

PART 3

Health and Safety and Quality Improvement Activities

3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Questions related to licensing requirements are in sections 3.1.1 and 3.1.2. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Questions related to CCDF Health and Safety requirements are in sections 3.1.3 and 3.1.4.

3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing

Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety

requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing as defined by the State/Territory. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) (658E(c)(2)(F), §98.41).

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a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

Yes.

No.

Please identify the State or local (if applicable) entity/agency responsible for licensing:

NA

b) Provide a brief overview of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory.

Yes, the state's licensing requirements serve as the CCDF health and safety requirements.

c) Do the State/Territory's licensing requirements serve as the CCDF health and safety requirements?

	Center-Based Child Care	Group Home Child Care <input type="checkbox"/>	Family Child Care	In-Home Care <input checked="" type="checkbox"/>
		N/A. Check if your State/Territory does not have group home child care.		N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes, for some providers in this category	Describe NA	Describe NA	Describe NA	Describe NA
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other	Describe NA	Describe NA	Describe NA	Describe NA
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d) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. For each CCDF category of care, please identify which types of providers are subject to licensing and which providers are exempt from licensing in your State/Territory in the chart below. **Note: OCC recognizes that each State/Territory identifies and defines its own categories of care. OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care but consistent with your reported 801 data.**

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of center-based settings are subject to licensing in your State/Territory <i>Serves 13 children or more or 12 or fewer children if located in a commercial building</i>	Describe which types of center-based settings are exempt from licensing in your State/Territory. <i>Operated by school district, political subdivision or government entity and preschools that operate four hours or less.</i>
Group Home Child Care N/A. Check if your State/Territory does not have group home child care. <input type="checkbox"/>	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes settings are subject to licensing <i>Care for no more than 16 children and are located in a building constructed as a single family dwelling. In Oregon, this category of care is called Certified Family Child Care Home.</i>	Describe which types of group homes are exempt from licensing: <i>Providers who care for children from one family, three or fewer unrelated children not counting their own, occasional care (70 days or less per year).</i>

Family Child Care	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.</p> <p>Reminder - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of family child care home providers are subject to licensing</p> <p><i>Care for more than three children from more than one family at any one time.</i></p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p><i>Those who provide care:</i></p> <p><i>in the home of the child to children related by blood, marriage or adoption for three or fewer children (not including provider's own children)</i></p> <p><i>to children from one family (not including provider's own children)</i></p> <p><i>70 or fewer hours per year (occasional care)</i></p>
In-Home Care	<p>In-home child care provider is defined as an individual who provides child care services in the child's own home.</p> <p>Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p><input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory.</p> <p>Describe which in-home providers are subject to licensing</p> <p>NA</p>	<p>Describe which types of in-home child care providers are exempt from licensing</p> <p><i>All in-home child care providers are exempt from licensing.</i></p>

Note: In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/CFOC3> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**



e) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care*.

*American Academy of Pediatrics, American Public Health Association, 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. 3rd Edition*. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Available online: <http://nrckids.org/CFOC3>

For each indicator, check all requirements for licensing that apply, if any.				
Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
		<input checked="" type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/> N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)

Do the licensing requirements include **child:staff ratios and group sizes?**

If yes, provide the ratio for age specified.

<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child: staff ratio requirement.	<input type="checkbox"/> Yes, Child: staff ratio requirement.
Infant ratio (11 months): 1:4	Infant ratio (11 months): 1:4 (up to 24 months)	List ratio requirement by age group: No more than 2 under 24 months; 1:6 preschool, includes any children under 24 months with 4 school age	List ratio requirement by age group: NA
Toddler ratio (35 months): 1:5 (up to 35 months)	Toddler ratio (35 months): 1:10	<input type="checkbox"/> No ratio requirements.	<input checked="" type="checkbox"/> No ratio requirements.
Preschool ratio (59 months): 1:10 (59 months or kindergarten)	Preschool ratio (59 months): 1:10	<input checked="" type="checkbox"/> Yes, Group size requirement.	<input type="checkbox"/> Yes, Group size requirement.
<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No ratio requirements.	<input checked="" type="checkbox"/> Yes, Group size requirement.	<input type="checkbox"/> Yes, Group size requirement.
<input checked="" type="checkbox"/> Yes,	<input checked="" type="checkbox"/> Yes,	<input type="checkbox"/> No group size requirements.	<input checked="" type="checkbox"/> No group size requirements.
Group size requirement Infant group size (11 months): 8	Group size requirement Infant group size (11 months): 12	<input type="checkbox"/> No group size requirements.	
Toddler group size (35 months): 10	Toddler group size (35 months): 12		
Preschool group size (59 months): 20	Preschool group size (59 months): 12		
<input type="checkbox"/> No group size requirements.	<input type="checkbox"/> No group size requirements.		

Do the licensing requirements identify specific experience and educational **credentials for child care directors?**

<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing
<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>	Other:
	One year experience in the age group taught OR a CDA OR 30 quarter college credits in early childhood education.		One year experience as a family child care provider or experience in a center-based setting.		NA

Do the licensing requirements identify specific educational credentials for child care teachers?

<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input checked="" type="checkbox"/>	No credential required for licensing
<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>	Other:
	One year experience in the age group taught OR a CDA OR 30 quarter college credits in early childhood education.		One year experience as a family child care provider or experience in a center-based setting		NA

Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year ?	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year
	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year
	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement
	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:
		15 training or education hours per year.		15 training or education hours per year.		8 training or education hours per two year period.

f) Do you expect the licensing requirements for child care providers to change in FY2014-2015?

Yes.

Describe:

The Lead Agency is currently in the process of a review of all regulations and rules with the intent of updating and revising complete sections of the rules for center and family-based child care.

No.

3.1.2 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory's licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that procedures are in effect to ensure that child care providers caring for children receiving CCDF

services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.2a through 3.1.2e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

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- Yes. If "Yes" please refer to the chart below and check all that apply.
- No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input checked="" type="checkbox"/> Once a Year	<input checked="" type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Other.
	Describe: <i>Renewal follow-up if necessary</i>	Describe: <i>Investigate complaints if needed</i>

<input checked="" type="checkbox"/> Group Home Child Care <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: <i>Renewal follow-up if necessary</i>	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: <i>Investigate complaints if needed</i>
<input checked="" type="checkbox"/> Family Child Care Home	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: <i>Renewal follow-up if necessary</i>	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: <i>Investigate complaints if needed</i>
<input type="checkbox"/> In-Home Child Care <input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe: NA	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe: NA

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the "Describe" box.

- Yes. If "Yes" please refer to the chart below and check all that apply.
 No.

<p>Licensing Procedures</p>	<p>Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.</p>
<p>The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.</p>	<p><input checked="" type="checkbox"/> Yes.</p> <p>Describe: <i>Child Care Provider Overview, which describes basic licensing rules, application for license process, and short presentation on child care resource and referral services, and the federal child and adult care food program. The Overview is three hours in length.</i></p> <p><input type="checkbox"/> No.</p> <p><input type="checkbox"/> Other.</p> <p>Describe: NA</p>
<p>The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.</p>	<p><input checked="" type="checkbox"/> An on-site inspection is conducted.</p> <p><input type="checkbox"/> Programs self-certify.</p> <p>Describe: NA</p> <p><input type="checkbox"/> No procedures in place.</p> <p><input type="checkbox"/> Other.</p> <p>Describe: NA</p>

Licensing staff has procedures in place to address violations found in an inspection.



Providers are required to submit plans to correct violations cited during inspections.



Licensing staff approve the plans of correction submitted by providers.



Licensing staff verify correction of violation.



Licensing staff provide technical assistance regarding how to comply with a regulation.



No procedures in place.



Other.

Describe:

NA

Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.



Provisional or probationary license



License revocation or non-renewal



Injunctions through court



Emergency or immediate closure not through court action



Fines for regulatory violations



No procedures in place.



Other.

Describe:

NA

The State/Territory has procedures in place to respond to illegally operating child care facilities.



Cease and desist action



Injunction



Emergency or immediate closure not through court action



Fines



No procedures in place.



Other.

Describe:

NA

The State/Territory has procedures in place for providers to appeal licensing enforcement actions.



Yes.

Describe:

A facility can request an informal internal agency review called a findings review, for any complaint finding or observed noncompliance noted in their record. A facility can request a contested case for the following actions taken on their license: imposition of a civil penalty, suspension or revocation of their license. An individual can request a contested case hearing if their application for enrollment in the central background registry is denied, suspended or revoked.



No.



Other.

Describe:

NA

c) Does your State/Territory use **background checks as a way to effectively enforce the licensing requirements?**

Yes.If "Yes" please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency

No.

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
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<input checked="" type="checkbox"/> Center-Based Child Care	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>Checks are conducted quarterly.</i>	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input type="checkbox"/> Other. NA
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>Checks are conducted quarterly.</i>	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input type="checkbox"/> Other. NA
	<input type="checkbox"/> Check if State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>Checks are conducted quarterly.</i>	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input type="checkbox"/> Other. NA
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>FBI checks are done based on out of state residency or multisource offender status.</i>	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input type="checkbox"/> Other. NA
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>FBI checks are done based on out of state residency or multisource offender status.</i>	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff

		<input type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Volunteers
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Other.
		<input checked="" type="checkbox"/> Other.	NA
		Describe: <i>Oregon gets sex offender information from the child abuse registry and state background checks that are done on all potential providers or other persons that will have contact with children in care.</i>	

<input checked="" type="checkbox"/> Group Child Care Homes	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	<i>All</i>
	<input checked="" type="checkbox"/> State/Territory Criminal Background	Describe: <i>Checks are conducted quarterly.</i>	
		<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
<input type="checkbox"/> Check if the State/Territory background check includes fingerprints		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	<i>All</i>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	Describe: <i>Checks are conducted quarterly.</i>	<input checked="" type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Checks Conducted Annually	<i>All</i>
		<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Provider
		Describe: <i>FBI checks are done based on out of state residency or multisource offender status.</i>	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Initial Entrance into the System	<i>All</i>
		<input type="checkbox"/> Checks Conducted Annually	



Other.

Describe:

Oregon gets sex offender information from the child abuse registry and state background checks that are done on all potential providers or other persons that will have contact with children in care.

<input checked="" type="checkbox"/> Family Child Care Homes	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	<i>All</i>
		Describe: <i>Checks are conducted quarterly.</i>	
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Other.	<i>All</i>
		Describe: <i>Checks are conducted quarterly.</i>	
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	<i>All</i>
		Describe: <i>FBI checks are done based on out of state residency or multisource offender status.</i>	
<input checked="" type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider	
	<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.	
		<i>All</i>	



Other.

Describe:

Oregon gets sex offender information from the child abuse registry and state background checks that are done on all potential providers or other persons that will have contact with children in care.

<input type="checkbox"/> In-Home Child Care Providers	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Provider
<input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Other.	NA
	<input type="checkbox"/> State/Territory Criminal Background	Describe:	<input type="checkbox"/> Provider
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	NA
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Other.	
	<input type="checkbox"/> Sex Offender Registry	Describe:	<input type="checkbox"/> Provider
		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	NA
		<input type="checkbox"/> Other.	
		Describe:	<input type="checkbox"/> Provider
		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	NA
		<input type="checkbox"/> Other.	
		Describe:	
		NA	

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d) Please **provide a brief overview** of the State/Territory's process for conducting background checks for child care. In this brief overview, include the following:

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d -1) The cost associated with each type of background check conducted:

Costs associated with background checks is approximately \$64 and includes administrative costs such as printing, postage, and Oregon State Police fees. In addition, there are staffing costs associated with processing background checks, reviewing results, suitability determinations, legal orders and hearings.

d-2) Who pays for background checks:

Individuals pay \$3 towards the cost of a basic background check with an additional fee for fingerprint based FBI checks. CCDF funds subsidize the full background check cost.

d-3) What types of violations would make providers ineligible for CCDF? Describe:

The Lead Agency does not enroll applicants who have an open law enforcement or child welfare (child abuse) case. If the open case results in a conviction, the Lead Agency will request information and conduct a suitability determination in the same manner as it does with all applicants who have a conviction or founded child welfare case at the time of application.

d-4) The process for providers to appeal the Lead Agency's decision based on the background check findings. Describe:

All applicants have the right to a contested case hearing.

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? Describe (658E(c)(2)(E), §98.40(a)(2))

Oregon conducts both announced and unannounced visits to all types of regulated child care.

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other "search tools," about child care program licensing status and compliance records?

Effective Date: 01-OCT-13

Yes.

Describe:

The Lead Agency has a public website that is available 24/7. Parents can call the Lead Agency and get licensing status and compliance history on any provider.

No

3.1.3. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

Check if the Lead Agency certifies that there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))

a) **Describe** the Lead Agency's health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input type="checkbox"/> Physical exam or health statement for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Physical exam or health statement for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe: NA				

b) **Describe** the Lead Agency's health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Safe sleep policy				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tobacco exposure reduction				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transportation policy				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Providers to submit a self-certification or complete health and safety checklist				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other.				
Describe: NA				

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3)). Note: While Lead Agencies have the flexibility to define these terms, for this question, pre-service refers to any training that happens prior to a person starting or shortly thereafter (first week, etc). 'On-going' would be some type of routine occurrence (e.g., maintain qualifications each year).

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	<i>Required training</i>	<i>Required training</i>

	CPR	<i>Required training</i>	<i>Required training</i>
	Medication Administration Policies and Practices	<i>NA</i>	<i>NA</i>
	Poison Prevention and Safety	<i>NA</i>	<i>NA</i>
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	<i>NA</i>	<i>NA</i>
	Shaken Baby Syndrome and abusive head trauma prevention	<i>NA</i>	<i>NA</i>
	Age appropriate nutrition, feeding, including support for breastfeeding	<i>NA</i>	<i>Required training; does not include support for breastfeeding</i>
	Physical Activities	<i>NA</i>	<i>Required training</i>
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	<i>NA</i>	<i>NA</i>
	Recognition and mandatory reporting of suspected child abuse and neglect	<i>Required training</i>	<i>NA</i>
	Emergency preparedness and planning response procedures	<i>NA</i>	<i>NA</i>
	Management of common childhood illnesses, including food intolerances and allergies	<i>NA</i>	<i>NA</i>
	Transportation and child passenger safety (if applicable)	<i>NA</i>	<i>NA</i>
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	<i>NA</i>	<i>NA</i>

	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	<i>NA</i>	<i>Required training</i>
	Supervision of children	<i>NA</i>	<i>Required training</i>
	Behavior management	<i>NA</i>	<i>Required training</i>
	Other	<i>Required training</i>	<i>Required training</i>
	Describe: <i>NA</i>		
Group Home Child Care	First Aid	<i>Required training</i>	<i>Required training</i>
	CPR	<i>Required training</i>	<i>Required training</i>
	Medication Administration Policies and Practices	<i>NA</i>	<i>NA</i>
	Poison Prevention and Safety	<i>NA</i>	<i>NA</i>
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	<i>NA</i>	<i>NA</i>
	Shaken Baby Syndrome and abusive head trauma prevention	<i>NA</i>	<i>NA</i>
	Age appropriate nutrition, feeding, including support for breastfeeding	<i>NA</i>	<i>Required training (does not include breast feeding)</i>
	Physical Activities	<i>NA</i>	<i>Required training</i>
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	<i>NA</i>	<i>NA</i>
	Recognition and mandatory reporting of suspected child abuse and neglect	<i>Required training</i>	<i>NA</i>

	Emergency preparedness and planning response procedures	<i>NA</i>	<i>NA</i>
	Management of common childhood illnesses, including food intolerances and allergies	<i>NA</i>	<i>NA</i>
	Transportation and child passenger safety (if applicable)	<i>NA</i>	<i>NA</i>
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	<i>NA</i>	<i>NA</i>
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	<i>NA</i>	<i>Required training</i>
	Supervision of children	<i>NA</i>	<i>Required training</i>
	Behavior management	<i>NA</i>	<i>Required training</i>
	Other	<i>Required training</i>	<i>Required training</i>
	Describe: <i>Food Handler's certification</i>		
Family Child Care Providers	First Aid	<i>Required training</i>	<i>Required training</i>
	CPR	<i>Required training</i>	<i>Required training</i>
	Medication Administration Policies and Practices	<i>NA</i>	<i>NA</i>
	Poison Prevention and Safety	<i>NA</i>	<i>NA</i>
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	<i>NA</i>	<i>NA</i>

	Shaken Baby Syndrome and abusive head trauma prevention	<i>NA</i>	<i>NA</i>
	Age appropriate nutrition, feeding, including support for breastfeeding	<i>NA</i>	<i>NA</i>
	Physical Activities	<i>NA</i>	<i>Required training</i>
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	<i>NA</i>	<i>NA</i>
	Recognition and mandatory reporting of suspected child abuse and neglect	<i>Required training</i>	<i>NA</i>
	Emergency preparedness and planning response procedures	<i>NA</i>	<i>NA</i>
	Management of common childhood illnesses, including food intolerances and allergies	<i>NA</i>	<i>NA</i>
	Transportation and child passenger safety (if applicable)	<i>NA</i>	<i>NA</i>
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	<i>NA</i>	<i>NA</i>
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	<i>NA</i>	<i>Required training</i>
	Supervision of children	<i>NA</i>	<i>NA</i>
	Behavior management	<i>NA</i>	<i>NA</i>

	Other: Describe: <i>Food Handler's certification</i>	<i>Required training</i>	<i>Required training</i>
In - Home Child Care	First Aid	<i>NA</i>	<i>NA</i>
	CPR	<i>NA</i>	<i>NA</i>
	Medication Administration Policies and Practices	<i>NA</i>	<i>NA</i>
	Poison Prevention and Safety	<i>Required</i>	<i>NA</i>
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	<i>Required</i>	<i>NA</i>
	Shaken Baby Syndrome and abusive head trauma prevention	<i>NA</i>	<i>NA</i>
	Age appropriate nutrition, feeding, including support for breastfeeding	<i>NA</i>	<i>NA</i>
	Physical Activities	<i>Required</i>	<i>NA</i>
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	<i>NA</i>	<i>NA</i>
	Recognition and mandatory reporting of suspected child abuse and neglect	<i>NA</i>	<i>NA</i>
	Emergency preparedness and planning response procedures	<i>NA</i>	<i>NA</i>
	Management of common childhood illnesses, including food intolerances and allergies	<i>NA</i>	<i>NA</i>
	Transportation and child passenger safety (if applicable)	<i>NA</i>	<i>NA</i>

	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	NA	NA
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	NA	NA
	Supervision of children	NA	NA
	Behavior management	NA	NA
	Other	NA	NA
	Describe: NA		

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii))(A)

- All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.
- Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.
- Relative providers are subject to certain requirements.

Describe the different requirements:

Only License Exempt Home and Relative care providers that are receiving ERDC subsidy payments must attest to meeting basic health and safety requirements and complete a background check. In addition, all License Exempt Home and Relative providers serving DHS families with subsidies must complete a mandatory DHS orientation.

e) Provide a web address for the State/Territory's health and safety requirements, if available:

http://www.employment.oregon.gov/EMPLOY/CCD/Rules_Summary.shtml

3.1.4 Effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to

the enforcement procedures described in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements. *Providers self-declare on the provider listing form that they meet all health and safety requirements. DHS may request evidence of compliance.*

a) Describe whether and how the Lead Agency uses on-site visits (announced and unannounced)

Unannounced site visits are conducted to investigate provider fraud complaints when appropriate

b) Describe whether the Lead Agency uses background checks

Background checks are required for the provider, anyone who supervises a child, all members of the household age 16 and over and anyone who visits the home during the hours care is provided who may have unsupervised access to a child in care. Providers must complete a listing form to be approved for DHS payment and include information for everyone subject to a background check. All individuals must sign the form to authorize the checks.

c) Does the Lead Agency permit providers to self-certify compliance with applicable health and safety standards?

Yes. If yes, what documentation, if any, is required?

Describe:

Providers self-declare on the provider listing form that they meet all health and safety requirements. DHS may request evidence of compliance.

No

d) Describe whether the Lead Agency uses any other enforcement policies and practices for the health and safety requirements

OAR 461-165-0180 outlines the eligibility requirements for child care providers to receive subsidy payment from DHS. This includes health and safety standards such as background checks, standards for the home, supervision of children and protection from infectious diseases, compliance with state and federal laws related to child safety systems and seat belts in vehicles, bicycle safety, and crib standards under 16 CFR 1219 and 1220, placing infants to sleep on their backs, etc.

Providers are also required to report changes regarding themselves and everyone subject to a background check such as arrests, convictions and involvement with Child Protective Services. They must also report any new persons in the home and new address. This may result in a new background check.

Check if the Lead Agency certifies that procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))

3.1.5 Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs? Lead Agencies are not required to conduct developmental screenings of

children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities..

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Yes.
Describe

Oregon is currently beginning development of trainings to support the adoption of the Ages and Stages Questionnaire (ASQ).

No

a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

Yes.
Describe

NA

No

Other.
Describe

Oregon is currently beginning development of trainings to support the adoption of the Ages and Stages Questionnaire (ASQ).

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

Yes.
Describe

NA

No

Other.
Describe

Oregon is currently beginning development of trainings to support the adoption of the Ages and Stages Questionnaire (ASQ).

c) Does the State/Territory use developmental screening and referral tools?

Yes. If Yes, provide the name of the tool(s)

NA

- No
 Other.
Describe

Oregon is currently beginning development of trainings to support the adoption of the Ages and Stages Questionnaire (ASQ).

3.1.6 Data & Performance Measures on Licensing and Health and Safety

Compliance - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

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a) **Data on licensing and health and safety.** Indicate if the Lead Agency or another agency has access to data on:

- Number of licensed programs.

Describe (optional):

Lead Agency keeps this data.

- Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

Lead Agency collects this data as recorded programs; license-exempt facilities must be recorded with the Lead Agency by statute.

- Number of programs whose licenses were suspended or revoked due to non-compliance.

Describe (optional):

Lead Agency collects this data.

Number of injuries in child care as defined by the State/Territory.

Describe (optional):

Lead Agency collects this data for licensed facilities. DHS collects this data for children in subsidized, license-exempt care.

Number of fatalities in child care as defined by the State/Territory.

Describe (optional):

Lead Agency collects this data for licensed facilities.

Number of monitoring visits received by programs.

Describe (optional):

Lead Agency collects this data.

Caseload of licensing staff.

Describe (optional):

Lead Agency collects this data.

Number of programs revoked from CCDF due to non-compliance with health and safety requirements.

Describe (optional):

Lead Agency collects this data.

Other.

Describe:

NA

None.

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

All licensed facilities must complete an annual or biennial health and safety inspection for 100 percent compliance with health and safety regulations.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at

outcomes in programs or the system and may be ongoing or conducted periodically.

None at this time

3.1.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section of 3.1. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

Note -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

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Goal #1:

Review and improve Oregon Administrative Rules for Licensing Standards.

Goal #2:

Align rules, policies and definitions across types of licensed care.

Goal #3:

Improve the alignment of state licensing regulations and Head Start/Oregon Pre-K requirements toward an aligned system of monitoring.

Goal #4:

Explore development and incorporation of a key risk indicator model into the current licensing and quality rating system.

NEW!

CCDF has a number of performance measures that are used to track progress for key

aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please follow this link <http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures> to see the CCDF performance measures. A number of these performance measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon



in Section 3.2 through 3.4 order to identify the specific questions used in the performance measures. When answering these questions, Lead Agencies should ensure that their answers are accurate and complete in order to promote the usefulness and integrity of the performance measures.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines (also referred to as early learning and development standards) include the expectations for what children should know (content) and be able to do (skills) at different levels of development. These standards provide guidelines, articulate developmental milestones, and set expectations for the healthy growth and development of young children. The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These early learning guidelines are voluntary because States/Territories are not required to develop such guidelines or implement them in a specified manner.

3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.



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- Birth-to-three
- Three-to-five
- Five years and older
- None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible:

<http://www.ode.state.or.us/search/page/?id=1408>

Which State/Territory agency is the lead for the early learning guidelines?

Oregon Department of Education

3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply



for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

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Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Science knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above: NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe: NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2.3 To whom are the early learning guidelines disseminated and in what manner?
Check all audiences and methods that your State/Territory has chosen to use in the chart below.

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	Information Dissemination	Voluntary Training	Mandatory Training
--	---------------------------	--------------------	--------------------

Parents in the child care subsidy system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. List: The Early Learning Guidelines are embedded and covered in the Oregon Registry - Core Body of Knowledge - in the childhood care and education professional development system.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

 **3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system?** Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

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- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- To define the content of training required for the career lattice or professional credential
- To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- To develop State-/Territory -approved curricula
- Other.

List:

NA

None.

 **3.2.5 Are voluntary early learning guidelines and development standards aligned with into other parts of the child care system?** Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

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Cross-walked to align with Head Start Child Development and Early Learning Framework

Cross-walked to align with K-12 content standards

Cross-walked to align with State/Territory pre-k standards

Cross-walked with accreditation standards

Other.

List:

NA

None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions. In this section, assessment is framed with two distinct purposes/tools - 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted within pre-kindergarten and/or at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

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a) Are programs required to conduct ongoing assessments of children's progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

Yes.

Describe:

Oregon PreK and programs at a 4 or 5 star level.

a-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children's needs?

Yes.

Describe:

The QRIS program standards also require programs to use the assessment to individualize instruction for children.

No

Other.

Describe:

NA

a-2) If yes, is information on child's progress reported to parents?

Yes.

Describe:

Oregon Pre-K and 4 or 5 star are expected to communicate child progress to parents.

No

Other.

Describe:

NA

No

Other.

Describe:

NA

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children within pre-kindergarten and/or as they enter kindergarten?

Yes.

Describe:

Effective fall 2013 all Kindergarten children will be assessed.

b-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

Yes.

Describe:

Yes, the assessment includes measures in the domains of early literacy, early math, approaches to learning, selfregulation, and social emotional.

No

Other.

Describe:

NA

b-2) If yes, are the tools used on all children or samples of children?

All children.

Describe:

The Oregon kindergarten assessment will be used with all entering kindergarteners starting in fall 2013.

Samples of children.

Describe:

NA

Other.

Describe:

NA

b-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

Yes.

Describe:

NA

No

Other.

Describe:

There are four intended purposes for the Statewide Kindergarten Assessment: (1) Provide baseline local and statewide information to communities, schools, and families to ensure all early learners are ready for kindergarten; (2) Provide essential information on all children as they enter kindergarten to inform K12 educators on students' strengths and needs; (3) Identify achievement gaps early; and (4) provide the statelevel perspective on where kindergarten students are today so that we can measure progress in the years to come.

No

Other.

Describe:

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

Yes.

Describe:

The kindergarten assessment information is included in the statewide longitudinal data system.

No

Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines (Click for additional instructions)

Effective Date: 01-OCT-13

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

Number/percentage of child care providers trained on ELG's for preschool aged children.

Describe (optional):

Number/percentage of child care providers trained on ELG's for infants and toddlers.

Describe (optional):

Number of programs using ELG's in planning for their work.

Describe (optional):

Number of parents trained on or served in family support programs that use ELG's.

Describe (optional):

Other.

Describe:

None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

Lead Agency is guided in policy and governance by the Early Learning Council, a subsidiary council of the Oregon Education Investment Board (OEIB). OEIB's 2013-15 strategic plan calls for common aligned learning standards for P-20. For early learning, the strategic plan calls for aligned early learning standards with the Common Core and development of structures for implementation.

As Oregon develops training specific to the ELG we will be able to track the number of practitioners who have attended identified ELG training.

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Oregon's Quality Rating and Improvement System monitors the implementation of the early learning guidelines beginning at the three star level with the implementation of a curriculum that has demonstrated it meets the desired outcomes of the early learning guidelines. Additionally, the Oregon Department of Education monitors all state pre-kindergartens implementation through review of meeting Head Start Performance Standards.

3.2.8 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

Effective Date: 01-OCT-13

Goal #1:

Develop training on early learning guidelines that is available to practitioners to support children's school readiness.

3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3) (Click for additional instructions)

Effective Date: 01-OCT-13

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

- Early Learning Council*
- Oregon Education Investment Board*
- Oregon Department of Education*
- Child Care and Education Coordinating Council*
- Portland State University, Center for Career Development in Childhood Care and Education*
- Western Oregon University, Teaching Research Institute, Center on Inclusion*
- Oregon State University, College of Health and Human Sciences, Office of Family Policy*
- Oregon Child Care Resource & Referral Network*
- Local child care resource & referral agencies (6 community colleges, 1 education service district, 1 university, 2 local governments, 3 non-profits)*
- Oregon Department of Human Services, Child Care Programs*
- Oregon Council on Developmental Disabilities, Inclusive Child Care Program*
- Oregon Health Authority*
- Head Start Collaboration Office*
- Oregon Association for the Education of Young Children*
- Oregon After School for Kids*
- The Oregon Community Foundation*
- Children's Institute*
- Oregon Head Start Association*
- Child care providers - AFSCME, SEIU*

3.3.1 Element 1 - Program Standards

Definition - For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

Effective Date: 01-OCT-13

 a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- Ratios and group size
- Health, nutrition and safety
- Learning environment and curriculum
- Staff/Provider qualifications and professional development
- Teacher/providers-child relationships
- Teacher/provider instructional practices

- Family partnerships and family strengthening
- Community relationships
- Administration and management
- Developmental screenings
- Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- Cultural competence
- Other.

Describe:

Compensation data is collected for contextual purposes; these items are not included in QRIS program standards. Accreditation will be used within the QRIS to document some of the standards.

None. If checked, **skip to 3.3.2.**

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- Children with special needs as defined by your State/Territory
- Infants and toddlers
- School-age children
- Children who are dual language learners
- None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- Licensing is a pre-requisite for participation
- Licensing is the first tier of the quality levels
- State/Territory license is a "rated" license.
- Other.

Describe:

NA

Not linked.

d) Do your State/Territory's quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory's quality standards and other standards.

- Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
- Programs that meet Federal Head Start Performance Standards are able to meet all or

part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)

Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)

Other.

Describe:

NA

None.

3.3.2 Element 2 - Supports to Programs to Improve Quality

Definition - For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

Effective Date: 01-OCT-13

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, **skip to 3.3.3**.



None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining accreditation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Providing targeted technical assistance in specialized content areas:			
	Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NA			

b) Methods used to customize quality improvement supports to the needs of individual programs include:

- Program improvement plans
 - Technical assistance on the use of program assessment tools
 - Other.
- Describe:

NA

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

- Yes.
- Describe:

Targeted technical assistance is built into the QRIS system and is connected with a program's quality improvement plan and request for a Quality Improvement Specialist to help them move forward on the QRIS.

- No
 - Other.
- Describe:

NA

3.3.3 Element 3 - Financial Incentives and Supports

Definition - For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

Effective Date: 01-OCT-13

 a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, **skip to 3.3.4.**

None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> On-going, periodic grants or stipends tied to improving / maintaining quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Other. Describe: <i>Contracted slots for certain Head Start or Oregon Program of Quality programs. Oregon differentiates between licensed, license-exempt and enhanced-rate providers.</i> <i>Oregon has differentiated rates for licensed (center and home), license exempt (enhanced), and license exempt (basic) child care programs. Oregon is field testing contracted slots in Oregon Programs of Quality and Head Start, but this is not part of the QRIS at this time.</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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3.3.4 - Element 4 - Quality Assurance and Monitoring

Definition - For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

Effective Date: 01-OCT-13

 a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <input type="text" value="NA"/>	<input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> School-Age	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. <i>Required for programs to achieve a 5 star level on the QRIS.</i>	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. <i>QRIS uses a portfolio system for programs to provide evidence in meeting quality standards. The portfolio is reviewed by trained review teams.</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: 1 NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- Include QRIS or other quality reviews as part of licensing enforcement
- Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Other.
Describe:

Will use national standards of Head Start Performance Standards, NAEYC, NAFCC and ACSI for those Early Learning and Development Programs (ELDP) that have demonstrated meeting national standards and articulate comparable standards and rigor as appropriate.

None.

3.3.5 - Element 5 - Outreach and Consumer Education

Definition - For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

Effective Date: 01-OCT-13

 a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

Yes. If yes, how is it used?



Resource and referral/consumer education services use with parents seeking care



Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting



Searchable database on the web



Voluntarily, visibly posted in programs



Mandatory to post visibly in programs



Used in marketing and public awareness campaigns



Other.

Describe:

House Bill 4165 established QRIS. Oregon is moving towards expanded parent education on choosing child care in an easily to understand and accessible format. Voluntary posting in programs is part of the QRIS field test; plan to do more after QRIS field test is completed.

No. If no, **skip to 3.3.6.**

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.

Print

Radio

Television

Web

Telephone

Social Marketing

Other.

Describe:

NA

None.

c) Describe any targeted outreach for culturally and linguistically diverse families.

The local child care resource and referral agencies have resources to provide information to families when they call for referral information and also have choosing child care information available on the state website. Local CCR&Rs that have populations of diverse families provide information in their home language and provide referrals to meet specific cultural and linguistic needs. Local CCR&R websites can be accessed through the Central Coordination website at <http://oregonccrr.com/local-ccrr-map/>.

The Lead Agency uses the Oregon Education Investment Board's Equity Lens (<http://www.ode.state.or.us/superintendent/priorities/final-equity-lens-draft-adopted.pdf>), which embraces "a unified public education system in Oregon that meets the diverse learning needs of every pre-K through postsecondary student and provides boundless opportunities that support success."

3.3.6. Quality Rating and Improvement System (QRIS)

Effective Date: 01-OCT-13

 a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5**, does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?

Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.



Participation is voluntary for:

All licensed programs are automatically on the QRIS. Movement up the levels of QRIS is voluntary.



Participation is mandatory for:

na

Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.

No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

State/Territory is in the development phase

State/Territory has no plans for development



Other.

Describe:

na

 b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:



Child care centers



Group child care homes



Family child care homes



In-home child care



License exempt providers



Early Head Start programs



Head Start programs



Pre-kindergarten programs



School-age programs



Other.

Describe:

Any program that is licensed is eligible to participate in QRIS.

3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above,

Effective Date: 01-OCT-13

please describe:

The Lead Agency contracts with a Child Care Quality Improvement Coordinator to provide quality improvement activities for targeted groups of providers, specifically for providers of children in care at high school-based teen parent programs and at alcohol and drug treatment programs. Quality improvement activities include ensuring programs are moving up the QRIS and professional development registry.

Current legislation provides a dialogue between SEIU and the Lead Agency regarding quality improvements for license exempt homes and relative care. A demonstration project is underway to provide Play and Learn curriculum to six provider cohorts including urban, rural and multi-lingual providers.

3.3.8 Data & Performance Measures on Program Quality (Click for additional instructions)

Effective Date: 01-OCT-13

a) Data on program quality. Indicate if the Lead Agency or another agency has access to data on:



Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory.

Describe(optional)

NA



Number of programs that move program quality levels annually (up or down).

Describe(optional)

NA



Program scores on program assessment instruments.

List instruments:

QRIS Portfolio

Describe(optional)

QRIS Portfolio



Classroom scores on program assessment instruments.

List instruments:

CLASS

Describe(optional)

At the 5 star level



Qualifications for teachers or caregivers within each program.

Describe(optional)

Oregon Registry Online, Child Care Regulatory Information System



Number/Percentage of children receiving CCDF assistance in licensed care.

Describe(optional)

Federal report ACF 801, Oregon Department of Human Services ERDC program.



Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory



Number/Percentage of programs receiving financial assistance to meet higher program standards.

Describe(optional)

Oregon Program of Quality contracted slots, Oregon Department of Human Services, ERDC enhanced rate.



Other.

Describe:

NA



None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality?

Number of programs that have achieved a designation beyond licensing

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

As part of Oregon Race To the Top grant both a process evaluation and a validation study will be used for the QRIS.

3.3.9 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

Effective Date: 01-OCT-13

Goal #1:

Create a supply of quality early care and education and after school programs by implementing a Quality Rating Improvement System (QRIS)

Goal #2:

Develop an intentional plan for quality improvement of programs serving children and families from diverse cultures and low-income communities

Goal #3:

Support an evidence-based approach for improvement of license-exempt settings so children enter school ready for kindergarten

3.4 Pathways to Excellence for the Workforce - Professional Development Systems and Workforce Initiatives (Component #4)

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a

self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

Effective Date: 01-OCT-13

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

Early Learning Council

Oregon Education Investment Board

Oregon Coalition for Quality Teaching and Learning

Child Care and Education Coordination Council

Professional Development Committee and subcommittees

Portland State University, Center for Career Development in Childhood Care and Education

Western Oregon University, Teaching Research Institute, Center on Inclusion

Oregon State University, College of Health and Human Sciences, Office of Family Policy

Oregon Child Care Resource & Referral Network

Local child care resource & referral agencies (6 community colleges, 1 education service district, 1 university, 2 local governments, 3 non-profits)

Oregon Department of Human Services, Child Care Programs

Oregon Council on Developmental Disabilities, Inclusive Child Care Program

Oregon Health Authority, Public Health Division

Oregon Department of Education, Early Learning Division

Head Start Collaborative Office

Oregon Association for the Education of Young Children

Oregon After School for Kids

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

Definition - For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

Effective Date: 01-OCT-13



a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

Yes

No, the State/Territory has not developed core knowledge and competencies. **Skip to question 3.4.2.**

Other.

Describe:

NA

If yes, insert web addresses, where possible: <http://www.pdx.edu/occd/core-body-of-knowledge-for-oregons-childhood-care-and-education-profession>

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

Child growth, development and learning

Health, nutrition, and safety

Learning environment and curriculum

Interactions with children

Family and community relationships

Professionalism and leadership

Observation and assessment

Program planning and management

Diversity

Other.

Describe:

Inclusion for children with special needs, Understanding and Guiding Behavior

None.

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

To define the content of training required to meet licensing requirements

To define the content of training required for program quality improvement standards (as reported in section 3.3)

To define the content of training required for the career lattice or credential

To correspond to the early learning guidelines

To define curriculum and degree requirements at institutions of higher education

Other.

Describe:

Oregon's curricula developed with the Oregon Registry trainer program aligns with CKCs

None.

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

Cross-walked with the Child Development Associate (CDA) competencies

Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, Head Start SOLAR staff skills indicators)

Cross-walked with apprenticeship competencies

Other.

Describe:

NA

None.

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

NA

Providers working directly with children in family child care homes, including aides and assistants.

Describe:

NA

Administrators in centers (including educational coordinators, directors).

Describe:

NA

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

NA

Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

NA

Other.

Describe:

NA

None.

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

Birth-to-three

Three-to-five

Five and older

Other.

Describe:

NA

None.

3.4.2 Workforce Element 2 - Career Pathways

Definition - For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

Effective Date: 01-OCT-13



a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

Yes.

Describe:

The Oregon Registry recognizes three pathways for professional development:

- *A post-secondary degree or certificate pathway*
- *A college course credit pathway*
- *A community based training pathway*

No, the State/Territory has not developed a career pathway. **Skip to question 3.4.3.**

Insert web addresses, where possible: pdx.edu/occd

b) Check for which roles, if any, the career pathway (or lattice) include qualifications, specializations or credentials.

Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

Providers working directly with children in family child care homes, including aides and assistants.

Describe:

Building a Better Business Certificate

Administrators in centers (including educational coordinators, directors).

Describe:

Director's Credential

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

NA

Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

Master, Community and Standardized trainers through the Oregon Registry Trainer Program

Other.

Describe:

None.

c) Does the career pathway (or lattice) include specializations or credentials, if any, for working with any of the following children?

Infants and toddlers

Preschoolers

School-age children

Dual language learners

Children with disabilities, children with developmental delays, and children with other special needs

Other.

Describe:

NA

None.

d) In what ways, if any, is the career pathway (or lattice) used?

Voluntary guide and planning resource

Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13

Required placement for all practitioners working in programs that receive public funds to serve children birth to 13

Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)

Required placement for participation in scholarship and/or other incentive and support programs

Required placement for participation in the QRIS or other quality improvement system

Other.

Describe:

NA

None.

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice)?

Yes.

If yes, describe:

Applicants to the Oregon Registry must submit valid training and/or education documentation (such as college transcripts and/or authentic training certificates) which are verified by Portland State University, Center for Career Development in Childhood Care and Education and evaluated to be awarded a Step on the Oregon Registry. Portfolios of work experience, professional development documentation and written evidence of knowledge are required for an Oregon Registry Credential.

No.

3.4.3 Workforce Element 3 - Professional Development Capacity

Definition - For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Early childhood includes infants, toddlers and preschoolers.

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 a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

Yes.

If yes, describe:

The statewide Professional Development Committee, Articulation Work Group, has surveyed all community colleges for available programs including distance learning and accessibility to the childhood care and education workforce.

No.



b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

Yes.

If yes, describe:

The Access and Outreach subcommittee of the Professional Development Committee conducts a training gaps assessment of available training periodically. In addition, Oregon has a Trainer Program that includes ¿sponsoring organizations¿ who provide training and technical assistance and meet standards of the Trainer Program. OCCD reports on numbers and names of sponsoring organizations quarterly.

No.

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

Standards set by the institution

Standards set by the State/Territory higher education board

Standards set by program accreditors

Standards set by State/Territory departments of education

Standards set by national teacher preparation accrediting agencies

Other.

Describe:

NA

None.

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

Training approval process.

Describe:

Required for higher level training

Trainer approval process.

Describe:

Oregon Registry Trainer Program

Training and/or technical assistance evaluations.

Describe:

NA

Other.

Describe:

Sponsoring Organization process which allows training institutions and organizations to develop and/or sponsor training that is approved by Portland State University, Center for Career Development in Childhood Care and Education.

None.

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

Yes.

If yes, describe:

NA

No.

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

Yes.

If yes, describe:

Articulation of community-based training to college credit at 17 of 17 Oregon community colleges. A Step 7 on the Oregon Registry enables a practitioner to receive between nine and 15 community college credits.

No.

3.4.4 Workforce Element 4 - Access to Professional Development

Definition - For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development



a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

- Yes. If yes, for which sectors?
- Child care
- Head Start/Early Head Start
- Pre-Kindergarten
- Public schools
- Early intervention/special education
- Other.

Describe:

Oregon also invests significant CCDF funding in before and after school care programs in all types of care. The Oregon Registry at the Center for Career Development, Portland State University, offers a School Age Credential for both school- and non-school-based professional and program development for out-of-school-time practitioners and providers. Additionally, there is a training fund for license-exempt providers.

No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

Yes.

If yes, describe:

Oregon Registry Training Calendar at Portland State University is accessible & provides info about professional development opportunities in the childhood care and education system that is offered by Child Care Resource and Referral agencies and a limited number of other sponsoring organizations.

No.

Insert web addresses, where possible: pdx.edu/occd

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

Scholarships.

Describe:

Scholarships funded by the Oregon Community Foundation's Betty Gray Early Childhood Development Endowment Fund are available to all childhood care and education providers based on specific criteria.

One scholarship program is administered by Portland State University, OCCD which offers three types of support; community based training, community college coursework and credentials & degree translation. <http://www.pdx.edu/occd/oregon-statewide-scholarship-program-0>.

The second scholarship program is administered individually by all 17 of Oregon's community colleges for students who are pursuing a degree or certificate in early childhood education and are committed to a career in that field. This 10-year, \$150,000-per-year program assists 160 to 170 Oregon early childhood students each year. Scholarship amounts and eligibility requirements vary by institution. <http://www.oregoncf.org/grants-scholarships/grants/ready-to-learn/bettygray>

Free training and education.

Describe:

Oregon invests into the CCR&R system to provide low or no cost training to practitioners.

Reimbursement for training and education expenses.

Describe:

Community Colleges can design the scholarship program to fit the needs of their students and many elect to allow the use of these scholarship dollars towards not only book and tuition but also gas, child care and other expenses not traditionally covered by scholarships.

Grants.

Describe:

NA

Loans.

Describe:

NA

Loan forgiveness programs.

Describe:

NA

Substitute pools.

Describe:

NA

Release time.

Describe:

NA

Other.

Describe:

Several communities have established strong partnership with health partners to provide shared training opportunities.

None.

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

Yes.

If yes, describe:

Within state designated child care resource and referral agencies, practitioners can access professional development advisors. These professional development advisors use the career lattice and state professional development plans to support practitioners in meeting professional development goals.

No.

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

Yes.

If yes, describe:

Oregon offers two statewide training series workshops that include a coaching component to ensure business practices are transferred to the work setting. In addition, Oregon has several "standardized" training curricula that include a coaching component. The Statewide Scholarship Program offers scholarships to participants who attend cohorts that include coaching. Plans are

in place to add coaching to other standardized curricula. Also, Oregon's Quality Assurance committee is working on standards for coaches.

No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

Conditions Definition - For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

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 a) Does the State/Territory have a salary or wage scale for various professional roles?

Yes.
If yes, describe:

NA

No.

 b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

Yes.
If yes, describe:

Education Awards, funded with Child Care Contribution Tax Credits, are now in the fourth year of implementation. Providers at specific steps on the Oregon Registry, or milestones, can earn cash bonuses of \$100, \$250, and \$500. As of June 30, 2011, over 3,083 providers received \$1,040,050 in Education Awards. As of June 30, 2012, 4313 providers received \$1,442,700 in Education Awards. As of June 30, 2013, 5218 providers received \$1,737,250 in Education Awards.

No.



c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

Yes.

If yes, describe:

NA

No.

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

Yes.

If yes, describe:

NA

No.

3.4.6 Data & Performance Measures on the Child Care Workforce - What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

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a) Data on the child care workforce. Indicate if the Lead Agency or another agency has access to data on:

Data on the size of the child care workforce.

Describe (optional):

NA

Data on the demographic characteristics of practitioners or providers working directly with children.
Describe (optional):

NA

Records of individual teachers or caregivers and their qualifications.
Describe (optional):

NA

Retention rates.
Describe (optional):

NA

Records of individual professional development specialists and their qualifications.
Describe (optional):

NA

Qualifications of teachers or caregivers linked to the programs in which they teach.
Describe (optional):

NA

Number of scholarships awarded .
Describe (optional):

NA

Number of individuals receiving bonuses or other financial rewards or incentives.
Describe (optional):

NA

Number of credentials and degrees conferred annually.
Describe (optional):

NA

Data on T/TA completion or attrition rates.
Describe (optional):

NA

Data on degree completion or attrition rates.
Describe (optional):

NA

Other.
Describe:

NA

None.

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition - For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

Staff working directly with children in centers, including aides, assistants, teachers, master teachers.
Describe:

Licensed providers - mandatory; licensed exempt - voluntary

Providers working directly with children in family child care homes, including aides and assistants.
Describe:

Licensed providers - mandatory; licensed exempt - voluntary

Administrators in centers (including educational coordinators, directors).
Describe:

Licensed providers - mandatory; licensed exempt - voluntary

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).
Describe:

Training and professional development for mentors, coaches, consultants, home visitors, etc. is tracked on a voluntary basis.

Education and training staff (such as trainers, CCR&R staff, faculty).
Describe:

Trainers within the Trainer Program and CCR&R staff are tracked in Oregon Registry Online on a voluntary basis.

Other.
Describe:

NA

None.

b-2) Does the workforce data system apply to:

all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

all practitioners working in programs that receive public funds to serve children birth to age 13?

No.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

Number of practitioners that have achieved a Step 3 or higher on the Oregon Registry

In development for Oregon's CCR&R system: number of active practitioners at each step of the Oregon Registry

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Oregon's Quality Assurance Subcommittee of the Professional Development Committee is currently working on a comprehensive plan for evaluation of all the Professional Development System components. Concurrently, validation work is happening as part of the Race To the Top grant looking at professional development requirements in the QRIS program standards.

3.4.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section in 3.4. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

Note -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

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Goal #1:

Develop an integrated professional development system across all early childhood and school age programs

Goal #2:

Increase the number of educators who are trained in the state-adopted Ages and Stages Questionnaire (ASQ) and trained in community referrals

Goal #3:

Increase the number of early care and education and after school educators who access Oregon's progression of credentials (aligning with Workforce Knowledge and Competency Framework)

Goal #4:

Increase professional development offerings that reflect the cultural and geographic needs of early care and education and after school practitioners

Goal #5:

Support an evidence-based approach for improvement of license exempt providers professional development so children enter school ready for kindergarten