increase the overall number of licensed programs from exempt status.</p> <p>2014 – The state predicts a 10% annual increase at each tier beyond licensing. Numbers are based on an</p>					

increase in the number of licensed programs due to subsidy policy changes. Oregon is also targeting a 10% growth rate at tiers 2-5.

2015 - The state predicts a 10% annual increase at each tier beyond licensing. Numbers are based on an increase in the number of licensed programs due to policy changes. Oregon is also targeting a 10% growth rate at tiers 2-5.

Note: Oregon has established a 5 year plan which identifies targets at each tiered level.

Licensed 40%

Commitment to Quality 30%

TQRIS Star Status 30%

[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target-end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool and Early Head Start and Head Start ⁴⁰	11,429	3,010	26%	4,085	36%	11,429	100%	11,429	100%	11,429	100%
Migrant Head Start ⁴¹	3075	30	100	307	10	307	10	3075	10	307	10

⁴⁰ Region X Head Start (2011 data estimated); Tribal Head Start (2011 Data estimated) and ODE Annual Progress Report 2011

⁴¹ Reported by Oregon Child Development Coalition (State Migrant Head Start Program)

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target-end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
		75	%	5	0%	5	0%		0%	5	0%
Early Learning and Development Programs funded by IDEA, Part C ⁴²	2,940	0	0%	0	0%	237	8%	474	16%	948	32%
Early Learning and Development Programs funded by IDEA, Part B, section 619 ⁴³	6,929	0	0%	0	0%	495	7%	990	14%	1,980	29%
Early Learning and Development Programs funded under Title I of ESEA ⁴⁴	638	0	0%	0	0%	160	25%	320	50%	480	75%
Early Learning and Development Programs receiving funds from the State's CCDF program ⁴⁵	18,288	88	0.48%	106	0.58%	153	0.83%	1820	10%	220	12%
Total ELDP in TQRIS		6,1		7,2		16,		18,1		20,	

⁴² ODE EI/ECSE Monthly Count, September 2011⁴³ ODE EI/ECSE Monthly Count, September 2011⁴⁴ Report from ODE Title 1 Office⁴⁵ DHS Child by type report for January 2011

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target-end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
		73		66		929		08		113	
<p>Oregon has identified top tiers as TQRIS 3 Star, 4 Star and 5 Star.</p> <p>For ELDP, excluding CCDF Programs, the state calculated the average number of children at each site based on the total number of Children with High Needs divided by the total number of sites. The state then used the number of programs identified in Performance Measure for (B)(4)(c)(1) to calculate the average number of children at the top tiers.</p> <p>For CCDF Programs the state calculated from subsidy data an average 3.5 children receive CCDF Subsidies per program and then used the programs identified in Performance Measure for (B)(4)(c)(1) to calculate the average number of children at the top tiers.</p> <p>There is minimal duplication between Children with High Needs identified in CCDF based on existing partnerships and contracts with Head Start and Migrant Head Start.</p> <p><i>[Please list which tiers the State has included as "top tiers," indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information.]</i></p>											

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

(Enter narrative here – recommended maximum of five pages)

B (5) – Validating the effectiveness of the State TQRIS

Oregon's High Quality Plan for the validation and evaluation of the TQRIS is built upon a cyclical model of ongoing evaluation and continuous improvement. A contracted team of University researchers that: (1) have expertise in evaluation of child care programs and policies, (2) conduct academic research on the development of Children with High Needs within the context of early childhood education, and (3) are active members of a national group of QRIS evaluators, the Quality Initiatives Research and Evaluation Consortium (INQUIRE) and the National Child Care Policy Research Consortium.

Oregon has a proven track record of implementing this cyclical evaluation-improvement model. The TQRIS has been guided by empirical evidence from both process and outcome evaluations of several precursors to the comprehensive TQRIS. Collectively, this evidence demonstrates that:

- **Standards comprising Oregon's TQRIS are clear and measurable.** The structural indicators of quality have been successfully collected, analyzed, and reported. Results from a process evaluation were used to maximize success in collecting complete and accurate data.^{46 47} Local funding agencies can use these standards as eligibility criteria for quality improvement programs. Findings from an evaluation of the first program to do so revealed that the quality indicators are easily understood by private funders, staff of Child Care Resource and Referral, and directors of child care facilities, who use them to guide quality improvement efforts.⁴⁸ The environmental standards that comprise the top tier of Oregon's revised TQRIS are also measurable, and are clear to participating ECE.⁴⁹
- **Standards comprising Oregon's TQRIS meaningfully differentiate programs and are sensitive to changes in quality over time.** TQRIS standards were recently validated against the ECCERS and FCCERS with good concurrent validity.⁴⁹ Additional evidence verifies that the structural indicators of quality in Oregon's TQRIS can successfully be used to evaluate effectiveness of quality improvement programs, including statistically significant differences in improvements over time in these standards between facilities participating versus not participating in quality improvement programs.⁴⁸
- **Oregon's approach to quality improvement facilitates progress on standards in the TQRIS.** Findings from evaluations of components of Oregon's TQRIS show that: (a) a combination of scholarships, incentives, and supports for individual providers contribute to increased skills, knowledge, credentials, and professionalism; (b) incentives for demonstrating or improving quality encourage providers to re-invest funds back into their child care programs and/or further their own training and education, and (c) technical

⁴⁶ Lipscomb, S. T. (2008). *Quality Indicator Pilot Project. Process Evaluation: Success, Challenges, and Recommendations*. Unpublished report submitted to the Oregon Child Care Resource and Referral Network.

⁴⁷ Lipscomb, S. T. (2011a). *Oregon's Quality Indicator Program Evaluation Update 2011*. Policy brief in-press with the State of Oregon Employment Department, Child Care Division.

⁴⁸ Lipscomb, S. T. (2011b). *Community Child Care Initiative Outcome Evaluation Report*. Unpublished report submitted to the CCR&R of Multnomah County, Mount Hood Community College and the Portland Children's Levy.

⁴⁹ Center on Inclusion. (2010, August). *Final report: Oregon program of quality*. Monmouth, OR: Teaching Research Institute, Western Oregon University.

assistance and mini-grants facilitate improvements in facility-level quality on standards that comprise Oregon's TQRIS.^{47 48 50}

Prior validation has focused on measurement of the standards for Oregon's TQRIS, and evaluation of quality improvement strategies in promoting improvement on these standards. This evidence provides a solid foundation for launching a rigorous validation of the fully-tiered quality rating system, and a systematic evaluation of the effectiveness of quality improvement strategies in: (1) empowering facilities to improve their quality ratings, (2) enhancing educator-child interaction and family involvement in children's Early Learning and Development Programs (ELDP), (3) providing low-income children access to high-quality programs, and (4) promoting children's learning, development, and school readiness. Moreover, the research team is poised to collaborate effectively with other states in the validation and evaluation of TQRIS across the nation. Oregon would provide a unique strength to a multi-state collaborative validation because data on structural indicators of quality are already available for 100% of licensed programs.

Presently, the research team is taking the next step in analyzing statewide data on the structural indicators of quality in Oregon's TQRIS to inform the development of the five tiers. Findings from exploratory factor analysis of the 17 variables that collectively measure Oregon's seven structural indicators of quality for 100% of licensed facilities reveal four overarching structural dimensions of quality: compensation, group size/ratio, education/accreditation, and training.⁵¹ Next, a series of confirmatory factor analyses, with the addition of a higher order factor of overall structural quality, is being conducted. Together with findings from the field test of the environmental standards (TQRIS portfolio) results will inform decisions about which standards

⁵⁰ Worcel, S.D., Green, B.L., & Tarte, J.M. (2010, September). *Child care contribution tax credit pilot project: final report*. Portland, OR: NPC Research, www.npcresearch.com

⁵¹ Lipscomb, S. T., Weber, B., & Setknan, M. (2011). *Dimensions of Structural Indicators of Quality in Center- and Home-Based Early Care and Education Programs*. Manuscript in preparation.

facilities must meet for each of the five tiers, and how heavily each standard will be weighted when creating overall ratings for facilities.

Oregon's High-Quality Plan for the validation of the TQRIS builds directly from prior work. Past and current validation informs the development of the standards and tiering for the TQRIS. The High Quality Plan will then: (a) validate the tiered quality ratings in differentiating levels of program quality, and (b) assess the extent to which changes in quality ratings in the TQRIS are related to progress in children's learning, development, and school readiness. This validation will be an ongoing process, in which findings from the first phase of the validation will be used to further refine how the structural indicators and environmental standards are used to comprise the tiered ratings, which will again be validated with external criteria. This iterative approach, as well as the research questions and design considerations described in sections (a) and (b) below, are consistent with best practices emerging from the Quality Initiatives Research and Evaluation Consortium (INQUIRE).⁵²

(a) Validate the quality ratings – In Part A of Oregon's High-Quality Plan the independent research team plans to validate that the tiers in Oregon's TQRIS are successful in differentiating levels of observed quality of educator-child interaction. Research shows that the quality of educator-child interaction is the most direct and consistent predictor of children's development and learning.⁵³ The theory of change guiding Oregon's TQRIS is that structural and environmental standards that comprise the tiers create opportunities for, and encourage, higher quality educator-child interactions and family involvement in ELDP, which in turn support children's learning, development, and school readiness.

⁵² Child Trends. (2010, August & 2011, July). Proceedings of the Working Meetings of the Quality Initiatives Research and Evaluation Consortium (INQUIRE). Washington, D.C.

⁵³ Mashburn, A.J., Pianta, R., Hamre, B.K., Downer, J.T., Barbarin, O., Bryant, D., et al. (2008). Measures of classroom quality in Pre-Kindergarten and children's development of academic, language, and social skills. *Child Development*, 79, 732-749.

Research questions

1. To what extent do tiered quality ratings at the program-level differentiate observed quality of educator-child interactions at the classroom-level? What refinement of the TQRIS standards (e.g. regarding professional development of individual educators within programs) is necessary to maximize confidence that the quality ratings differentiate quality of educator-child interactions?
2. At what level of refinement do the quality ratings predict observed quality of educator-child interactions? Are more or fewer than five tiers needed to ensure confidence that the quality ratings differentiate quality and are likely to be associated with differences in children's development and learning in Part B of the validation?
3. Do the quality ratings differentiate quality equivalently for various types of ELDP and classroom age-groups? If not, what revisions are necessary so that they do?
4. Which components of the TQRIS differentiate programs most effectively in terms of observed quality of educator-child interactions? How can these components be weighted in the tiering process to maximize confidence that the tiers differentiate quality?

Design, Sampling, and Measures – Approximately 200 programs will be recruited to participate. Programs will be selected based on stratified random sampling to represent programs serving Children with High Needs and that vary in age-groups and in type of ELDP (centers, Head Start, family child care) as well as urban/rural and geographic diversity. All classrooms/groups within a program will be observed for programs with one, two or three classrooms/groups. For larger programs three classrooms will be randomly selected for observation. Assessments will be conducted in the 4th Quarter of 2013 and include quality ratings, educator-child interactions, and characteristics of educators.

Data Analysis – Analysis will employ Hierarchical Linear Modeling, with variables at the facility level (quality rating, type of ELDP, and rating x type of ELDP interaction) and the

classroom level (educator characteristics, class age-group) to predict observed educator-child interaction. Cross-level interactions will be used to assess the effect of age-groups and educator characteristics on the associations among quality ratings and observed quality. Separate analyses will be conducted for each of the three domains of observed educator-child interaction (emotional support, classroom organization, instructional support). Considering the particularly important and unique roles played by emotional support and instructional support in promoting children's development and learning, successful validation of the TQRIS will be contingent upon differentiating programs on *both* of these domains of observed quality. Successful validation will require that quality ratings significantly predict observed educator-child interaction with at least moderate effect sizes that are substantively meaningful, and explain a larger proportion of the variance in educator-child interaction than the other variables or interactions among variables. Weighting procedures will be utilized to ensure that findings are representative of the target populations.

(b) Assessing associations among changes in quality ratings and progress in children's learning, development, and school readiness – Part B of this validation builds from existing evidence documenting that higher quality educator-child interactions are associated with children's learning, development, and school readiness.^{54 53 55} The purpose of Part B of this validation study is to assess the extent to which Oregon's TQRIS successfully promotes improvements in quality that are sufficient to move programs up in the tiered quality ratings, and to in turn enhance educator-child interactions and family involvement in children's ELDP that promote children's learning, development, and school readiness. Key to getting these children in to high quality programs is having parents of Children with High Needs use TQRIS information

⁵⁴ Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in Pre-Kindergarten programs. *Early Childhood Research Quarterly*, 25, 166-176.

⁵⁵ Vandell, D.L., Belsky, J., Burchinal, M., Steinberg, L., Vandergrift, N., & NICHD Early Child Care Research Network (2010). Do effects of early child care extend to age 15 years? Results from the NICHD study of early child care and youth development. *Child Development*, 81(3), 737-756.

when selecting an ELDP. Oregon's TQRIS includes strategies to reach these parents and support their decision making (see Section B4) and the impact of these efforts on parent child care decision making will be measured. The goal of TQRIS is to improve access to high quality care programs for Children with High Needs. Improved access is supported by parents' use of TQRIS. Getting parents to use TQRIS requires understanding parents' awareness and use of TQRIS. In addition a performance measure will document the distribution of programs across tiers in which children receiving financial assistance are enrolled.

Research questions

1. To what extent do improvements in quality ratings effect positive change in the quality of educator-child interactions?
2. How much, and which types of quality improvement strategies successfully promote improvements in quality that are sufficient to move programs up in the tiered quality ratings?
3. To what extent are higher quality ratings associated with children's learning and development, by way of enhanced educator-child interactions and family involvement in children's ELDP? To what extent do higher quality ratings help to narrow the school readiness gap between Children with High Needs and their peers?
4. To what extent are parents of Children with High Needs aware of and accessing TQRIS information? How is TQRIS affecting parent child care decisions?
5. From the child's perspective, how do *changes* in quality ratings (including those associated with children changing programs) affect the associations among quality ratings, family involvement, and children's learning and development, and school readiness?

Design, Sampling, and Measures – Part B of the validation uses a three-part design that builds from the validation in Part A. Part B1 examines the program-level research questions 1 and 2; Part B2 examines the child-level research questions 3 and 5; Part B3 examines extent parents are

aware of TQRIS information. This three-part design was selected because of the reality that children, especially Children with High Needs, tend to change EDLP frequently.^{56 57}

Part B1 Program Level Research Questions – The 200 ELDP that participated in Part A of the validation study will be followed longitudinally for two years. Measures collected in fall 2013 (Part A) will be repeated in Fall 2014 and Fall 2015. In addition, statewide databases that track quality improvement supports accessed by both individual educators and ELDP will quantify amounts and types of quality improvement strategies (see B3).

Part B2 Child Level Research Questions – Participants will include 450 children attending a subset of 50 ELDP that participate in Part A of the validation study who will be recruited to participate in a study of children’s development and learning within the context of Oregon’s TQRIS. Stratified random sampling will be used to recruit approximately 200 infants/toddlers and 250 preschool-aged children attending various types of ELDP across the five tiers, with at least 60% of the sample exhibiting high needs. All 450 children will be followed longitudinally with two waves of assessment: 4th Quarter of 2013 and 2nd Quarter of 2014. To examine *changes* over time both assessments will include ELDP quality ratings, parent involvement in children’s ELDP, duration of child’s attendance in the current ELDP, the number of programs each child is attending, child and family characteristics, and age-appropriate measures of child development, including the state Kindergarten Readiness Assessment for children entering Kindergarten in the 4th Quarter of 2014 (see Measurement Table; Appendix). The 2nd Quarter of 2013 assessment will also include educator-child interaction (assessed in Part B1). Additionally, children entering Kindergarten in 4th Quarter of 2015 (approximately 125 children) will be followed via telephone interviews in 4th Quarter of 2014 and 2nd Quarter of 2015 to track changes in programs children

⁵⁶ Meyers, M.K., Peck, L.R., Davis, E.E., Collins, A., Kreader, J.L., Georges, A., et al. (2002). *The dynamics of child care subsidy use: a collaborative study of five states*. New York: NY: National Center for Children in Poverty.

⁵⁷ Weber, R.A. (2005). Measurement of child care arrangement stability: a review of case study using Oregon child care subsidy data (Doctoral dissertation, Oregon State University, 2005). *Dissertation Abstracts International*.

attend, linking *changes* in quality with the state Kindergarten Readiness Assessment in the 2nd Quarter of 2014.

Part B3 Parents awareness of TQRIS Information – A multi-mode parent survey will be designed to assess parents’ awareness and use of TQRIS and how TQRIS affects parent decision making. The Total Design Method (TDM) principles will be used to design and implement the multi-mode survey. A stratified, targeted sample frame of approximately 4,000 parents will be used to reach a sample size of 800 parents of Children with High Needs. The sample frame will be stratified by program, by urban/rural, and by age of child (infants and toddlers versus preschool age). The source of the sample frame will be Oregon publicly funded programs (child care subsidy, Head Start, Oregon Pre-Kindergarten, Early Intervention). The design of the parent survey will build on work completed and lessons learned in other states.

Data Analysis

Part B1 Program Level Research Questions – Data collected from the 3 assessments of the 200 ELDP will build from the Hierarchical Linear Modeling (HLM) conducted in Part A, utilizing a 3-level model in which level 1 consists of repeated measures of educator-child interactions over time, level 2 models the classroom (including quality improvement strategies accessed by individual educators), and level 3 models the facility (including changes in quality ratings and quality improvement strategies accessed).

Part B2 Child Level Research Questions – Research Question 3 will be assessed through a 3-level HLM in which level 1 models child-level variables (child and family characteristics, family involvement), level 2 models educator-child interaction, and level 3 models ELDP quality ratings. Outcomes will include 1) changes in developmental assessments from 4th Quarter of 2013 to 2nd Quarter of 2014 for all children, and also Kindergarten readiness assessment for children entering Kindergarten in 4th Quarter of 2014 or 2015. This model will statistically control for the length of time children attend the ELDP assessed in 4th Quarter of 2013. Cross-level interactions will be used to examine the extent to which specific domains of educator-child

interactions are particularly important for Children with High Needs compared to their peers. Analysis of Research Question 5 will employ longitudinal mixture modeling to document patterns depicting children's experience of levels of quality ratings and changes in quality ratings over time, and their effects on children's development, learning, and school readiness. Weighting procedures will be utilized to ensure that findings are representative of the target populations.

Part B3 Parents awareness of TQRIS Information – The analyses of the parent survey data will investigate the links among awareness and use of TQRIS, and study the influence of parent preferences and beliefs, child care selection criteria, satisfaction with care, socio-economic, and social context factors on parents' decision processes. Given the focus of this work is on binary and multiple discrete outcome variables (awareness, use, decision making), we expect to use discrete choice statistical models such as logit or nested logit. Weighting procedures will be utilized to adjust for the stratification and to ensure findings are representative of the target population.

B(5) High-Quality Plan to Validate the Effectiveness of the TQRIS

– This is one of the proposed RTT funded projects –

(a) Key Goal:

1. Conduct a rigorous validation of the quality ratings in differentiating levels of program quality, and a systematic evaluation of the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

(b) Implementation – Implementation of the validation study will occur in two parts with both ELDP and children attending these ELDP. Approximately 200 ELDP will be recruited to participate across all types of ELDP in both urban and rural communities. These 200 ELDP will have measures collected in 2013, 2014 and 2015 to track quality improvement supports and strategies as well as determine the difference between levels of quality. Of these 200 ELDP and

subset of 50 ELDP will be recruited to follow 450 children in 2 waves of assessment including the use of the Kindergarten Entry Assessment. While this intensive validation study will occur over the next 4 years there will also be a formative evaluation incorporated with the design of TQRIS model to provide continuous ongoing evaluation to assist in making necessary adjustments in the model to support the needs of Children with High Needs, ECE and ELDP.

(b)(c)(d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
1 st Quarter 2012	Complete current/ongoing validation work.	Necessary to set the stage for Validation Part A and B	Finish factor analysis Examine weighting of standards for tiers	<u>Child Care Division – TQRIS Manager</u> Independent research team
4 th Quarter 2013	Validation Part A	Research Questions A1-4	Recruitment, data collection, analysis	<u>Child Care Division TQRIS Manager</u> Independent research team
4 th Quarter 2013-4 th Quarter 2015	Validation Part B1	Research Questions B1-2	Recruitment, data collection, analysis	<u>Child Care Division TQRIS Manager</u> Independent research team
4 th Quarter 2013-2 nd Quarter 2014	Validation Part B2	Research Questions B3-5-	Recruitment, data collection, analysis	<u>Child Care Division TQRIS Manager</u> Independent research team
2 nd Quarter 2013 – 4 th Quarter 2015	Analysis, reporting, and dissemination of findings	Communication of research findings.	Year end and final reports. Presentations and publications.	<u>Child Care Division TQRIS Manager</u> Independent research team

(e) Financial Resources – Currently Oregon uses CCDF funding, including quality-asides, for the TQRIS evaluation. However, using proposed funding from this grant will allow Oregon to conduct a comprehensive, multi-year study to validate the tiers. Private foundations will also be asked to support this effort.

(f) Supporting Evidence – this does not apply to B(5).

(g) Information requested in Performance Measures – this does not apply to B(5).

(h) How the state will address the needs of different types of ELDP – Using the stratified random sample of ELDP will ensure participation of different types of ELDP in the validation study. Measures are appropriate for various types of ELDP.

(i) How the state will meet the needs of Children with High Need – Purposeful sampling will ensure adequate inclusion of ELDP serving children with high need and also participation of children with high need in the analysis of effects on children's development.

Focused Investment Areas -- Sections (C), (D), and (E)

The State must address in its application--

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.

C. Promoting Early Learning and Development Outcomes for Children

The applicant must address two or more selection criteria within Focused Investment Area (C).

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
 - Proof of use by the types of Early Learning and Development Programs in the State;
 - The State's Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers

- Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
- Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
- Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards; and

(Enter narrative here – recommended maximum of three pages)

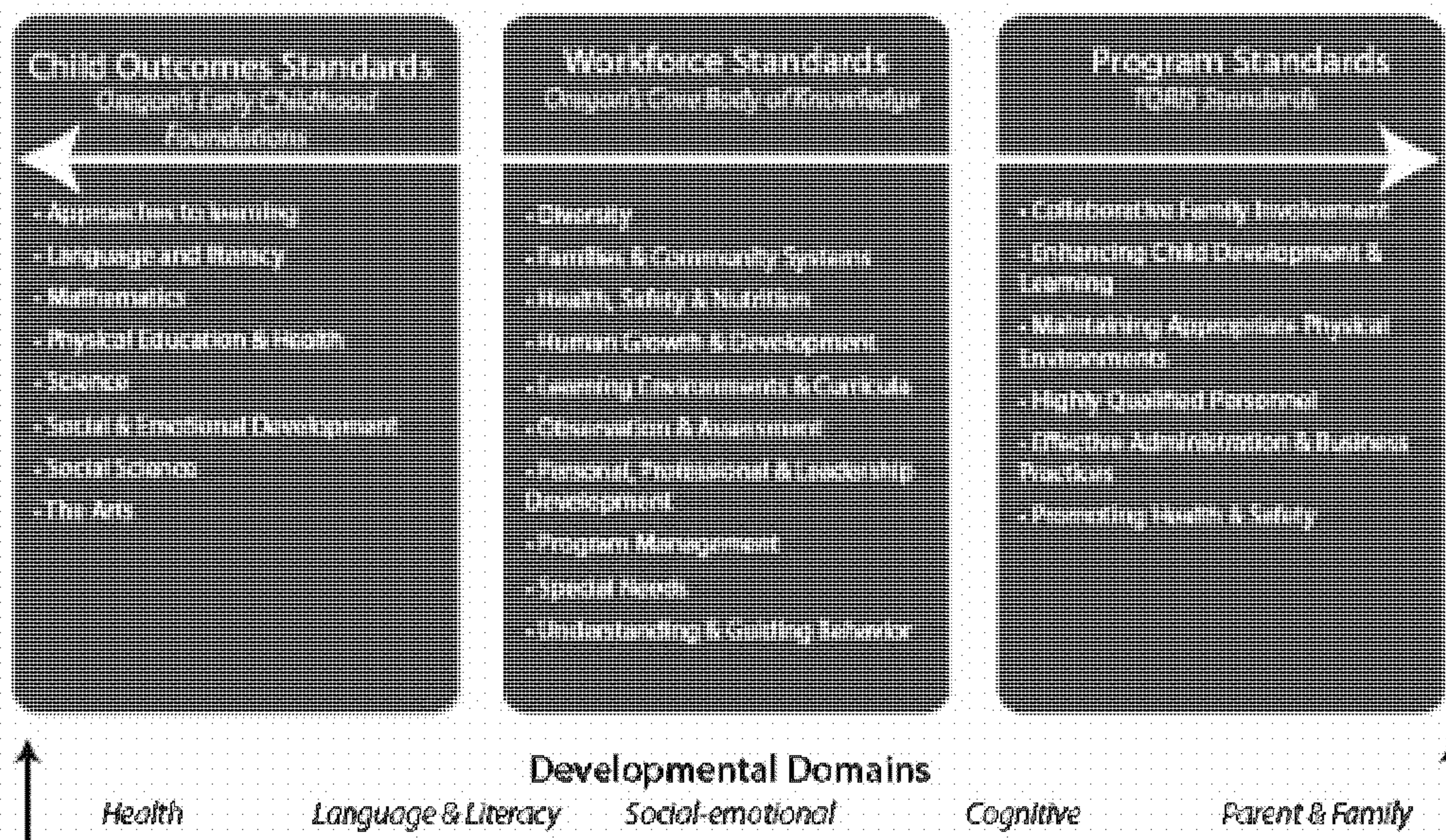
C (1) – Developing/using statewide, high quality Early Learning Standards

In 2007, Oregon developed Early Learning and Development Standards, *Birth to Five Early Childhood Foundations* (ECFs), and a companion-training manual, *Born to Learn*. Both were cross-walked/linked with the Oregon Kindergarten Foundations (K-12 Common Curriculum Goals and Content Standards) and the early childhood Workforce Knowledge and Competency Framework. The face page and introduction to the ECFs provide information about the intended use of these standards. Early Childhood Educator's (ECE) working with young children in Early Learning and Development Programs (ELDP) across the state (child care centers, family child care homes, private preschools, Head Start/Early Head Start, special education environments and others) use the ECFs. All children are included – English language learners, children with special health care needs, children with disabilities, and children who are typically developing – recognizing that children develop at different times and in different ways. The training manual, *Born to Learn* is based on best practice for how children learn, how quality early childhood environments and experiences should look, and how play-based activities and routines teach and support early literacy, math, science, the arts, health, and social/emotional development. The manual is a practical tool to help ECE's understand how to enhance learning of young children by aligning activities with the ECFs. (See Birth to Five Early Childhood Foundations Face Page and Introduction on page 148 of the Appendices Section).

In 2009, the Oregon Board of Education adopted the National K-12 Common Core State Standards to replace the K-12 standards. Additionally, the Office of Head Start recently published the newly revised Head Start Child Development Early Learning Framework (HSCD Early Learning Framework) for children three to five. Because of Oregon's model of State Pre-K

and federal Head Start collaboration, these immediately became the Early Learning and Development Standards for all Oregon Pre-K programs. Given the emergence of the HSCD Early Learning Framework and Oregon’s adoption of the Common Core Standards it makes sense for Oregon to expand on that model and adopt the HSCD Early Learning Framework as the statewide Early Learning and Development guidelines for all ELDP serving children ages three to five. Oregon plans to adopt the HSCD Early Learning Framework and contract with national experts to ensure they are aligned with the National K-12 Common Core State Standards. (See Head Start Child Development and Early Learning Framework on page 207 of the Appendices Section.) Additionally, Oregon plans to contract with national experts to revise Birth to Three Standards to ensure alignment with the HSCD Early Learning Framework. Until then, Oregon will continue to use the existing Birth to Three ECFs. The rationale for this action is that these newly published early learning standards are research-based, have been revised and updated to reflect current best practice, have been translated into Spanish, and are appropriate for all ELDP. They also align with the primary domain areas included in Oregon’s early childhood system reform (See Section A2 on page 45).

System Wide Early Learning & Development Standards



(a) Includes evidence that the Standards are developmentally, culturally, and linguistically appropriate across the age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains for School Readiness – When the ECFs were developed in 2007, they were reviewed and approved by the Cultural Competency Committee of the Oregon Commission on Children and Families who provided specific input in this area. The ECF's address the importance of a child's home language, knowledge, traditions, family expectations and experiences as primary influences on development. (See Early Childhood Foundations Birth to Five, Guiding Principles on page 148 in the Appendices Section.)

National consultant Catherine Scott-Little also reviewed the ECFs for essential domains and developmentally appropriate content. The ECFs are developmentally appropriate and address the following eight essential domains: (1) Social/Emotional Development; (2) Approaches to Learning; (3) Physical Education and Health; (4) Language and Literacy Development; (5) Mathematics; (6) Science; (7) Social Science; (8) The Arts. (See Birth to Five Early Childhood Foundations on page 148 in the Appendices Section.)

Head Start Child Development Early Learning Framework – Oregon plans to adopt the HSCD Early Learning Framework for all three- to five-year-old children in all settings across the State. The HSCD Early Learning Framework is developmentally, culturally and linguistically appropriate. The overview materials address developmental domains within the framework, curriculum and assessment, dual language learners and children with disabilities. This updated and revised publication reflects current best practice and adds the English Language Development domain to address the needs of children who speak a language other than English at home. The following 10 essential domains are addressed: (1) Social & Emotional Development; (2) Approaches to Learning; (3) Logic & Reasoning; (4) Language Development (English Language Development); (5) Literacy Knowledge; (6) Mathematics Knowledge; (7) Science Knowledge; (8) Creative Arts Expression; (9) Social Studies Knowledge; (10) Physical Development & Health. (See Head Start Child Development and Early Learning Framework on page 207 in the Appendices Section.)

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics –

When the ECFs were developed, they were cross-walked/linked to the Oregon Kindergarten Foundations (K-12 Common Curriculum Goals and Content Standards). Since that time the Oregon Board of Education has adopted the National K-12 Common Core State Standards. In order to test alignment with National K-12 Common Core State Standards, a crosswalk was completed with the HSCD Early Learning Framework in the two domains of mathematics and literacy that found significant alignment (see Linking Common Core with HSCD Framework on page 234 of the Appendices Section).

As part of the High Quality Plan, Oregon will contract for completion of a formal alignment between the HSCD Early Learning Framework and the K-12 Common Core State Standards. (See High Quality Plan on page 159 for implementation of formal alignment.) In addition, Oregon will contract with early childhood experts to revise the Birth to Three Standards ensuring they reflect current best practices in all domains and align with the HSCD Early Learning Framework for children ages three to five. (See High Quality Plan on page 159 for implementation plan.)

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities – Oregon's ECF's have been incorporated into program standards, curricula and activities. The ECF's have been thoroughly integrated and monitored in Head Start and Oregon Pre-K programs. At its inception in 1987, the federal Head Start Performance Standards were adopted into law for Oregon's Pre-K program. This means that all federal Head Start and State Pre-K programs incorporate the ECF's into standards, curricula and assessment, and are monitored to ensure compliance.

In addition, the ECF's are incorporated into the Oregon's Workforce Knowledge and Competency Framework that is the foundation for the professional development system for all ECE's.

As part of its High Quality Plan, Oregon is planning to adopt the HSCD Early Learning Framework as a requirement for all Head Start and Oregon Pre-K programs serving children ages three to five to ensure incorporation into child care regulations, standards, curricula, assessment, integrated into the TQRIS and Oregon's Workforce Knowledge and Competency Framework. In addition, the revised Birth to Three standards will also be incorporated into child care regulations, standards, curricula and assessment, integrated into the TQRIS and Oregon's Workforce Knowledge and Competency Framework. (See High Quality Plan on page 159 for adoption and implementation.)

Incorporated into Comprehensive Assessment System – The ECF's are incorporated into the assessment system used by Head Start and Oregon Pre-K. Oregon will incorporate the HS Early Learning Framework as part of its comprehensive assessment system as it is developed. In addition, Oregon will align the HSCD Early Learning Framework with cross-sector assessments to ensure a comprehensive aligned assessment system.

Incorporated in the State's Workforce Knowledge and Competency Framework – Birth to Five ECFs have been cross-walked/ linked with Oregon's Workforce and Competency Framework: Core Body of Knowledge. The ECF's are specifically referenced in the Learning Environments and Curriculum core knowledge categories. As referenced in D1, the ECF's are thoroughly incorporated throughout the Workforce Knowledge and Competency Framework. (See Workforce Knowledge and Competency Framework on page 86 of the Appendices Section). In addition, in the Observation and Assessment core knowledge category, the ECFs are mentioned as a sample topic. (See Workforce Knowledge and Competency Framework on page 86 of the Appendices Section).

As part of its High Quality Plan, Oregon will update the Workforce and Competency Framework for incorporation of the standards based on the HSCD Early Learning Framework for children three to five and the revised Birth to Three Early Childhood Foundations.

Incorporated in professional development activities – Oregon’s Workforce Knowledge and Competency Framework is used by professional development providers to design training and education activities for ECE. This results in a foundation of integration of the ECF’s into Oregon’s professional development activities.

As part of its High Quality Plan, Oregon will provide training, education and coaching to ECE’s and public school personnel on the new HSCD Early Learning Framework. In addition, information will be provided Oregon Education Investment Board to embed these standards into curricula development in community colleges and higher education. (See High Quality Plan on page 159.)

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs – Oregon has training and technical assistance opportunities available to ECE’s through its established Child Care Resource and Referral System that expands statewide. Head Start and Oregon Pre-K are supported by training and technical assistance specialists.

This vision for alignment of the HSCD Early Learning Framework and the Common Core is to further promote and incorporate into curriculum, assessment, program standards, regulations and licensing, Workforce Knowledge and Competency Framework for all ELDP and ECE’s across the State. In addition, the Governor’s reform agenda includes use of common early learning and development standards cross-sector towards creating a seamless system that support children preparation for school. Oregon is poised to implement the HSCD Early Learning Framework across the early childhood system.

C(1) High-Quality Plan for Developing and Using Statewide Early Learning Standards

– This is a proposed RTT funded project –

(a) Key Goals:

1. Adopt the Head Start Child Development Early Learning Framework for all children ages three to five and embed the standards in all ELDP and professional development systems throughout Oregon.
2. Align HSCD Early Learning Framework with the National K-12 Common Core State Standards to support the linkage of early childhood outcomes and learning with K-12 education. When completed, implement alignment activities with early childhood programs and public schools.
3. Revise Birth to Three Standards ensuring alignment with the Head Start Child Development Early Learning Framework. When completed, develop a plan to support their use in ELDP and professional development systems throughout Oregon.

(b) Implementation – The state plans to adopt the HSCD Early Learning Framework and secure services from national experts to align the HSCD Early Learning Framework with the K-12 Common Core State Standards in the second quarter of 2012. Following the alignment, the state will secure services to revise Birth to Three Standards that align with the HSCD Early Learning Framework. The state will then embed the HSCD Early Learning Framework into the TQRIS standards, Workforce Knowledge & Competency Framework and higher education content to have statewide impact and reach. Training materials will be developed and initially delivered through distance education such as webinars and on-site at two regional hubs (rural/urban) followed by statewide implementation with on-going technical assistance. In 2014, training will be developed and implemented for public school personnel and initially delivered through distance education such as webinars and on-site training at two regional hubs (rural/urban) followed by statewide implementation with on-going technical assistance. In 2015, the state plans to adopt the alignment of HSCD Early Learning Framework and K-12 Common

Core Standards into ODE and School District policies and link to K-3 public school curriculum. Additionally, the state plans to ensure that the Kindergarten Entry Assessment is aligned with the HSCD Early Learning Framework.

(b)(c)(d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
1 st Quarter 2012	HSCD Early Learning Framework - Convene key stakeholder group to formally adopt HSCD Early Learning Framework into state agency policies.	The HSCD Framework will provide a common set of child outcomes for the State – for ALL early childhood settings and ALL children ages 3-5. In order to sustain long-term support for common child outcomes, they must be embedded into State policies.	State agency policies will reflect adoption of the HSCD Early Learning Framework	<u>Early Learning Council Director</u> ODE EC Dir; CCD Dir; Head Start Collab Dir; Center for Career Development Dir
2 nd Quarter 2013	Embed newly adopted HSCD Early Learning Framework into TQRIS standards & Workforce Knowledge & Competency Framework and higher education content. Develop training materials.	Framework will be embedded into other early childhood documents to ensure alignment and sustained use. In order to sustain long-term support for common child outcomes, they must be embedded into standards and	TQRIS & Workforce Knowledge & Competency Framework and higher education curriculum. Will include HSCD Early Learning Framework as child outcomes standards; Training materials will be developed in	<u>Early Learning Council Director</u> ODE EC Dir; CCD Dir; Head Start Collab Dir; Center for Career Development Dir

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
		supported in ECE workforce training and curriculum.	preparation for Statewide implementation.	
3 rd Quarter 2013 3 rd Quarter 2014	Implement Statewide training.	Positive child outcomes depend on the ECE workforce understanding and supporting the importance of developmentally appropriate child outcomes in order to implement best practice in their work with young children.	Training will be delivered via distance education format such as webinars and two regional hubs (rural/urban) followed by statewide implementation and on-going technical assistance.	<u>Early Learning Council Director</u> ODE EC Dir; CCD Dir; Head Start Collab Dir; Center for Career Dev Dir
2 nd Quarter 2012 – 3 rd Quarter 2013	Contract with national experts to: (1) Align the HSCD Early Learning Framework with the K-12 Common Core State Standards; (2) Revise Birth to Three Standards (include translation into Spanish) that align with the HSCD Early Learning Framework	An effective 0-20 education system requires alignment of child outcome standards across early childhood and K-12 systems in order to ensure children succeed in school and life.	Contract will begin in Mar 2012 with completion of alignment of HSCD Framework with K-12 Common Core by Dec 2012; completion of development of a revised Birth to Three Standards that align with HSCD Framework by August 2013.	<u>Early Learning Council Director</u> National Experts ODE EC Dir; CCD Dir; Head Start Collab Dir; Center for Career Development Dir
1 st Quarter	ECE & K-12	Training materials	Alignment	<u>Early Learning</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
2014 – 4 th Quarter 2014	Alignment – Contract with content expert to ensure ECE & K- 12 alignment of HSCD Framework with Common Core completed; develop training materials	will be developed to support the alignment of a common set of child outcome standards into the early childhood and K-12 system. This will provide positive child outcomes and learning that supports Oregon’s goal of reading by the end of first grade.	document is complete, training materials are developed and are ready for Statewide training effort.	<u>Council</u> <u>Director</u> ODE EC Dir; CCD Dir; Head Start Collab Dir; Center for Career Development Dir
1 st quarter 2015 – 4 th Quarter 2015	ECE & K-12 Alignment – Implement Statewide training with ECE workforce and public school personnel to ensure ECE & K- 12 alignment.	The ECE workforce and public school personnel will fully understand and use early learning standards in their practice so children are better prepared for school.	Training will be delivered via distance education format such as webinars and two regional hubs (rural/urban) followed by statewide implementation and on-going technical assistance.	<u>Early</u> <u>Childhood</u> <u>Council</u> <u>Director</u> ODE EC Dir; CCD Dir; Head Start Collab Dir; Center for Career Development Dir
4 th Quarter 2013 – 4 th Quarter 2015	ECE & K-12 Alignment - Adopt into ODE and School District policies; link to K- 3 public school curriculum; embed	A 0-20 education integrated system requires consistent policies and practices. Standards are the foundation for a	Phase 1: Begin work with ODE/School Districts Phase 2: Begin work with	<u>Early</u> <u>Childhood</u> <u>Council</u> <u>Director</u> ODE EC Dir; CCD Dir; Head Start Collab

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
	in higher education curriculum	coordinated system.	Community Colleges Phase 3: Begin work with four year institutions	Dir; Center for Career Development Dir
2 nd Quarter 2013	Birth to Three Framework – Contract for development of revised Birth to Three Standards and align with HSCD Early Learning Framework completed Aug 2013	The revised Birth to Three Framework will provide a common set of child outcomes for the State -- for ALL early childhood settings and ALL children ages 0-3	Revised set of child outcomes for birth to three is in place.	<u>Early Childhood Council Director</u> ODE EC Dir; CCD Dir; Head Start Collab Dir; Center for Career Development Dir
2 nd Quarter 2013	Birth to Three Framework Convene key stakeholder group to formally adopt the revised Birth to Three Framework into State policies.	The revised Birth to Three Framework will provide a common set of child outcomes for the State -- for ALL early childhood settings and ALL children ages 0-3 In order to sustain long term support for common child outcomes, they must be embedded into State policies and supported in	State agency policies reflect adoption of the revised Birth to Three Framework.	<u>Early Learning Council Director</u> ODE EC Dir; CCD Dir; Head Start Collab Dir; Center for Career Development Dir

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
		early childhood workforce training and curriculum		
2 nd Quarter 2013	Embed in TQRIS & Workforce Knowledge & Competency Framework, and higher education curriculum develop training materials.	It must be embedded into other early childhood documents to ensure alignment and sustained use.	TQRIS & Workforce Knowledge & Competency Framework will include Birth to Three Framework as child outcomes standards. Training materials will be developed in preparation for Statewide implementation.	<u>Early Learning Council Director</u> ODE EC Dir; CCD Dir; Head Start Collab Dir; Center for Career Development Dir
3 rd Quarter 2013 – 3 rd Quarter 2014	Birth to Three Framework - Implement Statewide training with early childhood workforce	Positive child outcomes depend on the early childhood work understanding and supporting the importance of developmentally appropriate child outcomes in order to implement best practice their work with young children.	Training will be delivered via distance education format such as webinars and two regional hubs (rural/urban) followed by statewide implementation and on-going technical assistance. Begin with statewide implementation through the Oregon Registry.	<u>Early Learning Council Director</u> ODE EC Dir; CCD Dir; Head Start Collab Dir; Center for Career Development Dir
1 st Quarter	Kindergarten Entry	Kindergarten	Refer to key	<u>Early Learning</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
2012	Assessment Technical Advisory Committee will work with KEATAC to ensure Kindergarten Entry Assessment is aligned with the the HSCD Early Learning Framework before assessment instrument is selected.	Assessment will “assess” developmentally, culturally and linguistically appropriate child outcomes for children ages birth to five in order to be an effective tool.	activities timeline in Section E (1) on kindergarten entry.	<u>Council Director</u> ODE Early Childhood Dir; CCD Dir; Head Start Collab Dir; Center for Career Dev Dir

(e) Financial Resources – Oregon intends to identify and engage leading early childhood experts with specific experience in child outcomes and alignment. Oregon has budgeted sufficient resources around the following deliverables:

1. Alignment of the HSCD Early Learning Framework with the National K-12 Common Core State Standards. This will include a content and alignment analyses with recommendations for improvement. (Mar 2012 – December 2012).
2. Develop revised Birth to Three Standards to align with the HSCD Early Learning Framework and include current best practice for developmentally, culturally and linguistic appropriate practices and will address all essential domains including appropriate English language acquisition for this age group (March 2012 – Aug 2013).

(f) Supporting evidence for C(1)(a) and (b)

Proof of use by the types of early childhood programs in the State – As noted above the ECFs were developed with the intent to be used by ECE's working with young children in all ELDP (child care centers, family child care homes, private preschools, Head Start/Early Head Start, special education environments and others). Oregon was intentional to engage broad and diverse stakeholders that resulted in the training companion, *Born to Learn*. It is based on best practice for how children learn, how quality early childhood environments and experiences should look, and how play-based activities and routines teach and support early literacy, math, science, the arts, health, and social/emotional development. It is a practical tool to help ECE make the connection between what children are learning and how they can enhance that learning by aligning activities with the ECFs. (See Birth to Five Early Childhood Foundations, Face Page and Introduction on pages 148 in Appendices section.)

As noted above, Head Start and Oregon Pre-K utilize the HSCD Early Learning Framework. Also noted, the ECF's are integrated into the Workforce Knowledge and Competency Framework (See Workforce Knowledge and Competency Framework on page 86 in the Appendices Section).

Oregon will continue current practice as described above and following adoption of the HSCD Early Learning Framework, trainings will be revised and promoted throughout the ECE professional development system.

The State's Early Learning Standards – Oregon's Birth to Five ECFs are developmentally and culturally appropriate and address the following eight essential domains: (1) Social/Emotional Development; (2) Approaches to Learning; (3) Physical Education and Health; (4) Language and Literacy Development; (5) Mathematics; (6) Science; (7) Social Science; (8) The Arts. (See Birth to Three Early Childhood Foundations on page 156 of the Appendices Section.)

The three to five ECF's are developmentally, culturally and linguistically appropriate and include the following 10 essential domains: (1) Social/Emotional Development; (2) Approaches to Learning; (3) Physical Education and Health; (4) Language and Literacy Development; (5)

Mathematics; (6) Science; (7) Social Science; (8) The Arts. (See Head Start Child Development and Early Learning Framework on page 207 of the Appendices Section.)

While the essential domains are consistent from birth to five the indicators are development appropriate per age of the child.

Documentation that standards are developmentally, linguistically and culturally appropriate, including children with disabilities and English Language Learners – As noted above, when the ECFs were developed they were reviewed and approved by the Cultural Competency Committee of the Oregon Commission on Children and Families who provided specific input in this area. The ECF's address the importance of a child's home language, knowledge, traditions, family expectations and experiences as primary influences on development. (See Birth to Five Early Childhood Foundations, Guiding Principles on page 148 of the Appendices Section) National consultant Catherine Scott-Little also reviewed the ECFs for essential domains and developmentally appropriate content. The ECFs were intended to include all children – English language learners, children with special health care needs, children with disabilities, and children who are typically developing – recognizing that children develop at different times and in different ways. The ECFs are developmentally appropriate and address the following eight essential domains: (1) Social/Emotional Development; (2) Approaches to Learning; (3) Physical Education and Health; (4) Language and Literacy Development; (5) Mathematics; (6) Science; (7) Social Science; (8) The Arts. (See Birth to Five Early Childhood Foundations, Face Page & Introduction on page 148 of the Appendices Section.)

Documentation that standards address all domains and are high quality – The ECF's were built upon the research that establishes a clear and compelling connection between quality early learning experiences and later success in school. The research was the guiding principle in development of the ECF's in addition to utilizing the original Head Start Child Outcomes Framework. In addition, Oregon incorporated broad and diverse input from experts and stakeholders. Finally, national expert Catherine Scott-Little reviewed the ECFs for essential

domains and developmentally appropriate content. (See Birth to Five Early Childhood Foundations on page 148 of the Appendices Section.)

Documentation of alignment with K-12 standards – When the ECFs were developed they were cross-walked/linked to the Oregon Kindergarten Foundations (K-12 Common Curriculum Goals and Content Standards). Since that time the Oregon Board of Education has adopted the National K-12 Common Core State Standards. In order to test alignment with National K-12 Common Core State Standards, a crosswalk was completed with the HSCD Early Learning Framework in the two domains of mathematics and literacy that found significant alignment (see Linking Common Core with HSCD Framework on page 234 of the Appendices Section). (See Head Start Child Development and Early Learning Framework on page 207 of the Appendices Section.)

(g) Performance Measures – this does not apply to B(5).

(h) How the State will address the needs of the different types of Early Learning and Development Programs – The ECFs were originally developed with the intent to be used by ECE's working with young children in all ELDP across the state (child care centers, family child care homes, private preschools, Head Start/Early Head Start, special education environments and others). They address the needs of all children – English language learners, children with special health care needs, children with disabilities, and children who are typically developing – recognizing that children develop at different times and in different ways. *Born to Learn* is based on best practice for how children learn, how quality early childhood environments and experiences should look, and how play-based activities and routines teach and support early literacy, math, science, the arts, health, and social/emotional development. The manual is a practical tool to help early ECE's identify how to enhance learning by aligning activities with the ECFs. (See Birth to Five Early Childhood Foundations, Face Page and Introduction on page 148 in Appendices section.)

The HSCD Early Learning Framework is intended for use by Head Start and all ELDP as noted in the overview materials: “The HSCD 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." It is also mentioned on Figure 1: The Head Start Child Development Early Learning Framework -- "These domains and the domain elements apply to all three- to five-year-olds in Head Start and other early childhood programs, including dual language learners and children with disabilities." (See HSCD Early Learning Framework, pages 207-213 of the Appendices Section.)

(i) How the State will meet the needs of Children with High Needs, as well as unique needs of special populations of Children with High Needs – The ECFs and HSCD Early Learning Framework were developed for all ELDP. Additionally, they are designed to include all children – English language learners, children with special health care needs, children with disabilities, and children who are typically developing – recognizing that children develop at different times and in different ways. Many of Oregon's Children with High Needs are served in Head Start, Oregon Pre-K and Early Head Start programs, all of whom use the HSCD Early Learning Framework to ensure alignment with curriculum and assessment. Other Children with High Needs are served in family child care homes and child care centers which are also included in this effort. Oregon's High Quality Plan includes a statewide implementation plan with two regional trainings, one urban and one rural -- then statewide implementation through webinars and on-going training and technical assistance provided by early childhood partners. Special focus groups will be convened for special populations with funding to support participation. Their input will be integrated into the overall training plan

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

(a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children's physical, social, and emotional development across the levels of its Program Standards;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity; and

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.

Additionally, States must provide baseline data and set targets for the performance measures under (C)(3)(d).

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in criterion (C)(3)(a), submit--
 - The progression of health standards used in the Program Standards and the State's plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(3)(d):

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening, referral, and follow-up of all Children with High Needs; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical

activity for Children with High Needs; and how the State will promote health literacy for children and parents.

(Enter narrative here – recommended maximum of three pages)

C (3) – Health, Behavior, and Developmental Needs of Children

(a) Establishing a progression of standards – Ensuring that health and behavioral screening and follow-up occur; and promoting children’s physical, social, and emotional development across the levels of its Program Standards – Oregon has taken a comprehensive approach to ensuring children obtain optimal physical, social, and emotional development by establishing standards of practice for adults who care for and provide services to children and their families. Standards adopted include those followed by Early Childhood Educators (ECE), primary care professionals, and home visiting workers employed in evidence-based and best practice programs. In the case of primary care professionals, three practice tiers rooted in the medical home concept have been established and are currently being integrated into the state’s Medicaid managed care and reimbursement systems. Home visitation workers are required to assure children are linked to a medical home for ongoing well-child visits. They also conduct age appropriate developmental screenings, make referrals to Early Intervention and other support services, and screen for maternal depression..

Currently, ECE in all three regulated settings – certified centers, certified family centers, and registered family homes are required to complete, at a minimum, basic health and safety training. This includes recognizing and reporting child abuse and neglect, food handling, first aid, and infant and child cardiopulmonary resuscitation (CPR). For ECE pursuing a higher level of quality, more extensive training is offered by local and state public health staff. The curriculum used is based upon *Caring for Our Children National Child Care Health and Safety Standards* established by the American Pediatric Association and American Public Health Association. These are the same standards used by Head Start and Early Head Start ELDP.

As the state ramps up its TQRIS, ECE will move up the TQRIS to the degree they are able to demonstrate that they are following the guidelines. ECE training for standardized developmental screening and referral protocols will be added to the curriculum within the next year to align with recommendations adopted by the Early Learning Council.

(b) Increasing the number of Early Childhood Educators who are trained and supported on an ongoing basis in meeting the health standards – Several rigorous programs exist in Oregon to train ECE in the practice of health, safety, and nutritional standards. Head Start and Early Head Start ELDP contract with health and mental health professionals or have qualified ECE to provide training and support to ECE to meet standards. The Oregon Health Authority/Public Health Division – Office of Family Health administers the Oregon Kids Healthy and Safe Handbook and Training System. The training and handbook have been offered to ECE providers since 2003 . Attendance can be used to satisfy licensing training requirements and to meet Oregon Professional Development Registry criteria.

Oregon Kids Healthy and Safe Handbook and Training System has several components to maximize accessibility to ECE. Together the handbook and training incorporate comprehensive information based on the Caring for Our Children Health and Safety Standards. Topics cover a range of practices within ELDP including physical and social-emotional health promotion, first aid and medication administration, safe sleep, illness and injury prevention, fostering child development, establishing cultural awareness, building family-provider partnerships, and caring for children with special needs. ECE training for standardized developmental screening and referral protocols will be added to the curriculum within the next year to align with recommendations adopted by the Early Learning Council.

The health and safety workshops are held statewide and begin with an overview of health and safety practices and standards for ECE. There are currently 10 classroom hours available to providers which can be applied towards 8 hours of training credit for licensed ECE and for inclusion in Oregon Registry Online. The class workbook materials will soon include a health

and safety handbook on CD and a quick reference to the handbook in paper format. A revised handbook will be released in February 2012 and be available on CD in both English and Spanish. It has been designed for easy access when the need for information is immediate and planning also is underway for access via hand held mobile devices. Strategies for marketing the revised handbook and its availability through a variety of new venues will significantly increase the number of providers who benefit from the information.

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity – In addition to establishing health and safety standards, the TQRIS standards include expectations that children will be taught to manage health and safety practices independently. Performance criteria also include expectations for establishing healthy eating habits.

The Oregon Health Authority, Public Health Division/Office of Family Health has formed a child health collaborative and developed an action plan for state and local maternal and child health agencies to use in addressing childhood obesity which includes strategies for workforce training in nutrition and physical activity through the Oregon Moves! Team. The team is currently developing a standardized training curriculum to be offered on a routine basis statewide and following the *I Am Moving, I Am Learning Child Care* model.

A large percentage of ELDP participate in the Child and Adult Care Food Program which supports workforce training, menu planning consultation, and program monitoring in addition to supplementing the cost of food served in ELDP. Oregon also promotes healthy eating habits and nutrition through contracts with local health departments and other community-based agencies administering the WIC – the Special Supplemental Nutrition Program for Women, Infants and Children designed to improve health outcomes and influence lifetime nutrition and health behaviors in targeted, at-risk populations. WIC provides breastfeeding support, classes on a variety of topics related to nutrition and health, vouchers for nutritious foods and the opportunity for participants to talk one-on-one with trained professional and paraprofessional staff as they work to achieve their health and nutritional goals. Staff in local health departments and partners

in community-based agencies serve over 100 locations throughout the state. Approximately 60% of low income women in rural counties use WIC services.

(d) Leveraging existing resources to meet ambitious yet achievable annual targets –

Oregon has made great strides in the ability to identify and meet children's health, behavioral, and developmental needs by ensuring that: their mothers receive good prenatal care and follow-up services after they are born; they have a medical and dental home and up-to-date immunizations; their developmental delays are identified as early as possible using standard screening tools and they are referred to appropriate services; and that they are well nourished and nurtured in stable families and quality early learning settings.

Oregon's Medicaid-SCHIP plan for children 0-18 (Healthy Kids) assures access to ongoing health care and health and behavioral health screening. The plan is available to families at no cost who are earning 200% of the Federal Poverty Level or below and on a sliding scale for those above. Over the past two years, the percentage of children without health care in Oregon has dropped dramatically – from 11.3 percent in 2009 to 5.6 percent in 2011 with 94% of all eligible children enrolled in Healthy Kids as of June, 2011⁵⁸ This puts Oregon at the forefront nationally in bringing health care access to children and close to achieving the ultimate goal of 100% enrollment of eligible children.

Oregon's Early Periodic Screening, Diagnosis, and Treatment (EPSDT) services are administered and implemented through Oregon's Medicaid agency and its contractual agreements with managed care organizations and other providers. While there is not a distinct EPSDT program in Oregon, the Oregon Health Plan (Oregon's Medicaid Waiver insurance) prevention guidelines and the prioritized list of services include all elements required to ensure availability of treatments for conditions affecting growth and development.

⁵⁸ Oregon Health Insurance Survey – Oregon Health Authority, July 2011

Health care reform initiatives in Oregon are designed to improve quality by advancing pediatric care standards and child-centered care coordination that will also strengthen linkages among community-based service providers. The CHIPRA (Child Health Insurance Program Reauthorization Act) Demonstration Project will enable Oregon Health Plan (OHP) providers to refine practices that meet the standards for well-child visits, implement screening and referral protocols, and collect data to measure those protocols. The demonstration is piloting Patient Centered Primary Care Home (PCPCH) Standards and the Agency for Health Research and Quality (AHRQ) and CMS initial core measures in eight pediatric offices during 2011-2012.

Oregon is one of five states participating in ABCDIII, an initiative of the National Academy of State Health Policy. ABCDIII is developing and implementing community level performance improvement projects with eight managed care organizations to improve screening of children under age three, ensure children receive timely, appropriate and coordinated care, and identify policy changes that support sustainability. The ABCDIII project will further complement the goals of the CHIPRA Demonstration Grant through implementation of family and stakeholder generated strategies to improve care coordination and follow-up among primary care providers and Early Intervention and the community resources on which they depend.

The Oregon Pediatric Improvement Partnership (OPIP) is an additional multi-sector collaborative that is building consensus around a common agenda in child health quality. Partners include the Oregon Health & Sciences University, Department of Pediatrics; the Oregon Health Authority's Medicaid Division and Office of Family Health; Oregon Pediatric Society (OPS); Children's Health Foundation (CHF); Child and Adolescent Health Measurement Initiative (CAHMI); and the Oregon Center for Children and Youth with Special Health Care Needs.

Oregon is among the states which have received a Help Me Grow Technical Assistance Grant which has promoted the common use of a standardized developmental screening tool – the Ages and Stages Questionnaire (ASQ). In June 2008, the Oregon Pediatric Society and Children's

Health Alliance adapted the Screening Tools and Referral training (START) from the START program of the Tennessee Chapter of the American Academy of Pediatrics to improve developmental and behavioral screening in pediatric practices, improve providers' understanding and utilization of screening tools, educate providers on documentation and coding of screening tools, and increase awareness of community resources for evaluation and intervention. Since START's inception, there has been a 44% increase in the number of providers who report confidence in having adequate knowledge of community resources to properly manage children identified with social-emotional/developmental delays and a 78% increase in the use of the (ASQ) in primary care. START also now includes modules on screening and referral for autism and maternal depression using standardized screening tools.

Policy leaders recognize that more must be done to systematically identify families and children with risk factors that may impact healthy development and school readiness. Governor Kitzhaber's early learning redesign and health care reform agendas are based solidly on this premise. As part of its charge in creating a framework for the early learning and development system, members of the Early Learning Design Team recommended a set of standard screening tools to be applied at universal access points as early as possible, at prescribed intervals starting prenatally for families and then following the birth of a child. Screenings must be expanded and offered in a variety of settings – by home visitors, ECE, health care professionals and through 'culturally appropriate community touch points for families. The Early Learning Design Team also recommended specific standardized tools to identify family risk factors including maternal depression as well as those for child health and developmental screening.

Currently, Oregon's public insurance programs and health providers are embarking on an extensive transformation to meet three aims – cost reduction, improved quality, and engaged patient, family, and community. Leaders have created coalitions among health system entities such as: managed care organizations, pediatric health providers, researchers, public health, and Title V Maternal and Child Health and Early Intervention/Early Childhood Special Education (IDEA) providers. These partnerships have already realized several system changes and are

currently in the process of leveraging those changes to correspond to early learning goals. These include: increased health insurance coverage for children, increased medical home practices among primary care providers, increased incentives to meet early childhood health outcomes, and increased exchange of child development data among providers across the early childhood spectrum.

This transformation is the result of several years work by the State Legislature, two governors, health care systems executives and professional groups, Oregon's Medicaid Agency, primary care providers and systems, and public and private health care providers culminating in passage of the Health Care Transformation bill in 2011. The legislation will increase incentives and capacity for health care providers to improve individual child health outcomes and, thus, support early learning outcomes.

The PCPCH guidelines were released in August 2011 using a tiered framework for PCPCH recognition based on nationally accepted clinical outcome measures. The first Tier and Core Measures in the PCPCH Standards require screening and referral and other health outcomes that are considered barriers to a child's ability to learn. State policy makers are aiming to assure that 75% of all Oregonians (including children and adults) have access to a PCPCH by 2015.

A stakeholder group with members from all of Oregon's home visiting programs is currently engaged in restructuring the state's service delivery framework to improve coordination, promote the efficient use of resources, and assure families are referred to the program best able to meet their needs. These include programs receiving funding from the federal Maternal, Infant, Early Childhood Home Visiting Formula Grant (Healthy Start and Early Head Start) as well as others representing other evidence-based and promising practice programs such as Parents As Teachers, Relief Nurseries, CaCoon for Children with Special Health Needs, and Babies First. Home visitors conduct health and developmental screenings routinely and it is anticipated that this role will be broadened to include other recommended screening tools identified by the Governor's Early Learning Design Team.

Oregon just recently received word that it will be the recipient of a \$3.3 million competitive award to support four new Nurse Family Partnership programs covering five high-needs counties in the state. This project is an integral part of a larger effort to strengthen state and local home visiting system capacity to effectively respond to the needs of pregnant women, children and families in a more coordinated fashion. This grant will enhance the existing array of home visiting programs and the state's home visiting plan by filling a gap in the availability of evidence-based home visiting services for pregnant women during the prenatal period.

The state will leverage its emerging Health Information Technology (HIT) to accelerate the state's ability to realize important child development goals, specifically through the planned unified data system (UDS). The UDS will support management of the EPSDT process and data, including guideline-based scheduling of screening and other procedures and will automate the process of referral management based on the best practice protocol. The UDS also will facilitate a child's participation in ongoing health care as part of a schedule of well child care including the number of children who are up to date in a schedule of well child care. Oregon's ALERT Immunization Information System (IIS) receives 85% of its immunization records through bi-directional health information exchange (HIE) with Electronic Health Records (EHRs). ALERT is defined by an infrastructure geared to well-child care and includes decision support, alerts and reminders – all primary care providers use the ALERT system today as well as all licensed child care centers and public schools. It is a foundational data system and the link to health data and providers.

C(3) High Quality Plan for the Health, Behavioral, and Developmental Needs of Children
– This is one of the proposed RTT funded Projects –

(a) Key Goals – Oregon's High Quality Plan for the Health, Behavioral, and Developmental Needs of Children targets nine essential areas.

1. Increase parent and care giver access to information and support to enhance school readiness and early learning for the at-risk population.

2. Expand full complement of home visiting programs serving women pre- and post-natal to include Nurse Family Partnership programs in more locations of the state.
3. Improve rates of prenatal care during the 1st trimester of pregnancy.
4. Improve rates of family risk, health, oral health, and developmental screening at standard intervals.
5. Increase the percentage of high needs children enrolled in the Oregon Health Plan connected to a Tiered Patient-Centered Primary Care Home.
6. Increase the number of primary care practices adopting Tiered Patient-Centered Primary Care Home standards.
7. Align home visiting curriculum with Early Learning Council school readiness goals.
8. Increase health care system and program improvement strategies to prevent health and behavioral problems among Oregon's at-risk families.
9. Create a unified data system based on best practice protocols to link healthcare, family support, and early care and education with the capacity to track outcomes and manage referrals addressing the needs of high needs child and families.

(b) Implementation – The Early Learning Council will develop a timeline to execute the activities as part of a report to the Oregon Education Investment Board in preparation of the 2012 legislative session. The Early Learning Council will be supported in their efforts by the Early Learning Systems Director who reports directly to the Governor, as well as by several multi-sector standing committees and workgroups staffed by state agencies.

(b)(c)(d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
1 st Quarter 2011 - ongoing	Implement Oregon Health Authority/Office of Family Health MIECHV Competitive Grant Project.	Nurse Family Partnership programs in 8 out of 36 counties in the state in tandem overall early childhood	Evidence-based home visiting programs expanded within one year of receiving notice of award.	Home Visiting Steering Committee <u>Administrator of Oregon Health Authority/Office of Family Health and Director of the State</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
		system planning efforts.		<u>Commission on Children and Families</u>
1 st Quarter 2011 - ongoing	Appoint workgroup to examine community-based, care coordination strategies.	Engage multi-sector workgroup members with professional knowledge and extensive community-based networks.	Initial recommendations presented to the Early Learning Council by November 15, 2011.	Governor's Office – <u>Early Childhood Director</u>
1 st Quarter 2011 - ongoing	Train health and ECE in nutrition and physical activity strategies.	Maximize # of professionals able to ECE on physical activity and nutrition practices to promote healthy lifestyles.	By 2014 the percentage of Oregon children ages 2 to 4 receiving WIC services with a BMI at or above the 95% will decrease from 14.7% to 11% .	Office of Family Health <u>Child Health Nurse Consultant Lead</u>
1 st Quarter 2011 - ongoing	Extend First Tooth training to ECE including home visiting workforce.	AAP and American Academy of Pediatric Dentistry recommendations.	Increase in percentage of children screened and linked with a dental home from 48.6% in 2007 to 60% by Dec. 2014.	Oregon Health Authority/Office of Family Health – <u>Oral Health Manager, Lead</u>
1 st Quarter 2011 - ongoing	Align standards for home visiting curriculum with ELC's early learning goals; adopt culturally specific approaches for implementation.	School readiness related to social/emotional and behavioral health reinforced in home visiting curriculum with culturally specific approaches.	Curriculum components and plan for unique populations reviewed/revise by 5/1/12 and integration with curriculum by 7/1/12.	Home Visiting Steering Committee <u>Oregon Health Authority/Office of Family Health, Administrator and Director of the State Commission on Children and Families</u>
1 st Quarter 2011 -	Adopt recommended	The Early Learning Council	Consensus reached by	Home Visiting Steering Committee

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
ongoing	standard tools and referral protocols for health, behavioral health, and developmental screening.	expected to advocate for use of standard screening tools in appropriate early care and education settings.	evidence-based home visiting program representatives and implementation plan approved by 2/1/12.	<u>Administrator of Oregon Health Authority/Office of Family Health and Director of the State Commission on Children and Families</u>
1 st Quarter 2012 - ongoing	Engaged for Home Visiting evaluation design with Oregon Social Learning Center (OSLC) and Harvard University's National Forum on Early Childhood Policy and Programs.	Home Visiting Steering Committee considering strategies to link the latest science on brain development and early learning with practice.	MIECHV leverages funding; for evaluation design which is data-driven and such that results can be used to inform and improve practice.	Home Visiting Steering Committee <u>Oregon Health Authority/Office of Family Health</u> , Administrator and <u>Director of the State Commission on Children and Families</u>
1 st Quarter 2012	Develop training curriculum for maternal depression screening for early care and education, child welfare, and home visitors.	Children born to mothers coping with prenatal and postnatal depression are at increased risk for, developmental delays, and neglect and abuse. women who screen positively for depression can be referred to mental health services.	Resources for curriculum development leveraged through Title V funds; Contract is issued to develop the curriculum and training schedule; and training is offered to target groups by 7/1/12.	Oregon Health Authority/Addictions and Mental Health Division <u>Early Childhood Specialist</u> and the <u>Office of Family Health ECCS Coord. - Leads</u>
1 st Quarter 2012	Review strategies to increase the percentage of children screened for developmental delays at standard intervals	The AAP recommends the use of standardized screens to detect developmental delays at 9, 18	Oregon will match the national average for the percentage of children 0-3 enrolled in managed care	Oregon Health Authority – Div. of <u>Medical Assistance Programs Director</u> and <u>Oregon Pediatric Improvement</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
	established by AAP/Bright Futures and recommendations forwarded to the Early Learning Council.	and 30 months, with additional standardized screens for autism at 18 and 24 months.	plans receiving developmental screening and appropriate follow-up services (from 13% to 19%)	<u>Partnership Chair</u> ,
2 nd Quarter 2012	Develop a research design for a rigorous evaluation of the Relief Nursery Model is initiated.	Relief Nurseries is a highly regarded program based on best practices, but faces cost limitations for a rigorous evaluation to obtain evidence-based practice designation.	Private funders are solicited to support the study; bid specifications are developed for scope of study; longitudinal study begins fall of 2012.	Relief Nurseries <u>Exec. Directors</u> ; <u>Oregon Health Authority/Office of Family Health</u> , <u>Administrator and Director of the State Commission on Children and Families</u>
2 nd Quarter 2012 - ongoing	Offer training for maternal depression screening scheduled for ECE, child welfare workers, and home visitors and additional training to Primary Care providers.	Workshops will be conducted for groups who have close contact with pregnant women and mothers who may be at risk including child protection workers.	By June 2014, a baseline is established for the percentage of mothers of 2 year old children who report that in the past 12 months a health care or mental health/social worker talked to them about depression.	Oregon Pediatric Society, <u>Co-Chair</u> ; Oregon Primary Care Assoc., <u>Co-Chair</u> ; and in partnership with Maternal Mental Health Task Force – OHA-Office of Family Health
4 th Quarter 2012	Issue a report on the status of developmental screening by 8 of 15 managed care plans participating in the ABCDIII project and	Results of project are submitted to the Oregon Health Authority Division of Medical Assistance Programs and Early Learning	New measurable quality improvement goals are established for developmental screening and care coordination and strategies to	Oregon Health Authority – Div. of Medical Assistance <u>Programs Director</u> and <u>Oregon Pediatric Improvement Partnership Chair</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
	covering 56% the state's child Medicaid population.	Council so the status of developmental screening and referral practices can be evaluated	address system weaknesses identified; a baseline for the percentage of mothers of 2-year old children who report that in the past 12 months a health care or mental health professional asked them to fill out a questionnaire about their child's development will be established by PRAMS-2 (Pregnancy Risk Assessment Monitoring System)	
4 th Quarter 2012	Issue recommendations to the Early Learning Council for improvements in services to address healthy social/emotional development.	Strategies identified to increase the use of developmental assessments in a range of child-serving settings, access to mental health consultation, and integration of behavioral health into primary care settings.	A cost effective model is developed for meeting the needs of ECE in assisting children with behavioral/ social/emotional problems and families for statewide implementation.	Health Matters Committee Leadership – Oregon Health Authority - Addictions and Mental Health Division – <u>Early Childhood Specialist</u> ; Office of Family Health – <u>ECCS Coord.</u> , and the Oregon Pediatric Society <u>Exec. Dir.</u>
1 st Quarter 2013 - Ongoing	Training for ECE and home visitors attend training to gain understanding of	ECE and home visitors must understand how young children will be assessed	Training modules for ECE and home visitors teachers developed and	Oregon Dept. of Education – <u>Early Childhood Division Director</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
	the Kindergarten Entry Assessment (KEA) elements.	to assure program practices are aligned with school readiness goals.	training initiated for start of 2014 school year.	
1 st Quarter 2013 - Ongoing	Promote and facilitate connections to a Tier- Rated, Patient-Centered Primary Care Home (PCPCH) for high needs families with young children	Preventive and follow-up care must be coordinated and consistent for children and families with high needs and linked to quality services that will promote optimal physical, cognitive and social/emotional development.	Rate of children 0-5 (with a PCPCH/medical home increases from 70.9% (2007) to a minimum of 75% ; and from 50.7% to 70% for those children with special health care needs	OHA – Div. of Medical Assistance Programs Director Office of Family Health, Admin. OPIP, Chair and Oregon Primary Care Assoc., Chair
1 st Quarter 2013 - Ongoing	Harness Health Information Technology (HIT) to process EPSDT required data, including guideline-based scheduling of screening and other procedures, and to automate process of referral management and connected to the planned unified data system (UDS).	Health Information Technology can vastly improve care coordination and information exchange so that children receive timely, preventive care, families receive the support they need to foster their development, and referrals to early intervention providers are up-to-date	Work completed to advance care coordination at the state level will be leveraged, i.e. including Oregon Health Authority (OHA) Shared Services Model , OHA ALERT Immunization Information System (IIS) bi-directional web service, Oregon Dept. of Education - EC-Cares case management for high needs children	OHA – <u>Office of Family Health Informaticist</u> and Oregon Dept. of Education, <u>Project ALDER Director</u>
1 st Quarter 2013 -	Post names, credentials, and	Parents and ECE need access to	30% of mental health specialists	Portland State University Center for

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
ongoing	experience of health/mental health specialists providing services to children 0-5 through Oregon Registry Online.	reliable sources of information regarding available professional services.	and health consultants will be registered by October 2013.	Professional Development, <u>Director</u> - Lead
4 th Quarter 2014 - ongoing	Parent Help Line is available to all Oregon residents.	Parents and ECE need support by qualified professionals to address parenting, family stress, behavioral and developmental concerns.	Expansion of a Parent Help Line to all 36 Oregon counties by December 2015 with assistance provided by trained parent educators and referral to culturally and linguistically appropriate services.	United Way of Lane County, <u>Help Me Grow, Project Director</u> , lead

(e) Financial resources to support successful implementation of the plan – The Early Learning Council and Governor’s Office are currently developing a “global budget” (one unified budget across all early childhood learning activities of state government) to execute priority strategies for the redesign of the early learning and development system of which the identification of the health, behavior, and developmental needs of Children with High Needs is one. Oregon’s plan draws largely from existing federal and state funds and private sector in-kind contributions that are currently employed for the activities articulated in the plan and identified above. The Oregon Health Authority/Public Health Division – Office of Family Health administers a large percentage of the funds that will be applied to implement activities including - Title V Maternal and Child Health Block Grant to support early childhood populations and children with special needs, Maternal, Infant, Early Childhood Home Visiting (MIECHV) Grant, Early Childhood Comprehensive Systems (ECCS) Grant, the Linking Actions for Unmet Needs in Children’s

Health (LAUNCH) grant, Universal Newborn Screening Grant, and the Supplemental Nutrition Program for Women, Infants, and Children (WIC). The state also contributes general funds for the Babies First! and Maternity Case Management public health home visitation programs.

The Oregon Health Plan (Oregon's Medicaid/SCHIP Program) also will be a significant resource in covering the cost of health and developmental screening for Children with High Needs through a variety of primary care settings. Other more recent federal funds received by the state will underwrite the design of training curriculum for providers and parent education to improve general awareness of nutrition and physical activity guidelines to promote healthy child development.

This grant will support a one-time expenditure for costs related to building the infrastructure needed to expand the Parent Help Line statewide. In addition, funds will be used to: promote and expand use of family risk assessment, maternal depression, and developmental screening tools among the early childhood workforce and primary care community; and for initial implementation and technical assistance in use of the state recommended standardized screening tools for children birth to five.

(f) Evidence and supporting information

Evidence for (C)(3)(a): Progression of health standards across the levels of program standards addressing:

1. *Health and safety standards* – The Oregon Employment Department, Child Care Division is currently developing higher levels of health standards for facilities and home-based programs participating in the TQRIS; however, the state has health and safety regulations for child care regulated by local environmental health specialists who conduct health and safety inspections for certified child care centers and homes. Licensing of these facilities requires that facilities and practices pass this inspection.

2. *Health promotion including healthy eating habits, improved nutrition, and increased physical activity* – Following national standards, the state nutrition plan includes addressing child care

strategies for healthy eating, physical activity, screen time reductions and support for breast feeding with several initiatives focusing specifically on obesity prevention in the state. The Oregon Health Authority Public Health Division - Office of Family Health has formed a child health collaborative and developed a plan of action for state and local maternal and child health efforts to address childhood obesity through infrastructure and workforce development and improved practices of caregivers.

The Public Health Division and the Department of Education are jointly administering the federal Child Care Wellness Grant which will enable ECE to obtain technical assistance from nutrition and physical education specialists. Early Learning stakeholders will soon receive and study the results from the *Right from the Start Survey* of ECE to assess practices, attitudes and beliefs regarding health promotion activities.

3. Standards for developmental, behavioral, and sensory screening, referral, and follow-up –

The Early Learning Design Team established recommendations for use of standardized developmental, behavioral, and health/sensory screening in June 2011 which were forwarded to the Early Learning Council for review and adoption (See Early Learning Design Team Straw Person Report on page 65 of the Appendices Section). The Early Learning Council will consider plans to operationalize the recommendations to assure that screening and referral practices are universally implemented in early care and education settings.

The Oregon Pediatric Improvement Partnership (OPIP) project will establish standards of practice for early childhood screening and referral and quality improvement measurement linked to enhanced payments for health care providers and managed care plans. The standards and measurement will be institutionalized in the contracts with Managed Care Organizations with enhanced payment for improving the rate of early childhood screening and referrals. These preventive care standards and referral processes will be included in the new Coordinated Care Organization (CCO) contracts, set to begin in late 2012, and linked to the statewide early childhood standards. The enabling legislation that creates the CCO and the PCPCH standards

mandates that each CCO will implement patient-centered primary care homes and include capacity for services in settings that are accessible to families, diverse communities and underserved populations. Additionally, it requires the CCO to communicate and coordinate care using health information technology. To support this mandate, the innovative payment methods that reward efficiency and improve outcomes are being pursued by the Oregon Health Authority and include reimbursement to providers for currently non-reimbursable care coordination functions for a more person/child-centered care delivery.

4. *Oral health* – The Oregon Oral Health Program in collaboration with the Oregon Oral Health Coalition’s (OROHC) Early Childhood Cavities Prevention Committee (ECCP) ‘First Tooth’ 3 year workforce development project relies on a training curriculum and oral health risk assessment that follow standards established by the American Academy of Pediatrics and the American Academy of Pediatric Dentistry. This well-established project includes training for ECE as well as a parent education/public awareness component as part of a comprehensive set of strategies to reduce early childhood caries in Oregon.

5. *Social and emotional development* – Evidence-based practices addressing children’s social emotional development are currently being piloted and evaluated by Oregon’s two LAUNCH projects – one in Deschutes County (a culturally diverse rural county with a very high unemployment rate) and the other in Multnomah County (a predominately urban county in which Portland, the state’s largest city, is located.). Two primary models are being tested – one for use by home visitors and the other offered in child care, schools or other community settings.

In light of the high percentage of ECE requesting assistance with behavior management issues, a multi-discipline Health Matters Task Force issued a report with recommendations for establishing a system of child care health and mental health consultation for ECE across the state. The report includes standards for such a system including essential elements, logic model, consultants’ core competencies, training needs, and evaluation strategy with evaluation tools.

6. *Health literacy among parents and children* – The Oregon Department of Education has established Essential Elements for early learning programs which include standards for fostering healthy habits in children and adults. Children must know safety rules and acquire good health practices demonstrated by following basic rules while in care. Head Start programs include health literacy standards for families to promote their understanding of the importance of regular preventive care and a medical and oral health home for their children. Health literacy standards are manifested in all maternal and child health programs administered by the Oregon Health Authority/Office of Family Health including Babies First home visiting program, Maternity Case Management, and WIC. The Maternal and Child Health Section provides training and technical assistance to the early care and education workforce so providers have the knowledge and skills to promote health literacy among the children in their care.

Evidence for (C)(3)(b): Existing and projected numbers and percentages of ECE who receive training and support in meeting health standards According to Child Care Resource and Referral records, 4,086 ECE attended health and safety trainings in fiscal year 2009-2010. Source: Oregon Child Care Resource & Referral Network Annual Report, 2010. Based on the new health and safety curriculum, Oregon anticipates training an additional 5% of ECE each year, which will result in 58% of the ECE who work in licensed ELDP will have training in critical health and safety practices.

- 2012 - 4,986 ECE trained
- 2013 - 6,786 ECE trained
- 2014 - 8,586 ECE trained
- 2015 - 10,386 ECE trained

Evidence for (C)(3)(d): Documentation of State's existing and future resources that are or will be used to address the health, behavioral and developmental needs of children with high needs

1. Screening, referral, and follow-up of all Children with High Needs – The Oregon Health Plan (Oregon’s Medicaid/SCHIP Program) will continue to be a significant resource in covering the cost of health, behavioral health, and developmental screening for Children with High Needs through a variety of primary care settings. Ongoing system development efforts including START and quality improvement projects such as the ABCDIII initiative and Oregon Pediatric Improvement Partnership will develop capacity among parents, and the health, child welfare, and early care and education workforce to routinely conduct developmental screenings. Enhancements to Oregon’s provider reimbursement policies are supporting the drive toward universal screening as well. Quality improvement strategies undertaken through ABCDIII and the OPIP are focused upon creating better referral processes to strengthen feedback loops among parents, health care professionals, and service providers to ensure children and families are receiving appropriate services to address developmental delays or health concerns.

2. How the State will promote the participation of Children with High Needs in on going health care as part of a schedule of well child care

Oregon is implementing both health transformation and expanded health insurance coverage for children with the potential to greatly increase the numbers and quality of preventive care for children. Healthy Kids offers no-cost and low-cost health coverage for Oregon children and teens 0-18, providing them with all the care they need, including preventive care such as regular check-ups, vision and dental care, prescriptions and more. The Oregon Health Policy Board – the Health Services Commission – will likely adopt the American Academy of Pediatrics-Bright Futures as the standard of preventive care and no cost-sharing to families. Healthy Kids is using targeted outreach, provider networks, and other partners to educate parents and enroll their children in health insurance. As clinics and providers become certified as a Patient Centered Primary Care Home they will receive enhanced reimbursement for preventive care and for improvement of core measures.

3. How the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs

Recent federal funds received by the state will underwrite the design of training curriculum for provider and parent education to improve general awareness of nutrition and physical activity guidelines that promote healthy child development. The Oregon Health Authority, Public Health Division/Office of Family Health will execute the Child Health Collaborative action plan for state and local maternal and child health agencies to use in addressing childhood obesity which includes strategies for workforce training in nutrition and physical activity. Additional statewide capacity to promote healthy eating and nutrition habits and increased physical activity in early care and education settings will be realized through the 'I am Moving, I am Learning' - Oregon Moves! Team. The Office of Family Health will continue to broadly promote healthy eating habits and nutrition through contracts with local health departments and other community-based agencies administering the WIC program in 100 sites throughout Oregon.

4. How the State will promote health literacy for children and parents

The Oregon Department of Education will continue to follow the Essential Elements for early learning programs which include standards designing health literacy programs that will generate greater awareness among parents and children regarding sound practices. Head Start programs include health literacy standards for families to promote their understanding of the importance of regular preventive care and a medical and oral health home for their children.

Health literacy standards are manifested in all maternal and child health programs administered by the Oregon Health Authority/Office of Family Health including Babies First home visiting program, Maternity Case Management, and WIC. The Maternal and Child Health Section provides training and technical assistance to the early care and education workforce so providers have the knowledge and competency to promote health literacy among the children in their care.

(g) Performance measures – see table (C)(3)(d) on the following page.

(h) Addressing the needs of different types of Early Learning and Development Programs – Oregon Health Division/Office of Family Health (OFH) ongoing trainings are conducted for both formal and informal care and education providers in multiple languages, and tailored to meet the

specific needs of rural and urban providers and diverse populations. Statewide health and safety training is led by local trainers who are familiar with the needs of education and care providers in their area; and appropriate curricula for both licensed and licensed-exempt settings are followed.

(i) Meeting the needs of Children with High Needs as well as needs of unique populations – Oregon has been awarded Maternal, Infant, and Early Childhood Home Visiting (MIECHV) MIECHV funds to expand as well as strengthen its home visiting system through the development of cross program policy and training standards and a statewide home visiting data system. The anticipated benefit of this is a stronger, more streamlined, responsive, and cost efficient home visiting system capable of reaching more of Oregon’s children and families who require more intensive services. Oregon recently learned that the state was successful in its bid for a MIECHV competitive award totaling \$3.3 million to fund four new Nurse Family Partnership programs covering five counties in the state including Jefferson County – home to one of the state’s largest Sovereign Nations and Hispanic communities.

The Oregon Health Authority/Office of Multicultural Health and Services (OMHS) is has been enlisted to help guide responsive program and policy development for early care and education and family support programs. The Home Visiting Steering Committee also will build upon the Healthy Start-Healthy Families Oregon program curriculum which has cultural competency requirements including annual training. Programs complete a Cultural Sensitivity Review at least every two years that addresses cultural specificity of materials, training, and service delivery system (screening, home visitation, supervision, etc.).

Within ELDP, Partners for Inclusive Child Care conduct training for children with special needs. The training builds skills and workforce competencies and techniques for including children with varying degrees of physical disabilities, sensory impairment, and behavioral challenges to learning.

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Number of Children with High Needs screened	13.7% (est. 13,375) of children age 10 months-5 years with household incomes 199% FPL or less who received a developmental screen during a health care visit ⁱ	16.3% (est. 13,723) of children age 10 months-5 years with household incomes 199% FPL or less who received a developmental screen during a health care visit	18.9% (est. 14,080) of children age 10 months-5 years with household incomes 199% FPL or less who received a developmental screen during a health care visit	21.6% (est. 14,445) of children age 10 months-5 years with household incomes 199% FPL or less who received a developmental screen during a health care visit	24.2% (est. 14,821) of children age 10 months-5 years with household incomes 199% FPL or less who received a developmental screen during a health care visit

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Number of Children with High Needs referred for services who received follow-up/treatment	76.4% (12,609) of children ages 0-5 years (all incomes) who were referred and received a screen or evaluation or has an IFSP ⁱⁱ	79.0% (est. 12,937) of children ages 0-5 years (all incomes) who were referred and received a screen or evaluation or has an IFSP	81.6% (est. 13,273) of children ages 0-5 years (all incomes) who were referred and received a screen or evaluation or has an IFSP	84.3% (est. 13,618) of children ages 0-5 years (all incomes) who were referred and received a screen or evaluation or has an IFSP	86.9% (est. 13,972) of children ages 0-5 years (all incomes) who were referred and received a screen or evaluation or has an IFSP
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	91% (est. 314,062) of children ages birth to 17 with household incomes of 199% FPL or less have a usual source of care ⁱⁱⁱ	91% (est. 314,062) of children ages birth to 17 with household incomes of 199% FPL or less have a usual source of care	91% (est. 314,062) of children ages birth to 17 with household incomes of 199% FPL or less have a usual source of care	91% (est. 314,062) of children ages birth to 17 with household incomes of 199% FPL or less have a usual source of care	91% (est. 314,062) of children ages birth to 17 with household incomes of 199% FPL or less have a usual source of care

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	77.2% (est. 262,756) of children ages birth to 17 with household incomes of 199% FPL or less saw a doctor, nurse, or other health care provider for preventive medical care such as a physical exam or well-child checkup during the last 12 months. ^{iv}	79.8 % (est. 269,588) of children ages birth to 17 with household incomes of 199% FPL or less saw a doctor, nurse, or other health care provider for preventive medical care such as a physical exam or well-child checkup during the last 12 months.	82.5% (est. 276,597) of children ages birth to 17 with household incomes of 199% FPL or less saw a doctor, nurse, or other health care provider for preventive medical care such as a physical exam or well-child checkup during the last 12 months.	85.1% (est. 283,788) of children ages birth to 17 with household incomes of 199% FPL or less saw a doctor, nurse, or other health care provider for preventive medical care such as a physical exam or well-child checkup during the last 12 months.	87.7% (est. 291,167) of children ages birth to 17 with household incomes of 199% FPL or less saw a doctor, nurse, or other health care provider for preventive medical care such as a physical exam or well-child checkup during the last 12 months.

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
<i>Baseline and annual targets</i>					
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
<p>¹ National Survey of Children’s Health. NSCH 2007. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved [09/21/2011] from www.childhealthdata.org. Targets based on the upper range of the confidence interval for Question 4.16, NSCH 2007, Oregon, estimated at about 2.6% increase per year. All numbers are weighted estimates of the population at the time of the survey.</p> <p>¹ Oregon Department of Education, Part C Early Intervention/Early Childhood Special Education, SECC Baseline numbers for the period 9/1/2010-8/31/2011. Numerator: All EI/ECSE referrals ages 0-5, who received an evaluation; Denominator: All EI/ECSE referrals ages 0-5. Targets calculated at 2.6% increase per year (see footnote 1)</p> <p>¹ National Survey of Children’s Health. 2007. Ibid. Data is available for either ages 0-3, all incomes, or 0-17, 199% or less income, but not both variables. Oregon trend is higher than nationwide rate of 88.3% and it is unlikely this rate will change significantly over four years. Targets at 2.6% increase per year (see footnote 1). All numbers are weighted estimates of the population at the time of the survey.</p> <p>¹ National Survey of Children’s Health. 2007. Ibid. Data is available for either ages 0-3, all incomes, or 0-17, 199% or less incomes, but not both variables. Targets are 2.6% increase per year (see footnote 1). All numbers are weighted estimates of the population at the time of the survey.</p>					

D. A Great Early Childhood Education Workforce

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (D).

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

(Enter narrative here – recommended maximum of five pages)

D (1) – Developing a Workforce Knowledge and Competency Framework

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes –

Oregon began work to establish a statewide comprehensive professional development system in the early 1990s. Representatives from professional associations, resource and referral agencies,

state agencies, community colleges, universities and practitioner groups formed an advisory committee to provide input and guidance for this effort. In 1993, Oregon established a Center for Career Development in Childhood Care and Education (OCCD) to develop and operate integrated and statewide professional development standards and systems, promote professional development to achieve high quality care and education for children and youth and to create and support training and education for all childhood care and education professionals across the state.

In 1998, the OCCD led the development and implementation of a Workforce Knowledge and Competency Framework including standards for all who work with and for young children. This framework, called The Core Body of Knowledge for Oregon's Childhood Care and Education Profession (CBK) is the result of many hours of team effort and in-depth investigation. (See Core Body of Knowledge on page 86 in the Appendices Section.) The CBK includes workforce standards, divided across 10 core knowledge categories, which were designed to promote children's learning and development and ultimately improve child outcomes. The CBK was developed based on what is known about care and education practices and on Oregon's Early Learning Development Standards (See also Section C1 on page 152).

Early Childhood Educators (ECE) working in programs serving young children are encouraged to use the CBK to guide their professional development and to build depth and breadth of knowledge that will result in increased opportunities for quality programs and positive outcomes for children. The CBK also provides the foundation for Oregon's Career Lattice, the Oregon Registry, described below in section (b).

Oregon has a well-developed and long-implemented Workforce Knowledge and Competency Framework that is used by many in the early childhood system to guide professional development and to be recognized for training and education accomplishments including those working in child care environments, Head Start programs, relief nurseries, license exempt programs and community preschools. However, there is still work to be done to ensure cross sector buy in and alignment. Oregon's Governor's Early Learning initiative has provided the

perfect climate in which to create one common updated Workforce Knowledge and Competency Framework.

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework – Oregon has established a statewide progression of certificates, credentials and degrees, many of which are aligned with the Workforce Knowledge and Competency Framework. This progression includes Oregon Registry Step Certificates, Credentials, Associate’s Degrees, Bachelor’s degrees and advanced degrees.

The Oregon Registry is Oregon’s career lattice that encompasses a sequence of steps from enrollment through Step 12. (See Oregon Registry Steps on page 250 of the Appendices Section) Each step represents increased training and education across the core knowledge categories defined in the CBK. The steps range from entry level basic training requirements, such as first aid, food handler card and recognizing and reporting child abuse (Step 1) to a PhD in a related field (Step 12). ECE receive an enhanced rate from Oregon Department of Human Services for serving children whose families qualify for subsidy dollars and meet Step 1 and 2 requirements.

All Child Care Division licensed practitioners are required to submit their training and/or education documentation to the expanded Oregon Registry Online database. This database, implemented in 2011, provides comprehensive professional development information on all ECE, beginning with 100% of all staff in licensed Early Learning & Development Programs (ELDP). It was developed to be inclusive of all ECE who work with and for children, and will be expanded to include home visiting, community programs, treatment facilities and others.

The Oregon Registry provides a framework allowing three pathways for ECE to document their training and/or education and show achievement in meeting the Core Body of Knowledge standards: (1) degrees, certificate or credentials; (2) college course credit; and/or (3) community based training. This unique feature of Oregon’s career lattice is designed to provide access to professional development for the diverse population of ECE that exist within the state. The

career lattice provides a mechanism for ECE with degrees in areas such as health or business to document training hours related to the core knowledge categories to meet step requirements.

In addition to the Oregon Registry Steps, Oregon has developed credentials for infant toddler professionals and directors of early childhood centers. Individuals who achieve the Oregon Registry Infant Toddler Professional Credential can use that credential to meet job requirements for licensed care. Oregon's Infant Toddler Professional Credential has also been recognized by the Office of Head Start as an option for meeting requirements of an Early Head Start teacher.

Those who attain the Oregon Registry Director Credential meet qualifications to be a director in a licensed facility and has also been approved by NAEYC as an Alternative Pathway to Achieve Educational Qualifications of a Program Administrator in an accredited program.

Oregon offers opportunities for ECE to receive certificates and degrees from 13 Oregon community colleges and 16 Oregon Universities. Agreements with all Oregon community colleges that offer a two year degree in ECE allow for a CDA and/or Step 7 on the Oregon Registry to be used in place of coursework if a person is enrolled in a degree program. These agreements create a link between community-based training and college coursework and encourage ECE to advance their education towards a degree. Oregon's community colleges have collaborated to offer online two year Early Childhood Education degrees. This was the result of the "The Virtual Degree" project and was designed to provide the ECE workforce, especially those in rural areas more access to higher education.

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework – Community colleges and trainers in the Oregon Registry Trainer Program are closely aligned with the CBK. Trainers must fill out session proposal forms linking their trainings to the relevant standard in the CBK and incorporating quality adult learning principles. Instructors at Oregon's community colleges are also very familiar with the CBK and, as can be seen on table A(1)-11, many have aligned courses with these standards.

Oregon has well-established professional development structures in place including a Professional Development Committee and a Head Start Professional Development Network. Oregon has also been working with the National Professional Development Center on Inclusion and has established a cross sector professional development group to plan for a cohesive cross sector professional development system that would increase opportunities for children with disabilities to be included in typical settings. In addition, Oregon Association for the Education of Young Children (OAEYC) has hosted a “Grand Articulation Summit” for 19 years. This event facilitated the articulation of the CDA and/or Step 7 on the Oregon Registry into community college degree programs. This forum also provides a venue for community colleges to work on better articulation between each other and universities.

Oregon has established and is implementing an integrated professional development system, however, child care, Head Start and EI/ECSE are still functioning as separate professional development entities. Child care and Head Start programs in Oregon are, for the most part, running parallel professional development systems. EI/ECSE has relied on the professional development system used to prepare staff for the K-12 system and has developed an authorization process for those not approved through that system. Oregon’s unified home visiting program is in need of a professional development system. For years, Oregon has seen the need to integrate the four systems. Given the strength of Oregon’s workforce framework, existing working relationships, and the Governor’s leadership, Oregon is poised and confident that now is the time to create a cross sector integrated professional development system.

D(1) High-Quality Plan for Workforce Knowledge and Competency Framework

– This is a proposed RTT funded Project –

(a) Key Goals:

1. Build upon the well-developed and fully implemented Workforce Knowledge and Competency Framework, the CBK, to better integrate the EI/ECSE competencies and

- to ensure that the standards are inclusive of all ECE (center based and family child care, infant and toddler specialists, early intervention specialists, early childhood special education specialists, Head Start staff, Early Head Start staff, early childhood mental health practitioners, home visitors, relief nursery staff, residential providers and foster care providers) to support program quality as defined in the TQRIS.
2. Increase the number of high-quality ECE, especially in Oregon's low-income, rural areas who access Oregon's progression of credentials aligning with the Workforce Knowledge and Competency Framework.
 3. Increase engagement and alignment of Oregon postsecondary institutions with the early childhood Workforce Knowledge and Competency Framework.

(b) Implementation – The following table outlines activities that will be implemented in order to reach the high quality plan goals identified above. These activities will initially be implemented with a state level workgroup led by the Employment Department through a contract with the Oregon Center for Career Development in Childhood Care and Education. Marketing activities and concentrated supports will occur in areas of the state that are rural and/or indicate large numbers of children and families who are low income. The CBK revision activities will occur in the first year of the grant. Alignment activities with community colleges and universities will target those in rural areas in year one moving to urban colleges in year two and three. Targeted efforts to get information to ECE in rural areas will occur in year two moving into urban areas in years three and four with the target of statewide implementation by the end of year four.

(b) (c) (d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
1 st Quarter 2012	Gather statewide and national information to inform changes in the Workforce Knowledge and Competency Framework ensuring alignment to TQRIS,	Ensure inclusivity of all workforce sectors and professional development providers, as well as current national perspective to guide	Method for collecting information established. Report created.	<u>Employment Department Child Care (OED) Administrator,</u> Oregon Center for Career Development (OCCD), State cross-sector

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
	summarize and analyze data collected.	the revision of the current framework.		work group.
2 nd Quarter 2012	Establish a state cross- sector work group that includes persons from child care, Head Start, Early Head Start, Oregon PreK and home visiting to review above report and make recommendations for revisions; hire a facilitator.	Provide guidance into the examination and revision of the Workforce Knowledge and Competency Framework. Outside assistance will help cross sector group develop a cohesive plan and will assist to create buy in for all to align with one common document.	Cross sector work group established Meeting schedule outlined. Expert facilitator hired	<u>OED Administrator, OCCD</u> , cross sector work group, hired facilitator.
2 nd Quarter 2012	Develop and implement a plan for updating the workforce framework.	Guide the revision of the current framework.	Detailed revision plan developed and approved by all key stakeholders.	<u>OCCD Director</u> , Cross sector work group.
2 nd Quarter 2013	Publish into a user friendly format and disseminate revised Workforce Knowledge and Competency Framework to all professional development providers including Oregon college and university programs.	Increase accessibility for all sectors of the workforce and those who provide professional development.	Framework revised, finalized and publishable. Published framework available and implementation plans for using in place.	<u>OCCD Director</u> Oregon Association for the Education of Young Children (OAEYC) Executive Director
2 nd Quarters 2012 & 2013	Continue efforts to enhance the seamless progression of credentials through increased engagement of Community Colleges and Universities.	Ensure articulation occurs between community college ECE degrees and Bachelor's programs.	Implementation plans from each university as a result of Grand Articulation Summit work.	<u>OCCD Director</u> OAEYC Executive Director
4 th Quarter	Create Website	Provide clear	Website linkages in	<u>OCCD Director</u> ,

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
2012	linkages between the OCCD & colleges and universities to increase access to information for ECE.	information for ECE on the progression of credentials & degrees offered in Oregon, including Oregon Registry Step advancement.	place	OAEYC
4 th Quarter 2012	Target marketing efforts and incentive information to ECE in areas of Oregon with high numbers of children who have High Needs to increase their involvement in credentialing system.	Ensure information on credentialing options and available incentives is widely disseminated to ECE serving Low Income areas of Oregon.	Increase in numbers of ECE at Step 3 or higher on the Oregon Registry	<u>OCCD Director</u> , OED – QRIS Manager

(e) Appropriate financial resources: Currently Oregon uses CCDF resources including quality set-asides for a robust ECE professional development system. However, using funding from this grant, Oregon will build upon this career lattice to incorporate a broader spectrum of ECE professionals. Foundation funding will also be used as a resource for workforce framework.

(f) Supporting evidence – Oregon’s Workforce Knowledge and Competencies include the following 10 core knowledge categories (see Core Body of Knowledge for Oregon’s Childhood Care and Education Workforce on page 86 of Appendices Section).

Definitions of 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.
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.

Human Growth & Development	Knowledge of social, emotional, cognitive and physical growth and development. Using developmentally appropriate practices and principles in programs for children.
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 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.

Documentation that Workforce Knowledge and Competence Framework addresses the elements outlined in the definition – Oregon’s CBK includes expectations that describe what ECE (including those working with children with disabilities and English learners) should know and be able to do.

The CBK:

(a) is evidence-based – Oregon used a number of evidence based resources in the development and evaluation of the core knowledge categories, definitions, key concepts, and standards in the Workforce Knowledge and Competency Framework, the Core Body of Knowledge.

These resources included accreditation information from a variety of accrediting bodies⁵⁹, the Environment Rating Scales⁶⁰, Oregon's Early Learning Foundations⁶¹. Oregon also made extensive use of the guidance given by National Child Care Information Center on core knowledge resources. Oregon also used the workforce knowledge and competency documents from other states as a cross-check on core knowledge categories and standards. Bloom's Taxonomy was used to develop the three Sets of Knowledge in the CBK.¹⁶²

59 Council on Accreditation. Service Standards for Early Child Care and Development Services; Child Care Centers; Family Child Care Homes (ECCD) and for Early Childhood Education (ECE); and Out-of-School Time Services. <http://www.coastandards.org/standards.php>

National Association for the Education of Young Children. Standards and Criteria for Accreditation <http://www.naeyc.org/academy/primary/standardsintro>

National Association for Family Child Care. Quality Standards for NAFCC Accreditation. http://nafcc.org/index.php?option=com_content&view=article&id=289&Itemid=325

60 Harms, T., Clifford, R., Cryer, D. (1998). Early Childhood Environment Rating Scale, Revised Edition. New York. Teachers College Press.

Harms, T., Clifford, R., Cryer, D. (2003). Infant Toddler Environment Rating Scale, Revised Edition. New York. Teachers College Press.

Harms, T., Clifford, R., Cryer, D. (2007). Family Child Care Environment Rating Scale, Revised Edition. New York. Teachers College Press.

Harms, T., Jacobs, E., White, D. (1995). School Age Care Environment Rating Scale. New York. Teachers College Press.

61 Oregon's Early Learning Foundations and Oregon's K-12 Content and Benchmark Standards <http://www.ode.state.or.us/search/page/?id=1408>

62 Bloom, B.S., Engelhard, M.D., Furst, E.J., Hill, W.H. & Krathwohl, D.R. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals; Handbook/:Cognitive Domain. New York, Longmans, Green, 1956.

Bloom, B.S. Reflections on the Development and Use of the Taxonomy. In Anderson, L.W. & Sosniak, L.A. (Eds). (1994). Bloom's Taxonomy: A Forty-Year Retrospective. Chicago National Society for the Study of Education.

(b) incorporates knowledge and application of the State’s Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families –

- Oregon’s CBK incorporates knowledge and application of the Early Childhood Foundations. Evidence that the workforce standards are built on these are woven throughout the CBK, however the foundations are specifically named within the core knowledge categories of human growth and development, as well as observation and assessment.
- Knowledge and application of comprehensive assessment systems is addressed in the core knowledge category of observation and assessment.
- Child development is specifically addressed in the core knowledge category of human growth and development, but is also woven throughout the other categories.
- Health is addressed in the core knowledge category of health, safety and nutrition.
- Culturally and linguistically appropriate strategies for working with families is addressed in the core knowledge category of diversity, but are also included in families and community systems.

(c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children;

Knowledge of early mathematics and literacy development and effective instruction practices are woven throughout Oregon’s CBK and are specifically are included in the core knowledge categories of Human Growth & Development and Learning Environments & Curriculum.

Examples of standards are:

- Effective ways to integrate language, literacy, the arts, science and technology, mathematics, social sciences, health, physical education, and/or life skills
- Understanding and using a mathematics curriculum
- Introduction to literacy and language development and practices

(d) incorporates effective use of data to guide instruction and program improvement;

Knowledge of observation techniques, assessment tools, and documentation procedures for children and youth are included in the core knowledge category of Observation & Assessment.

Examples include:

- Using observation and assessment to individualize learning experiences, improve the effectiveness of the learning environment, and support referrals for specialized services.
- Development of systems for program accountability through authentic assessment and evaluation.
- Analysis of models for connecting observation and assessment to program outcomes.

Standards for using data to guide instruction and program improvement can also be found the core knowledge category of Program Management. An example of a standard addressing this is:

- Understanding the importance of incorporating 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.

(e) includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors;

Oregon's CBK includes a core knowledge category of Understanding & Guiding Behavior. This was created intentionally to ensure that as ECE moved up the Oregon Registry Steps they would be required to have professional development related to positive outcomes for children in the area of social, emotional and behavioral development. Standards can also be found in the core knowledge categories of Human Growth & Development and Special Needs. Some examples of standards include:

- Knowledge of social, emotional, cognitive, and physical growth and development. Using developmentally appropriate practices and principles in programs for children and youth.
- 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.

- Implementing behavior support and management plans.

(f) Incorporates feedback from experts at the State’s postsecondary institutions and other early learning and development experts and Early Childhood Educators – The Core Body of Knowledge standards are reviewed on a periodic bases by a broad representation of Oregon’s early learning and development experts, including, but not limited to representation from Oregon’s colleges and universities, professional organizations, Head Start personnel, Oregon’s Migrant and Tribal Head Start Specialists, Oregon’s Early Childhood Special Education personnel and direct service child care providers.

(g) Performance Measures – Not applicable for Section D (1)

(h) Address the needs of different types of Early Learning and Development Programs – Representatives from each type of early learning and development program will be identified to provide input into the revision of Oregon’s CBK. Outreach efforts will be tailored to each type of program and marketing strategies will be outlined to address unique needs of rural and urban areas of Oregon.

(i) How state will meet needs of children with high-needs and unique populations – One of Oregon’s strengths in meeting the needs of special populations is evidenced in the inclusion of a “Special Needs” and a “Diversity” core knowledge category in the CBK. The high quality plan includes the combining of Oregon’s EI/ECSE competencies with the current CBK which will build on this initial foundation. In addition, the plan will incorporate efforts to increase the quality of ECE serving children and families who have high needs by increasing the numbers of those ECE who achieve credentials and/or degrees, thus meeting the CBK standards.

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Additionally, the State must provide baseline data and set targets for the performance measure under (D)(2)(c)(1) and (D)(2)(c)(2).

*(Enter **narrative** here – recommended maximum of five pages)*

D (2) – Supporting educators in improving knowledge, skills, abilities

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework – The Oregon Registry Trainer Program was developed and implemented in conjunction with the Oregon Registry and the Core Body of Knowledge (CBK), Oregon's Workforce Knowledge and Competency Framework. This program is administered by OCCD and currently supports 571 trainers across Oregon who are prepared to offer trainings at a variety of levels (see the Core

Body of Knowledge Sets one, two or three on page 86 in the Appendices Section). There are 21 standardized curricula in Oregon and 369 standardized trainers delivering these curricula. The Oregon Registry Trainer Program also supports community and master trainers to develop their own sessions. Trainers who are in the trainer program meet required criteria and are expected to design professional development opportunities that link with the Core Body of Knowledge standards (see the Core Body of Knowledge on page 86 of Appendices Section). Review teams are in place to review trainer applications and training session proposals to ensure compliance with the criteria thus increasing the likelihood for quality delivery of trainings to ECE. These trainers are also required to conduct evaluations to assess the effectiveness of their trainings in meeting the objectives that they have proposed.

Oregon has implemented effective training models that are successfully providing opportunities for training that can lead to skill attainment and be used to meet training requirements for a state approved Credential. These models are based on literature indicating that sustained, targeted and continuous training linked to a follow up coaching component will be more likely to lead to implementation when participants return to their work environments.⁶³

- The Director training series is in its eighth year in providing 60 hours of intensive training and support for Center Directors. Newly developed and implemented this past year is similar 60-hour training with follow up coaching for Certified Family Child Care Providers. This training series is called *Building a Business*. Both of these training series can be used to document training requirements for a Director Credential.
- First Connections training which includes an option for a series of trainings resulting in a total of 60 hours specific to working with infants and toddlers. This curriculum provides information and skills that will enhance ECE ability to score well on the CLASS observation tool. The trainers who have been trained to deliver this curriculum have also been equipped with coaching tools and strategies to use with participants as a follow up

⁶³ (Weber, Trauten, 2008; Fixen, D.L., Naom, S.F., Blasé, K.A., Wallace, F. (2007); Joyce & Showers, 2002)

to increase the likelihood of the skills being used in the work environment. Currently there are 61 trainers available in Oregon to offer this training, 40 of them have also received the coaching training. ECE who attend all 60 hours meet the training requirements for an Infant Toddler Professional Credential.

- The Early Words Curriculum offers training to ECE to increase literacy opportunities for children, ages 0-5. This was developed in collaboration with Oregon's state library and there are approximately 200 trainers who are being supported to deliver this training. This curriculum needs to be updated, trainers should be offered a refresher and adding a coaching component would enhance the implementation of the learned skills.
- Oregon also has a Positive Behavior Supports training that has been widely used by Head Start and Early Childhood Special Education programs. It is currently being expanded to the child care community. This training is based on the modules developed and distributed by the National Center for Positive Behavior Intervention.⁶⁴
- A new training curriculum that is being introduced to Oregon's early childhood community is the *I am Moving, I am Learning*.⁶⁵ This health based curriculum was developed for Head Start and recently been adapted for child care providers.

Oregon has developed and implemented a web based comprehensive Training Calendar that provides early learning and development professionals' access to trainings that are available in their area. This training calendar is linked to the Oregon Registry Online database allowing trainers to not only list their training events and create participant rosters, but to confirm attendance at those sessions. The trainings are automatically added to individual accounts. The ECE then has access to a comprehensive training and education summary documenting all trainings and showing the alignment with the Core Knowledge Categories.

⁶⁴ The Center on the Social and Emotional Foundations for Early Learning (2006)
<http://csefel.vanderbilt.edu>

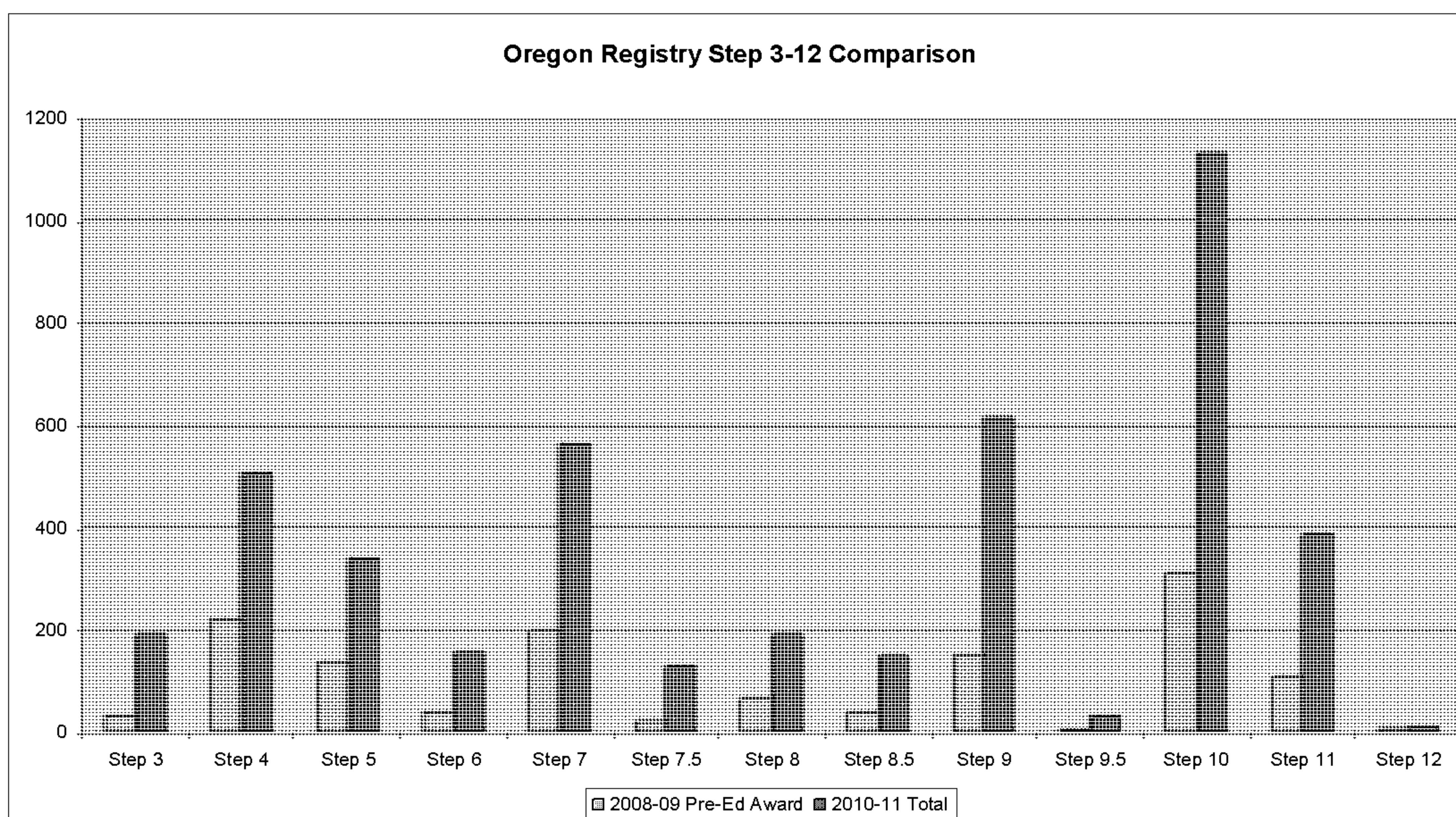
⁶⁵ Choosy Kids, LLC, Carson, Linda M. et.al. (2004) *I am Moving, I am Learning*

Oregon has developed and implemented professional development opportunities linked to the CBK for ECE, however, there is a need to expand access of these opportunities to ECE who are serving Children with High Needs. There is also a need to build upon what is known about the power of adding coaching as a follow up to training. Oregon's Governor's early childhood initiative identifies skill training, ongoing support and consistent expectations as needs for a unified early childhood system.

Oregon's High Quality plan under this Race to the Top grant will build on the quality training models Oregon has initiated and add opportunities to develop and implement targeted trainings to increase quality in ELDP, to identify and link families to services as needed and to produce positive outcomes for children.

(b) Implementing policies and incentives that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention – Oregon currently supports ECE to participate in professional development opportunities, advancing in their professional journeys and staying committed to the field. Oregon has a strong public-private partnership that works together to develop and implement both policies and incentives leading to this end. Scholarship dollars are made available through funding from the Oregon Community Foundation that increase ECE accessibility to professional development opportunities. These scholarships can be used to pay for Credential related costs, college classes, foreign degree evaluations, accreditation fees and higher level trainings. Last year 1,716 scholarships were awarded equaling \$195,447. Fifty percent of last year's scholarship recipients had been in the scholarship program for two or more years. Also, of those same scholarship recipients, 96% indicated they planned to stay in the field for 3 or more years indicating this is a promising retention strategy. In addition to this statewide scholarship program, scholarships are also available at each of Oregon's 13 community colleges, 6 of which are located in rural areas. These scholarships are used to support professionals seeking early childhood degrees and are also funded by The Oregon Community Foundation

Oregon has also implemented an incentives program where ECE working directly with children receive a one-time financial Education Award for reaching certain levels on the Oregon Registry. This incentives program was implemented in spring of 2009 with seed funding from the American Recovery and Reinvestment Act (ARRA) and funding from the Oregon Community Foundation. Oregon is sustaining this program through funding donated through the Child Care Contribution Tax Credit. Oregon is one of only a few states who have implemented this kind of a tax credit program demonstrating a strong commitment to the offering of a statewide incentives supporting higher levels of professional development. Policies were established to ensure that these incentive dollars went to professionals who worked at least 20 hours a week with children in ELDP that were licensed or serving children whose families qualify for subsidy and who were advancing in their professional development status. For example the highest Education Award, \$500, went to professionals who achieve a Step 9 or above (Associate's Degree or above). To date, 3,083 Education Awards have been distributed, equaling \$1,040,050. This represents approximately 30% of Oregon's licensed workforce. This approach has already impacted the professionalism of Oregon's early childhood workforce as evidenced by increases in participation at the higher steps 3-12 on the Oregon Registry. The following table/figure illustrates this impact.



Oregon has also developed and implemented policies linking advancement on the Oregon Registry to the Tiered Quality Rating and Improvement System (TQRIS). The percentage of personnel on an identified Step is used in assigning the tier an ELDP has achieved (see Oregon Registry Steps on page 250 of the Appendices Section). ELDP must indicate that at least 75% of their ECE have a Step 9 on the Oregon Registry or an Associate's degree to be considered a five Star ELDP. Step progression in the Oregon Registry and the associated education awards align with the TQRIS ELDP levels. There is still work to be done to prepare and support the workforce in achieving these TQRIS standards for their ELDP.

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention – Oregon is well positioned for reporting aggregated data on ECE professional development, advancement and retention. Oregon has been tracking and reporting workforce information through the Oregon Registry since 2005. However, participation in the Oregon Registry has been voluntary limiting comprehensive data. Oregon has recently implemented an enhanced database, Oregon Registry Online (ORO) that will track all ECE's professional development specifics and accomplishments. The Oregon Registry Online database electronically links these qualifications to the Oregon licensing ELDP in which they work. ORO has been designed to track workforce members' professional development over time.

(d) Setting ambitious yet achievable targets for –

1. Increasing the number of postsecondary institutions and professional development providers with ELDP that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.
By the end of 2015, all Oregon community colleges who have early childhood programs will be aligned with the agreed upon Workforce Knowledge and Competency Framework. In addition, all public run universities will be engaged in the articulation and alignment efforts.

By the end of 2015 the number of ECE who receive a Credential and/or Degree from one of Oregon's postsecondary institutions or a professional development provider will have increased to account for 82% of the workforce population (child care and Head Start).

2. Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework

By the end of 2015, #3,673 of ECE will show they are progressing to higher level of credentials as documented through the Oregon Registry. See chart D (2)(d) (2) on page 219.

D(2) High Quality Plan to Improve Effectiveness and Retention of Quality Workforce

- This is a proposed RTT funded Project -

(a) Key Goals:

1. Provide and expand access to effective professional development opportunities that are aligned with Oregon's Workforce Knowledge and Competency Framework and that are targeted to those professionals serving Oregon's Children with High Needs.
2. Incorporate more opportunities for ECE to receive quality training and coaching supports that would enhance professional development planning and implementation of skills learned in training.
3. Expand financial incentives currently offered in Oregon to include more supports for professionals to earn degrees with early childhood focus.

(b) Implementation – The following table outlines activities that will be implemented in order to reach the high quality plan goals identified above. These activities will initially be implemented through concentrated work to build on existing structures. Efforts will be exerted to reach areas of the state with large numbers of children who have High Needs. Year one will focus on marketing efforts to increase involvement of ECE I the professional development system, establishing professional development advisors across the state and analyzing existing curricula

to find and address gaps related to the TQRIS standards. Targeted activities to address training curricula development will occur in years two & three. Training of trainers will be conducted in years two, three and four.

Oregon is proposing the following realistic timeline as reflected in the chart below:

(b) (c) (d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
1 st Quarter 2012- ongoing	Market Oregon's Education Award program to ECE serving children who have high needs and target those living in rural areas encouraging participation on the Oregon Registry and advancement of professional development and credentials.	Oregon has implemented a financial incentives program that encourages higher levels of professional development, but there is work to be done in marketing this to those who are caring for our highest need children.	Marketing strategies and materials identified. Increase in ECE who have achieved Step 3 or above on the Oregon Registry.	<u>OCCD</u> Director, CCD, ODE, DHS,
1 st Quarter 2012 - ongoing	Establish and train regional professional development advisors to increase participation in Oregon's credentialing & degree system.	To provide access to and assistance with developing professional development plans to advance ECE's education and training.	Regional professional development advisors identified and trained for each region of Oregon. Professional Development Plans will be in place for the following numbers of ECE Yr. 1- 1105 ECE Yr. 2 - 4200 ECE Yr. 3 - 2380 ECE Yr. 4- 1705 ECE	<u>OCCD Director</u> OED, OAEYC
3 rd Quarter 2013	Increase involvement trainers cross sectors (Child Care, Head Start, Early	Expanding pool of certified trainers would provide better alignment and	Representation of all sectors is included in the Oregon Registry Trainer Program.	<u>OCCD</u> Director, ODE - QRIS Manager

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
	Intervention/Early Childhood Special Education, Relief Nurseries, Home Visitor Programs and Health/Mental Health Consultants) in the Trainer Program.	ensure quality of professional development providers across sectors.	10% increase in number of trainers in the Trainer Program each year.	
3 rd Quarter 2013	Explore strategies for encouraging ECE to increase their specialized knowledge and skills to serve children with unique needs.	Oregon's Core Body of Knowledge includes categories such as diversity and special needs; however there is a huge need for ECE to have some incentives to pursue.	Strategies are identified encouraging ECE to document professional development hours related to serving Children with High Needs.	<u>OCCD Director</u> , Professional Development Committee, OAEYC
4 th Quarter 2012-2013	Complete an analysis of existing training curriculum to identify gaps where TQRIS information is not addressed. Build on the current Oregon Registry Trainer Program offerings by encouraging certified trainers to offer trainings and technical assistance that help cross sector ELDP meet TQRIS standards.	In order for Oregon's TQRIS to be successful and accessible to all ELDP, personnel will need to be able to meet the highly qualified staff component. Creating training that specifically addresses components of Oregon's TQRIS will build the capacity for ELDP to reach those higher levels and ultimately affect positive child outcomes.	Curriculum developed and trainers equipped to offer trainings	<u>OCCD Director</u> , OED, ODE
2 nd Quarter 2014	Partner with Oregon's State Library to revise and update the current Early Words standardized curriculum adding a coaching component	A revision will provide an opportunity for cross sector input. This activity supports the Governor's education reform	Curriculum revised, materials developed, coaching activities identified. Refresher conducted for current trainers.	<u>OCCD Director</u> , OED, ODE

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
	to increase the likelihood of implementation; conduct a refresher for current trainers and a Training of Trainers for new trainers.	initiative. This also is in line with the K-12 Common Core standard for literacy. All trainers have up to date information and materials.	TOT conducted if needed.	
1 st & 2 nd Quarter 2014	Develop training curriculum on the State identified developmental screening tool and include information on connecting families to Family Support Managers; . conduct a training of trainers.	Ensures that all ECE across sectors have information about screening and how to refer families to Family Support Managers, ensuring that we are all working together to increase young children's successful transition into kindergarten.	Training curriculum updated and new materials developed to include a screening component. Train the Trainers conducted for at least 60 trainers	<u>OCCD</u> Director, OHA, OED, ODE
4 th Quarter 2013	Develop training for newly identified regional Family Support Managers Conduct training..	Training developed using evidence based practices. Ensure well prepared family support managers who have knowledge & skills aligned with the Workforce Knowledge and Competency Framework.	Training developed for Family Support Managers.	<u>DHS</u> , Early Learning Council, <u>OCCD</u>
4 th Quarter 2013	Identify FSM functions, roles, responsibilities and establish strategies for implementing the training the FSM workforce.	FSM role is clearly defined and training is accessible and available for FSM housed in existing organizations, agencies and ELDP's.	FSM roles and responsibilities are defined and FSM, workforce is targeted, and training is accessible statewide.	<u>DHS</u> , Early Learning Council
4 th Quarter 2012	Build on existing statewide curricula	CLASS observation indicators are	Indicator information is	<u>OCCD</u> Director, OED,

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
	(First Connections) that teach to adult child interactions to insure that they incorporate the CLASS observation indicators and conduct refresher for First Connections trainers/coaches	addressed in all Oregon Standardized curricula that teach adult child interaction strategies. Trainers will need to have new information about CLASS indicators.	infused in all curricula and trainers are updated.	ODE,
1 st Quarter 2013 & 2014	Expand on scholarship offerings to include a forgiveness program for early learning and development professionals who achieve an associate's degree in ECE.	This would build on Oregon's current scholarship opportunities and increase the numbers of early learning and development professionals who have an associate's degree across sectors.	Increase in number of ECE who have an associate's degree	<u>OCCD Director</u>

(e) Financial resources – Appropriate financial resources: Currently Oregon uses CCDF resources including quality set-asides for a robust ECE professional development system. Scholarships resources are currently provided by Oregon Community Foundation (\$100,000 per year) and Incentive dollars are provided through Oregon Tax Credit dollars and Oregon Community Foundation. The proposed budget includes an additional 25 scholarships (at \$10,000 per year) for AA degrees and 96 credentials scholarship (at \$225 each).

(f) Supporting evidence – this does not apply to D(2).

(g) Performance measures – See the following data tables.

(h) Addressing the needs of different types of programs – The above activities will be completed with attention to the applicably for all early learning and development professionals. These

include Head Start personnel, Child Care Center staff, Certified Family Child Care and Registered Family Child Care, as well as families, friends and neighbors who care for Oregon’s Children.

(i) How State will meet needs of high needs children – The above training and support opportunities will be provided in a variety of languages by recruiting trainers who can train in languages other than English and materials will be translated according to need. In addition, curriculum for both the early literacy curriculum and the early learning framework includes information about children with special needs.

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target - end of calendar year 2012	Target - end of calendar year 2013	Target - end of calendar year 2014	Target – end of calendar year 2015
Total number of “aligned” institutions and providers	11 Oregon community colleges and				All Community Colleges aligned
	571 trainers (those in Trainer Program) align their course work/trainings with the CBK.	Increase trainers to 596	Increase trainers to 621	Increase trainers to 646	Increase trainers to 671
	2 Oregon Universities align				All public funded Universities are engaged and at least 50% of Universities are aligned.
Total number of Early Childhood Educators credentialed by an “aligned” institution or	950 Oregon Registry Step7-8.5/CDA or Oregon Registry	Increase by585	Increase by 845	Increase by 205	Increase by 240

provider	Credential				
	454 Oregon Registry Step 9-9.5/Associate Degree	0	Increase by 355	Increase by 155	Increase by 175
<p><i>Specify:</i> Baseline data on aligned institutions are estimated based on data collected from college partners when surveyed. Not all colleges and universities responded to the survey. Credential baseline data is from the Oregon Registry only as that is the only credential data that can be verified as aligned with the Workforce Knowledge and Competency Framework.</p>					

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of Credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify: Oregon Registry Steps 3-6 or higher</i>	*977	10%	1027 (+50)	10%	3057 (+2030)	30%	3407 (+350)	34%	3917 (+510)	39%
Credential Type 2 <i>Specify: Step 7 – 8.5/CDA or Oregon Registry Credential</i>	1412 *950 **462	14% 12% 19%	1997 (+585)	20%	2842 (+845)	28%	3047 (+205)	30%	3287 (+240)	33%
Credential Type 3 <i>Specify: Step 9-9.5/Associate Degree</i>	1024 *454 **570	10% 6% 23%	0	0	1379 (+355)	14%	1179 (+155)	12%	1354 (+175)	13%
Credential Type 4 <i>Specify: Bachelor Degree</i>	1542 *945 **597	15% 12% 24%	1619	5%	1700	5%	1785	5%	1874	5%

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of Credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
<p>* Data that is documented through the Oregon Registry. Percentage represents number of participates with that credential related to total of Teachers, Head teachers and directors that are recorded in the Oregon Child Care Division’s Criminal Background Registry - total is 7623.</p> <p>** Data gathered from Head Start PIR 2009-10 – total is 2459 and represents the following positions:</p> <ul style="list-style-type: none"> • Classroom teachers • Assistant teachers • Home-based visitors • Family child care providers • Child development supervisors • Home-based supervisors <p>*** Data extracted from the ODE Staff Position collection for the 2010-11 school year on EI/ECSE Educators (Specialists and supervisors)</p> <p>Targets were set to align with the TQRIS targets.</p>										

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (E).

(E)(1) Understanding the status of children’s learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (*e.g.*, with funds available under section 6111 or 6112 of the ESEA).

*(Enter **narrative** here – recommended maximum of eight pages)*

E (1) – Understanding the status of children’s learning at kindergarten entry

Oregon Governor John Kitzhaber has made data-driven decision-making a cornerstone of his early childhood reforms, and recognized the crucial need for a high-quality kindergarten entry assessment to guide policy, assist teachers and achieve better student outcomes. Kitzhaber’s “Early Childhood and Family Investment Transition Report” (see Transition Report on page 32 in the Appendices Section. included as a key recommendation that:

“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 Oregon Department of Education (ODE). The school readiness assessment should:

- Be administered statewide children during the fall of their kindergarten year.
- 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).
- Be conducted by (or in close cooperation with) kindergarten teacher.
- Draw on research-based models.
- Include literacy assessment associated with first grade reading readiness.

Oregon was ahead of most states when it developed its kindergarten readiness survey in 1997. Oregon’s survey did have a number of strengths, including addressing a broad range of development: approaches to learning; social and personal development; physical health, well-being and motor development; and communication, literacy and language development. However, the survey also had limitations, most importantly that participation by kindergarten teachers was voluntary, and that its reliability and validity had not been assessed.

Oregon’s first Kindergarten Teachers Survey on School Readiness was conducted in 1997. Subsequent surveys were conducted in 2000, 2002, 2004, 2006 and 2008 (see 2008 Kindergarten Readiness Survey on page 73 in the Appendices Section). 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.

Shortly after the completion of the 2006 survey, a statewide sample of kindergarten teachers was asked to review the survey process and to provide input about possible revisions. During the following year multiple sources of stakeholder input were used to revise the format of the survey and rating system. In 2008 the survey changed significantly, with revisions to developmental domains indicators, rating codes and definitions. The Oregon Department of Education also

developed a new web-based portal to make it easier for kindergarten teachers to enter the data and to facilitate the aggregation of the results.

Based on concerns about the reliability and validity of the survey, the independent, non-profit Children's Institute undertook a study of the state's assessment process and released a report with recommendations in October 2009. The report called on ODE and education stakeholders across the state to more accurately measure the state's progress toward ensuring all children enter kindergarten ready for success in school.

Recognizing the importance of high-quality Kindergarten Entry Assessment data for decision-making and acknowledging the limitations of the current assessment, Oregon's Kindergarten Readiness Survey was suspended in the fall of 2010 and a process was instituted for developing a new one. As a first step, ODE in collaboration with the Children's Institute, convened stakeholders from the early care and education community and K-12 to determine the key policy questions a new kindergarten entry assessment system should be designed to answer.

In May and June 2010, 21 public and private stakeholders with interest and expertise relevant to reforming Oregon's kindergarten readiness process convened to address the question: *What policy questions should be informed by a measure of school readiness?* This stakeholder group established consensus on the four questions most central and most critical to making policy decisions related to preparing children for success in school. In addition, the group set forth a list of principles to guide subsequent phases of this initiative. The four high-level policy questions identified by the stakeholder group were:

1. How are Oregon kindergartners performing on the key attributes predictive of school success?
2. How prepared are schools to meet the diverse needs of the children in their classrooms and the education goals of the state?
3. How can early educators intervene more effectively to improve school readiness?
Which populations, developmental domains and strategies should be targeted?

4. How should public and private resources to be prioritized to improve school readiness?

(a) Is aligned with the State’s Early Learning and Development Standards and covers all

Essential Domains of School Readiness – A Kindergarten Entry Assessment Technical

Advisory Committee has been established and includes expertise on Oregon’s early learning

standards and its kindergarten curriculum. This Committee will guide the work of a consultant

to: (a) assess the extent to which existing instruments align with the Head Start Child

Development (HSCD) Early Learning Framework (which Oregon will adopt as its Early

Learning Development Standards) and the common core curriculum for kindergarten (which

Oregon has also adopted); (b) identify an instrument(s); and (c) develop an assessment process.

An RFP will be issued for a consultant and specifies that Oregon will only look at Kindergarten

Entry Assessment instruments that cover all the domains of school readiness outlined in

Oregon’s reform policy and legislation: language and literacy development; cognition and

general knowledge (including early math); approaches towards learning; physical well-being and

motor development; and social-emotional development.

(b) Is valid, reliable, and appropriate for the target population and for the purpose for

which it will be used, including for English learners and children with disabilities – The

RFP, described above, requires assessment of existing Kindergarten Entry Assessment

instruments based on their documented validity and reliability, as well as their appropriateness

for English learners and children with disabilities. The Kindergarten Entry Assessment Technical

Advisory Committee includes individuals with the technical knowledge to judge the

Kindergarten Entry Assessment according to these criteria.

(c) Is administered beginning no later than the start of school year 2014-2015 to children

entering a public school kindergarten; States may propose a phased implementation plan

that forms the basis for broader statewide implementation – Oregon’s plan calls for the

piloting of the Kindergarten Readiness Assessment at 8-10 elementary schools representing the

diversity of the state and its early learners in the fall of 2012. Specifically, pilot sites will

represent the state's rural, urban and suburban communities, children eligible for free and reduced lunch, English language learners; and children of color. Statewide implementation is targeted for the fall of 2013. Pilot testing will include implementation and validation studies that will guide the revision of the assessment prior to its statewide launch.

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws – Oregon has taken significant steps to facilitate the reporting of the Kindergarten Entry Assessment to a statewide longitudinal data system. The Oregon Department of Education has received four federal grants to develop its longitudinal data system, the most recent of which, Project ALDER, includes the integration of early childhood data. Steps taken to date include: a) all children receive a unique SSID when they first enroll in OPK (state Pre-K and Head Start), EI/ECSE or kindergarten; and b) a web-based system has been developed for entry of kindergarten entry assessment data that will facilitate reporting to the statewide longitudinal system. In addition, protocols, for reporting the data to the statewide longitudinal system will be developed in preparation for the statewide rollout in 2013. Oregon's early learning reform efforts call for linking information among education, healthcare and human services for High Need Children in order to provide services most effectively and to support positive outcomes. Initial steps have also been taken to facilitate this critical connection.

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA)

During the 2011 legislative session, a special purpose allocation of \$16 Million was appropriated for reports called for in SB909. One of the key deliverables is the implementation of a revised Kindergarten Entry Assessment. The assessment will be funded through current resources available to the state other than those available under this grant. As referenced in SB909, the Kindergarten Entry Assessment is a priority of the Early Learning Council.

**E(1) High-Quality Plan for Implementing an Improved Kindergarten Entry Assessment
in Oregon**

– This is one of the proposed RTT funded Projects –

A high-quality and improved Kindergarten Entry Assessment will be a key support for Oregon's entire early learning and development system and advance Oregon's ability to effectively target and assist high-needs populations. The KEA will enable Oregon to determine whether it is making progress promoting the development of specific populations, such as English language learners and children with disabilities; whether there are particular domains of development that require emphasis; and whether there early learning environments that require greater outreach and support. The inclusion of child development, demographic and early childhood experiences information from the KEA in Oregon's statewide longitudinal data system, TQRIS, and linkage with healthcare and human services information, will provide Oregon with the capacity to determine the components of early childhood most associated with long-term success.

The KEA will also be an important new tool for kindergarten teachers and elementary school administrators in planning instruction, developing curriculum and professional development and in making decisions about how to target resources. By providing new information about the developmental status children at kindergarten entry, teacher and administrators will be better prepared to support the learning of children during this crucial period of transition.

(a) Key Goals:

1. Adopt and implement a reliable, valid and high quality statewide Kindergarten Entry Assessment for policy planning and to track progress in reaching school readiness goals
2. Ensure the KEA appropriately measures essential developmental domains of school readiness, including Children with High Need, English learners and children with disabilities

3. Integrate the KEA with the Longitudinal Data System, TQRIS, and healthcare and human services data efforts.

(b) How activities will be implemented – A Kindergarten Entry Assessment Technical Advisory Committee (KEATAC) will be established to guide the work of a consultant in identifying a suitable instrument and specifying assessment protocols (i.e., training of teachers; timing of assessment). No later than August of 2012, 8-10 schools will be identified as test sites for the Kindergarten Entry Assessment during the fall of 2012. The Oregon Department of Education (ODE) will provide the training on how to use of the assessment instrument(s) and the contracted consultant will conduct an implementation and validation study. The implementation analysis will identify challenges in the administration of the assessment and examine the usefulness of the assessment in helping kindergarten teachers plan instruction. The validation study will determine if the Kindergarten Readiness Assessment is yielding effective and reliable results. Findings from the pilot sites and recommendations for statewide implementation will be completed by March of 2013. Statewide roll out is planned for fall of 2013. Additional planning and implementation steps will include development of training materials; update of the web-based portal to enable all kindergarten teachers to enter the data on-line; process for integration of assessment data into the longitudinal data system; connection to TQRIS; and linkage to health and human services data. During the statewide rollout in the fall of 2013, four to five elementary schools will complete a final validation analysis.

(b), (c), (d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
1 st Quarter 2012	Creation of Kindergarten Entry Assessment Technical Advisory Committee	The KEATAC has been assembled to ensure that the Kindergarten Entry Assessment will be: 1. Developmentally appropriate, aligned with Oregon's early learning standards and	KEATAC appointed	<u>Early Learning Council</u> and ODE

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
	(KEATAC)	kindergarten curriculum, and meet the needs of English Language Learners and children with special needs. 2. Be effectively integrated with the Oregon’s early childhood data system and Department of Education longitudinal data system. 3. Be informative for kindergarten teachers in planning instruction. 4. Provide summative information on the effectiveness of Oregon’s ELDP. 5. Help answer the key policy questions of interest to policy-makers and educators.		
1 st Quarter 2012	Expert consultant team hired	Expert with qualifications, technical knowledge and experience hired to enable Oregon to achieve its goals for the KEA.	<ul style="list-style-type: none"> • RFP for expert released • Proposals received and reviewed • ODE signs contract with expert 	<u>ODE</u> KEATAC
2 nd -3 rd Quarter 2012	Assessment instrument(s) chosen and assessment process designed	Oregon chooses an assessment instrument(s) that: <ul style="list-style-type: none"> • Valid & reliable • Aligns with Oregon’s early learning guidelines and kindergarten common core 	<ul style="list-style-type: none"> • Assessment instrument(s) chosen • Protocols for assessment process, including privacy safeguards, 	<u>KEATAC</u> working with Expert

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
		curriculum <ul style="list-style-type: none"> • Appropriate for English learners and children with disabilities 	developed <ul style="list-style-type: none"> • Training modules for kindergarten teachers developed 	
3 rd -4 th Quarter 2012	Piloting of KEA with implementation and validation study.	<ul style="list-style-type: none"> • Have a balanced set of pilot sites that will allow Oregon to determine if KEA is effective with diverse populations (e.g., ELL, special needs children) • Identify challenges to administration of KEA • Determine if KEA is useful to kindergarten teachers in planning instruction. • Determine whether results from KEA are valid and reliable. • Incorporate learning from pilot study in KEA 	<ul style="list-style-type: none"> • 8-10 pilot sites for testing KEA chosen • Teachers in pilot sites trained to use assessment • Assessment administered by kindergarten teachers in pilot sites. • Expert submits report to KEATAC, including recommendations for improving KEA. 	<u>ODE</u> KEATAC and Expert
1 st -3 rd Quarter 2013	Planning for statewide rollout of KEA	<ul style="list-style-type: none"> • Ensure kindergarten teachers are trained to both administer the instrument and use the results to plan instruction. • Ensure that all privacy safeguards are in place. • Ensure that the results will be effectively communicated to the statewide longitudinal 	<ul style="list-style-type: none"> • All protocols and forms finalized • Teachers trained to use KEA • Web-based portal for data entry up and running • Integration KEA with 	<u>ODE</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD/ OTHERS
		data system.	longitudinal	
4 th Quarter 2013	Statewide implementation of KEA	<ul style="list-style-type: none"> Have information on the skills and abilities of all entering kindergartners in Oregon that will drive policy-making and assist kindergarten teachers in planning instruction. 	<ul style="list-style-type: none"> KEA successfully administered to all kindergartners KEA data reported to statewide longitudinal system. 	<u>ODE</u>
4 th Quarter 2013	Final validation study	Confirm that the KEA is producing valid and reliable results, including for specific populations of children (e.g., English learners, children with disabilities)		<u>Expert</u> with KEATAC

(e) Appropriate financial resources to support successful implementation – Funding for the development of the KEA includes a significant Ford Family Foundation pledge. However, \$500,000 of funding to support the initial implementation of administering the KEA has been included in this grant. The one-time funding will support start-up projects in key geographic areas and a validation study. Additionally, grant funding will provide initial technical assistance during the two-year roll-out phase for implementing the KEA statewide.

(f) Additional helpful information – Oregon does not intend to develop a new Kindergarten Entry Assessment, but to identify an existing instrument(s) with known validity and reliability that best meets the needs of the state, and to specify an assessment process using that instrument. A Kindergarten Entry Assessment Technical Advisory Committee (KEATAC) will guide the work and include:

- Technical expertise on kindergarten curriculum and professional development of kindergarten teachers.
- Technical expertise on Oregon's ELDP and early childhood assessment.
- Technical expertise on Oregon's longitudinal data system.
- Research expertise on early childhood development and assessment.
- Research expertise on Oregon's child care system and workforce development.
- staff working on Oregon's integrated early childhood data system, including health and human services.
- Research expertise on kindergarten entry assessment.
- Policy makers from Early Learning Council and/or Oregon Education Investment Board.

The KEATAC will oversee the work of an expert consultant and ensure:

1. Use of a measurement instrument(s) that:
 - Addresses developmental domains critical to school readiness
 - Aligns with Oregon's early learning standards and its kindergarten curriculum
 - Has proven reliability and validity
 - Is appropriate for English Language Learners
 - Is appropriate for children with special needs
 - Is predictive of third grade reading and math
 - Can be administered during the fall of a child's kindergarten year
 - Provides the information necessary to answer key policy questions
 - Informative to kindergarten teachers in planning instruction.
2. Necessary supports and protocols are in place to administer the instrument(s) and maintain reliability and validity.
3. Effective data collection, particularly for Children with High Needs and other special populations (children eligible for free and reduced lunch; children with disabilities; English learner; children of color and ethnic minorities).
4. Linkage to unique student identifier, longitudinal data system, TQRIS, health and human services data.

5. Resources are in place to effectively implement and maintain the KEA, including the cost of any necessary training and professional development.
6. Implementation and validation studies are conducted in fall 2012 and findings integrated into statewide rollout in eight-nine elementary schools in fall of 2012.
7. Final validation studies are conducted in fall of 2013.

(f)(g) Supporting evidence and performance measures – These do not apply to E(1).

(h) How State will address the needs of the different types of ELDP – this is not applicable.

(i) How the assessment will meet needs of Children with High Needs and special populations – A primary goal of the KEA will be to help Oregon determine if it is successfully promoting the positive development of Children with High Needs and special populations. In order to meet this goal, results from the KEA must be reportable by the following populations: children eligible for free and reduced lunch; children with disabilities; English learner; children of color and ethnic minorities. This data will enable Oregon to determine if it is closing achievement gaps and how to best prioritize resources. Choosing an instrument and assessment process that is appropriate for these populations and validating the results for these populations during the piloting phase are key components of Oregon's plan.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;

(d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

*(Enter **narrative** here – recommended maximum of eight pages)*

E (2) – Building early learning data system

Oregon is a leading state in creating a Statewide Longitudinal Data System (SLDS) and has already built foundational pieces of a linked TQRIS data system. Furthermore, Oregon intends to link its TQRIS data system to make it interoperable with the SLDS.

TQRIS data system – The foundation of Oregon’s TQRIS data system is its licensing database. In 2004, the state’s child care regulatory system launched the Child Care Regulatory Information System (CCRIS) to capture licensing data for all licensed ELDP in the state. This web-based system allows the state to efficiently manage and document licensing information and provide longitudinal data on licensed ELDP. In 2008 the state connected the compliance history for all licensed ELDP to the state’s public website. In 2006 Oregon began its first TQRIS using structural indicators of quality. This project used the child care licensing system to efficiently collect data on evidence based structural indicators of quality. The data are entered into a structural quality indicators database and analyzed in order to generate a report on the quality level for each licensed ELDP in the state and produce descriptive reports on quality levels of all ELDP. This data system provides Oregon with rich information useful in guiding policy decisions and targeting supports across the state. Oregon has also used this TQRIS data to build a website with search engine, currently being soft launched, to assist parents in making informed decisions based on the quality of licensed ELDP.

With continued commitment towards a comprehensive and longitudinal TQRIS data system, Oregon has recently enhanced the ECE workforce database to capture the training and education of all ECE employed in licensed ELDP. Oregon Registry Online (ORO) is designed for all ECE

such as individuals working in Head Start, Early Head, EI/ECSE, Relief Nurseries and small business ELDP. Oregon is again utilizing the child care licensing system to collect data on the training and education of the workforce. ORO began capturing the education and ongoing training requirements for each ECE working in licensed ELDP in 2010 which now generates a report used by licensing specialists on ELDP regular site visits. This system provides the state with verified training data as well as verified degrees. Integral to connecting these two data systems has been the development of the central repository which assigns a unique program site identifier and a unique ECE workforce identifier. These unique identification numbers allow the data system to avoid duplication within the data systems and connect each ECE to the ELDP in which they work. The Central Repository (CR) also serves as a mechanism to share and transfer data between the two systems. Oregon's next step is to further integrate and connect data and with the resultant comprehensive TQRIS web based system. The state's high quality plan calls for the expansion of the database which currently captures data on structural indicators of quality to also capture data on environmental and process indicators.

Lastly, Oregon intends to enhance CCRIS, ORO and the Central Repository (CR) to connect with a comprehensive TQRIS web based system. This system will be available for use by multiple agencies and partners to track and manage information related to the TQRIS, to provide reports that assist in ranking and monitoring ELDP, and to track supports and incentives specific to each ELDP. The state sees this data system as essential to promote participation in the TQRIS by offering verified and accurate information in a format that meets the needs of multiple ELDP. Enhancements to the TQRIS data system will be coordinated with the developing Statewide Longitudinal Data System to ensure alignment and interoperability.

Statewide Longitudinal Data System - With this preliminary work accomplished, Oregon's ultimate goal is to link its TQRIS with the SLDS and track individual child outcomes as a critical aspect of addressing key policy questions related to school readiness. State Student Identification (SSID) numbers have been assigned to all children participating in jointly funded Head Start Pre-K programs and Early Intervention/Early Childhood Special Education programs as part of the SLDS system. Oregon's high quality plan includes linking children in publically

subsidized care to the SLDS in a similar fashion, thus expanding Oregon's ability to determine if investments in programs for Children with High Needs are producing good outcomes. Oregon will look to other states, such as Maryland, to help inform this process.

Oregon has been moving forward aggressively in building its educational statewide longitudinal database. The Oregon Department of Education has received four federal grants to support the construction of its SLDS, the most recent of which call for the incorporation of all early childhood data collected by the department. In 2010, the Oregon Department of Education was awarded a \$10.5 million grant, funded through the American Recovery and Reinvestment Act (ARRA) of 2009, for the design and implementation of a statewide longitudinal data system. The grant, named Project ALDER (Advanced Longitudinal Data for Educational Reform), aims to incorporate early childhood, post-secondary and workforce data into existing longitudinal data systems. Consolidation and expansion of early childhood data is identified as one of four outcomes of the project and includes the development of tools to support adoption and use of a standardized Pre-K summative assessment. Not only are all Oregonian children in the public K-12 system assigned a unique SSID that enables longitudinal tracking of child-level data, so too are all children who are enrolled in early childhood programs administered by the Department of Education, including EI/ECSE and Oregon Head Start Prekindergarten. Because of Oregon's unique collaboration between its state Pre-K program and federal Head Start, not only does Oregon have information on children enrolled in Head Start in its data system, it will also be able to integrate this data into its SLDS.

Given the robust infrastructure that Oregon has built for its SLDS and the ability the state already has to track child-level data over time through this system, Oregon will be focused on connecting data from children in its ELDP to the SLDS. Oregon will start with children whose participation in ELDP is publicly funded or subsidized. Since children participating in EI/ECSE and OPK are already assigned SSIDs, the next step will be for children participating in the state's child care system to receive an SSID. The final step will be integrating child-level data with the TQRIS described below. This last step will add the capacity to link the SSID to the program, so that child data and program quality information from the TQRIS can be connected.

Data gathered from the TQRIS will represent an important component of the state's long range plans to fully develop a longitudinal data system. Oregon's SLDS will provide a means to determine how well Oregon's children are doing from the time they are born until they enter the workforce and provide insight into the early experiences and ELDP that may have had an impact on school readiness. In keeping with the Governor's vision, a cross-sector planning process is now fully underway to build a data system which captures all the domains of early childhood development from health, mental health, education, child care, and child welfare to be linked with the SLDS. The intension is to enhance the SLDS so that it includes essential data that measures progress on child, program, and workforce level outcomes linked to all domains of school readiness. A unified data system will allow state policy makers to capture and analyze meaningful information from multiple sources and agencies as the state moves towards an outcomes-driven, accountable early childhood system.

(a) Essential Data Elements – Oregon has designed early childhood data systems using the 10 Fundamentals identified by the Early Childhood Data Collaborative as critical towards informing policy decisions, guiding the daily work of ECE and supporting coordination among ELDP, the K-12 system and other systems that serve young children and their families with particular attention to Children with High Needs.⁶⁶ The table below outlines each Fundamental with the status of each in Oregon.

(b) Title – Implementation of the validation study will occur in two parts with both ELDP and children attending these ELDP. Approximately 200 ELDP will be recruited to participate across all types of ELDP in both urban and rural communities. These 200 ELDP will have measures collected in 2013, 2014 and 2015 to track quality improvement supports and strategies as well as determine the difference between levels of quality. Of these 200 ELDP and subset of 50 ELDP will be recruited to follow 450 children in 2 waves of assessment including the use of the Kindergarten Entry Assessment. While this intensive validation study will occur over the next 4 years there will also be a formative evaluation incorporated with the design of TQRIS model to

⁶⁶ The Early Childhood Data Collaborative, www.DataQualityCampaign.org

provide continuous ongoing evaluation to assist in making necessary adjustments in the model to support the needs of Children with High Needs, ECE and ELDP.

The Early Childhood Data Collaborative		
10 Fundamentals	Data System	Status
1. Unique statewide child identifier.	Secure Student ID (SSID) System	<u>Currently</u> : Secure Student Identifiers (SSID) are assigned for all children in Oregon Head Start Pre-Kindergarten (OHS Pre-K) and Early Intervention/Early Childhood Special Education (EI/ECSE) through the Oregon Department of Education (ODE). <u>Intends</u> : The SSID system can be expanded to include children in other early learning environments.
2. Child-level demographic and program participation information.	ODE Consolidated Collections- Annual Pre-K Data Collection, Early Childhood Unified Data System (UDS),	<u>Currently</u> , OHS Pre-K and EI/ECSE programs submit demographic, enrollment and attendance data for all enrolled children, including information about program models. <u>Intends</u> , to establish an Early Learning Data Team to design a data system with essential data to include child-level demographic information as well as information regarding programs, services and referrals.
3. Child-level data on development.	ecWeb, Teaching Strategies GOLD or Galileo, Early Childhood Unified Data	<u>Currently</u> , EI/ECSE programs enter individual child assessment data into a web-based data collection system called ecWeb. Data are collected on each child at program entry, yearly- prior to the IFSP meeting and at program exit. OHS PreK programs use valid and reliable child assessment instruments. Most use a web-based child assessment, Teaching Strategies GOLD or Galileo. ODE has access to classroom level data through both of these web-based systems.

	System (UDS)	<u>Intends</u> , to design a data system will be designed to address the domains of early childhood development through a shared repository of essential early childhood data from education, child care health, mental health, and child welfare agencies.
4. Ability to link child-level data with K-12 and other key data systems.	Statewide Longitudinal Data System (SLDS), Project ALDER	Currently, ODE received a SLDS Recovery Act grant to enhance statewide longitudinal data systems. Project ALDER (Advance Longitudinal Data for Educational Reform) aims to incorporate early childhood, post-secondary and workforce data into existing longitudinal data systems. <u>Intend</u> , to consolidation and expansion of early childhood data was identified as one of four outcomes.
5. Unique program site identifier with the ability to link with children and the ECE workforce	CR CCRIS ORO	<u>Currently</u> use the CR to create a non-duplicative unique program site identifier which allows the state to link the ECE workforce to an ELDP. <u>Intends</u> to develop a process to link children using the unique child identifier to better understand the relationship of ELDP quality and child outcomes.
6. Program site data on structure, quality and work environment.	CCRIS QI TQRIS web based system	<u>Currently</u> captures basic ELDP site data in CCRIS and the additional structural indicators of quality such as education, training, group size, ratios, wages and benefits and turnover. <u>Intends</u> to enhance these data systems to include a comprehensive TQRIS web based system to incorporate the environmental and process indicators of quality identified in the TQRIS.
7. Unique ECE workforce identifier with ability to link with program sites	CR ORO	<u>Currently</u> use the CR to create a non-duplicative unique ECE workforce

and children.		<p>identifier to link members of the ECE workforce with ELDP.</p> <p><u>Intends</u> to develop a process to link children using the unique child identifier to better understand the relationship for positive child outcomes.</p>
8. Individual ECE workforce demographics, including education, and professional development information.	<p>ORO</p> <p>TQRIS web based system</p>	<p><u>Currently</u> use ORO to captures workforce demographic data, education and professional development of the ECE workforce as well as the supports and incentives each ECE has accessed.</p> <p><u>Intends</u> to promote participation of ELDP monitored by organizations other than licensing (e.g., Head Start and EI/ECSE) to establish a comprehensive data set of ECE across the state and connect with the TQRIS web based system.</p>
9. State governance body to manage data collection and use.	Not applicable	<p><u>Currently</u> the TQRIS steering committee offers policy advice to supports the vision and goals of the TQRIS towards using the data to support continuous improvements. Oregon Child Care Research Partnership provides the state with clear guidance on practices and procedures to ensure appropriate and accurate data collection procedures. This Partnership has developed a set of best practices for all data systems to utilize. (See Collection and Management of Data on page 144 in the Appendices Section.)</p> <p><u>Intends</u> to rely on the State Data Team of the Early Learning Council to provide governance on data management and policies and procedures on the appropriate use of the data.</p>
10. Transparent privacy protection and security practices and policies.	Not applicable	Keeping in compliance with all federal and state privacy law, policies will

		<p>continue to be developed to ensure the security of the data and the privacy and confidentiality of personally identifiable information is maintained.</p> <p>The TQRIS Steering Committee and the State Data Team of the Early Learning Council will provide guidance and oversight to ensure these practices and policies adhere to the highest standards.</p>
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With further enhancement and alignment of these data systems Oregon will be well positioned to answer critical policy questions and guide continuous improvement at all levels.

(b) Uniform data collection – Currently data collection practices are currently in place to ensure accuracy of data. The TQRIS web-based data system will enable uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs utilizing and building upon the existing practices. The TQRIS web based system will use the State Data Team as the governance body which represent Participating State Agencies to oversee data collection and its use. The State Data Team will establish the vision, goals and a strategic plan to link existing data systems.

(c) Facilitate the exchange of data among Participating State Agencies – Creating a system that facilitates the exchange of data is essential for a usable data system. The comprehensive TQRIS web-based data system will have a consistent look and feel for data entry, controlled vocabularies that limit potential for errors, and a process for logic and consistency validation of the data. The TQRIS data system will offer multiple Participating State Agencies a mechanism to share information with a set of data definitions to understand the various data elements. The

system will rely upon best practice protocols and use of bi-directional web service to further facilitate access to and retrieval of data.⁶⁷

(d) Generates information that is timely, relevant, and easily accessible for Early Learning and Development Programs and Early Childhood Educators – The design of Oregon’s TQRIS data system supports the ability to provide data for continuous improvement and decision making. Accordingly, beginning in 2012, ELDP and ECE will be able to enter data online for reporting purposes, make queries and receive reports. ECE are currently submitting demographic, training and education information to ORO and in 2012 will have online access to their individual professional development accounts. ECE can access a summary of all submitted training and education as well as access a computer program to assist them in developing a Professional Development Plan, as required in the TQRIS. Through the Central Repository, ELDP are receiving reports on the status of their licensing requirements. Licensing specialists access a similar report for use during the licensing visit. With the enhancement of the TQRIS web based data system, an ELDP will have access to a program-level self-assessment which feeds into a Quality Improvement Plan, as required in the TQRIS. A developed Quality Improvement Plan will allow an ELDP increased access to supports and incentives and will provide an online portfolio. The portfolio is a place for ELDP to easily submit evidence towards meeting the TQRIS Standards. TQRIS Coaches will also have access to information and reports that guide and target technical assistance to their client ELDP.

(e) Meets Data System Oversight requirements – Throughout the planning process, care has been made to comply with Federal, State and local privacy laws. Data Management Association (DAMA) Functional Framework for Data Governance⁶⁸ will continue to provide guidance as plans progress for the enhanced system to ensure compliance with federal privacy laws including

⁶⁷ Data sharing arrangements to be implemented by the grant will be reviewed by Oregon DOJ for conformance with law.

⁶⁸ Attachment B: *DAMA Functional Framework*, Data Management Association Guide to the Data Management Body of Knowledge (DAMA-DMBOK) Functional Framework v.3, August 2010

Federal: HIPAA⁶⁹, FERPA⁷⁰ as well as Oregon Administrative Rules (OARs), and local ordinances. All data systems connected with the TQRIS will rely heavily on the Early Learning Data Team to ensure alignment with state systems.

E(2) High Quality Plan for Building an Early Learning Data System

– This is one of the Proposed RTT funded Projects –

(a) Key Goals:

1. Create a comprehensive TQRIS web based data system that provides access to ELDP, ECE and Participating State Agencies.
2. Assign unique child identifiers to Children with High Needs participating in publicly funded ELDP and receiving child care subsidies.
3. Coordinate the TQRIS data system with the development of the State Longitudinal Data System.

(b) Implementation – this will occur in two parts with both ELDP and children attending these ELDP. Approximately 200 ELDP will be recruited to participate across all types of ELDP in both urban and rural communities. These 200 ELDP will have measures collected in 2013, 2014 and 2015 to track quality improvement supports and strategies as well as determine the difference between levels of quality. Of these 200 ELDP and subset of 50 ELDP will be recruited to follow 450 children in two waves of assessment including the use of the Kindergarten Entry Assessment. While this intensive validation study will occur over the next 4 years there will also be a formative evaluation incorporated with the design of TQRIS model to provide continuous ongoing evaluation to assist in making necessary adjustments in the model to support the needs of Children with High Needs, ECE and ELDP.

69 Health Insurance Portability and Accountability Act of 1996

70 Family Educational Rights and Privacy Act of 1974

(b)(c)(d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
3 rd Quarter 2012 - 1 st Quarter 2015	Revise the existing TQRIS data system, including the CR, ORO and CCRIS with additional data fields and connect with the web based system.	Need to update the data systems to reflect the changes of a 5 tier TQRIS with interoperability with the TQRIS web based data system.	Data systems are linked easily accessible o TQRIS Participating Agencies..	<u>Employment Department, Child Care TQRIS Data System Manager</u>
3 rd Quarter 2012 - 1 st Quarter 2015	Expand TQRIS data system to include environmental and process indicators of quality.	Currently TQRIS has structural indicators of quality and need to expend to include all indicators identified in the tiers.	Data system can produce individualized reports on an ELDP's TQRIS status (that connects to a program's ECE workforce status)	<u>Employment Department, Child Care TQRIS Data System Manager</u>
3 rd Quarter 2012 - 2 nd Quarter 2013	Develop an interface or portal for ELDP to access via the web program self assessment, Quality Improvement Plan and portfolio system.	Providing live access guides ELDP in knowing and improving their quality tier.	Comprehensive web based portfolio system is accessible by ELDP.	<u>Employment Department, Child Care TQRIS Data System Manager</u>
3 rd Quarter 2012 - 3 rd Quarter 2014	Develop an interface for coaches and other TA personal to track supports and incentives for ELDP.	Providing live access supports coaches in knowing and improving the quality tier of their client ELDP	Comprehensive web based portfolio system is accessible by coaches (with supporting resources to reach the next tier)	<u>Employment Department, Child Care TQRIS Data System Manager</u>
3 rd Quarter 2014 - 4 th Quarter 2015	Develop a data link with the SLDS to link Oregon's children participating in the CCDF subsidy system and/or in publicly funded ELDP.	Children accessing care through subsidies or are in publicly funded ELDP are a natural touch point for receiving SSIDs and understanding their ELDP quality	Children accessing care through subsidies or through a publicly funded ELDP are assigned an SSID number and connected to the SLDS.	<u>Employment Department-Child Care TQRIS Data System Manager;</u> Early Learning Council – Subsidy Coordinator;

		placement.		DHS – ERDC Subsidy Manager
3 rd – 4 th Quarters 2014	Explore how other states have assigned unique child identifiers	Best practices from other states in assigning unique child identifiers have application to Oregon’s context	Compiling a summary of best practices from other states for presentation to the ELC.	<u>Department of Education – State Data Team, Data Specialist;</u> Early Learning Council, Early Learning Data Team.
3 rd Quarter 2014 - 4 th Quarter 2015	Connect Project ALDER to include the use of a standardized Pre-K summative assessment and with ELDP at the top tiers of the TQRIS.	ELDP at the top tiers have received appropriate training and education to complete child assessments identified by the state.	ELDP enter summative assessment in ALDER.	<u>Department of Education – State Data Team, Data Specialist;</u> Early Learning Council, Early Learning Data Team.
1 st Quarter 2014 - 4 th Quarter 2015	Coordinate with the SLDS to ensure alignment and establish interoperability	Interoperability between early childhood data systems and the SLDS is a best practice.	The Early Learning Data Team ensures common data fields, protocols, and data definitions with the SLDS (Interoperability with the SLDS cannot be ensured for the term of the grant).	<u>Early Learning Council, Early Learning Data Team;</u> Department of Education – Data Specialist
3 rd Quarter 2012 - ongoing	Ensure privacy protection and meet relevant security practices and policies towards compliance with federal and state laws and regulations.	Privacy must be ensured to comply with relevant laws and regulations.	Written best practices are understood and used by the Early Learning Data Team.	<u>Early Learning Council, Early Learning Data Team;</u> Office of the Attorney General

(e) Financial Resources – The state currently utilizes CCDF funding including quality set-asides for the building and maintaining of facility and workforce databases and their interoperability.

Grant funding would be allocated for the development of TQRIS data system linkages as well as for ensuring interoperability with the state's SLDS.

(f) Evidence – This does not apply to Section E(2).

(g) Performance Measures – This does not apply to Section E(2).

(h) How the State will address the needs of the different types of Early Learning and Development Programs – The state's Early Childhood Data Team is comprised of representatives from all child and family serving agencies, professional organizations, philanthropy, academia, and the research community. Having a diverse Data Team helps ensure that data from all of ELDP are represented in the data system for use in robust policy analysis by the Early Learning Council. In using a web-based system, Oregon intends to help ELDP and ECE with various computer literacy levels. In order to overcome any barriers for ELDP without computer access, the state also intends to offer in-person and phone-based coaching and assistance.

(i) How the State will meet the needs of Children with High Needs, as well as the unique needs of special populations of Children with High Needs – Through comprehensive TQRIS data systems, the state will have access to information for answering key policy questions around meeting the diverse needs of Children with High Needs. With quality data information in hand, the Governor and Legislature will be aided in determining policy priorities around improving the quality of ELDP for specific populations of Children with High Needs. Additionally, state and local program managers would be able to access information towards identifying geographic regions and communities in need of additional supports as well as identify promising practices.

VII. COMPETITION PRIORITIES

Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State's application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and

Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State's application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or "competitive preference" points.

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

(Enter narrative here – recommended maximum of eight pages)

Priority 2: Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State – Oregon’s licensing and inspection system at the Oregon Employment Department’s Child Care Division currently regulates ELDP across the State. Oregon law exempts certain ELDP from state regulation. Noted in the table below, the exemptions are related primarily to the children’s relation to the provider, and the number of hours in care. Oregon also exempts non-relative care provided to three or fewer children. Historically, care of three or fewer children was considered ‘informal’ care and was used nationally as the division between regulated and unregulated child care. Statutory authority for inspection of providers caring for three or more children was fully granted in 2003, aligning Oregon with the national norm.

Oregon’s Child Care Licensure System Current Oregon Exemptions

Exempted from Licensure (Statute 657A.255)
Care provided for in a child’s home, including care provided by parent, guardian, relatives, occasional caregiver
Pre-school recorded programs – preschool programs that operate four hours or less per day
Group athletic or social activity sponsored by organized group
Child care facilities operated by: <ul style="list-style-type: none"> • a school district • a political subdivision • a governmental agency • a residential facility • babysitters • a parent cooperative (for no more than four hours/day)
Facilities providing care while a child’s parent is engaged in an on-site activity offered by the facility

An important feature in Oregon’s landscape of child care came in 2005 when by Executive Order the State established union representation for ECE. SEIU represents exempt ECE who care for low income children participating in the subsidy program. AFSCME represents registered and

certified family home ECE. The unions have worked with the legislature to increase child care subsidy payments, lower income eligibility and reduce parent co-pays. The unions have also sought additional funding for provider training as well as educational tools and materials for use in ELDP.

Oregon's Child Care Division (CCD) has planned a revision of its licensed child care rules across all facility types beginning in 2012. The Child Care Division contracted in May 2011 with leading national consultants on child care licensure (Judy Collins and Oxana Golden) to analyze Oregon's current licensing regulations, to interview providers and key stakeholders in Oregon, and to produce an Executive Report in December 2011 providing key recommendations. While many licensing recommendations are suggested, a Mid-Project Summary of the Report (see Oregon Child Care Licensing Recommendations on page 247 in the Appendices Section) has recommended Oregon change the threshold that defines when ELDP need to be licensed to two unrelated children in non-relative care.

Oregon currently operates under the licensing exemption threshold of three or fewer unrelated children in non-relative care. Towards ensuring all children are healthy, safe growing and learning while in paid care, Oregon intends to work with key stakeholders, unions, and policy developers around migrating towards a licensing system that that is legally required to license ELDP regularly caring for two or more unrelated children. In addition, the state recognizes that any move towards licensing more facilities may unintentionally result in child care being conducted illegally. Oregon would work to review its current authority and practices as well as state laws restricting illegal care towards ensuring illegal care is strictly addressed and penalized, as appropriate.

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate – Oregon's broad tiering of its ELDP is aimed at educating two main consumer groups: parents and government systems. Oregonian parents of young children want assurances that ELDP meet basic health and safety standards (met in the TQRIS first tier). Through usability studies conducted on child care

resource websites, parents have also indicated they both appreciate and expect a way to easily identify the quality level of ELDP. Beyond meeting parent expectations, Oregon's own Agencies and its Early Learning Council need a comprehensive way to understand the quality of ELDP towards making critical policy decisions, identifying geographic areas lacking quality care, and making subsidy determinations. Therefore, the success of Oregon's TQRIS depends upon a broad participation among all licensed, State-regulated, and government-funded ELDP.

With Oregon's standards for its TQRIS established upon the foundation of licensing, Oregon has 100% of licensed ELDP currently participating in its TQRIS. Building upon the existing infrastructure of licensing visits, licensing specialists, on renewal visits have collected data on evidence-based, structural indicators of quality for all licensed ELDP (centers as well as family homes). Every licensed ELDP now receives a report that captures the quality level of an ELDP in comparison to other ELDP in the state as well within a region. A website for educating parents was created and soft launched. With an eye towards efficiency, Oregon developed a way to ensure broad participation in the TQRIS with efficient data collection mechanisms so more resources could be allocated to quality incentives.

While Oregon has outstanding participation among all licensed ELDP, there remains unlicensed ELDP still needing representation in Oregon's TQRIS. Unlicensed ELDP include a variety of ELDP including license-exempt Head Start, Early Head Start, Pre-K, and IDEA-funded ELDP. Oregon's targets, therefore ensuring broad participation in the State's TQRIS, involves linking the current state and federal regulation of these license-exempt ELDP to Oregon's licensing standards (see Table below).

Status of State-Funded Early Learning & Development Programs Exempt from Licensure: To License or "Link" Regulations

Facilities Exempted from Licensure	Currently Regulated By:	Number of Programs Needing Licensure or Linkage (estimate)
Unlicensed Head Start Programs	Department of Education & federal Head Start	196

Private, preschool programs approved to conduct early childhood special education services	Department of Education (approves the programs but does not regulate)	59 private preschools contracted for ECSE; licensure status unknown
IDEA-funded programs	Department of Education	35
Programs operating in a government facility (such as in a Community College)	Department of Education & Federal Head Start	Unable to determine
Migrant Head Start and Migrant Early Head Start	Federal Head Start; managed by Oregon Child Development Coalition	All licensed
Unlicensed A&D child care programs operating with parents on-site	Oregon Health Authority – Addictions & Mental Health	9

Towards achieving full participation in the state's TQRIS, Oregon has determined that aligning standards across licensing, TQRIS, Head Start, and Pre-K as an important first step in creating an articulated system that links and translates early childhood standards. Oregon's Child Care Division is planning a revision of its licensed child care rules across all facility types beginning in 2012. In preparing for a rule revision period, the Child Care Division contracted with leading national consultants on child care licensure to analyze Oregon's current licensing regulations and to interview providers and key stakeholders in Oregon. A report to be received in December 2011 will provide key recommendations for improving the licensing rules. The Mid-Project Status update (see Oregon Child Care Licensing Recommendations on page 247 in the Appendices Section) has put forward a key recommendation to align standards across Head Start and Pre-K with licensing and the TQRIS. In addition, national accreditation standards, Oregon's Early Learning and Development Standards, and best practice benchmarks found in Caring for Our Children are valuable in developing a comprehensive alignment of standards applicable to all ELDP. National accreditation standards include organizations such as NAEYC, National Association for Family Child Care (NAFCC), National Accreditation Commission (NAC), and Council on Accreditation (COA).

Oregon is well positioned to either “license or link” these identified ELDP in the above table for two reasons. First, Oregon was selected as one of two states to participate in the Federal Learning Laboratory project with the Office of Head Start and the Office of Child Care around aligning monitoring systems. A broad and diverse State Team is identifying areas in which Oregon can better align the existing processes for monitoring the levels of quality in Head Start and Oregon Pre-K with the health and safety regulations as identified in the state’s licensing standards as well linking with TQRIS standards. Secondly, Oregon will begin a broad revision of its licensed child care rules across all facility types beginning in 2012. These two parallel processes will allow Oregon to link license-exempt ELDP with state licensing regulations in a time-efficient way.

In addition to improving the links between current monitoring of non-licensed ELDP with the State’s licensing regulations, Oregon is poised to license more ELDP as needed and appropriate. Already in 2011, Oregon’s Head Start Collaboration Office has worked with the Child Care Division towards determining 25 Head Start ELDP (16% of Oregon’s Head Start ELDP) that have indicated an intention to license in the next 2-6 months.

Priority 2 - High Quality Plan for TQRIS Licensing and Inspection System for all programs
– This is a proposed RTT Project –

(a) Key Goals:

1. A licensing and inspection system that covers all ELDP that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting.
2. Create a licensing and inspection system that covers all ELDP that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting.

Implementation – Given the importance of early childhood and proposed legislative changes with statewide impact, the state will work to understand the “temperature” of the state on the issues related to changing the licensing threshold. Stakeholder meetings and workgroups across geographic areas, both urban and rural, are needed. Towards increasing the participation of all licensed or state-regulated ELDP, Oregon intends to utilize in 2011-2012 the opportunity of the cross-agency meetings with the federal Learning Laboratory to align monitoring and regulations across ELDP, as detailed in B(1)(c) narrative and its High Quality Plan. State-level alignment of regulations, monitoring and standards allows all ELDP easy access to being represented on the TQRIS. Pilots are not needed for this alignment and statewide roll-out is planned for 2012-2013. However, stakeholder, provider, parent, union and partner input into the TQRIS model is needed to ensure the TQRIS represents the needs of ELDP, all types of providers, and all parents. Such meetings would be scheduled in urban as well as rural areas across the state.

(b)(c)(d) Lead is underlined.

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
1 st & 2 nd Quarters 2012	Stakeholder, review of consultant-produced Executive Recommendation Summary for the State’s licensing system	Determining public will instruct the group processes of rule and/or law revision	Rule changes established.	<u>OED, Child Care Division Licensing Manager</u>
1 st Quarter 2012	Review Oregon’s current laws as well as laws of other states that restrict illegal care	Helps the State determine if the current laws are sufficient	Determination made on whether tighter laws may be needed	<u>OED Child Care Division Legal & Compliance Manager</u> ; Licensing Manager
1 st – 3 rd Quarters 2012	Review current licensing practices and authority to ensure illegal care is strictly addressed and penalized	Current practices lack entrusted authority to address the issue of illegal care.	Updated practices and procedures reflect an appropriate response to illegal care;	<u>OED Child Care Division Licensing Manager</u> ; Legal & Compliance Manager
2 nd & 3 rd Quarters	Moderated workgroups among	Need focused, efficient, input to	Proposed legal changes with	<u>OED Child Care Division – Licensing</u>

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
2012	stakeholders and experts on changing Oregon's licensing threshold to two or more unrelated children	determine proposed change.	remaining questions and concerns presented to policymakers and the Early Learning Council	Manager; contracted moderators
2 nd -4 th Quarters 2012	Develop the financial modeling to forecast increased cost of licensing for the State.	The Legislature and Early Learning Council need to understand the increased costs of licensing changes.	Completed financial forecast with staffing increase considered.	<u>OED Child Care Division</u> – Budget Analyst, Licensing Manager
3 rd Quarter 2012	Review the proposed legal change with stakeholder input	The Early Learning Council is best positioned to weigh in on the need for the legal change, the timing of such a change, and political will	A policy recommendation is made by the Early Learning Council on the licensing threshold	<u>Early Learning Council</u> – Chairperson; <u>OED – Child Care Division</u> – Child Care Administrator
4 th Quarter 2012	Draft legislation towards establishing a new licensing threshold of 2 or more children in unlicensed care	Establish a law that requires licensure for 2 or more unrelated children in non-relative care	Legislation is written and filed.	<u>Early Learning Council</u> - Chairperson
1 st & 2 nd Quarters 2013	Legislation is reviewed by Legislature		Legislature has the opportunity to weigh in on licensing threshold	<u>Early Learning Council</u> – Chairperson; <u>OED Child Care Division</u> – Child Care Administrator
1 st & 2 nd Quarters 2012	Stakeholder, provider, parent, union and partner review of the updated TQRIS	Determining the feelings in the EC community related to the revised TQRIS	Identified strengths as well as problem spots in the revised TQRIS	Employment Dept – <u>the Commission for Child Care</u> – Executive Director; <u>Child Care Division</u> – TQRIS

TIMELINE	ACTIVITY	RATIONALE	MILESTONES	LEAD
	model	will help give the “state temperature” on the revisions and identify areas that may need attention and more focused stakeholder input.	that inform future practices, communication, and planning.	project manager; Department of Education – <u>Head Start</u> <u>Collaboration Office</u> – State Director

(e) Financial Resources – Licensing costs are to be incurred by OED-CCD using CCDF funding and General Funds. The financial resources are referenced as part of the High Quality Plans Tables in section B.

(f) Supporting Evidence – This does not apply to Priority 2.

(g) Information requested in Performance Measures – This does not apply to Priority 2.

(h) How the state will address the needs of different types of ELDP – Goal 1: Lowering the licensing threshold to non-relative care for two or more unrelated children will primarily impact small business ELDP. To understand how this change could impact other ELDP, the Child Care Division would introduce the concept to the Child Care & Education Coordinating Council, an informal body meeting regularly among the early childhood community. Attention to understanding the impact upon those providing special education services and home-based Early Head Start is of utmost consideration. Any proposed legislation would be reviewed with ELDP types to avoid unattended consequences or duplicity of regulation.

Goal 2: Oregon intends to use the federal Learning Laboratory platform and the formation of a broad cross-agency State Team for this Learning Laboratory to bridge understanding among the state’s ELDP. In meetings to date, we have built in considerable time towards understanding each other’s regulations, policies, and child population focus. Moving forward we intend to

continue to learn and understand the needs of different ELDP towards a TQRIS with policies and practices that support all types of ELDP.

The Steering Committee for Oregon's TQRIS already has a broad representation among early childhood ELDP, including Head Start, state Pre-K, licensed child care, migrant & seasonal ELDP, and after-school care as well as representation from key partners including foundations, the Commission for Child Care, the Children's Institute, researchers, and health. Not only has Oregon built into its TQRIS leadership broad early childhood partner participation, but also has built in representation from private investments, health and research.

(i) How the state will meet the needs of Children with High Needs – Goal 1: To understand how changing the licensure threshold could impact Children with High Needs, the Child Care Division would introduce the idea to various commissions and work groups that represent various groups of Children with High Needs. Attention would be paid to understand the impact upon children with special needs, low-income children, and children and families from various ethnic groups. Concerns arising in these discussions can include follow-up meetings with key stakeholder groups, partners and unions to better understand the pros and cons of lowering the licensing threshold.

Goal 2: The state's TQRIS steering committee has a broad representation of ELDP and includes representatives from ELDP serving migrant children, dual language learners, and children from low-income families. As more types of ELDP are being added to the TQRIS, the TQRIS team will look to the regular input from a Early Childhood Special Populations Coordinator who specifically works to ensure Children with High Needs are accessing ELDP on the TQRIS at the highest levels.

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

(Enter narrative here)

Priority 5 – Encouraging private sector and other support

Oregon's foundations have been key partners in the evolution and achievements of Oregon's early care and learning system in the last five to 10 years. There is deep understanding in the foundation sector not only of how critical investments in early childhood care and learning are to Oregon's future quality of life, but also of the importance of alignment between the public and private sectors in working toward common goals. Investments from Oregon's foundation sector between 2007 and 2011 have included:

Child Care Quality Improvement:

- Foundations have supported the development and evolution of Oregon's TQRIS, called Education and Quality Investment Partnership (EQUIP):
 - The development and roll-out of the Quality Indicators were supported by grants from The Oregon Community Foundation (\$100,000 in 2007-2008, in addition to \$50,000 in 2006); and the Meyer Memorial Trust (\$75,000 in 2009).
 - The Oregon Community Foundation provided \$200,000 in 2009 to support EQUIP Education Awards.
 - The Oregon Community Foundation (OCF) provided \$1,739,818 from 2007 through 2011 to support two statewide Betty Gray Early Childhood Scholarship programs. One provides financial assistance for pursuit of community-based training and professional development steps such as achievement of credentials and accreditations; the other removes financial barriers for individuals seeking degrees and certificates in early childhood education at the state's community colleges.
- From 2007 through 2011, OCF provided \$425,274 to the Oregon Child Care Resource and Referral Network for support of two local family child care provider networks. One of the networks, in rural Polk County, is a partnership with the Farmworker Housing Development Corporation and consists of women whose first language is Spanish. The provider network project has demonstrated the effectiveness of the network model in increasing quality, parent satisfaction and provider income.

Early Literacy and Language Development:

- Between 2007 and 2010, through its Ready to Learn program, OCF provided \$777,282 in grants to community-based nonprofit organizations, school districts and libraries for support of programs teaching parents and/or ECE about the importance of and skills for nurturing literacy development in children birth to age 8.
- Through the three year (2008-2011) “Reading for Healthy Families” project, Family Support Workers – who visit high-risk first-birth families through the state’s home visiting program, Healthy Start – and children’s librarians from all counties of the state were trained to use a specially-adapted version of the evidence-based American Library Association early literacy curriculum, Every Child Ready to Read @ Your Library. As a result of the project, 175 Family Support Workers and 117 librarians are better equipped to teach high-risk parents about how to share family literacy activities with very young children, and 3,314 families received 3,692 books. The Oregon Community Foundation provided \$343,633 over three years, an amount that was matched dollar for dollar by the Seattle-based Paul G. Allen Family Foundation.

Parenting Education:

Several of Oregon’s largest foundations have made programs that teach parenting skills a top priority, believing that parenting education is one of the most effective investments they can make in children’s future success in school and in life.

- Between 2007 and 2010, OCF made \$171,598 in grants to nine community-based providers of best practice parenting education programs. In addition, \$372,684 in grant funding supported training of parenting education facilitators at 49 sites around the state.
- The Roseburg, Oregon-based Ford Family Foundation provided \$3.4 million in funding from 2007 to 2010 for capacity-building and best practice programming in 17 rural communities under the “Enhancing the Skills of Parents Program II.”
- In 2010 OCF launched a new, multi-year initiative, the “Oregon Parenting Education Collaborative”, to expand access to best practice parenting education programs and strengthen planning, coordination and use of resources. In addition to OCF, the

collaborative's funding partners are The Ford Family Foundation, The Collins Foundation and the Meyer Memorial Trust. Oregon State University is also a partner, providing evaluation services and technical assistance to grantees. In 2010 and 2011, a total of \$1.95 million in funding has supported small program expansion grants as well as establishment of 11 regional parenting education "Hubs" reaching 19 of Oregon's 36 counties. The foundations' long-term goal is a network of Hubs serving all parts of the state.

Enhancing Early Childhood Advocacy and System-Building:

The Early Childhood Funders Learning Circle, launched in 2007, brings Oregon foundations and corporate funders together for bimonthly programs and networking events and to explore collaborative efforts. Thirty organizations now participate.

- The Funders Circle co-sponsored the spring 2008 Governor's Early Childhood Summit which led to the development of Oregon's Early Childhood Matters Framework (the initial foundation for the Governor's Early Learning Council).
- In recognition of the importance of strong advocacy to achievement of improved outcomes for Oregon's children, the group made a \$35,000 collaborative grant in 2010 to six organizations whose advocacy agendas include or focus on early childhood. The grant supported work with a facilitator to build more strategic alignment in the organizations' advocacy work.
- Three members of the Learning Circle, the Meyer Memorial Trust, the NW Health Foundation and The Oregon Community Foundation, provided a total of \$48,000 in 2010 to support the first six months of activity by the advisory council Oregon assembled to meet the requirements of the Head Start Reauthorization Act. The foundations hired an outside contractor to work with the Governor's Office in providing staff support for the start up of the State Advisory Council on Early Childhood Education and Care and the process of submitting a successful application for ARRA funding -- thereby allowing Oregon to draw down the \$1 million in federal funds for which the state was eligible.

Support in the Implementation of the State Plan:

Private funders and other partners will be making investments in the coming years that will complement and match state and federal funding as part of Oregon's Early Learning Challenge Grant plan.

Many members of Oregon's Early Childhood Funders Learning Circle have endorsed Oregon's Race to the Top-Early Learning Challenge Grant plan (see attached letter of support from Learning Circle members), and are committed to considering and bringing to their Boards of Trustees proposals for matching public dollars in the following areas, among others:

- 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 the tiered quality rating and improvement system and how to access it; and (3) change community attitudes about the importance of the early childhood years

Commitments of support for specific aspects of Oregon's plan include:

- The Oregon Community Foundation's board has committed in concept to continued support for early childhood training and education scholarships at least through 2014. The expected annual support level from 2011 to 2014 is \$250,000. The foundation's Early Childhood Program Director is a member of the steering committee for Oregon's TQRIS, and will be working with the state's team to make sure the foundation's

scholarship programs support and complement the workforce development goals of Oregon's plan.

- The Ford Family Foundation's Board of Directors has planned substantial support for the design and implementation of valid and reliable processes and tools to assess Kindergarten readiness.
- The Portland Children's Levy will provide between \$430,000 and \$496,000 annually for three years beginning in 2011-2012 to support quality improvements in home- and center-based child care settings reaching low-income children in the Portland area.

Future support from private funders and other partners in areas *related* to Oregon's Challenge Grant plan includes the following.

Access to early care and education for low-income children:

- The Portland Children's Levy will provide grant funds (subject to annual grant renewals) from of \$2 million to \$2.46 million annually for three years beginning in 2011-2012. These funds will provide access to child care, Head Start and Early Head Start, and Pre-Kindergarten services for as many as 580 low-income children annually.

Early literacy and language development

- The Oregon Community Foundation, Knowledge Universe and the Kelley Family Foundation are together providing a total of \$230,000 to the Oregon Pediatrics Society for launch of a statewide "Reach Out and Read" initiative over two years beginning in 2011.
- The Portland Children's Levy will provide (subject to annual grant renewals) between \$329,500 and \$378,760 annually for three years beginning in 2011-2012 to support early literacy activities and other school readiness activities through Multnomah County Library, Head Start, child care and parent-child programs.

Other early childhood services for at-risk families:

- Portland Children's Levy will provide (subject to annual grant renewals) between \$933,173 and \$1.072 million annually for three years beginning in 2011-2012 for child development services provided through home visits, along with case management for at-risk families (including immigrant families).
- The Levy will provide (subject to annual grant renewals) between \$1.65 million and \$1.897 million annually for three years beginning in 2011-2012 for a variety of other services reaching young children and their parents in high-risk families – including therapeutic child care; case management; mental health consultation; and parenting education and support. Families reached include immigrant families, families with involvement in the child welfare system, families affected by HIV/AIDS, and families headed by teen parents.

Parenting Education:

- Private foundations have committed to supporting parenting education programming and system building in communities throughout Oregon between 2011 and 2014. Grants are subject to annual renewals, but are expected to total \$1.7 million in 2012, and at least \$446,000 in 2013. Additional commitments are expected in 2014 and beyond, particularly from OCF and The Ford Family Foundation, which have set a goal of a strengthened parenting education system in all counties of the state by 2020. Participants in the Oregon Parenting Education Collaborative are The Oregon Community Foundation, The Ford Family Foundation, The Collins Foundation, and the Meyer Memorial Trust.

Other School Readiness Initiatives:

- Social Venture Partners (SVP) Portland, a “venture philanthropy” partnership of engaged Portland-area citizens who contribute their money, time and brainpower to selected nonprofits, has launched a 10-year effort (2011-2021) to eliminate the school readiness gap for Portland-area children. While details of the initiative are still being developed,

SVP will dedicate all of its philanthropic investments and pro-bono business management expertise (together estimated at \$9 million in the last ten years) to this community goal. SVP will help drive the development of a community action plan for kindergarten readiness involving business, nonprofit, parent and government leaders, including The Early Learning Council. The development of statewide systems that link and support school readiness efforts in all regions of the state is crucial to the success of the efforts of SVP and its Portland metro area partners. Therefore, SVP will invest resources of money, expertise and advocates to support the statewide efforts, especially those focused on:

- Development of a Tiered Quality Rating and Improvement System (TQRIS)
- Development of a unified early care and learning longitudinal data system
- 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 the tiered quality rating and improvement system and how to access it; and 3) change community attitudes about the importance of the early childhood years

VIII. BUDGET

BUDGET PART I: SUMMARY

BUDGET PART I - TABLES

Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.

OVERALL STATEWIDE BUDGET
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	856,200	1,069,475	1,277,276	1,183,923	4,386,875
2. Fringe Benefits	415,318	492,558	576,139	540,449	2,024,465
3. Travel	14,000	14,000	12,000	10,000	50,000
4. Equipment	242,500	205,000	7,500	0	455,000
5. Supplies	19,200	22,800	24,000	22,200	88,200
6. Contractual	2,704,500	3,879,500	3,179,500	2,229,500	11,993,000
7. Training Stipends	47,067	172,067	213,733	88,733	521,600
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1- 8)	4,298,784	5,855,400	5,290,149	4,074,806	19,519,139

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
10. Indirect Costs*	234,722	250,383	269,692	260,657	1,015,454
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	3,361,823	5,152,308	6,087,000	5,482,080	20,083,211
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	0
13. Total Grant Funds Requested (add lines 9-12)	7,995,329	11,358,092	11,746,840	9,917,543	40,617,804
14. Funds from other sources used to support the State Plan	278,837,815	280,313,129	282,577,757	285,631,329	1,127,360,031

15. Total Statewide Budget (add lines 13-14)	286,833,144	291,671,221	294,324,597	295,548,872	1,168,377,835
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Line 14. With the initiative to change Oregon’s delivery system of ELD programs, all funds in Oregon’s budget for Early Learning and Development Programs are included in implementing the State Plan.

Budget Table I-2: Budget Summary by Participating State Agency – *The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.*

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Early Learning Council	1,730,318	3,037,740	2,154,000	1,158,883	8,080,941
Employment Department	71,435,575	73,080,020	72,755,176	72,483,443	289,754,214
Department of Human Services	30,892,089	32,623,549	35,100,444	37,694,102	136,310,184
Department of Education	100,536,113	100,621,631	101,584,758	101,405,634	404,148,136
Oregon Health Authority	82,239,050	82,308,280	82,730,219	82,806,811	330,084,361
Total Statewide Budget	286,833,144	291,671,221	294,324,597	295,548,872	1,168,377,835

Note: With the transition to a new early childhood program delivery system as outlined in the State Plan, all funding related to early learning programs is included in the State Plan. In Participating State Agency Level Budget Table II-1 for the Department of Education, line 14 cells were restricted to \$100,000,000. The table is completed with the capped amount, however \$641 million over the grant period is the correct total funding. The above table only accounts for the \$100,000,000 total resources included in the State Plan.

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	1,718,604	3,060,854	2,544,139	2,496,521	9,820,117
Add tiers to TQRIS	550,000	495,000	605,000	660,000	2,310,000
Build system capacity	2,736,944	3,222,243	4,497,360	3,881,102	14,337,650
Data System Development	1,351,169	1,619,055	1,503,190	1,395,883	5,869,297
Consumer Outreach	1,002,500	2,502,500	2,002,500	1,002,500	6,510,000
Align ELDP with K-12	491,197	189,388	198,600	208,365	1,087,551
K entry Assessment	44,915	169,052	296,051	173,171	683,190
Total Statewide Budget	7,895,329	11,258,092	11,646,840	9,817,543	40,617,804

BUDGET PART I - NARRATIVE

Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

*(Enter **narrative** here – recommended maximum of five pages)*

Overall Structure of State's budget for implementing the State Plan

Employment Department – Responsibilities include: developing and adding tiers to the states QRIS and placing programs in the correct tiers; increase participation in the newly developed tiered QRIS; develop a quality child care workforce; and build an early learning and development data system to link to the Department of Education's Statewide Longitudinal Data System.

The department will administer contracts and provide needed assistance for the above proposed projects funded by the grant as well as continuing its current projects of improving access to quality child care, licensing and certifying child care providers and working with the Department of Human Services in administering child care subsidies. Additionally, the department will continue to work with the Department of Human Services in administering child care subsidies.

Department of Education - Responsibilities include: workforce development by training educators in the K-12 system in the successful handoff of a child from an early learning program; implementing a common statewide Kindergarten assessment; and linking an early learning data

system to the State Longitudinal Data System to ensure that target outcomes and progress are measured.

The department will contract and provide needed assistance to develop and implement a statewide Kindergarten assessment, training curriculum for elementary educators to administer and understand the assessment as well as training to allow for a successful transition to the K-12 system from early learning and development programs partnering with the Employment Department, and work with the Employment Department to link the early learning and development program data system to the Statewide Longitudinal Data System.

Lead Agency – Department of Human Services - Responsibilities include: acting as the fiscal agent for the RTT grant, developing and training a new family support manager workforce, working with the Department of Education in building and linking an early learning data system and working with the Early Learning Council in establishing a screening system to identify families considered at risk for referral to a family support manager.

The department will contract and provide needed assistance to develop training for the newly created family support managers and support in the statewide effort to make a cohesive early learning and development system for children and families.

Oregon Health Authority - Responsibilities include: working with the Department of Education in building and linking an early learning data system and working with the Early Learning Council in establishing a screening system to identify families considered at risk with refer to a Family Support Manager.

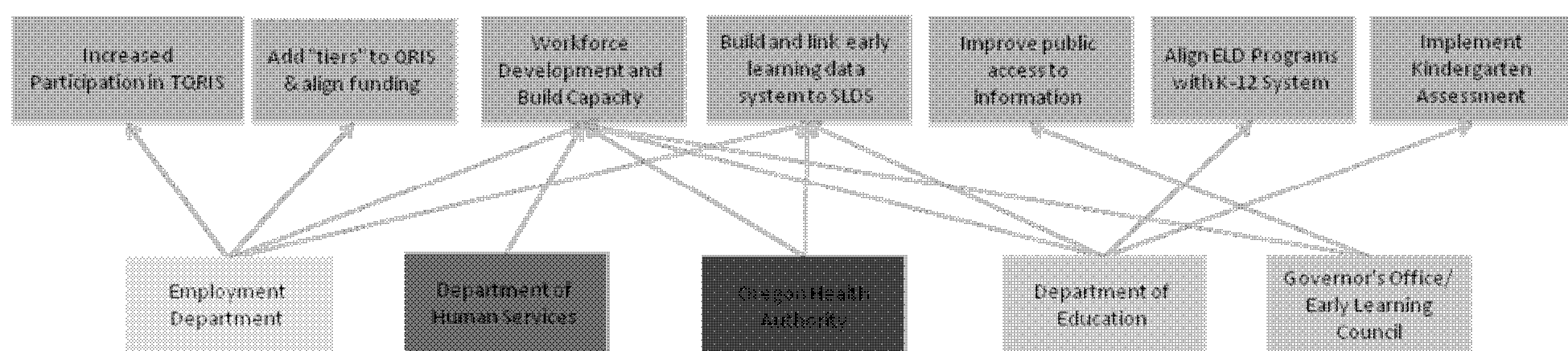
The authority will partner with the Department of Education in defining requirements for the early learning data system, contract and provide needed assistance to make the one time investment in a statewide parent help line, and support in the statewide effort to make a cohesive early learning and development system for children and families.

Governor's Office/Early Learning Council - Responsibilities include: developing a statewide program delivery system that provides delivery of quality early learning and development

programs in a cohesive and efficient manner allowing for children and families to receive the services they need and implementing a statewide, culturally appropriate social marketing campaign to reach all Oregon populations with a focus on those most difficult to reach.

The council will work with all participating agencies in developing a new delivery system for early learning and development programs and contract with a social marketing firm to design and run a social marketing campaign to outreach to families on the importance of getting children ready to enter school prepared and provide needed resources for families to succeed.

A list of projects and a description of how these projects taken together will result in full implementation of the State Plan



Oregon's plan to implement a system that moves early learning and development programs to higher standards of quality and enables more children with high needs to access these quality programs will be implemented by focusing on seven key projects:

1. Add tiers to the Tiered Quality Rating and Improvement System for all early learning and development programs and align funding (mainly subsidies) to the tiers, and Increase participation of early learning and development programs in the Tiered Quality Rating and Improvement System and increase the tier rating of programs.
2. Build infrastructure and capacity among providers and early learning and development programs through workforce framework implementation and Health Promotion.

3. Build and link an early learning data system to the Statewide Longitudinal Data System, including kindergarten readiness and Head Start.
4. Improve public access to information on quality programs and resources and increase consumer outreach and transparency.
5. Align early learning and development programs with the K-12 education system through Head Start Child Outcome Framework with Common Core Standards.
6. Develop and implement a kindergarten entry assessment.

With the completion of the above seven projects, Oregon will have a better understanding, supported by one statewide data system, of the challenges its families are facing in having their children enter kindergarten ready to learn, and then leave kindergarten ready to read and reading by first grade. And, in order to address those challenges, Oregon's families will have higher quality early learning and development programs to access services from and programs will have a trained workforce in early learning and development programs as well as in the K-12 education system and in the proposed Family Support Manager service delivery model to deliver the quality programs needed to meet the goals. And lastly, families, educators, providers, and policymakers will have information available to make the most informed decisions relating to their children, programs, and resources through the integrated data system moving forward.

The designation of the selection criterion or competitive preference priority the project addresses; and an explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities.

Projects:

- 1a. Add tiers to the Tiered Quality Rating and Improvement System for all early learning and development programs and align funding (mainly subsidies) to the tiers – Selection Criteria B-1 through B-5.

The Employment Department will administer a contract with an organization to develop the tiers and a set of standards for the TQRIS. Programs will complete a self-assessment, then the department will administer a contract for a validation study and make in tier refinements after the validation study is complete. Additionally, the department will contract for a database development that tracks and verifies evidence of where programs are in the tiers, which will tie to the Early Learning Data System.

- 1b. Increase participation of early learning and development programs in the Tiered Quality Rating and Improvement System and increase the tier rating of programs – Selection Criteria B-1 through B-5 and Competitive Priority 2.

The Employment Department will work through intermediary organizations to increase community engagement and align policies for quality programs for specific populations, including children with special needs, homeless children, foster kids, children of parents in alcohol and drug treatment, and children of teen parents. Also delivered through community partners, the department will implement a Tribal Early Childhood Workgroup and develop a tribal peer-to-peer network for providers. The department will provide quality incentives to move programs up the tiers. To support this work, four staff will be hired to coordinate the contracts and monitor the programs.

2. Align early learning and development programs with the K-12 education system through Head Start Child Outcome Framework with Common Core Standards – Selection Criteria C-1.

The Department of Education will coordinate with early learning and development programs in transitioning children into the K-12 education system. Two staff will be hired to conduct work groups and develop curriculum for training educators in this transition. The training will be administered through community partners or school districts once developed and the best training delivery system is decided.

3. Build infrastructure and capacity among providers and early learning and development programs through strengthening Health Promotion - Priority C-3.

The Oregon Health Authority, Office of Family Health with assistance from the Division of Medical Assistance Programs, will work in partnership with managed care organizations, pediatric health providers, professional organizations, researchers, local public health officials, and Early Intervention/Early Childhood Special Education (IDEA) providers to refine implementation and promote use of standard screening and risk assessment practices throughout the state by facilitating workforce training to early childhood, family support, child welfare and home visiting staff and primary care providers; and by developing referral and follow-up protocols to ensure families and children receive appropriate and ongoing services and are linked to a primary care home. In addition, in order to increase parent and care giver access to information and support to enhance school readiness and early learning for the at-risk population, the Oregon Health Authority will provide contract management for the Parent Help Line expansion project.

4. Build infrastructure and capacity among providers and early learning and development programs through workforce framework implementation – Selection Criteria D-1 and D-2.

This project allows for Oregon's workforce to support the movement to a more efficient and higher quality system. Educators, providers, and family support managers will be trained on improving the quality of their programs and services as well as learning how to transition children from early learning and development programs to elementary school. Additionally, educators will understand how to administer and use the kindergarten assessment. Included in the proposed grant funding is some technical assistance funding to support the initial efforts of administering a kindergarten assessment and implementing screening in the health care, human services, and child care system. Once the screening process is determined, this technical assistance will be a resource in the initial years.

5. Develop and implement a kindergarten assessment – Selection Criteria E-1.

The Department of Education will work with stakeholders in developing a kindergarten assessment which funding has been pledged from a private source. Once developed, the department will work with an intermediary organization to pilot the assessment and complete a validation study, then provide technical assistance in the initial years of implementing the assessment statewide.

6. Build and link an early learning data system to the Statewide Longitudinal Data System, including kindergarten readiness and Head Start – Selection Criteria E-2.

Working closely with the Department of Education, the Oregon Health Authority, Department of Human Services, and the Early Learning Council, the Employment Department will develop an early learning data system that links to the Statewide Longitudinal Data System. The web-based portfolio system will include early learning and development program quality improvements, track technical assistance, supports and incentives, continuous monitoring on meeting TQRIS standards, and track program characteristics and resources. The system will connect with the Statewide Longitudinal Data System for those who have a social security identification number and create a resource for the state to track outcomes and progress. Additionally, work will begin to link the system to the programs within the Oregon Health Authority and the Department of Human Services as well, such as home visiting and other health programs.

7. Improve public access to information on quality programs and resources and increase consumer outreach – Selection Criteria B-3..

The Early Learning Council will administer a contract with a social media firm to implement a statewide campaign to increase family engagement, with particular attention to rural and low-income families, in a culturally appropriate way.

BUDGET PART II: PARTICIPATING STATE AGENCY**BUDGET PART II - TABLES**

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Early Learning Council

Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	53,940	57,176	60,607	64,243	235,967
2. Fringe Benefits	26,995	27,709	28,466	29,268	112,438
3. Travel	2,000	2,000	2,000	2,000	8,000
4. Equipment	2,500	0	0	0	2,500
5. Supplies	1,200	1,200	1,200	1,200	4,800
6. Contractual	1,000,000	2,500,000	2,000,000	1,000,000	6,500,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,086,635	2,588,086	2,092,273	1,096,711	6,863,705
10. Indirect Costs*	11,164	11,309	11,727	12,171	46,371
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0

12. Funds set aside for participation in grantee technical assistance	50,000	50,000	50,000	50,000	0
13. Total Grant Funds Requested (add lines 9-12)	1,147,799	2,649,394	2,154,000	1,158,883	6,910,076
14. Funds from other sources used to support the State Plan	582,519	388,346	0	0	970,865
15. Total Statewide Budget (add lines 13-14)	1,730,318	3,037,740	2,154,000	1,158,883	8,080,941

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Early Learning Council

Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	0	0	0	0	0
Add tiers to TQRIS	0	0	0	0	0
Workforce Framework	95,299	96,894	101,500	106,383	400,076
Data System Development	0	0	0	0	0
Consumer Outreach	1,002,500	2,502,500	2,002,500	1,002,500	6,510,000
Align ELDP with K-12	0	0	0	0	0
K Assessment	0	0	0	0	0
Total Statewide Budget	1,097,799	2,599,394	2,104,000	1,108,883	6,910,076

BUDGET PART II - NARRATIVE

The Early Learning Council which was established through Senate Bill 909 in the 2011 Legislative Session, is currently operated from the Governor's Office. The bill established an early learning systems director and a council to allow for a statewide, cohesive policy discussion around all programs serving children and families in Oregon. The Council will continue its current operations of reviewing Oregon's early childhood programs and making recommendations to the Governor and the Legislature in delivering these programs with a unified statewide goal.

Project – Build infrastructure and capacity among providers and early learning and development programs through workforce framework implementation and through health promotion.

The Early Learning Council will have a coordinating role in engaging with stakeholders to develop a strong workforce and build capacity among providers. The council will also work closely with the other participating agencies working to build its more specific workforce and help facilitate statewide implementation. This role is accomplished by hiring one position to coordinate efforts and maintain cohesive goals for all agencies, as well as report to the Early Learning Systems Director, the council, the legislature and other stakeholders in the project's progress and challenges. The budget was developed by pricing the one position and pertinent costs associated with it.

Project – Improve public access to information on quality programs and resources and increase consumer outreach.

The Early Learning Council will administer a contract with a social marketing firm to develop and implement a statewide social marketing campaign. This campaign will focus on difficult to reach populations however will also develop a "brand" for quality early learning and development programs, developing an user-friendly website for parent and teacher resources, and encourage family engagement in their child's progress toward being ready to learn entering kindergarten. The budget was developed from estimates of other social marketing campaigns

conducted around the state and then inflated to account for the extra work to effectively reach all Oregon's populations, including those with the most risk.

1) Personnel - Early Learning Systems Coordinator Operations and Policy Analyst 3, \$53,940 annual salary, 100% of the position will be devoted to the State's Plan. This position will be the Council's liaison to the work being done for the State Plan. This position will work with all agencies and engage stakeholders to ensure that the plan has been vetted and expectations are clear. This will help in building a strong early learning system to ensure its success in the future.

2) Fringe Benefits - 46% of salary, Fringe was calculated with Oregon's 2011 budget build estimates - \$1258 per month of health insurance benefits, 14% for retirement contributions, and 7.65% for Social Security.

3) Travel - Travel was estimated that trips would occur within the state, approximately once every other month for stakeholder engagement. Ground transportation and overnight stays to reach all of Oregon's area. Travel would be necessary to ensure ample stakeholder engagement, additionally these trips would allow the employee to understand the different programs around the state.

4) Equipment - Computer, monitors, phone, general office equipment, budgeted at \$2,500 to fully equip an office space with the needed computer etc.

5) Supplies - Office Supplies estimated at \$100 per month for one employee.

6) Contractual - Social Marketing Firm services, budgeted for one contract, renewed annually or at progress points, with a total cost of \$6.5 million. The social marketing contract will increase awareness of the importance that kids are ready to learn by kindergarten, as well as allow for families to access resources easier. If families understand this importance, it will also incent early learning and development programs to increase their quality ratings

7) Training Stipends – None

8) Other - None

9) Total Direct Costs - \$6,863,705

10) Indirect Costs - Oregon has capped its indirect cost rate at 10% which is also the authorized rate for states that do not have an Indirect Cost Rate Agreement approved by the federal government. The Oregon Department of Human Services does have an approved methodology, however Oregon wishes to maintain the 10% for this grant.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. - None

12) Funds set aside for participation in grantee technical assistance - \$50,000 per grant year.

13) Total Funds Requested - \$6,910,076.

13) Other Funds Allocated to the State Plan – Early Childhood Matters. ARRA grant received in October of 2010, \$970,865. With the transition to a new early childhood program delivery

system as outlined in the State Plan, all funding related to early learning programs is included in the State Plan.

14) Total Budget - \$8,090,941

BUDGET PART II - TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Employment Department

Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	447,912	472,449	586,883	577,929	2,085,173
2. Fringe Benefits	204,481	209,894	250,234	240,711	905,321
3. Travel	4,000	4,000	4,000	4,000	16,000
4. Equipment	220,000	200,000	2,500	0	422,500
5. Supplies	8,400	8,400	9,600	9,000	35,400
6. Contractual	1,379,000	1,354,000	1,154,000	1,204,000	5,091,000
7. Training Stipends	47,067	172,067	213,733	88,733	521,600
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	2,310,860	2,420,810	2,220,951	2,124,374	9,076,994
10. Indirect Costs*	153,479	149,474	155,322	158,164	616,439

11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	2,422,708	3,961,208	3,830,375	3,652,375	13,866,666
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	4,887,048	6,531,492	6,206,647	5,934,913	23,560,100
14. Funds from other sources used to support the State Plan	66,548,527	66,548,528	66,548,529	66,548,530	266,194,114
15. Total Statewide Budget (add lines 13-14)	71,435,575	73,080,020	72,755,176	72,483,443	289,754,214

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Employment Department

Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	1,718,604	3,060,854	2,544,139	2,496,521	9,820,117
Add tiers to TQRIS	550,000	495,000	605,000	660,000	2,310,000
Build system capacity	1,267,275	1,619,775	2,015,608	1,779,608	6,682,266
Data System Development	1,351,169	1,355,864	1,041,901	998,784	4,747,717
Consumer Outreach	0	0	0	0	0
Align ELDP with K-12	0	0	0	0	0
K Assessment	0	0	0	0	0
Total Statewide Budget	4,887,048	6,531,492	6,206,647	5,934,913	23,560,100

BUDGET PART II - NARRATIVE

*(Enter **narrative** here – recommended maximum of five pages)*

The Employment Department, will conduct the work of the State Plan through its Child care Division. Current staff will continue their work while new staff will be added to the Child care Division to conduct the work set out in the proposed grant budget.

The Employment Department will take the lead on projects related to the TQRIS, licensing and monitoring of child care providers, and developing early learning and development workforce. Additionally, the department will develop the early learning data system for early learning and development programs and their position within the TQRIS.

The department looked at previous contracts and efforts that had been completed to develop a baseline of estimating costs. The department then looked at the increase in work the project would be compared to previous projects and estimated out. For the data system project, costs were estimated based on previous state data projects the adjusted for complexity around linking to other systems.

1) PersonnelExpand programs in TQRIS

- Special Population Analyst, Operations and Policy Analyst 3 - \$53,940 annual
- Program Coordinator, Operations and Policy Analyst 3 - \$53,940 annual
- Monitoring Analyst, Operations and Policy Analyst 2 - \$46,836 annual
- Subsidy Coordinator, Operations and Policy Analyst 4 - \$59,412 annual

Build and link an Early Learning Data System

- Project Manager, Project Manager 3, \$79,044 annual

- Data Security Specialist, Information Systems Specialist 7, \$89,126
- Data Development and Quality Management Analyst, Operations and Policy Analyst 4
\$86,668
- TQRIS Subject Matter Expert, Operations and Policy Analyst 2, \$74,857

2) Fringe Benefits - 46% of salary, Fringe was calculated with Oregon's 2011 budget build estimates - \$1258 per month of health insurance benefits, 14% for retirement contributions, and 7.65% for Social Security.

3) Travel - Travel was estimated that trips would occur within the state, approximately once every other month for stakeholder engagement or meeting facilitation for those working to increase the number of programs participating in TQRIS. This includes ground transportation and overnight stays to reach all of Oregon's population and remote areas. Travel would be necessary to ensure ample stakeholder engagement and promotion of TQRIS.

4) Equipment - Computer, monitors, phone, general office equipment, budgeted at \$2,500 per employee to fully equip an office space with the needed equipment.

5) Supplies - Office Supplies estimated at \$100 per month for each employee.

6) Contractual – Contracts and their budgeted amounts include:

- Developing a network to track programs and verify evidence in the TQRIS for \$776,000,
- Conduct work to finalize tiers and develop standards , including facilitation and stakeholder engagement, and refinement once a validation study is complete - \$350,000, this is one time work to move from the three tiers to five tiers and allows programs to improve on quality ratings.
- Conduct a validation study of the TQRIS - \$1,300,000, this is a one-time study to review the newly implemented tiers in the TQRIS and programs are rated correctly.
- Translation services for all training materials developed - \$265,000, to ensure that all cultures and populations have access to the most up to date training materials.
- Build a web based early learning data system with a balanced approach of using staff and contractors to ensure project delivery schedules are met and project scope is maintained - \$2,500,000.

7) Training Stipends – This includes two scholarship opportunities for child care providers, 25 Associate degree scholarships at \$10,000 per scholarship and 96 professional credential scholarships at \$225 each. This will allow for the state to target rural, low income, and culturally diverse populations to receive a long term degree or credential and improving the quality of the workforce in early learning and development programs. The scholarships were distributed through the grant years so recipients could receive the funding as finishing a term however, this may be a financial hardship for recipients so the department may want to make funds available prior to starting a term for certain circumstances. The scholarships will be administered through a local intermediary organization in the field.

8) Other - None

9) Total Direct Costs - \$9,076,994

10) Indirect Costs - Oregon has capped its indirect cost rate at 10% which is also the authorized rate for states that do not have an Indirect Cost Rate Agreement approved by the federal government. The Oregon Department of Human Services does have an approved methodology, however Oregon wishes to maintain the 10% for this grant.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

- Developing a curriculum for workforce development of early childhood educators estimated at approximately \$2.5 million. This newly developed training to focus on moving programs up tiers in the TQRIS (as outlined in Section D-1 and D-2) and how to successfully transition a child from early learning and development programs to the elementary school system. Once developed, the curriculum will also be published and Train-the-Trainers training will be conducted so trainers can deliver the training throughout Oregon.
- Organizations around Oregon will support the trainers as they deliver training to the workforce, provide advice on professional development planning, and support the credential cohorts as they move through the credential process - \$3,288,000.
- Administering the scholarship program for associate degrees and credentials at 10% of scholarship budget.
- Convene stakeholder groups around Oregon to increase community engagement and align policies for special populations - \$1,500,000.
- Investments in the Resource and Referral infrastructure and training for Resource and Referral Coaches - \$5,350,000.

- Provide incentives to providers to move up the tiers in TQRIS and increase licensed capacity of programs - \$1,111,000

12) Funds set aside for participation in grantee technical assistance – none.

13) Total Funds Requested - \$23,560,100.

13) Other Funds Allocated to the State Plan – Child Care and Development Fund, state contributions to CCDF, \$266,194,114. With the transition to a new early childhood program delivery system as outlined in the State Plan, all funding related to early learning programs is included in the State Plan.

14) Total Budget - \$289,754,214

BUDGET PART II - TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency’s budget totals for each budget category for each year of the grant.

Department of Human Services

Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	199,632	211,610	163,700	102,761	677,702
2. Fringe Benefits	104,423	107,065	96,496	83,053	391,037
3. Travel	6,000	6,000	4,000	2,000	18,000

4. Equipment	10,000	0	0	0	10,000
5. Supplies	4,800	4,800	3,600	2,400	15,600
6. Contractual	25,500	25,500	25,500	25,500	102,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	350,355	354,975	293,296	215,714	1,214,339
10. Indirect Costs*	39,985	40,448	34,280	26,521	141,234
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	450,000	575,000	575,000	325,000	1,925,000
12. Funds set aside for participation in grantee technical assistance	50,000	50,000	50,000	50,000	0
13. Total Grant Funds Requested (add lines 9-12)	890,340	1,020,423	952,575	617,235	3,280,573
14. Funds from other sources used to support the State Plan	30,001,749	31,603,127	34,147,869	37,076,866	132,829,611
15. Total Statewide Budget (add lines 13-14)	30,892,089	32,623,549	35,100,444	37,694,102	136,310,184

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Department of Human Services					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	0	0	0	0	0
Add tiers to TQRIS	0	0	0	0	0
Build system capacity	840,340	970,423	902,575	567,235	3,280,573
Data System Development	0	0	0	0	0
Consumer Outreach	0	0	0	0	0
Align ELDP with K-12	0	0	0	0	0
K Assessment	0	0	0	0	0
Total Statewide Budget	840,340	970,423	902,575	567,235	3,280,573

BUDGET PART II - NARRATIVE

(Enter narrative here – recommended maximum of five pages)

The Department of Human Services will administer the Race to the Top, Early Learning Challenge grant under the direction of the Early Learning Council and the Governor's Office. The department will work closely with the other participating agencies in achieving the goals of the State Plan. Current staff will continue their work and new staff created for this grant will work with the Employment Related Daycare program within the department.

The Department of Human Services will take the lead in developing training for the proposed family support manager workforce. This training will be given through a train-the-trainer program, where local organizations will deliver the training to the workforce.

Costs for the family support manager training program were estimated from costs for the early childhood educator training program.

1) Personnel

- Lead Family Support Manager Coordinator, Operations and Policy Analyst 4 - \$59,412 annual
- 2 Program Analysts, Operations and Policy Analyst 3 - \$53,940 annual
- Administrative Support Specialist 2 - \$32,340 annual

2) Fringe Benefits - 46% of salary, Fringe was calculated with Oregon's 2011 budget build estimates - \$1258 per month of health insurance benefits, 14% for retirement contributions, and 7.65% for Social Security.

3) Travel - Travel was estimated that trips would occur within the state, approximately once every other month for stakeholder engagement or meeting facilitation for those employees the

coordinator and analysts. This includes ground transportation and overnight stays to reach all of Oregon's population and remote areas.

4) Equipment - Computer, monitors, phone, general office equipment, budgeted at \$2,500 per employee to fully equip an office space with the needed equipment.

5) Supplies - Office Supplies estimated at \$100 per month for each employee.

6) Contractual – Contracts and their budgeted amounts include:

- Translation services for training materials developed - \$50,000, to ensure that all cultures and populations have access to the most up to date training materials.
- Meeting facilitation and facilities - \$40,000
- Training material assistance - \$12,000

7) Training Stipends – None

8) Other - None

9) Total Direct Costs - \$1,214,339

10) Indirect Costs - Oregon has capped its indirect cost rate at 10% which is also the authorized rate for states that do not have an Indirect Cost Rate Agreement approved by the federal government. The Oregon Department of Human Services does have an approved methodology, however Oregon wishes to maintain the 10% for this grant.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

- Work through regional hubs (as outlined in the Early Learning Design Team Strawperson Report) to deliver training to family support managers - \$1,300,000.
- Work with regional hubs, community partners and the Oregon Health Authority in developing screening tools to identify children and families at risk of not entering school ready learn. Once screening tools are developed and identified, providing technical assistance for the first two years of implementation - \$625,000.

12) Funds set aside for participation in grantee technical assistance – \$50,000 each year.

13) Total Funds Requested - \$3,280,573.

13) Other Funds Allocated to the State Plan – Employment Related Day Care subsidy funding and some funding from Temporary Assistance for Needy Families, \$132,829,611. With the transition to a new early childhood program delivery system as outlined in the State Plan, all funding related to early learning programs is included in the State Plan.

14) Total Budget - \$136,310,184

BUDGET PART II - TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--*The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.*

Department of Education

Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	131,298	303,417	364,917	332,839	1,132,471
2. Fringe Benefits	66,704	134,866	155,981	141,356	498,907
3. Travel	1,000	1,000	1,000	1,000	4,000
4. Equipment	7,500	5,000	2,500	0	15,000
5. Supplies	3,600	7,200	7,200	7,200	25,200
6. Contractual	300,000	0	0	0	300,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1- 8)	510,102	451,483	531,598	482,395	1,975,578
10. Indirect Costs*	26,010	45,148	53,160	48,239	172,558
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	125,000	1,000,000	875,000	2,000,000

12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	536,113	621,631	1,584,758	1,405,634	4,148,136
14. Funds from other sources used to support the State Plan	100,000,000	100,000,000	100,000,000	100,000,000	400,000,000
15. Total Statewide Budget (add lines 13-14)	100,536,113	100,621,631	101,584,758	101,405,634	404,148,136

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Department of Education

Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	0	0	0	0	0
Add tiers to TQRIS	0	0	0	0	0
Build system capacity	0	0	750,000	750,000	1,500,000
Data System Development	0	263,191	340,106	274,098	877,395
Consumer Outreach	0	0	0	0	0
Align ELDP with K-12	491,197	189,388	198,600	208,365	1,087,551
K Assessment	44,915	169,052	296,051	173,171	683,190
Total Statewide Budget	536,113	621,631	1,584,758	1,405,634	4,148,136

BUDGET PART II - NARRATIVE

*(Enter **narrative** here – recommended maximum of five pages)*

The Department of Education will work closely with the other participating agencies in achieving the goals of the State Plan. Current staff will continue their work and new staff created for this grant will work with the Early Childhood Program unit within the department.

The Department of Human Services will take the lead in aligning early learning and development programs with the K-12 system and developing and implementing a kindergarten readiness assessment. The department will work with other participating agencies in developing the workforce by training educators how to successfully receive a child from an early learning program. Additionally, the department will provide support in linking the early learning data system to the Statewide Longitudinal Data System.

Costs were estimated by reviewing similar projects and contracts, then making adjustments upwards or down depending on the complexity and volume of the project.

1) Personnel**Develop and Link an early learning data system to the Statewide Longitudinal Data System**

Data Visualization Specialist, Information Systems Specialist 7, \$92,786 annually

Communication Coordinator, Operations and Policy Analyst 3, \$82,757 annually

Education Program Area Subject Matter Expert, Operations and Policy Analyst 2, \$71,455 annually

The above positions will provide support to the work that Employment Department is completing around developing the early learning program data based tied to the TQRIS and then

supporting the linking of the two systems. This will allow Oregon to track outcomes and progress at student, program, region, and state level.

Align Early Learning Development with the K-12 Education System

Transitioning Program Analyst, Operations and Policy Analyst 3, \$53,940 annually will work with Head Start programs and early childhood development programs in aligning common core standards, including special education programs.

Coordinator, Operations and Policy Analyst 3, \$53,940 annually, will work with peer agencies and stakeholders in the transition of programs to the Early Learning Council and how to handle the shift.

Develop and Implement a Kindergarten Readiness Assessment

Program Analyst, Operations and Policy Analyst 2, \$23,418 annually, to work with developing the assessment and administering the contracts for pilot sites and validation studies. Additionally, this position will work with the technical assistance contract for the first two years of implementing the assessment. This position is half time.

2) Fringe Benefits - 46% of salary, Fringe was calculated with Oregon's 2011 budget build estimates - \$1258 per month of health insurance benefits, 14% for retirement contributions, and 7.65% for Social Security.

3) Travel - Travel was estimated that trips would occur within the state, approximately once every other month for stakeholder engagement or meeting facilitation for those employees the coordinator and analysts. This includes ground transportation and overnight stays to reach all of Oregon's population and remote areas.

4) Equipment - Computer, monitors, phone, general office equipment, budgeted at \$2,500 per employee to fully equip an office space with the needed equipment.

5) Supplies - Office Supplies estimated at \$100 per month for each employee.

6) Contractual – Contracts and their budgeted amounts include:

- Contract with a team of the nation’s leading early learning experts who have specific experience in child outcomes and alignment - \$300,000.

7) Training Stipends – None

8) Other - None

9) Total Direct Costs - \$1,975,578

10) Indirect Costs - Oregon has capped its indirect cost rate at 10% which is also the authorized rate for states that do not have an Indirect Cost Rate Agreement approved by the federal government. The Oregon Department of Human Services does have an approved methodology, however Oregon wishes to maintain the 10% for this grant.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

- Training of elementary school educators in the now aligned early learning and development programs and the K-12 system, how to successfully transition a child from early learning programs, and how to administer and understand the Kindergarten Readiness Assessment - \$1,500,000.
- Pilot sites for the Kindergarten Readiness Assessment and a validation study during the assessments - \$125,000
- Local organizations to provide technical assistance to the educators during the first two years of implementing the Kindergarten Assessment - \$375,000.

12) Funds set aside for participation in grantee technical assistance – None.

13) Total Funds Requested - \$4,148,136.

13) Other Funds Allocated to the State Plan – IDEA, Part B, Section 611; IDEA, Part B, Section 619; IDEA, Part C; Project ALDER, Statewide Longitudinal Data System, Early Intervention/Early Childhood Special Education, State funded Early Head Start, and Oregon Pre-Kindergarten - \$ 640,614,616 .

With the transition to a new early childhood program delivery system as outlined in the State Plan, all funding related to early learning programs is included in the State Plan. NOTE: In Participating State Agency Level Budget Table II-1 for the Department of Education, line 14 cells were restricted to \$100,000,000. The table is completed with the capped amount, however the \$641 million above is the correct total funding.

14) Total Budget - \$136,310,184

BUDGET PART II - TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Oregon Health Authority

Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	23,418	24,823	101,170	106,151	255,562
2. Fringe Benefits	12,714	13,024	44,962	46,061	116,761
3. Travel	1,000	1,000	1,000	1,000	4,000
4. Equipment	2,500	0	2,500	0	5,000
5. Supplies	1,200	1,200	2,400	2,400	7,200
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	40,832	40,047	152,032	155,612	388,523
10. Indirect Costs*	4,083	4,005	15,203	15,561	38,852
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	489,115	491,100	681,625	629,705	2,291,545

12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	534,030	535,152	848,860	800,878	2,718,920
14. Funds from other sources used to support the State Plan	81,705,020	81,773,128	81,881,359	82,005,933	327,365,441
15. Total Statewide Budget (add lines 13-14)	82,239,050	82,308,280	82,730,219	82,806,811	330,084,361

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Oregon Health Authority

Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	0	0	0	0	0
Add tiers to TQRIS	0	0	0	0	0
Build system capacity	534,030	535,152	727,676	677,876	2,474,735
Data System Development	0	0	121,183	123,002	244,185
Consumer Outreach	0	0	0	0	0
Align ELDP with K-12	0	0	0	0	0
K Assessment	0	0	0	0	0
Total Statewide Budget	534,030	535,152	848,860	800,878	2,718,920

BUDGET PART II - NARRATIVE

*(Enter **narrative** here – recommended maximum of five pages)*

The Oregon Health Authority, Office of Family Health will work closely with the other participating agencies in achieving the goals of the State Plan. Current staff will continue their work and new staff created for this grant will work within the Office of Family Health to ensure program coordination.

The Oregon Health Authority will take the lead on implementing the parent help line statewide and providing the needed infrastructure support. Additionally, the authority will administer the technical assistance, possible pilot programs and a validation study of the screening for children and families at risk of entering school not ready to learn.

Costs for the one time investment to implement the statewide parent help line estimated by reviewing the state's population and what support would be needed to meet the demand of the population. This includes purchasing phone, desks, space as well the cost for phone systems and network costs. Costs for possible pilot programs, validation study, and technical assistance of the health screenings is a mirror to the Kindergarten Readiness Assessment pilots and validation study.

1) PersonnelBuild Capacity among Providers, Programs, Infrastructure

Program Analyst, Operations and Policy Analyst 2, \$23,418 annually, to work with identifying the screening tool(s) and administering the contracts for pilot programs and validation studies. Additionally, this position will work with the technical assistance contract for the first two years of implementing the assessment. This position is half time.

Build and Link Early Learning Data System

Home Visiting/Health program Subject Matter Expert, Operations and Policy Analyst 2, \$74,857 annually. This position will work in the last two years of the grant in the beginning steps of developing a link to the home visiting program data base, which will start the process of linking all early learning programs to on data system.

2) Fringe Benefits - 46% of salary, Fringe was calculated with Oregon's 2011 budget build estimates - \$1258 per month of health insurance benefits, 14% for retirement contributions, and 7.65% for Social Security.

3) Travel - Travel was estimated that trips would occur within the state, approximately once every other month for stakeholder engagement or meeting facilitation for those employees the coordinator and analysts. This includes ground transportation and overnight stays to reach all of Oregon's population and remote areas.

4) Equipment - Computer, monitors, phone, general office equipment, budgeted at \$2,500 per employee to fully equip an office space with the needed equipment.

5) Supplies - Office Supplies estimated at \$100 per month for each employee.

6) Contractual – None.

7) Training Stipends – None

8) Other - None

9) Total Direct Costs - \$388,523

10) Indirect Costs - Oregon has capped its indirect cost rate at 10% which is also the authorized rate for states that do not have an Indirect Cost Rate Agreement approved by the federal

government. The Oregon Department of Human Services does have an approved methodology, however Oregon wishes to maintain the 10% for this grant.

11) Funds for Health Promotion Activities distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

- Pilot programs and validation study for the screening tools which will be utilized through the health care system - \$125,000
- Local organizations to provide technical assistance to the educators during the first two years of implementing the screening tools - \$375,000.
- One time infrastructure investment in establishing a statewide Parent Help line, which will be housed through community partners - \$1,791,545.

12) Funds set aside for participation in grantee technical assistance – None.

13) Total Funds Requested - \$2,718,920.

13) Other Funds Allocated to the State Plan – Employment Related Day Care subsidy funding and some funding from Temporary Assistance for Needy Families, \$132,829,611. With the transition to a new early childhood program delivery system as outlined in the State Plan, all funding related to early learning programs is included in the State Plan.

14) Total Budget - \$136,310,184

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input type="radio"/></p> <p>NO <input checked="" type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: ___/___/_____ To: ___/___/_____</p> <p>Approving Federal agency: ___ED ___HHS ___Other</p> <p><i>(Please specify agency):</i> _____</p>
--

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

XVII. APPENDIX TABLE OF CONTENTS This needs to be completed

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

#	Attachment Title	Relevant Selection Criterion

ⁱ National Survey of Children's Health. NSCH 2007. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved [09/21/2011] from www.childhealthdata.org. Targets based on the upper range of the confidence interval for Question 4.16, NSCH 2007, Oregon, estimated at about 2.6% increase per year. All numbers are weighted estimates of the population at the time of the survey.

ⁱⁱ Oregon Department of Education, Part C Early Intervention/Early Childhood Special Education, SECC Baseline numbers for the period 9/1/2010-8/31/2011. Numerator: All EI/ECSE referrals ages 0-5, who received an evaluation; Denominator: All EI/ECSE referrals ages 0-5. Targets calculated at 2.6% increase per year (see footnote 1)

ⁱⁱⁱ National Survey of Children's Health. 2007. Ibid. Data is available for either ages 0-3, all incomes, or 0-17, 199% or less incomes, but not both variables. Oregon trend is higher than nationwide rate of 88.3% and it is unlikely this rate will change significantly over four years. Targets at 2.6% increase per year (see footnote 1). All numbers are weighted estimates of the population at the time of the survey.

^{iv} National Survey of Children's Health. 2007. Ibid. Data is available for either ages 0-3, all incomes, or 0-17, 199% or less incomes, but not both variables. Targets are 2.6% increase per year (see footnote 1). All numbers are weighted estimates of the population at the time of the survey.