

**Oregon Preschool Development Grant Birth Through Five (PDG B-5)  
Renewal Grant Application  
HHS-2019-ACF-OCC-TP-1567**

*Raise Up Oregon - Advancing the State's Strategic Plan for Young Children & Families  
Oregon's Preschool Development Grant B-5 Renewal*

November 5, 2019

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## Project Summary/Abstract

Project Title: Raise Up Oregon - Advancing the State's Strategic Plan for Young Children & Families Oregon's Preschool Development Grant B-5 Renewal

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In 2019 Oregon's early childhood community celebrated the passage of the Student Success Act, which included \$200 million in funding for early childhood education. The law includes major funding increases for services through the Oregon Prekindergarten Program (a Head Start-based model), Early Head Start, Preschool Promise, Early Intervention and Early Childhood Special Education; substantial increases in professional development funding; funds for family engagement; the creation of a new Early Learning Equity Fund; and other important investments in the state's capacity. This nation-leading investment positions Oregon to maximize the impact of a PDG Renewal Grant, which can complement the state investment to support improved outcomes for young children.

To improve outcomes for Oregon's young children, the state will use its Renewal Grant to:

- Implement *Raise Up Oregon*, the state's Strategic Plan, which highlights the state's three system goals: improve kindergarten readiness; have children raised in healthy, stable, and attached families; and create an aligned, coordinated, and family-centered system.
- Empower families by listening to their concerns, building capacity to support them, and then connecting them to the comprehensive services that meet their needs. This work begins before birth with universal home visiting, and is supported by 16 regional Early Learning Hubs.
- Ensure sensitivity to the varying needs of families – including building cultural competency, improving inclusion practices, strengthening mental health supports, and engaging more effectively with Tribal partners.
- Improve the quality of Oregon's early childhood professionals, including fulfilling the requirement of the Student Success Act to create “portable and stackable” credentials – leveraging newly-aligned competencies.
- Updating the state's quality rating and improvement system, Spark, to reflect what Oregon has learned about best practices in service provision and informing families.
- Improving the state's data infrastructure to improve decision-making at the policy and program levels.

In executing the grant, Oregon will maintain the commitment to strong state leadership and broad stakeholder engagement that has been critical to its success so far. With the state's commitment to expanded access solidified in law, the PDG Renewal Grant will help build the infrastructure and quality supports needed to impact child outcomes.

## **Expected Outcomes**

Oregon's ultimate goal is to improve outcomes for the children furthest from opportunity, with system goals focused on kindergarten readiness, strong family environments, and an aligned system. To achieve those goals, this grant will be focused the following outcomes:

- Developing better information about the reach of the system and the quality of its current services, including developing the data infrastructure necessary to support decision-making;
- Leveraging the state's major investment in expanded access by raising quality, particularly for children furthest from opportunity;
- Engaging more effectively with families to understand their needs, connect them to services that meet their needs, and partnering with them to support child development;
- Strengthening training and support for early childhood professionals, including a focus on diversifying the field and taking into account the varying needs of professionals in school-, center-, and home-based settings;
- Making sure that early childhood professionals have the support they need to work with a diverse population and children with special needs;
- Continuing to build core supports for the early childhood system, both at the state and regional level; and
- Using indicator data to track Oregon's progress in all of these areas.

## **Organizational Capacity and Management**

Oregon's Preschool Development Grant will continue to be led by the Early Learning Division (ELD) of the Oregon Department of Education. In 2013 Oregon consolidated numerous early childhood governance functions in the ELD, making it the logical home for the state's Preschool Development Grant. The ELD is responsible for Oregon's birth to five programs, child

care and quality rating and improvement system, Head Start collaboration, State and Federal Head Start and Early Head Start, Healthy Families, Relief Nurseries, Preschool Promise, Child Care and Development Fund, Child Care Resource and Referral (CCR&R), the professional development system and career registry, and other special programs in early learning. The Oregon Department of Education (ODE) is responsible for funding under Parts B and C of the Individuals with Disabilities Education Act. The ELD also was the lead agency for Oregon's administration of its federal Early Learning Challenge grant.

The ELD is led by a Governor-appointed Early Learning System Director, who directs the work of the ELD and the Early Learning Council (ELC). In addition, ELD employs staff with deep expertise in Oregon's early learning programs. This grant will be supported by staff across ELD with expertise in programs. The ELD's operations and information technology team will also help manage grant funds and deliverables – in addition to fiscal staff from the ODE, who have extensive experience in managing federal and state funds.

Oregon's ELC – its State Advisory Council – is charged by Oregon statute with coordinating the state's early learning system. It sets goals for the state, provides policy direction, and oversees services. Members of the ELC are a diverse group of community, systems, and business leaders drawn from communities throughout the State, and receive staff support from the ELD.

The ELD also works with other agency partners on critical issues affecting Oregon's early learning system. ELD is a part of ODE and works closely with K-12-focused staff within the department. ELD and the Oregon Health Authority (OHA) have partnered to implement a home visiting system – including MIECHV resources – since the ELD was created in 2013.

ELD also partners with Tribal Nations as part of a government to government quarterly advisory team meeting. As tribal partners are identified to implement work through this grant,

ELD will ensure that it builds on its relationships by implementing a regular feedback loop with tribes, including regular meeting and invitations to serve on the management team.

A critical element of Oregon’s early learning implementation strategy is its 16 Early Learning Hubs (Hubs). These state-supported regional bodies provide support and coordination to the early learning system –connecting human services, health, early learning, K-12 education, and the private sector in their communities. Hubs manage up to six funding streams from the state and also receive federal Title IV-B funds through the state. The ELD oversees the Hubs to see that they promote aligned family-centered early learning systems, ensure that children arrive at kindergarten ready to succeed, and support healthy and stable family environments. The Hubs have played a key role in identifying the populations of children who lack access to quality care or other supports, and working with community partners to address that population’s needs. They engage parents, providers and community stakeholders to assess needs and barriers, and then work with community partners to build the workforce supports, parent engagement, and effective coordination. They also help to implement new programs and services.

### **Activity One: B-5 Statewide Needs Assessment Plan**

#### *Oregon’s Initial PDG B-5 Needs Assessment*

Data collection and findings for the Phase 1 Report of Oregon’s statewide Needs Assessment process were completed on October 31, and the Needs Assessment will be submitted to ACF for its approval in November. The Phase 1 Report contains six sections: 1) Population, Risk, & Resiliency – which contains information described our B-5 population, their families, and the communities in which they live; 2) Supports for Resiliency – which includes the reach of Oregon’s early learning programs and services compared to population; 3) Availability and

Quality of Early Care and Education Services – which includes information on the supply and quality of child care and state-funded B-5 ECCE services; 4) Early Learning Workforce – the current qualifications and compensation of home visiting and ECCE professionals; 5) Transitions – which documents the number of supports for K transitions for kids and families; 6) Systems Outcomes – the child-level outcomes for children in Oregon, including kindergarten entry assessment and third grade outcomes.

Oregon identified several gaps in data as it compiled its Needs Assessment, some of which it will address through a second phase of its Needs Assessment as part of its PDG B-5 Initial Grant (“Phase 2”). Phase 2 runs through March 2020, and will yield more in-depth information about family experiences from a statewide representative household survey and family focus groups led by community-based organizations regarding experiences with the early learning system. Phase 2 will also build out reporting tools and maps that allow for public interaction with critical data. Other data will be gathered in a future phase, described later in this grant.

#### *Key Partners in the Needs Assessment and the Collaborative Process of Collecting Information*

ELD contracted with Portland State University to complete the Needs Assessment, who also partnered with Oregon State University and Oregon Social Learning Center at University of Oregon (referred to as “Research Team”). Together ELD and the Research Team supported a diverse stakeholder group, the Strengths & Needs Assessment Advisory Committee (SNAAC). The SNAAC meets quarterly to bring together a wide range of stakeholders – including culturally-specific organizations (CSOs), state agency partners, regionally representative local program administrators, Early Learning Hub and CCR&R directors, and representatives from Tribal nations to provide input and advise on how to best represent their communities. It included two work groups: an Agency Working Group including staff from key programs at

ELD, ODE, OHA, the Department of Human Services (DHS), and Oregon Housing and Community Services (OHCS) that shared data from across agencies that populated the Needs Assessment; and a Family Voices Working Group including representatives from communities from Hub representatives and CSOs that advised on the household survey and family focus group protocols, and family outreach.

Importantly, the statewide Needs Assessment is meant to support community-level planning. The Hubs are using the information for their Early Care and Education Sector Plans (ECE Sector Plans). Currently, the Hubs are using Needs Assessment county-level data to inform revisions to their region’s priority population family definition and to engage families and providers to create a regional plan that identifies a mixed-delivery model that represents the preferences and needs of priority population families. The Hub planning processes actively engage families, who are on ECE Sector Plan Regional Stewardship Committees; among other things, families provide essential input regarding priority population needs and preferences for ECE delivery. Current PDG funds will support listening sessions for Hub Directors to describe their experiences so far in ECE Sector Planning, in order to create tools and resources to support family engagement and capacity to use data in further ECE Sector Planning that will continue through January 2021.

*The Process Used to Complete the Needs Assessment*

The Needs Assessment work is being conducted in two phases. Phase 1 was completed by engaging partners in the process described in the previous section. Phase 1 was completed on October 31 and addressed key issues, in Phase 2 (November – February) Oregon will address other gaps in its Needs Assessment.

Issue	Resolution
Defining key terms	The Needs Assessment aligned key term definitions with those used in the glossary for <i>Raise Up Oregon</i> , the state’s strategic plan.

Issue	Resolution
Describing underserved pops. & children in rural areas	PSU utilized Oregon’s definition of underserved populations from its initial grant – based on geography, race/ethnicity, and language – and analyzed the reach of current programs to these populations.
Identifying the current quality and availability of ECCE	PSU leveraged Oregon’s research partnerships to include work done by Oregon State University using ELD’s licensing data to describe the availability and quality, as defined by QRIS data, of ECCE programs, including those that serve families with infants and toddlers (0-2) as well as those focused on preschool aged children (3-5). An original survey of the ECCE workforce included questions on the prevalence and length of waitlists, cultural responsiveness of curricula, rates of suspension and expulsion, and other key topics relating to quality and availability.
Creating an unduplicated count of children enrolled in ECCE	Currently in Oregon, there are few state agency databases that allow unduplicated counts of enrolled children or families. The exception has been programs operating under the Oregon DHS, which administers TANF, SNAP, and Child Welfare programs. Oregon’s DHS was able to provide unduplicated counts across programs for each of these program areas. The Needs Assessment includes duplicated counts of children enrolled in ECCE and other supportive services and began to identify discrepancies in the enrollment data that are currently collected that will lay the foundation for work proposed under Activity 6.
Setting measurable indicators of progress	PSU is on the ELC’s Measuring Success Committee (MSC) that has identified a set of measurable indicators of progress that map to key objectives in Oregon’s Strategic Plan <i>Raise Up Oregon</i> , which represent Oregon’s vision and desired outcomes. PSU has been in the process of developing data sources and documentation for these indicators since early 2019.
Barriers to adequate funding and efficient resource use	Needs Assessment data indicated several barriers to adequate funding for high-quality ECCE service and supports, including adequate funding to support children with special needs in inclusive classrooms. Oregon will use PDG B-5 initial grant funding to investigate this barrier further. Other barriers include inadequate support for children with challenging behaviors, with 50% of ECCE survey respondents reporting suspending a child in their program.
Supports for transitions	PSU compiled data from Early Learning Hub reports on their use of funding from the Oregon Kindergarten Readiness Partnership & Innovation (KRPI) grants, including demographic information about children and families that participated in KRPI-funded family engagement and kindergarten transition activities. The ECCE provider survey also included questions around the availability and frequency of transitions practices provided to children and families. Needs Assessment findings suggest that the use of transition practices is relatively low across Oregon, and there is room to improve connections and communication across ECCE and K-12 systems.



PSU and ELD will submit the report to ACF for approval in November. In Phase 2 Oregon will address the remaining requirements:

Issue	Resolution
Gaps in data to support maximizing parental choice	Using the recommendations of the Family Voices Working Group, PSU will conduct phone surveys and family focus groups in November and December of 2019, which will be reported by February 2020. These data will help Oregon design services that support family choice.
Describing key concerns related to facilities	From October through January, an architectural firm will conduct interviews about program facility needs and produce a facilities analysis including mapping of available facilities and population data, local zoning considerations, capital expenses and funding strategies, TA recommendations, and recommendations for policy change.
Creating an unduplicated count of children enrolled in ECCE	Oregon currently has few state agency databases that allow unduplicated counts of enrolled children or families. The exception has been programs operating under the Oregon Department of Human Services (DHS), which administers TANF, SNAP, and Child Welfare programs. Oregon’s DHS was able to provide unduplicated counts across programs for each of these program areas. The Needs Assessment includes duplicated counts of children enrolled in ECCE and other supportive services and began to identify discrepancies in the enrollment data that are currently collected that will lay the foundation for work proposed under Activity 6.

In addition to filling these gaps, Oregon will launch an interactive mapping website with all data from the Needs Assessment.

*Addressing Oregon’s Data Gaps*

Phase 1 of the Needs Assessment process includes documented data gaps highlighted by PSU and informed by the SNAAC’s review of data findings. Key areas to address include:

- There is a need for unduplicated enrollment data in Early Learning Programs and for unique identifiers to de-duplicate enrollment in other supportive services;
- Home visiting programs cross sectors and Oregon agencies, and there is a lack of clarity around how to best categorize home visiting services;
- Available administrative data on program service and participation use different reporting data categories and definitions for race/ethnicity;

- There is a lack of information about ECE services that are not federally or state-funded; and
- No consistent survey has been administered to show change in family preferences over time.

#### *Future Plans to Update Oregon's Needs Assessment*

Oregon will use PDG funds to update its Needs Assessment. In year two it will reconvene the SNAAC and its working groups. To add parent leaders to the SNAAC, grant funds will be used to provide support for their attendance (including child care, meals, and travel costs); meetings will also be scheduled to accommodate them. The state will create a regular three-year cycle of updating the Needs Assessment, learning lessons during the PDG that will inform future update cycles. Findings from the updates to the Needs Assessment will continue to inform the Hubs' ECE Sector Plans, and parents will continue to be required members of the Regional Stewardship Committees charged with using data to drive decision making about priority populations. Oregon will provide \$400,000 in year 3 to the same research consortium to complete this work. By the end of PDG, the Needs Assessment will be able to incorporate new information, including the results of the state-funded effort to expand numerous programs funded by the Governor and legislature in 2019.

#### **Activity Two: B-5 Statewide Strategic Plan**

The ELC adopted Oregon's Strategic Plan, *Raise Up Oregon*, in December 2018, and in 2019 it has served to guide the state's early childhood policy— including PDG implementation.

Work will continue on Oregon's Strategic Plan PDG-funded activities through February 2020 to create an updated Executive Summary and Addendum that detail work completed in the plan's first year and highlights how the Needs Assessment findings inform the priorities outlined in the plan. The process of updating this five-year plan will begin in year 3 of the Renewal

Grant, when ELD will begin collecting input from stakeholder groups to identify strategies and objectives for an updated plan. Oregon will also update its Needs Assessment in year three to inform new strategies and objectives.

The Development Process: The process of developing *Raise Up Oregon* was led by Oregon’s ELC – its State Advisory Council – which officially adopted the plan and has played a leading role in supporting its implementation. To produce the plan the ELC hosted six meetings with over 200 total participants, in addition to four ELC committee meetings and 16 sessions held by Early Learning Hub Governance Boards. Participants in the process included families and parents of children within state-funded early learning programs, including preschool, EI/ECSE (i.e., IDEA Part B and C), and the child care assistance program; child care providers and other early childhood educators, including home visitors; Head Start directors and educators; school principals and superintendents; pediatricians and public health professionals; housing advocates; leaders of local public health agencies; child protective service agencies; community-based cultural-specific organizations; coordinated care organizations; and other key stakeholders.

Defining a Comprehensive ECE System: The *Raise Up Oregon* plan includes three system goals, “(1) Children Arrive Ready for Kindergarten; (2) Children Are Raised in Healthy, Stable, and Attached Families; and (3) The Early Learning System is Aligned and Coordinated.” Each of these goals has multiple long- and short-term action steps. The action steps were derived partially from previous sector-specific Strategic Plans within early childhood– including MIECHV, Title V, Head Start, Housing, and Medicaid.

Key Indicators: Strategy 14.4 of *Raise Up Oregon* is “create and use an early learning system dashboard to create shared cross-sector accountability for outcomes for young children and their families.” This work is led by ELC’s Measuring Success Committee (MSC), which is developing

a dashboard of key indicators aligned to the logic model and the state’s vision for cross-sector work. The MSC includes representatives from all five early learning sectors, Hubs, and researchers, including those conducting the Needs Assessment. The MSC has worked closely with numerous agency partners – who also sit on the SNAAC – to ensure that the data needed to populate the dashboard is valid, reliable and available on a regular and ongoing basis.

The MSC has identified a set of medium- and long-term outcomes that will be used to track population-level change on indicators related to the Strategic Plan, including with measures aligned with each of the Objectives from Goals 1 (K Readiness) and 2 (Stable Families) in *Raise Up Oregon*. This alignment, and annual review of indicators, will inform each agency’s operational plan related to their early childhood strategies. For example, if children are not receiving adequate referrals, the dashboard will illuminate this issue and partners within the Health and Human Services sectors will adjust their strategies based on this indicator.

A gap identified through the Needs Assessment in relation to the MSC indicators is around the use of public funding. No indicators currently address cost and resource efficiency. This will be incorporated into the dashboard before it is finalized in 2020. The plan of identified indicators and outcomes and the dashboard prototype will be submitted as Oregon’s PDG Program Performance Evaluation plan to ACF in February 2020.

Improving Policy Alignments, Program Quality, and Service Delivery: *Raise Up Oregon’s* action steps within Goal 3 speak to how the B-5 system will come together to create greater policy alignment, program quality and service delivery. Increasing access to high quality services is a primary focus of the Strategic Plan, and is codified as Objective 2 under System Goal 1. The plan calls for expanded access to high-quality and affordable infant-toddler and preschool-age ECE, with “high-quality” defined to include culturally responsive, developmentally appropriate,

and inclusive practice. Increasing access to services will focus on historically underserved communities– including children in low-income families, children in rural communities, and children of color.

Strengthening the Strategic Plan also includes activities that strengthen partnerships, collaboration, coordination, and quality improvement. Goal 3 of the Strategic Plan is to align and coordinate the system – and all of its objectives speak to opportunities for partnership and collaboration, some of which Oregon was able to accelerate in the initial PDG year:

- Strengthening cross-program data collection and dissemination, including integrating data more effectively at the state level and improving connections between state and local data;
- Bringing coherence to the state’s workforce policies for early learning professionals, including diversity, competencies, recruitment, and retention;
- Looking across funding streams to ensure equity for vulnerable families and those with special needs; and
- Strengthening local systems, developing shared metrics, building the ability of the Hubs to support continuous quality improvement (CQI), and ensuring family voice in systems design.

The strategies in *Raise Up Oregon* put collaboration at the center to address the needs of the child, the family, and the professionals supporting children and families.

#### *Lessons Learned from Key PDG Activities in 2019*

Oregon’s initial PDG B-5 grant activities have yielded numerous important lessons that will inform the future development of its comprehensive early childhood system. These include:

- While most of Oregon is a child care desert, access to publicly funded early childhood education is uneven throughout the state and especially low in rural areas. Future expansions of publicly funded programs must account for these variances.

- The state could work more effectively with Tribes, including providing Tribal Councils with enough time to respond to funding opportunities. Fortunately, there is mutual interest in more collaboration, and an opportunity to expand services for infants, toddlers, and preschoolers.
- Family engagement – particularly to participate in decision-making – needs to be intentionally designed and resourced. Outreach efforts to get parent representation on the SNAAC were unsuccessful; they did not include necessary supports like child care or replacement of lost wages. Hub level requirements to include parents in Regional Stewardship Committees for ECE Sector Planning have been more successful, and may demonstrate lessons learned to support parent participation in state-level decision-making.
- More support is needed to build capacity at the regional level to interpret and integrate data into planning processes. The Needs Assessment made great strides to provide a common data source from which all Hubs could plan and determine priority populations, but the state can do more to support Hubs to interpret data in their regional context and to engage in conversations about data with community partners, providers and families.
- To effectively expand services, the state needs to support ECE professionals. The need to recruit and retain teachers was raised in numerous regional meetings and in calls with Hub Director on the implementation of the ECE Sector Planning process.

The need for comprehensive services is a strong theme in *Raise Up Oregon*, which goes well beyond ECCE. Goal 1 Objectives 4 and 5 focus on comprehensive needs, including increasing capacity of the health system to meet physical, mental, oral, and nutritional health. This also includes ensuring adequate funding for EI/ECSE. Goal 2 Objective 7 focuses on mental health and two-generational healthcare supports, with Goal 2 Objective 8 calling for universal connection points for families with newborns and paid family leave (both of which Oregon

adopted in 2019). Goal 2 Objective 9 focuses on access to coordinated and comprehensive services for children experiencing adversity. Goal 3 then discusses the importance of connective infrastructure that links ECCE with other comprehensive services, with the state and regional systems needed to support professionals consistently and effectively.

#### *How Oregon Changed Policy and Spending in 2019 Based on Its Strategic Plan*

In 2019 Oregon refined its policy agenda in numerous ways that reflected the goals of *Raise Up Oregon*. At the policy level, one change was to increase the state's focus on critical supply building, which led to a push for more access to high-quality full-day preschool and infant-toddler programs. As part of this push, Oregon was able to develop a comprehensive proposal to the Governor and legislature that resulted in a \$200 million annual investment in new or enhanced services for approximately 15,000 children. This funding included:

- Substantial increases in Oregon's investment in Head Start (\$44.4M), Early Head Start (\$22.3M), Preschool Promise (\$30.8M), and IDEA services (\$37.5M for EI/ECSE).
- Additional investments in Healthy Families Oregon home visiting, parenting education, Relief Nurseries (which support children at risk of entering into the child welfare system).
- \$10.8M in funding for an equity fund dedicated to culturally-specific programming for children and families from historically underserved populations to increase kindergarten readiness and family engagement.
- New money to support professional development, coaching, and quality monitoring.
- Additional capacity for Hubs to support ECE Sector planning and coordinated enrollment, along with additional capacity for ELD to provide support for high-quality programming.

Oregon has also shifted its CCDF funding to concentrate on contracted slots for infants and toddlers, which received \$4.5 million in new CCDF funds. Though these additional resources are

important toward realizing Oregon's vision, work to model the costs of meeting objectives around access to high-quality ECCE alone shows that these investments are still inadequate toward closing opportunity gaps for historically underserved populations.

The Strategic Plan also caused the state to rethink some of its governance structures. The Governor submitted legislation to revise the membership of ELC in 2019. The ELC has grown its cross-sector membership, adding the director of OHCS to reflect the importance of housing in meeting the needs of young children and families, and a representative of Oregon's federally recognized tribes. To ensure statewide representation on the ELC each congressional district is represented. Additional community-focused stakeholders have been added to increase the focus on human services, K-12, and health, workforce, business, and philanthropy, and diversity of perspectives, including increased representation from frontier and rural parts of the state.

To improve implementation of the plan at the state level staff from all state agencies involved in the Council have formed the *Raise Up Oregon* Agency Implementation Coordination Team (RUOAICT), which focuses on improving cross-sector project work by focusing on selected Strategic Plan priorities. The RUOAICT, includes key staff responsible for leading implementation of strategies across all five state agencies. RUOAICT is key to identifying areas where increased cross-sector coordination is required for successful implementation and to realize greater efficiencies in funding and partnerships. RUOAICT will ultimately lead to the consolidation of siloed groups in state government, resulting in a more holistic program service delivery. For example, recognizing the need for more child care facilities to be built and the need for more affordable housing supply, the RUOAICT members chose to work together to focus on co-locating new child care slots in publicly subsidized affordable housing complexes. This group will continue to find synergy and identify ways to better unify the work of state government.



### *Updating the Strategic Plan*

The ELC plans to update the *Raise Up Oregon* plan in 2022, with adoption of the updated plan by December of that year. Like the process for creating the plan, the update will involve analyzing data from multiple sources and input from a range of stakeholders across sectors and communities. The ELC will work with consultants to review data on the dashboard established by the MSC to identify both where progress has been significant and where it has lagged; this will inform an update on which activities need to be prioritized to address remaining gaps.

### **Activity Three: Maximizing Parental Choice and Knowledge**

Oregon has traditionally emphasized serving parents and families from historically underserved populations, as defined in the state's original PDG B-5 application as children and families from communities of color, rural communities, and low-income families. But as identified in the Needs Assessment, the state has not adequately engaged families in policy and system development.

#### *Learning from Parents What they Want and Need to Know*

In Oregon's Needs Assessment process it created a Family Voices Working Group to design a household survey, which will be used to understand family needs in ECCE. This household survey will oversample families with English as a second language and do targeted outreach to families who have a young child with a delay or disability. Research partners are collaborating with community-based organizations to conduct focus groups that prioritize the voices of these parents.. In addition, all Hubs are collecting input from families as part of the Early Care and Education Sector Planning process launched in September 2019; these plans require family input on their preferences and needs for ECCE, particularly families from priority populations. In this manner, families are directly engaged in the process to determine how to utilize ECCE expansion

funds in their communities. These data, taken together, will provide Oregon with robust baseline information on what families want and need from the early learning system and provide information necessary to connect families to existing resources, services, and programs across the B-5 system and empower family choice.

### *Informing Families about Early Childhood Opportunities & Empowering Parent Choice*

Oregon has multiple current activities to inform families about existing resources, services, and programs, including:

2-1-1: Oregon uses 2-1-1 to refer families to ECCE programs and other services. 2-1-1 provides both a telephone number for families to call and an online portal to search for care. 2-1-1 also refers to other services, such as social services. The service is available statewide.

Resource and Referral Agencies: The Resource and Referral agencies are responsible for ensuring accurate information about providers, including their quality (as determined by Spark, the state's quality rating and improvement system) and the availability of care. CCR&R provides this information to 2-1-1.

One-eligibility System: Oregon's Department of Human Services (DHS) utilizes a centralized eligibility system to connect families who qualify for SNAP, TANF, Child Care Assistance, to services. Plans are underway to include eligibility for Medicaid in this system.

Child Care Safety Portal: Oregon's Child Care Safety Portal fulfills the requirements of CCDF policy, and the state is in the process of updating its content. A committee of the ELC including families, law enforcement, providers, and other key stakeholders has been examining how to change information displays – including about serious allegations against facilities – so that parents will have reliable information about the safety of care in licensed facilities. Oregon will propose enhancement to this system, described in the proposed activities section below.

Spark: Oregon’s QRIS was launched in 2012, and was rebranded and revised in 2015 as part of the state’s Early Learning Challenge grant. A validation study in 2017 showed little difference among Spark’s rated tiers (3-5), which led to a process to revise the QRIS. The feedback from families was that Spark required changes because (1) the standards did not resonate with them, including the fact that there were no standards around family engagement or cultural specificity; and (2) there were not enough top-rated programs in their communities – or even any rated programs. These conversations led to a plan to revise Spark, with one goal being an improvement in how it communicates relevant information to parents. An important element of this work will be a badging system that helps parents understand what to expect in particular programs, described in the proposed activities section below.

ECE Sector Planning: As described previously, Hubs have been engaging families as members of the stewardship committee driving their plans to scale ECCE services within their communities. Hubs have engaged families from their priority populations to determine their preferences and needs regarding types and availability of high-quality ECCE. This includes identifying the linguistic needs, the preferences regarding settings (e.g., family child care, Head Start), and necessary hours of service.

In order to build upon these strengths, Oregon proposes the following activities to support informing and empowering families:

**Proposed Project 3.1: Early Learning Portal (\$99K)**

Existing on-line search tools for parents are easy to use but disconnected from state resources, and therefore cannot provide up-to-date information about program vacancies and wait lists. The ELD’s current tools are not sufficiently user-friendly, so it will develop new ones that make it easier to find and access information that allows them to understand their options

and empowers them to make informed choices. Information will be provided in a manner that is accessible to families whose home language is not English. Moreover, ELD will use the opportunity to better support providers in providing real time information for these search tools in order to support family outreach and enrollment efforts, strengthening partnerships among the state and its mixed-delivery provider community.

Design goals for the tool include meeting the accessibility needs of diverse families, including linguistically diverse families; support Hubs in their coordinated enrollment activities; unify existing websites and search tools in one system; and responding to the needs of providers to utilize technology that supports their outreach and enrollment. In year one the state will hire a consultant to design a new system. This consultant will engage expertise in application and web development, and user interface and experience design; it will work with ELD to develop a Request for Information to advance the process of building the new system. In year two Oregon will issue an RFP for the buildout of the new tool, select a contractor, and establish the partnerships and governance structure needed for the project. Buildout will begin in year three.

### **Proposed Project 3.2: Coordinated Enrollment (\$401K)**

In 2019, new legislation required the Hubs to coordinate enrollment across all publicly funded early learning programs, and to annually coordinate enrollment in partnership with Head Start grantees and CCR&R agencies. The Student Success Act included \$2.5 million for Hubs annually for this work, and because the Hubs include families in their leadership families will be integrally involved in the design and execution of coordinated enrollment systems. One important use of the coordinated enrollment infrastructure will be to better connect families with children who have developmental delays and disabilities to inclusive environments.

In 2019 Oregon has a PDG project focused on documenting existing coordinated enrollment practices across Hubs, and to provide technical assistance (TA) and grants to Hubs that have not yet coordinated enrollment. The state is learning from locally-designed approaches and seeing how it can build on local infrastructure and capacity to support the scaling of coordinated enrollment for all publicly-funded ECCE programs across all 16 Hubs. Some Hubs use the Help Me Grow model (or something similar) to support referrals across a wider range of services, including ECCE, parent education, home visiting, IDEA-funded services, WIC, and more.

In year one of the PDG Renewal, ELD will hire a Coordinated Enrollment manager to support regional coordinated enrollment systems development. Using work from Oregon's initial PDG project that will develop guiding best practices and minimum requirements for coordinated enrollment models, the Coordinated Enrollment manager will support cohorts of Hubs to plan and implement coordinated enrollment models that meet the minimum requirements, align with the Hub's ECE Sector Plan and are guided by the Regional Stewardship Committee. Hubs will be supported in this work through state and PDG funding to hire a Coordinated Enrollment Specialist at the local level in year 1. A new cohort will begin each grant year, and will proceed through the following implementation steps, based upon their readiness:

- Convene the Regional Stewardship Committee to strengthen relationships and determine broad regional approach;
- Refine the broad regional approach and develop use cases and business rules;
- Build or modify software or other systems (e.g. common application, waitlist management);
- Test systems with all users and develop financing and implementation plans; and
- Implement the coordinated enrollment system and develop long-term regional vision.

To support this work through PDG Oregon will supplement Hubs' existing state funding with \$401,000 for FTE and ongoing technical assistance throughout the year to ensure the successful coordination and leadership of this work.

**Proposed Project 3.3: Spark Badge Design with Families (\$324.5K)**

To revitalize Spark, in year one of the PDG Oregon will conduct focus groups across all 16 Early Learning Hub regions. ELD will contract with communications and organizing experts to create focus group protocols and protocols for family engagement. The contractors will engage families to discuss research-based factors associated with child care quality, and determine what language describing these factors is most resonant with families. The contractors will also learn from families other information they want to know about their providers, work with families for whom English is not their first language, and engage organizations that support parents of children with developmental delays and disabilities – such as the statewide Parenting Training and Information Centers funded through IDEA. The state will also engage an entity to design the badges based on parenting feedback. The state will use \$324,500 in PDG funding.

In years two and three of the grant Oregon will work with a contractor to merge current parent information systems and display badges for programs.

*Promoting Strong Parent-Child Relationships*

Oregon supports multiple opportunities for parents to build and sustain positive relationships with their children, including:

Home visiting: Home visiting is the most extensive method by which Oregon reaches families to help them engage in their child's learning and development. Oregon passed Universally-Available home visiting in 2019, which requires private insurance to pay for Universal Family Connects<sup>®</sup>. The Oregon Health Plan (Medicaid) – which insures over half of Oregon children –

already pays for it. Community entities will administer the program, which will offer one to three home visits to all families in 2020. Oregon's initial PDG grant accelerated implementation of Family Connects® in eight Early Adopter communities that are now finishing readiness assessments and site implementation plans. The state has used several successful home visiting models, including Healthy Families Oregon statewide, Nurse Family Partnerships, and Early Head Start.

Parenting Hubs: The Oregon Parenting Education Collaborative (OPEC) is a network of regional parenting education hubs across Oregon. These philanthropically-supported hubs provide parenting education and other supports, with specific focuses on families with English as a second language and families from historically underserved populations. Oregon has secured its first state investment in OPEC, with \$1 million annually to promote culturally-responsive parenting skills statewide through parenting hubs.

#### *Engaging Families in ECCE*

Oregon's mixed-delivery system emphasizes engaging families in their child's education through multiple programs.

Mixed-Delivery Programs: All of Oregon's publicly-funded program standards require programs to engage families as a core part of their education. Oregon Prekindergarten and Preschool Promise programs are required to engage families to create goals for their children and their families. This is achieved through home visits, parent-teacher conferences, and personalized transition activities at the end of the year. Current practice is being evaluated through Oregon's Partnership for Pre-K Improvement through the Ounce of Prevention Fund, where an annual

survey is being administered to understand how welcome and involved families feel within their child's program and classroom. This information will be utilized to design future engagements.

Kindergarten Partnership Innovation Grants (KPI): KPI funds support multiple models of engaging families, including *Kids in Transition to School* (KITS) program, currently being used in 35 elementary school catchment areas. KITS is a research-supported kindergarten transition model that focuses on children experiencing poverty, children who speak English as a second language, and children who have not had access to preschool.

Equity Fund: The 2019 Student Success Act created a new Equity Fund that will expand culturally specific models that support engagement of families within their child's ECCE program. The Equity Fund includes annual funding of \$10.8 million to increase the number of culturally-specific organizations (CSOs) providing ECCE services to increase kindergarten readiness and family engagement. Resources are targeted toward families who speak English as a second language across Oregon, including rural Oregon. These resources will support programs that support parent-child interactions aligned with our EL System Goals of kindergarten readiness and stable, attached families.

#### *Two-Generation Approaches to Support Family Well-Being*

*Raise Up Oregon* includes multiple two-generation strategies, including supporting a continuum of care for children and their families in health, mental health, and social services.

Head Start: Oregon's early childhood approach has always included a strong commitment to state-funded Head Start; Oregon funds 8,100 Head Start slots, called Oregon Prekindergarten, to expand the reach of the 4,466 federally funded slots. State-funded Head Start is Oregon's largest two-generation program, using Head Start's successful approach to family engagement (including Parent Councils). This year Oregon has added 1,200 Early Head Start slots, and also



enhancements to all slots to support increased salaries for all Head Start teachers and additional transportation, as well as to convert 30% of slots to full-day in order to support working families.

As with federal funds, state-funded Head Start slots are focused on the lowest-income families.

Project Nurture Project Nurture is a program focused on mothers with Substance Use Disorders (SUDs) and provides prenatal care, inpatient maternity care, and postpartum care for women with SUDs. Project Nurture includes both attention to mother and child, as well as linkages to other services. Early implementation results are promising -- 93% percent of participants retain custody of their infants after graduating from the program.

Paid Family Leave: In 2019 Oregon's Legislature passed Paid Family Leave, which will be implemented in 2023. All new parents will receive 12 weeks of paid leave, as will those who need to care for sick family members, and to deal with domestic violence or sexual assault.

Nearly all workers in the state benefit, including those who work part time.

Earned Income Tax Credit (EITC) Oregon passed a law to provide a state-funded EITC. This credit is higher for families with a child under three at 12% of the federal credit. This credit has been shown to improve families' economic stability.

Child Care Task Force: Oregon is launching a child care task force that includes voices of families in designing child care assistance policy. This task force will look at how state child care assistance policy can better support working families -- particularly how high co-payment rates affect program participation, how partnerships with higher education could help provide care to non-working students, and how to improve access for children in the foster care system.

*Providing Families Access to IDEA Services*

Screening: Oregon's system also relies on coordinated care organizations to provide screening and referrals. Oregon brings together providers on Oregon Health Plan (Medicaid) -- including

dental, medical, and mental health providers – through sixteen Coordinated Care Organizations (CCOs). The rate of developmental screening for children under the age of three had been a CCO incentive metric that organizations were incented to achieve with Medicaid dollars. Because this metric was so successful in increasing screening rates – with the rate of screening during the first thirty-sixth months of life increasing from 21% in 2011 to 69% in 2017 – a CCO committee is in the process of making recommendations on how to build on this success by instituting a metric on successful follow up to screening. The Oregon Health Authority is currently working with the Oregon Pediatric Improvement Partnership (OPIP) to develop and field this new metric.

Early Intervention/Early Childhood Special Education: The new Student Success Act Early Learning Investment Account includes an additional \$37.5 million annually for Early Intervention/Early Childhood Special Education (EI/ECSE), to ensure that all children who are eligible for services receive adequate services in the least restrictive, inclusive settings. This new funding in 2020 will enable B-5 IDEA services to have a greater reach, which will generate the need for more placement options. All of Oregon’s publicly funded early education programs – Early Head Start, Head Start, Baby Promise, and Preschool Promise – include standards for high quality inclusive settings and services, screenings (ASQ and ASQ-SE), and referral protocols.

The state also anticipates that the expansion of publicly funded early education programs will generate more referrals to EI/ECSE providers. Referrals made by ECCE programs tend to have a higher rate of eligibility determination and utilization rate (family and child receiving services).

OPIP/Hub Referral Pathways. The Oregon Pediatric Improvement Project (OPIP) has been working with select Hubs since 2015 to pilot approaches to ensuring children and families receive developmental screenings and follow-up, thereby improving referral pathways for infants and toddlers into early intervention. Early intervention rates are lower than special education

rates overall, and many families drop off between screening and referral. Oregon will on lessons learned through the OPIP pilot through OHA and OPIP to improve referral pathways.

#### *Connecting Parents to Other Services*

As described above, Oregon has a system of unified eligibility through DHS Field Offices. DHS is working on adding to this system by adding Medicaid (i.e., Oregon Health Plan) to its one-stop eligibility determination beginning in 2020. This unified eligibility system includes TANF, SNAP, child care assistance, and housing supports. Also as described above, the Universal Family Connects program will be available to all parents of a newborn in Oregon; this model includes connection to supports for housing, food, employment or training, and child care.

#### *Family Voice in State and Community Level Policymaking*

Oregon's Needs Assessment in its initial PDG B-5 Grant illuminated the need to further listen to and engage families. Oregon must build this capacity at the local level, where current capacity is strongest through Hubs and Head Start Policy Councils, as well as build capacity at the state-level to engage families in policymaking.

#### **Proposed Project 3.4: Engaging Parents in Early Learning System Governance (\$228,200)**

Oregon proposes to more comprehensively integrate families into the ongoing governance and leadership of the Hubs – providing opportunities for parents from each region of the state to be actively engaged in directing the expansion of the state's mixed delivery system. As part of the state's PDG work Oregon will form, convene, support, and empower parents to be active participants in Parent Councils. This will include stipends for parent participants and training and ongoing TA for parents and existing GC members for \$200,000 in year one. In years two and three, the Parent Councils will play an essential role in the regional monitoring process for publicly funded programs, particularly Preschool Promise, helping to ensure that its

implementation is family-centered and collaborative. The members of each Parent Council will reflect the racial, geographic, socio-economic, and cultural characteristics of the region, with a specific focus on families who have English as a second language, other historically underserved populations, families of children with developmental delays and disabilities. The development process of Early Learning Hub Parent Councils will include:

- In year one of the grant, establishing Councils at each Hub and hiring a centralized contractor to provide training for Council members about high quality in ECCE services, supports and resources. The state will also establish a statewide TA center to support Parent Councils on an ongoing basis – including providing consultation on the effective operations of a Council, staffing communities of practice for Parent Council members to support their development as leaders, and supporting effective connections with Head Start policy councils.
- In years two and three TA will continue for Parent Councils. The TA offerings will be informed by what is being learned from Parent and Hub Governance Councils, during each year of implementation. The Parent Councils will also inform state led work to redesign Preschool Promise and Baby Promise, ensuring that those programs are taking proper account of family voice in all aspects of their implementation.

At the state level, each of the standing and ad-hoc committees of the ELC will add two parent members to ensure that parent leadership and voice is informing the Council's work. These parent leaders will be drawn from Parent Councils and other bodies convened by state agency partners. The TA center will provide ongoing support to these leaders to help them prepare for and fully engage in Council committees. Training will also be provided for committee leaders and members to build their capacity to effectively engage, include, and sustain parent members. PDG funds will support the training and stipends for parents, which will cost \$28,200 annually.

## **Activity Four: Sharing Best Practices and Professional Development for the Early Childhood Workforce**

Oregon's system of professional development has to date focused on learning core knowledge through traditional modes of classroom-style learning. There are 13 CCR&R entities across the state that are the primary deliverers of professional development (PD) -- but the training through CCR&Rs focuses primarily on workshops and training required for compliance with child care regulations, largely due to limited funding. While core knowledge will always be critical, the system needs to be updated to include more needed competencies, and the process of learning needs to be collaborative and job-embedded. In addition, professional learning must address the most important competencies. For example, as part of Oregon's Needs Assessment, less than half of teachers reported having PD focused on observation and assessment and only about half had PD focused on curriculum. Oregon's PDG Renewal Grant focuses on building a more robust system of professional learning rooted in best practice and informed by practitioners' needs.

### *Current and Proposed Professional Development Activities*

Oregon's PD system has strong elements, including a significant investment in its PD registry – Oregon Registry Online – which launched in 2012. The registry provides access to important data to inform PD efforts. The state has also been able to analyze data from the registry, which shows almost 25% of the workforce turns over annually. Though Oregon hopes to reduce this by funding a raise for all Head Start educators this year, this statistic alone is a call to action to improve the supports to ECCE professionals.

### *Current Best Practice Efforts*

Partnership for Pre-K Improvement Practice-Based Coaching: Oregon has been part of the Partnership for Pre-K Improvement (PPI), a grant through the Ounce of Prevention Fund that has

focused on improving the quality and access to job embedded, collaborative professional development opportunities for both educators and instructional leaders. Oregon is currently using PPI resources to develop a job-embedded coaching system for preschool teachers in Preschool Promise and Oregon Prekindergarten. Oregon will create a statewide coaching system using \$3 million in new state investments. It will create this through work that includes the development of coaching competencies, the development of training modules based on those competencies, designing a funding structure for statewide implementation, identifying and contracting with an entity to monitor coaches. It is also offering the Lead, Learn, Excel model for instructional leadership to instructional leaders across its publicly-funded program, which included job-embedded supports, and quality improvement specialists in Oregon's 13 CCR&Rs.

Focused Child Care Networks (FCCNs) FCCNs are Oregon's statewide approach to staffed family child care networks focused on professional learning and a community of practice approach with family child care providers serving children and families who are historically underserved. FCCNs are led by a Quality Improvement Specialist (QIS), who supports the 10-15 members of each network to come together to discuss best practice, learn in peer-to-peer networks, and create quality improvement plans. Oregon is currently working with researchers at Oregon State University (OSU) to identify how to provide more robust support through FCCN, and evaluate their ability to move quality aligned with most up to date research on elements of effective staffed FCCNs.

Infant-Toddler Quality Improvement Specialists: As part of its new CCDF funding, Oregon added an infant-toddler QIS to each CCR&R. This QIS will run FCCNs, described above, as well as provide one-on-one technical assistance to child care programs within their region, including those engaged in Oregon's Baby Promise quality child care pilot.

Inclusion Support: Oregon Department of Education is working through the National Early Childhood Technical Assistance Center (NECTAC) to design a project to support providers in EI/ECSE classrooms to implement best practices. The NECTAC's Early Childhood Inclusion Indicators framework focuses on three areas - state level infrastructure and policy, local program supports for personnel, and implementation strategies to improve practice and environments- that can be used to improve access to high-quality inclusive care. The state will be using the Inclusion Indicators to identify gaps and strengths that exist in the current system and develop a strategic plan to align cross program implementation of the Inclusion Indicators. This work will inform state policy related to the implementation of the new \$37.5 million annual investment in IDEA services. Activity 5 also includes quality activities designed to improve the ECCE system's ability to serve children with special needs.

Shared Professional Learning through Kindergarten Partnership Innovation Funding (KPI): As part of KPI, regions fund opportunities for leaders and educators across the B-3<sup>rd</sup> grade continuum to come together in shared professional learning opportunities. For example, Blue Mountain Hub convenes 17 Districts, Head Start, EI/ECSE providers, and other child care providers together in a shared P-3 learning community to utilize aligned curriculum.

#### *Proposed Efforts*

As described, Oregon has significant work to do to promote best practice in its professional learning system. The following efforts are proposed:

#### **Proposed Project 4.1 Adapting National Competencies to Oregon's Context (\$102K)**

Oregon is in the process of adopting National Association for the Education of Young Children (NAEYC) competencies for early childhood educators, and will use this grant to adapt the competencies for Oregon. It will augment the competencies with values and knowledge that are

essential to Oregon’s system, including but not limited to trauma-informed practice, inclusion, supporting dual language learners (DLLs), racial identity development/anti-bias – with a focus on children involved in the child welfare system, and cultural humility. This is needed because of changing demographics– including in rural communities, which are seeing more families who speak English as a second language, foster care placements, and trauma associated with Substance Use Disorders. Oregon requests \$102,000 to support a consultant to outreach to ECCE professionals, adapt the competencies, and to support distribution of the competencies widely.

**Proposed Project 4.2 Conducting a Baseline Analysis of Oregon’s PD Offerings (\$178.1K)**

Oregon will conduct an inventory of existing professional development for alignment to the competencies, ensuring that PD accounts for differentiated roles and meets all competency areas. A researcher will conduct a crosswalk of Oregon’s current PD offerings –including training, TA, and coaching- against the adopted competencies and produce an analysis with recommendations. This analysis will also include examining the multiple pilots that universities complete to test best practice in PD, such as “Roots of Resilience,” a promising pilot from OSU that focused on promoting trauma-identified care. This crosswalk will be utilized to allocate a portion of that funding (a total of \$12.5 million/year) toward developing professional learning content aligned with PD. At the same time, Oregon will utilize requested PDG funding of \$178,100 to align its current CCDF Quality Dollars towards these objectives.

**Proposed Project 4.3 Developing a Cross-Sector Leadership Academy (\$209.5K)**

Oregon will create a statewide fellowship for early learning professionals, providing program-level leaders the opportunity to work at the systems level. The program will place a cohort of local leaders in a one-year fellowship at one of the five agencies that are part of the ELC: the ELD, ODE (outside the ELD), the OHA, OHCS, or the DHS. Fellows will be selected by the



ELC in a process that prioritizes diverse professionals from rural communities, from Tribal communities, or who have worked with historically underserved populations.

Program funds will be used to backfill fellows' positions, and will support learning sessions throughout the year to learn from local and national experts about best practices. Current state employees will also participate in these sessions, helping leaders at the state and local levels build a shared understanding of the ECCE system, and increasing the number of professionals with deep field experience who are also qualified to take on state-level leadership roles.

In year one ELD will identify key partners and contractors, and develop a curriculum, with a focus on equity, systems design, policy expertise, and the latest research in child development and brain science. The year one design work will cost \$209,500. The first cohort will be launched in year two of PDG, and in year three the state will implement a second cohort and seek funding to support the program on an ongoing basis.

#### *Developing Aligned Credentials*

Oregon currently has a career pathway, which has a pathway for achieving higher “steps” through traditional higher education and community-based training. However, the community-based training pathway is misaligned with training that is offered across Oregon. Oregon will build upon current promising efforts, stated below, to address this:

Higher Education Consortia: In Central Oregon and on the Southwest Coast of Oregon – two rural areas– community colleges, four-year institutions, and professional development providers have created consortia that allow providers to achieve degrees and credentials across each institution. These consortia are designed to support the existing early childhood workforce, with wrap-around academic, language, and person supports. This model can provide lessons learned as Oregon develops new plans to support pathways.

Professional Learning Plan: In its 2019 session, Oregon’s legislature required ELD to develop a spending plan for new PD funds that supports stackable, portable PD and credentials. As part of this plan, ELD will design a scholarship program in partnership with the Higher Education Coordinating Commission, Oregon’s higher education policy board. This would include support for 2- and 4-year degrees. In addition, this funding will allow Oregon to build competency-based training that could build into credentials for the workforce.

**Proposed Project 4.4: Modernizing Oregon’s PD Registry to Capture Aligned Credentials (\$26.2K)**

The PDG will also accelerate Oregon’s process of aligning its professional development registry, the Oregon Registry Online (ORO). The ORO will be aligned with adopted competencies, and the system will now acknowledge a broader range of professional learning opportunities as part of educators’ PD hours – including practice-based coaching. The PDG money focused on alignment of ORO will support a part-time TA provider with expertise in PD registries to create a plan to better align ORO with this approach. Existing money invested in ORO will be re-aligned based on the plan. This will include \$26,200 in funding to support Portland State University -- which manages ORO -- to receive technical assistance to design necessary changes to ORO and to implement recommendations. The goal for this work is that at the end of year one, ORO will be capable of counting job-embedded supports. To support this change ELD will also re-align its current \$2.5 million investment in ORO.

**Proposed Project 4.5: Revising Oregon’s Pathways for ECCE Professionals (\$197K)**

As part of its ongoing work to support aligned credentials, Oregon will revise its “Steps” or career pathway. This will be completed in year one of the grant, totaling \$197,000. The project will include the facilitation of a pathways ad-hoc committee of the ELC, which would include

providers and other experts. In addition, PDG will support a report on best practice in pathway development that examines issuing credits for prior learning, designing more effective higher education programs for a more diverse set of students, and where to incorporate community-based training into articulation plans. This report will also examine the use of apprenticeship models as part of aligned pathways. As a result, Oregon will have a newly designed career pathway that it is ready to implement in year 2 of the PDG B-5 Renewal Grant.

**Proposed Project 4.6: Early Learning and Kindergarten Guidelines Credential (\$231,906)**

In 2016, Oregon released Early Learning and Kindergarten Guidelines (ELKG). In 2019, ELD identified a need to update the document to include infant-toddler standards, as well as standards that guide families and practitioners in supporting children’s racial identity development. These changes will occur in late 2020. The initial rollout of ELKG did not include robust training for educators and utilization of the ELKG is low in ECCE classrooms, including in publicly-funded classrooms and kindergarten. To promote the use of these guidelines – of which understanding is fundamental toward best practice in teaching young children and early grades alignment– Oregon will create a credential that promotes deep expertise among teachers and administrators.

In year one, Oregon will design the credential, including identifying articulation into 2- and 4-year institutions. This project will cost \$231,906 in year one. These trainings will be implemented in years two and three of the grant, with a series of trainings that will include, at a minimum, (1) introducing educators to the standards and the guiding principles behind them, (2) implementing a standards-based curriculum, (3) implementing the standards for emergent bilinguals (children who speak English as a second language), and (4) implementing the standards within early intervention and special education programs, and with children who have experienced trauma.

### *Increasing the Supply of Qualified Providers in Rural Oregon and Statewide*

Oregon's Needs Assessment demonstrated that rural communities have the lowest supply of providers, especially for infants and toddlers, as well as the lowest reach of publicly-funded programs (in some rural counties, only 10% of eligible children are served across Head Start, Oregon Prekindergarten, and Preschool Promise). The communities with the lowest proportion of children served are in some of the most rural areas of Oregon, and there are numerous communities where a high percentage of the limited ECCE supply is in license-exempt care. This points to a need to adjust Oregon's strategies toward supply building -- especially in Oregon's QRIS, which has focused solely on rating and lacked participation of non-licensed providers. In order to build the supply of qualified providers, especially in rural and frontier Oregon, ELD will revise its QRIS as part of this grant to increase its focus on building provider capacity to improve quality and meet licensing regulations.

#### **Proposed Project 4.7: Revising Spark QRIS Standards (\$408.6K)**

Oregon will revise its QRIS and its standards to strengthen the focus on continuous quality improvement for all provider types. Currently Spark is a static system where programs complete a binder-based portfolio – sometimes with the support of a QIS – to receive a quality rating. This rating is for the life of their program unless there are findings determined through the licensing renewal process. Changing this approach will require building the capacity of QISs to provide practice-based/job-embedded supports for both administrators and ECE educators to support a continuous quality improvement process. Oregon has been doing this through a variety of ways – including using the Ounce of Prevention's Lead, Learn, Excel training with communities of practice for all existing QISs. Oregon will implement this curriculum building on its existing credentialing curriculum for coaches and QISs.

In year one Oregon will also develop and pilot continuous quality improvement tools to be used by QISs. This work will be coordinated by an Operations Policy Analyst 1, Spark Coordinator, funded through this grant to manage implementation of Spark revisions. Specific aspects of the project will include: development and piloting of Continuous Quality Improvement (CQI) resources with research experts, piloted in rural communities; further provider engagement to support understanding of how ECCE educators conceptualize CQI within their programs; piloting cohorts of license-exempt providers will pilot CQI tools; and the development of specifications for a database to gather information about how well Spark is serving participants and whether its goals are being achieved, including consideration of which supports are having their intended impact.

In years two and three the state will fund incentives to participate in the updated Spark system – including an enhanced child care assistance rate for participating programs, salary incentives, and materials to enhance their program environments, which will all serve to increase the supply of quality providers.

#### **Activity Five: Improving Overall Quality and Service Integration, Expanding Access and Developing New Programs (including subgranting)**

Thanks to the commitment of its Governor and legislature, Oregon doubled its current state investment in early learning and Oregon will be able to expand access to high-quality ECCE over the course of the years to come. But Oregon's Needs Assessment demonstrated how far Oregon has to go to serve its eligible children in publicly-funded programs (i.e., low-income children, historically underserved families). This is especially true in rural communities -- nearly all counties in the lowest quartile for percentage of children served are rural, serving less than 15% of eligible children -- for infants and toddlers, and for children of color. Oregon has also

limited partnerships with Tribal nations to offer state funding for them to implement high-quality programs.

To maximize the positive impact of Oregon’s expansion on the children who need it most, Oregon will use PDG Renewal funds to ensure that programs are able to meet the needs of the children furthest from opportunity – children with special needs, language barriers, behavioral challenges, trauma exposure, or other characteristics that historically have challenged the capacity of underfunded ECCE programs.

#### *Enhancing Early Childhood Systems Components*

As part of its expansion, Oregon is updating a number of its Early Childhood Systems components, including basic job-embedded supports.

Coaching System: As part of the updating of Oregon’s coaching system (described in Activity 4 above), Oregon will increase the number of coaches who are skilled in practices that create supportive environments for all children. This will include supports focused on maintaining inclusionary environments; trauma-informed approaches for engaging with children and families; implementing curricula that support racial identity development and/or dual language needs; and managing transitions effectively.

Improving Curriculum: ELD requires publicly-funded programs to use research-based curricula aligned to guidelines, and providers are funded to purchase curricula and curriculum training – but the state has not placed a significant emphasis on curriculum implementation in monitoring and TA. A Supportive Environment for Quality Underlying Adult Learning (SEQUAL) analysis, which will be conducted through year 1 of the Program Performance Evaluation, will provide important information about family child care providers and teachers needs relating to curriculum implementation, including ensuring accessibility for providers whose primary

language is not English. Moreover, changes to the state’s guidelines force the state to reckon with potential gaps in curriculum alignment. Oregon is also concerned that curricula are not well designed for mixed-age environments and/or family child cares, which are key to the mixed delivery system. Researchers will interpret results from SEQUAL and provide recommendations to ELD – including on how curriculum implementation can support the learning needs of a diverse population, including children with special needs and language barriers.

The need to improve the quality of programs relating to supporting infants, toddlers and preschoolers was demonstrated by the Needs Assessment, which showed that providers need more and better models for supporting children’s self-regulation, social-emotional, and behavioral development. In total 44% of providers have asked children to leave care, and the five counties with the highest rates are classified as rural or frontier. Research shows that the top challenge reported by kindergarten teachers is dealing with behavioral issues, and addressing those issues in ECCE will positively impact kindergarten readiness. Oregon’s PDG grant will build the capacity of providers to support children in several important ways.

**Proposed Project 5.1: Infant & Early Childhood Mental Health Consultation (\$300,000)**

Infant/Early Childhood Mental Health (IECMH) Consultation is a critical strategy for ensuring the well-being of children furthest from opportunity, their families, and the providers who serve them. Oregon has been seeking to improve the capacity of its early childhood workforce to support mental health, including in Raise Up Oregon Goal 1 Strategy 5.3, which states that Oregon must prevent expulsion and suspension by strengthening state policies and supports to ECCE programs -- including through culturally-specific mental health consultation to ECCE providers. Oregon has an existing Infant Mental Health Graduate Certificate Program at PSU that can be utilized to support this. In addition, the CCR&R System is onboarding Infant Toddler

Specialists in each region, and in some regions consultation services are available through ECCE programs. The next step is to build a unified model that can be delivered more consistently throughout the state.

In year one Oregon will conduct a landscape analysis of best practices in Oregon and other states, including extensive stakeholder engagement for \$300,000. The grant will support a consultant to prepare the landscape analysis and propose a plan for expanding IECMH services in an equitable manner, with strategies for building the workforce needed to deliver quality on an ongoing basis. Based on this plan ELD will lead the development of a pilot RFP that will allow the state to test delivery models in rural areas. The pilot will study key factors in implementation – including sustainable funding models, and engagement with culturally specific organizations to ensure that implementation is culturally sensitive.

**Proposed Project 5.2: Supporting License-Exempt Providers through Building Regional Infrastructure (\$280,000)**

Oregon is focused on supporting license-exempt providers – that is, providers who serve up to three unrelated children – to build the supply of licensed providers. The state will help these providers meet quality standards by funding Child Care Licensing Specialists (CCLS), new staff who will be focused on conducting outreach to license-exempt providers to encourage licensing and to support navigation of the process, including local regulations, such as zoning and building code issues that providers must navigate as part of licensing. In 2019 the state funded two new CCLS positions to be embedded with child care licensing field offices, and PDG funds will be used to pilot hosting CCLSs in other settings like county governments or CCR&Rs. The cost of this project will be \$280,000 for staffing and incentives, and \$300,000 for the last two years.



The CCLSs will form cohorts of providers to receive support on the licensing process, and ongoing support through the grant period. Priority will be given to communities in child care deserts where there is the largest gap in the supply of licensed care, particularly rural areas. Within those areas priority will be given to providers who offer infant-toddler care, and providers who can provide culturally sensitive care reflecting the families in the region.

Summary: Oregon's project to improve quality will have SMART objectives:

- **Specific and Measurable:** The pilots will be able to define specifically how many children they served and will also measure the impacts on children and families. The trainings for professionals can measure how many professionals were trained, and in turn how many children were served by those professionals. The state can also measure how many programs utilized new curriculum, and how many children they served. Finally, the state will measure how many license-exempt providers gained licensing status based on the support they received, and how many children they served.
- **Achievable and Realistic:** All of these projects are carefully defined to be achievable by the state using grant capacity.
- **Time-Scaled:** All of these grants can be completed within the time allotted – and in fact, are designed specifically to provide supports for professionals that will have an impact beyond the grant period even after the projects come to a conclusion.

#### *Subgrants to Expand Access to Quality at the Local Level*

Oregon is not yet providing quality early childhood services to all of the children and families who are historically underserved and otherwise will go without quality services. In Activity 5, the state will use subgrants to launch three targeted initiatives designed to address three access-to-quality issues specifically identified in the Needs Assessment: access to full-day

preschool that meets the needs of working families in rural areas and communities of color; access to infant-toddler services in rural and Tribal communities; and access to ECCE in public housing and for homeless children.

**Proposed Project 5.3: Full-Day PK for Rural Communities and Children of Color (\$1.25M)**

The Needs Assessment showed that access to preschool is particularly low in rural Oregon and communities of color. Moreover, the slots available in these areas are often part-day, don't meet the needs of working families, and struggle to meet quality standards – including having qualified teachers, having appropriate teacher-child ratios, and using standards-aligned curriculum and family engagement best practices

Through Activity 5 Oregon will fund slot enhancements that allow providers to improve quality to meet Preschool Promise standards, extend their hours, increase enrollment, meet the needs of working families, and build partnerships. The state will provide subgrants to 5-10 school districts currently operating preschools using local or Title I funds that allow them to enhance their existing offerings; the state will support enhancements of \$5,000 per child for 300 slots annually at a cost of \$1.5 million. Subgrantees must commit to serving historically underserved populations, and preference will be given to rural communities. Funding will be used to expand service hours, hire and compensate qualified teachers, provide practice-based coaching, and meet other program standards as needed. Districts will be required to show that the subgrants are not supplanting any existing state, local, or federal spending.

**Proposed Project 5.4: Baby Promise Expansion (\$3.25M)**

Baby Promise is a key part of Oregon's approach to improving quality in infant-toddler ECCE, which like Preschool Promise shares a commitment to mixed delivery – a critical strategy for implementation in rural areas where a high percentage of care is in home-based settings. The

program uses CCDF funds to provide high-quality care to infants and toddlers in low-income families, and requires a teacher with at least an AA degree and an assistant with a CDA. Baby Promise also requires the use of curriculum aligned with Oregon's Early Learning Standards and the use of formative assessment. The program was codified by the Oregon legislature in 2019 after launching with a pilot in three regions (one metro, two rural).

The need for Baby Promise is significant. All of Oregon is a child care desert for infants, with not enough regulated slots to serve even one in eight infants. The expansion will focus on rural, frontier, and Tribal areas, which were shown in the Needs Assessment to have higher rates of child poverty and lower rates of access. Oregon has learned that expanding publicly-funded preschool programs in rural and frontier communities has sometimes had an adverse effect on home-based infant-toddler providers, with Preschool Promise providers sometimes eliminating infant-toddler slots; the state is committed to Preschool Promise expansion, but also needs to counterbalance its impact with stronger supports for infant-toddler services.

The ELD will provide subgrants each year for 100 slots at \$20,000 each, for a total of \$2 million shared among nine Tribes. In order to ensure success with this project, ELD is requesting funding for a Tribal Liaison to manage the work to partner with Oregon's federally recognized tribes and indigenous urban populations. In rural communities, the grants will be to family child cares, with an expectation of approximately 10-15 subgrants to serve 40 children at \$20,000 per slot for a total cost of \$800,000. One essential activity will be training teachers on Zero to Three competencies and on child and program standards supported by Infant and Toddler Quality Improvement Specialists at CCR&Rs; funds will also be provided to study whether any changes are needed to the Baby Promise model in the tribal context. The additional sites will be added to an evaluation being conducted of the existing pilot, which is studying whether Baby

Promise reduces turnover, increases provider stability, builds provider supply, improves quality, and increases access for low-income families. An additional \$350,000 of PDG funds will be used to support the training, TA, evaluation activities indicated above and the support of a QIS.

Grant activities totaling \$3.25 million of PDG funds will include the following:

Year	Tribal Baby Promise	Rural and Frontier Baby Promise
1	<ul style="list-style-type: none"> <li>• Consult tribal partners regarding possible changes to Baby Promise model, including potential incorporation of language preservation</li> <li>• Provide 40 slots by September, targeting 2-5 Tribes</li> </ul>	Expand slots in rural communities in concert with Preschool Promise funding. Pilot an approach with 40 slots in homes that also receive Preschool Promise Funding. Both small family child care programs (“Registered Family”) and larger family child care programs (“Certified Family”) will be included in this project.
2	<ul style="list-style-type: none"> <li>• Support ongoing improvement of slots, and make changes based on consultation model</li> <li>• Pilot tribal infant-toddler QISs</li> </ul>	
3	Begin transition of slots from PDF to existing Tribal and state CCDF funds	

**Proposed Project 5.5 ECCE in Public Housing (\$50K)**

The Needs Assessment indicates that Oregon has the highest rate of homeless families with children in the country (54% of all homeless families). Oregon has recognized a need to address this issue, appropriating \$150 million this legislative session to housing opportunities through a Local Innovation and Fast Track Housing Program (LIFT). LIFT funding will focus on building housing to reach homeless populations in rural Oregon and communities of color across Oregon. As part of LIFT and Raise Up Oregon Goal 2 Strategy 9.4 - linking housing and early learning services - OHCS and ELD will partner to co-locate ECCE services in affordable housing units. This partnership will kick-off in January 2020 in a summit focused on ECCE and housing. This summit is supported by local philanthropic partnerships, and will focus on national lessons learned around co-location. In order to leverage this momentum, ELD and OHCS will partner to locate Early Head Start and Head Start (i.e., Oregon Prekindergarten) in one LIFT location.

The state will use existing OPK dollars appropriated in 2019 for 20-30 new Early Head Start slots for children in public housing, with new public housing spaces designed to serve young children. PDG funds will be used in year one to provide a \$50K planning grant to OHCS. The planning grant will support the development of an expansion and implementation plan and incorporate lessons learned from other jurisdictions completing similar projects. To supplement the state investment, beginning in year 2, Oregon will use \$570,000 in PDG funds each year to add approximately 20 Head Start slots for 3- to 5-year-olds in the same public housing units.

Summary: Oregon's subgranting approach will also have SMART objectives:

- **Specific and Measurable:** All of these projects are focused on expanding access to services in a manner that can be measured directly.
- **Achievable and Realistic:** All of these projects call for the expansion of existing projects into new settings – so while there are important lessons to be learned in the expansion, they all build on an established knowledge base and can take advantage of existing program supports.
- **Time-Scaled:** All of these projects will pilot expansion for a defined time period, and provide the state with valuable information to inform the future expansion of state-funded services.

### **Activity Six: Monitoring, Evaluation, Data Use for Continuous Improvement, Meaningful Governance and Stakeholder Engagement**

#### **Data Integration, Management and Data Use**

In 2019 Oregon learned about some critical data challenges and gaps, including differences in how programs collect enrollment data that make it difficult to create an unduplicated count, and that also make it hard to compare across programs on demographic data such as race/ethnicity. In its renewal PDG Oregon proposes to address those gaps in two important ways: by improving data collection across agencies, and by strengthening its ability to link data

across agencies.

### *Plans to Improve Data Collection and Management*

Oregon's State Longitudinal Data System (SLDS) is being built out to accept ECCE data, which puts a premium on strengthening the ECCE data collected. But at this time, Oregon does not centrally collect enrollment data for its programs. The PDG Renewal Grant will be used to design the systems needed to collect and manage this information.

In the first year of PDG, ELD will engage an expert consultant to conduct a complete inventory of Oregon's existing ECCE data at the state level and at Hubs. The inventory will include:

- A detailed analysis of what data is collected at the state and Hub levels in critical programs, including child care, IDEA (Part B Section 619 and Part C), home visiting, Head Start and Early Head Start, Preschool Promise, related social service programs (TANF, Medicaid, Child Welfare, Healthy Start, and WIC), and in K-3 public education. Though a unified eligibility system Oregon already centralizes data collection related to self-sufficiency programs (e.g. WIC, TANF), child welfare, and healthcare programs; however, there are still gaps in child-level data relating to enrollment in multiple programs.
- The ability to link data across programs at both the state and Hub level, including existing or planned connections to the SLDS.
- The capacity of the state and Hubs to analyze the data collected. This will include evaluating the use of data to support smooth transitions among ECCE programs and into kindergarten, to inform professional development, to ensure that families have access to quality ECCE, and to support kindergarten readiness.

- The data literacy of key users at the state and local levels. This will include identifying key local leaders who are or should be using data – including Hub and program leaders – and developing an understanding of how they use data, and would like to.

Once the initial inventory is completed, the project will pivot to focus on designing the buildout of individual systems and the linkages needed across systems. That work will include the following elements supported by the expert consultant:

- First, the state will develop a set of use cases to inform data system design. The use cases will address critical issues identified in the Strategic Plan, and be built out to the level of detail needed to inform data system development. This work will be conducted in consultation with the ELC and will anticipate the development of a distinct, unduplicated count of children participating in ECCE programs (which will undoubtedly be necessary to complete the use cases).
- The consultant will then provide a detailed analysis of the additional data collection necessary at the state and local level to fulfill the use cases, including recommendations for actions and capacities needed to execute the data collection successfully. This will include specific recommendations for ensuring that individual child data is being collected for each of the programs identified above.
- The consultant will also make recommendations for the analytic capacity needed to utilize the data effectively, including building the data literacy of key end users throughout the system at the state and local level.
- The consultant will prepare recommendations for the buildout of data linkages to connect data across systems, including integration with the SLDS. These recommendations will include specific plans to create a single unique identifier for all children enrolled in ECCE,

which may be either assigned directly by agencies or used to support a federated data model.

By creating this unique identifier Oregon will be able to provide a distinct unduplicated count of children participating in ECCE.

- The consultant will prepare recommendations for a governance structure that allows for data to be shared across agencies in a manner that is secure and guarantees privacy, but also allows for the active appropriate use of data to inform policymaking. The governance structure is expected to include:
  - MOUs creating an interagency governance board responsible for overseeing the data sharing process, and identifying the entity with the capacity needed to manage that data on an ongoing basis.
  - An MOU between the governance board and the entity providing management capacity, which will include specific requirements for ensuring compliance with all relevant privacy laws and with best practices in data security.
  - An MOU between each participating agency and the management entity, articulating rights and responsibilities for data usage and guaranteeing the rights of participating agencies to protect data for which they are responsible.

The consultant's work will be completed by the end of year two of the Renewal Grant. The recommendations will give the state a deep understanding of its data gaps, a plan for closing those gaps, a path to creating a unique identifier that allows for a distinct count of children in ECCE linked to K-12, a proposed governance structure to manage the system on an ongoing basis, and a proposed budget for building out the system. Oregon will budget \$900,000 to complete this work in the first two years. In year three the state will take steps to begin building out the system based on the consultant's recommendations.



## Monitoring, Evaluation and Continuous Improvement

### *Promoting Accountability Across the State's Mixed Delivery System*

In publicly-funded programs, Oregon utilizes contract and grant terms to hold sub-contractors accountable for meeting program standards and performing necessary functions and duties. Another overarching method of promoting accountability is Spark, the state's quality rating and improvement system. At this time the ratings in Spark are point-in-time, and Spark-rated programs do not receive ongoing visits that help them with their CQI process; as described in Activities Three and Four, Spark will be updated to include iterative collection of data on key indicators, which will not only support CQI but provide a more rigorous baseline understanding about program quality.

Oregon's licensing standards provide a method of ensuring accountability to maintain standards, particularly with regard to health and safety. If a provider who is publicly funded or participates in Spark violates licensing standards, that information is immediately shared with oversight staff to provide assistance in meeting standards. If a provider fails to address non-compliance, its Spark rating is affected, or it could lose public funding. Oregon is current revising its licensing standards to ensure that it is focusing on the most important standards.

Within individual programs there are additional accountability safeguards:

<b>Program</b>	<b>Accountability</b>
OPK	OPK is held to Head Start standards, and providers who offer Head Start and OPK are monitored for both by Region X Head Start. The few providers who offer only OPK are monitored by ELD using a protocol similar to federal monitoring – ensuring that all OPK providers are held to consistent standards – and leveraging the Designation Renewal System to hold providers accountable.
Preschool Promise	Preschool Promise: Preschool Promise providers must allow classroom-based observation tools, such as CLASS, to be administered throughout the year. The state is shifting away from its previous Hub-based system to have providers contract directly with ELD – which will allow for greater accountability and

	consistency for monitoring of fiscal and programmatic compliance. ELD will use tools like the Environmental Rating Scales and CLASS to ensure quality.
Baby Promise	Baby Promise: Baby Promise is currently in pilot form. As part of the pilot, sites must participate in an evaluation. This evaluation includes measures to determine how well each program adhered to requirements of the model.

*Addressing Fragmentation in the Mixed Delivery System*

Oregon has worked to reduce fragmentation across its mixed-delivery system – in particular by developing more consistent approaches to monitoring, which creates greater consistency in program expectations. In 2019 the passage of HB 2025 created a stronger context for aligned monitoring systems, including resources specifically focused on stronger monitoring protocols. This will allow the state to create aligned monitoring protocols for OPK, Preschool Promise, Baby Promise, and Early Head Start – and by having ELD as the lead monitor across programs, it will be easier to develop greater consistency.

The programs themselves will also be updated to be more consistent. For example, OPK has not previously been supported to have the same length of day or teacher salaries as Preschool Promise, but now it will be. Programs are already collecting the same enrollment data for children and families, and data collection will be refined based on the work to develop an integrated data system described above.

Licensing is another area where the state is pursuing greater consistency. Oregon law does not allow for the licensing of public schools or other government-run entities, which to date has been a barrier to joining Spark. The update to Spark will allow school- and government-run programs to participate, with alternative health and safety checks that are based on licensing standards. This will also support greater consistency in program implementation.

### *Updating and Enhancing the Program Performance Evaluation Plan*

Oregon's evaluation plan will examine both system impacts and family/child level impacts based on the implementation of its work. Oregon's long-term goals include ensuring children enter kindergarten ready to succeed; that families are healthy, stable, and attached; and having an aligned and coordinated early learning system. To realize these goals, Oregon will need to continue to update its systems indicators – including the population-level outcomes on the MSC dashboard described in Activity 2. It will also need to evaluate how its efforts build ECCE infrastructure, and the impacts of those efforts on families and young children across Oregon.

The evaluation will be updated with data from the Needs Assessment, using the aligned indicators identified by PSU's participation on the MSC. Year one will focus on ensuring sufficient baseline data and data systems that can support analysis of that data. Years two and three will focus on closing data gaps related to systems, ECCE infrastructure, and program data; this will also inform the buildout of an integrated data system, as described above.

Purpose, Intended Audience, and Expected Evolution: The primary audiences for the evaluation will be the ELC and the ELD, and the primary purpose of the evaluation will be to learn understand the impact of new activities on the state's early childhood system – allowing decision-makers to make informed choices about the system's future directions. Oregon's leaders focused on child outcomes need the evaluation results to execute their roles successfully. Over time the evaluation should help provide more nuanced information about the relationship between the fidelity of program implementation and the impact of programs on child outcomes.

Key Questions and Their Alignment With the Strategic Plan: The evaluation will address numerous key questions that are aligned with the Strategic Plan, including:

Strategic Plan Outcome	Key Question
Expand parenting education and family supports.	How have activities increased parents' access to parenting education and family supports?
Scale culturally responsive home visiting.	How have activities increased culturally-responsive home visiting?
Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable infant-toddler early care and education that meets the needs of families.	How have program and infrastructure investments contributed to the overall supply of infant-toddler care?
Build the supply of and expand access to high-quality (developmentally appropriate, culturally responsive, inclusive) affordable preschool that meets family needs.	How have program and infrastructure investments contributed to the overall supply of preschool?
Improve the essential infrastructure for high-quality early care and education.	How have investments improved essential early care and education infrastructure?
Improve professional learning opportunities for the full diversity of the early care and education workforce.	How many more professional learning opportunities are available to support the professional growth of all members of the early care and education workforce?
Build pathways to credentials and degrees that recruit and retain a diverse early care and education workforce.	How well are pathways to credentials and degrees recruiting and retaining the diverse early care and education workforce?
Compensate and recognize early childhood educators as professionals.	How much has early childhood educator compensation improved as a result of investments made?
Increase capacity to provide culturally responsive social-emotional supports for young children and their families.	How have investments made increased the capacity to provide culturally responsive social-emotional supports for young children and their families?
Ensure family voice in system design and implementation.	How have families and parents been involved in designing and implementing systems supported by program and infrastructure investments?
Ensure family-friendly referrals.	How have activities improved referrals?
Further develop the local Early Learning Hub system.	How has the Early Learning Hub system grown and developed?
Develop and implement a population survey to track the well-being of children and families across Oregon.	How have investments supported a regular population survey to track the well-being of children and families across Oregon?

Key Evaluation Personnel and Their Responsibilities: Key staff involved in overseeing the evaluation will include:

<b>Name</b>	<b>Role</b>	<b>Responsibilities</b>
Sara Mickelson	Chief of Staff	Oversees Division’s research agenda and strategy
TBD	Research and Evaluation Manager	Manages ELD research and evaluation work, evaluates data. Position will be filled in July 2020 (per 2019-21 legislatively approved budget)
Elizabeth Tremaine	Research Analyst	Support ELD research projects
Johanna Shreve	Data Specialist	Supports Baby Promise, Oregon Prekindergarten and Preschool Promise evaluation activities
Beth Green, PhD	Researcher, Portland State University	Dr. Green is the co-Principle Investigator for the majority of ELD’s evaluations and will be utilized to design the evaluation plan
Katherine Pears, PhD	Researcher, Oregon Social Learning Center	Dr. Pears is the co-Principle Investigator for the majority of ELD’s evaluations and will be utilized to design the evaluation plan
Bridget Hatfield, PhD	Researcher, Oregon Social Learning Center	Dr. Hatfield is responsible for collecting and analyzing CLASS data on publicly-funded programs
Megan Pratt, PhD	Researcher, OSU	Dr. Pratt is the lead research on Oregon’s child care data and will inform the evaluation

Potential Data Sources and Necessary Improvements to Data Capacities: Oregon collects data on numerous elements necessary to determine answers to its PPE questions. This includes data on workforce qualifications and from classroom-focused monitoring tools, such as the Environmental Rating Scale and further collection of CLASS data in publicly funded programs. This allows Oregon to use data from its workforce registry to know what professional development ECCE professionals participate in in real-time – along with the qualifications the workforce has, its race/ethnicity and language characteristics, and the salaries and benefits of educators. In addition, Oregon collects and analyzes data on the overall supply of child care and how it changes over time through a research partnership with Oregon State University, which -- together with data from QRIS CCDF -- contains a wealth of information on program quality and choice. But Oregon does not yet have a robust enough collection of data on individual program

quality to complete a PPE it needs to evaluate progress at the level the state wants to. Because Spark has been based on a portfolio of self-reported data on classrooms/facilities, the state has limited information on daily experience of children in a set of programs larger than those that it funds publicly. The new QRIS framework will allow for better data collection in this area.

Approach to Data Collection and Measurement: Oregon has sufficient data to determine representative samples for indicators. Oregon's typical approach to sampling is to oversample in rural areas and to sample across Oregon. Oregon also takes into consideration the race/ethnicity and languages of families and providers within that community.

Oregon's approach to measurement is intimately tied with its sampling. The more heterogeneous the target of the evaluation is (e.g., skill being measured) or the more precise the measurement needs to be, the larger the sample will need to be. Oregon's measurement will seek to be done with valid and reliable measurement tools in order to mitigate against invalid findings. In addition, Oregon seeks measures that are validated across heterogeneous groups of people – including measures that are proven to be unbiased with regard to race, class, and gender. When possible Oregon will use measures based on observation rather than self-assessment.

Analysis will be conducted by an external evaluator when possible and always, when possible, using methods that can determine statistical significance.

Oregon will implement the SEQUAL tool to cover its primary gaps in data in year 1. This includes administration of the survey with a representative sample of homes and family child care centers. SEQUAL was chosen as the tool to inform Oregon's PPE plan; it collects data on a number of dimensions aligned with Raise Up Oregon. Oregon will collect this data in partnership with the Center for the Study for Child Care Employment in the first six months of the grant and

include incentives for providers to respond the SEQUAL surveys. The total cost of administering SEQUAL will be \$600K.

Leveraging Findings to Support Continuous Quality Improvement: As described in Activity 2, the MSC has identified a set of medium- and long-term indicators related to the strategic plan, and is in the process of developing a data dashboard. Dashboard development will be supported by \$50,000 from the initial grant, and the dashboard will then be used to track progress in the system and inform continuous improvement efforts.

Periodically Updating the PPE With the Needs Assessment and Strategic Plan: The MSC is developing protocols to populate and update the dashboard, which include indicators from Needs Assessment data. The update of the Needs Assessment, including data gaps that have been filled, will be added to the dashboard and used to inform ELC on progress towards Strategic Plan goals.

Building on Progress from the Initial PDG B-5: The state's initial grant year has already had a significant impact. The Needs Assessment highlighted inequities in how funding is distributed within the mixed-delivery system, leading to a new plan to spread funds more evenly and to focus on areas where fewer children in priority populations are currently served; the plan will be executed in the years to come. The lessons learned from the PDG are informing the implementation of the Student Success Act, and have brought together different agencies to collaborate more effectively.

## **Meaningful Governance and Stakeholder Engagement**

### *Governance Structure*

Oregon consolidated its early childhood governance structure in 2013 through the creation of the Early Learning Division, as described under Organizational Capacity and Management. Its director is appointed by the Governor and serves as the administrative agent for the ELC. The

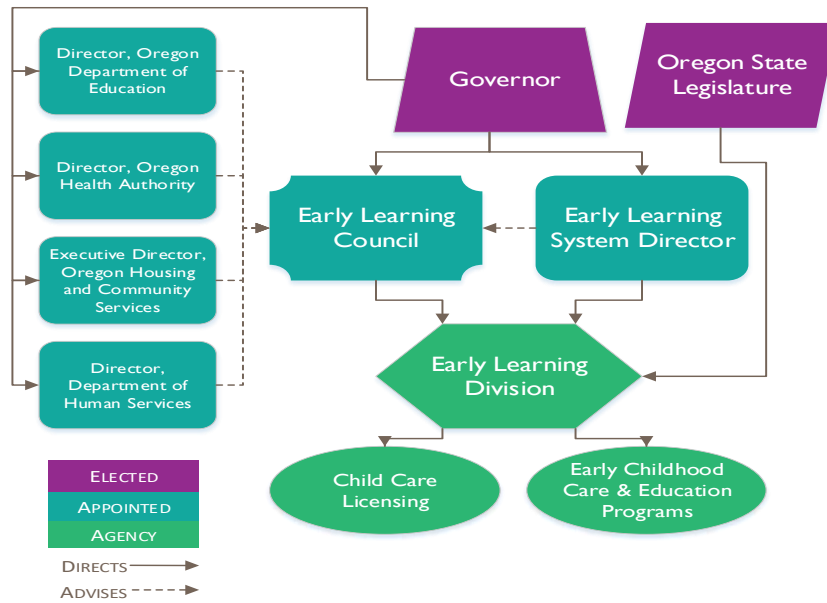
ELD is hosted by ODE but has policy autonomy and its own rulemaking process involving the ELC (which is responsible for promulgating ELD's rules). ODE provides procurement, fiscal, IT, and HR support for the ELD.

The ELD is the lead agency for CCDF, child care licensing, quality initiatives (including QRIS and the CCR&R network), Head Start collaboration, state funded preschool, and the Healthy Families Oregon home visiting model. Its key partners include ODE (Part C and Part B of IDEA, ESSA), the Department of Human Services (child care subsidy, SNAP, child welfare), and the Oregon Health Authority (MIECHV, CHIP, Medicaid). ELD reorganized during the initial PDG award to reflect its improved understanding of what is needed to effectively implement an early care and education system, and to incorporate its growth in staffing levels. This included combining the teams that works with regional partners (the Hubs and the CCR&Rs) into one Community Systems Team, and combining the Head Start Collaboration Office with the unit responsible for program implementation. ELD also added a new Deputy Director. Another change in 2019 was that the Oregon Health Authority became the agency responsible for building and implementing the Universal Family Connects<sup>®</sup> model, which is being implemented statewide. Oregon's initial PDG award helped create OHA's implementation infrastructure and accelerated implementation in eight Early Adopter communities.

Oregon's decision-making map for early childhood appears on the following page.



## Oregon Early Learning System



### Stakeholder Engagement

The table below summarizes the stakeholders who have been engaged in those processes and who will be engaged in implementation of the PDG Renewal Grant:

Stakeholder	Activities	Sector	People
ELD (Lead Agency)	Strategic Planning (SP), Needs Assessment (NA)	Early Learning	Miriam Calderon; Sara Mickelson; Joan Blough; Gwyn Bachtle; Nakeshia Knight-Coyle; David Mandell
ODE (Agency Partner)	NA; Tribes; Funding, Admins	Education	Kara Williams (Director, EI/Early Childhood Special Education and Regional Programs); April Campbell (Indian Education Advisor); Ramona Halcomb (Indian Education Program Specialist); Bruce Sheppard (EI/ECSE Specialist); Diane Tipton (regional EI/ECSE Director)
OHA (Agency Partner)	NA; Implementing Universally-Offered Home Visiting Pilot	Health	Cate Wilcox (Maternal and Child Health Section Manager); Nurit Fischler (Title V Coordinator and MCH Policy Lead); Benjamin Hazelton (Home Visiting Policy and Systems Coordinator); Julie Reeder (WIC Senior Research Analyst); Jordan Barron-Kennedy (Community Systems Manager); Zachariah Owens (MCH Fiscal Analyst)

<b>Stakeholder</b>	<b>Activities</b>	<b>Sector</b>	<b>People</b>
DHS (Agency Partner)	NA	Human Services	Maria Duryea (Lead Analyst, Research & Analytics); Sherril Kuhns (Federal Compliance Manager); John Radich, Sherrelle Jackson (District Managers)
Higher Ed. Coordinating Comm'n (Agency Partner)	Data systems	Higher Ed	Ben Tate (Director, Oregon Longitudinal Data Collaborative)
OHCS (Agency Partner)	NA	Housing	Chelsea Bunch (Housing Integrator)
2-1-1 (Agency Partner)	NA	Human Services	Kerry Wels (Child Care Manager)
Head Start Directors	NA; SP; ECE Sector Community Plans (SCP)	Early Learning	Juan Escobar (Oregon Child Development Coalition; Migrant/Seasonal Head Start); Nancy Nordyke (Southern Oregon Head Start); Maureen McGrath (Umatilla-Morrow Head Start); Leticia Flores (Mt. Hood Community College Head Start); and others
Center-based child care providers	SP; Child Care Safety Portal	Early Learning	Kara Tachikawa; Kelly Skopil
Home visitors	SP	Home visiting	Juan Galan (Healthy Families Oregon at Family Building Blocks)
Federally-recognized Tribes	NA; Support for Tribal Kindergarten Transitions	Tribal Partners	Angie Blackwell (Confederated Tribes of Grand Ronde); Mychal Cherry (Confederated Tribes of Grand Ronde); Julie Bettles (Klamath Tribes); other members of the Government to Government Educational Cluster members, representing the nine federally-recognized tribes in Oregon
CCR&R Directors (System Partner)	NA; SCP; Child Care Safety Portal	Early Learning	Christine Waters (Multnomah CCR&R); Danaye Gonzalez (CARE Connections); and others
Early Learning Hub Directors (System Partner)	NA; SP; SCP; Coordinated Enrollment	Early Learning	Christa Rude (Four Rivers Early Learning Hub); Kristi Collins (Early Learning Hub of Linn, Benton & Lincoln Counties); and others
Relief Nurseries (System Partner)	NA	Early Learning	Cara Copland (OARN Director)

<b>Stakeholder</b>	<b>Activities</b>	<b>Sector</b>	<b>People</b>
Culturally-Specific Organizations (System Partner)	NA	Advocacy	Coj Vu (Immigrant and Refugee Community Organization); Amanda Manjarrez, Sadie Feibel (Latino Network)
Early Learning Advocates (NAA <sup>1</sup> )	NA	Advocacy	Tab Dansby (Children First of Oregon); Marina Merrill Dana Hepper (Children’s Institute); Regan Gray, Lili Hoag (Family Forward)
Coordinated Care Organizations (NAA)		Health	Linda Watson (Children’s Health & Community Coordinator, Greater Oregon Behavioral Health, Inc.); Peg King (Kindergarten Readiness Project Manager, Health Share Oregon)
Philanthropic Partners (NAA)	NA	Philanthropy	Robin Hill-Dunbar & Christy Cox (Ford Family Foundation); Abby Bush (Oregon Community Fund)
K-12 Administrators	NA; ECE Sector Planning	K-12	Ben Bowman (Confederation of Oregon School Administrators)
Research Partners (NAA)	NA	Research	Beth Green, Tanisha Tate Woodson, Mackenzie Burton (PSU); Katherine Pears, Deena Scheidt (Oregon Social Learning Center); Megan Pratt, Michaella Sektan, Bobbie Weber (Oregon State University)
Family representatives: Stephanie Fortner, Andrea McMurtray, Veronica Ochoa			

**Bonus - Coordinated Application, Eligibility, Enrollment**

As described in Activity 3, in 2019 Oregon passed a new law requiring all Hubs to develop coordinated enrollment systems. Oregon used PDG B-5 funds in 2019 to document existing coordinated enrollment practices and learn from local initiatives. In year one of the Renewal Grant ELD will hire a Coordinated Enrollment manager to support the planning and implementation of coordinated enrollment systems. Some Hubs have already implemented coordinated enrollment processes, engaging families to design forms and supports; Hubs will utilize parents on their governance councils for feedback and outreach on these systems. The

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<sup>1</sup> NAA: Needs Assessment Advisory

design of the state's integrated data system will also provide infrastructure to support linking unique child IDs to support a coordinated enrollment system.

Because Hub governance boards include representatives from local public health and human services agencies they are well positioned to engage effectively in the design of coordinated enrollment systems. Human Services provides a single point of entry for TANF, SNAP, child care subsidies, and starting in 2021 will conduct intake for Medicaid. Local public health agencies administer WIC, Healthy Start, and MIECHV. Hubs are now planning an expansion of Universal Family Connects<sup>®</sup>, with a goal of providing service across Oregon by 2025.

### **Bonus - Infant/Toddler Emphasis**

Oregon's work to implement the PDG includes numerous efforts to expand access to quality care for infants and toddlers. These include:

- Leveraging \$4.5 million in additional CCDF funding to expand access to high quality infant and toddler care through a pilot called Baby Promise, which is described in Activity 5.
- Using CCDF funds to ensure that every region has an Infant/Toddler QIS employed by a CCR&R, as described in Activity 4. This specialist provides TA through Focused Child Care Networks, a strategy to form professional learning networks that is primarily focused on family child care.
- Conducting a cost of care study to determine different rates for infant/toddler care. In January 2020 ELD and the Children's Institute will lead work to determine the real cost of providing quality child care, working closely with DHS and the Child Care Coalition. The study will utilize the Provider Cost of Quality Calculator developed by the Center for American Progress. Ultimately the model will provide cost estimates that can be varied by (1) setting, (2) geographic location, (3) child age, and (4) program quality level. The results

of the study will be used to highlight the gap between current expenditures and the true cost of quality, to inform subsidy rate setting, and to determine the level of expenditure needed to support quality improvement. The work will be supported in part by a grant from the Pritzker Children's Initiative.

- Building better systems for infant mental health consultation, as described in Activity 5.
- Leveraging Medicaid funding to increase the rate of infant-toddler screening, as described in Activity 3.
- Updating Oregon's learning standards for infants and toddlers, and developing new credentials based on those standards, as described in Activity 4.

### **Bonus - Collaborative Transition & Alignment from Birth to the Early Grades**

Oregon's Early Learning Kindergarten Readiness Partnership & Innovation program (KPI) was established by state law in 2013, with the goal of establishing scalable approaches to connecting early learning and K-12. Funds can be used to support transitions into kindergarten, engaging families as partners in learning and development, and shared professional development for ECCE and kindergarten teachers. All 16 Hubs have KPI funds available to support school districts and community-based ECCE providers. KPI work plans are approved at the Hub level.

Communities have used KPI funds to support innovative practices, including programs like Kids in Transition to School (KITS). This two-generation research-supported kindergarten transition model focuses on children who are experiencing poverty, children who have not had access to preschool, and children whose home language is not English. The Lane County Hub has used KITS at 35 elementary schools; in central Oregon, the Hub supports ongoing professional development among ECCE and early elementary teachers focused on transforming teaching and learning.

Oregon's Needs Assessment identified uneven implementation of best practices in kindergarten transition across schools districts. Oregon's Student Success Act, approximately \$1 billion in total resources for schools and early learning programs, provides an important opportunity to address this. ODE and ELD are collaborating to see that as school spending improves, schools and ECCE programs are receiving the support they need to implement best practices in transition. This will include expanding the standards-based training across ECCE and kindergarten settings as described in Activity 4.

### **Program Performance Evaluation Plan**

As described in Activity 6, Oregon's Program Performance Evaluation plan will be an essential source of ongoing information that helps to guide Oregon's continuous quality improvement.

Measuring Inputs, Activities, and Outcomes: Oregon will maximize its use of existing measurements, including the MSC's indicators and data points collected through ELD's work plan. Oregon's final PPE plan will include possible measures for each indicator, developed in partnership with external research staff. Oregon will include short-term measures to derive results during the grant period, and will seek to expand its data capacity to ensure that it can track long-term measures beyond the life of the grant.

Using Information to Drive Improvement, Including Refining the Needs Assessment and Logic Model: The logic model will be reviewed in an annual "step-back" meeting, where external and internal researchers evaluate data across PPE and related evaluations. The logic model will be enhanced based on this meeting. In addition, the Needs Assessment researchers will be the same as the PPE researchers, ensuring alignment between the PPE and the next Needs Assessment.

Improving Data on an Ongoing Basis in a Manner Aligned with Proposed Metrics: Oregon is committed to continue building its ability to manage and link data, as described in Activity 6.

The ELD and ELC – with help from the MSC – will track which metrics are proving to be most useful for decision-making, and adjust metrics over time to reflect that.

Organizational Systems for Managing Data: ELD employs research staff that will be responsible for collecting data and managing evaluation processes. This includes the Early Childhood Research and Evaluation Coordinator, as well as two data specialists focused on early learning programs and community systems. These positions form ELD’s Research Team, led by its Chief of Staff, and will be accountable for managing the execution of the state’s PPE.

Using Appropriate Methodologies for Collecting and Analyzing Data: As described in Activity 6, Oregon has an established approach for data sampling, and then bases its measurement approach on that sampling.

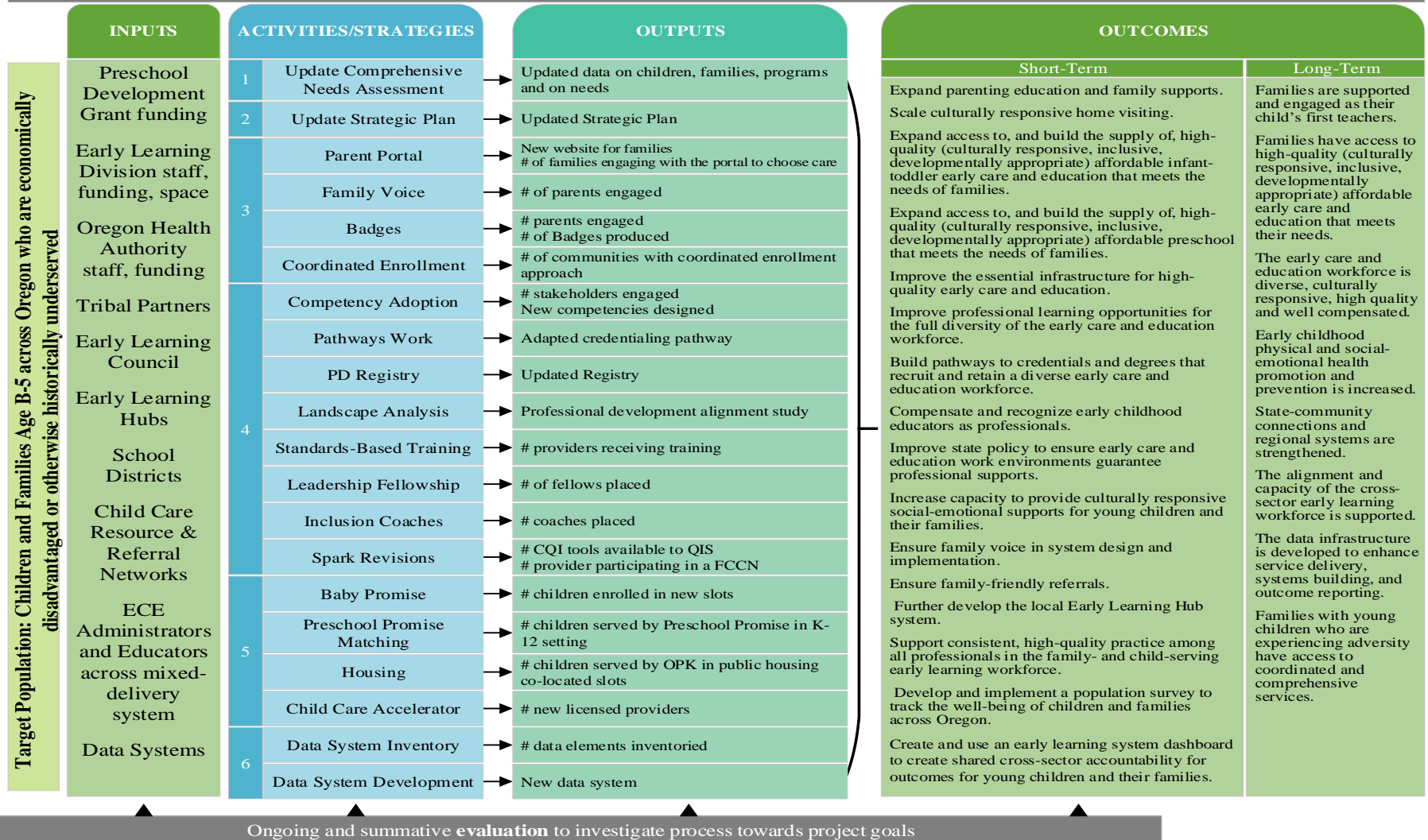
Potential Obstacles: Because of the number of improvement efforts Oregon is undertaking, some providers have experienced evaluation fatigue. ELD is seeking to identify new providers and build in incentives for participation.

Alignment with the Vision and Needs Assessment: The evaluation is aligned with the Strategic Plan through the MSC, which is specifically responsible for ensuring that alignment. It has also been crosswalked with the Needs Assessment.

Assessing Processes, Including the Strategic Plan: Processes will be addressed through the Measuring Success Library, and through process measures in the Logic Model that will be incorporated as part of the plan.

# Logic Model

**GOAL:** Build state and local infrastructure and capacity to ensure Oregon’s most vulnerable families and children have access to quality ECE and other services needed





## **Project Sustainability Plan**

Oregon's historic investment in early childhood through the Student Success Act puts it in a strong position to sustain the impacts of a PDG B-5 Renewal Grant. The PDG funds can be used to develop key infrastructure, which ongoing state commitments can then carry forward.

### *Developing Partnerships and Systems to Sustain the Work*

Oregon's system is well positioned to sustain its work beyond the grant period. Even before PDG the state had established the ELD as the state-level lead on early childhood issues, with regional Hubs designed to provide stronger connections at the community level.

- The Hubs engage families in their decision-making, and are required by state law to develop coordinated enrollment programs. PDG funds will accelerate implementation, and the state has built the system to continue this work regardless of federal funding.
- Much of Oregon's application focuses on revising professional development systems through Activity 4. Oregon has and will continue to sustain a professional development system, and plans to use federal funds to do some of the one-time work of redesigning systems that has lasting impacts. This includes changes to the state's existing quality rating system, and a substantial commitment to improving mental health supports and inclusion practices.
- Oregon is strategically investing its resources as part of this grant toward developing systems that can then be sustained with existing state programmatic dollars. For example, Oregon has state dollars for coordinated enrollment, so it will use federal funds to build systems that can be maintained beyond the grant period – such as data systems for coordinated enrollment and parent/consumer information. Oregon will also build train-the-trainer modules and other system elements that can be sustained and updated over time for activities like training on the early learning guidelines, training for coaches, and mental health consultation.

- The largest expenses in the grant come in Activity 5 – particularly the pilot tests of Baby Promise with Tribal communities, and Preschool Promise expansion to rural and frontier areas. These pilots will set the stage for a broader expansion of the programs in these areas, which is feasible given the state’s ramped-up investment.
- The expanded capacity for ELD funded by the Student Success Act will allow it to implement core infrastructure supports, such as an upgraded data system with improved interagency linkages.

The state will also continue to work toward the long-term goals of the Student Success Act. Oregon has a strong coalition of early childhood advocates, who were key to securing new revenue for early childhood. The ELD works closely with this coalition and will engage them as key partners across multiple activities in order to ensure their agenda can address sustainability needs for the early learning system. The ELD and its partners at Oregon Health Authority will also work with this coalition to build their knowledge base around Mental Health Consultation, which will be a key part of sustaining this work.

Blending and braiding of funds is another part of Oregon’s sustainability strategy. Oregon’s work to align its mixed-delivery programs through its legislative and policy work, as well as its implementation work. This includes leveraging the PDG B-5 Grant to identify promising practices in blending and braiding funding across its infant/toddler and preschool programs. Because of this grant, more programs will blend Baby Promise and Preschool Promise funds, and use federal Head Start dollars with state Oregon Prekindergarten dollars. This will help to identify how funding streams can be used more efficiently and surface obstacles to blending and braiding. In addition to blending and braiding at the program level, Oregon’s work around

coordinated enrollment will help determine whether existing rules or requirements discourage or prevent collaboration across program types; these lessons will be part of the evaluation.

### *Building on Previous Federal Opportunities, Including PDG B-5*

Federal resources have been central to the creation of Oregon’s early learning system since its inception. Oregon’s Early Learning Division was created when the state won a Race to the Top-Early Learning Challenge (RTT-ELC) Grant, and that grant was instrumental in building essential components of Oregon’s system. The original ELD staff were paid for by RTT-ELC funds before transitioning to state dollars. The RTT-ELC grant informed Oregon’s strategic direction for the first five years of the ELD, supported the creation of Spark, and funded a data system for child care licensing. During this period the ELD was also instrumental in the creation of Preschool Promise.

The State utilized its PDG B-5 initial grant to continue advancing early childhood priorities, implementing a new strategic plan that drove investments proposed through Governor Kate Brown’s budget and funded by the legislature. As described earlier the Student Success Act is a comprehensive early childhood reform coupled with an investment of over \$200 million – a historic level of state investment, and the next step in a progression accelerated by federal support. In addition the PDG Needs Assessment has already instigated processes to change how Oregon allocates funds for Hubs, OPK, and Preschool Promise.

### **Dissemination Plan**

Oregon’s PDG work offers the opportunities to communicate with multiple audience, and the state’s goal is to ensure that its products, reports, and outputs are useful to the field. The ELD

has been working on a strategic communication plan to improve its communication to partners over the course of the grant. Key elements of the work will include:

- Ensuring the Needs Assessment and Strategic Plan impact policymakers at the state and Hub level, with the ELC taking the lead in publicizing their content;
- Publicizing the work in Activity 3 to state partners and providers to help them understand the state's new approaches to working with families;
- Ensuring that leaders and teachers know about the changes in the state's professional development approaches, including both the projects itemized in Activity 4 and the capacity-building work described in Activity 5;
- Informing communities of all the work underway to help them successfully implement all of the changes contemplated in the grant; and
- Educating families about the opportunities available to them.

The work will be led by ELD's Communications Team, which includes a Communications Director and Family Communications Specialist. The ELD and ELC will engage a consultant to assist the work, which will be integrated with existing communications strategies given the close relationship between the PDG projects and the ELD's existing work.

ELD will also work with partners to help further disseminations, including other state agencies, Hubs, CCR&Rs, advocates, Head Start, and other service delivery partners, along with parent groups. These groups all have their own channels of communication that ELD will utilize in publicizing the grant. ELD will measure the success of its efforts using available metrics like Google Analytics (which measures website usage) and MailChimp (which tracks how blast emails are opened and reviewed). ELD will conduct process evaluation activities through focus group protocols and surveys that are conducted through the grant, including through the PPE.

## Project Budget and Budget Justification

Oregon is submitting its application for \$9,914,694.57 in federal grant funds as part of the overall project budget of \$13,258,235.89 for the first year. The following budget describes overall costs by activity.

Activity	Federal Share (PDG)	Non-Federal Share (Match)	Total Cost
Activity #1 Subtotal	\$ -	\$ -	\$ -
Activity #2 Subtotal	\$ -	\$ -	\$ -
Activity #3 Subtotal	\$ 1,293,731.81	\$ 258,600.40	\$ 1,552,332.21
Activity #4 Subtotal	\$ 1,675,750.53	\$ 3,000,000.00	\$ 4,675,750.53
Activity #5 Subtotal	\$ 5,663,588.99	\$ 24,732.00	\$ 5,688,320.99
Activity #6 Subtotal	\$ 455,750.00	\$ -	\$ 455,750.00
PPE	\$ 685,750.00	\$ -	\$ 685,750.00
Grant Oversight and Implementation	\$ 140,123.23	\$ 60,208.92	\$ 200,332.15
<b>GRAND TOTAL</b>	<b>\$ 9,914,694.57</b>	<b>\$ 3,343,541.32</b>	<b>\$ 13,258,235.89</b>

The following describes and Oregon's PDG budget by Object Class Category.

Contractual		
Activity	Federal Share (PDG)	Non-Federal Share (Match)
Activity #3	\$ 1,082,225.00	\$ -
Activity #4	\$ 1,393,556.00	\$ -
Activity #5	\$ 5,508,750.00	\$ -
Activity #6	\$ 1,141,500.00	\$ -
<b>Cost Category Subtotal</b>	<b>\$ 9,126,031.00</b>	<b>\$ -</b>

**Activity 3:** Funding for: Seven (7) consultants total, including to address Portal design, developing communications plans for badge design, create promotional materials, and train governance councils, and translate materials = \$682,225; Hubs to fund 7 x .6 FTE to support parents on councils = \$400,000

**Activity 4:** Funding for: Seven (7) consultants total to consult on competencies, advise on pathways, provide guidance on registry changes, conduct landscape analysis, complete standards-based design, and support Spark revisions = \$1,393,556

**Activity 5:** Funding for consultant to advise on mental health consultation at \$305,750; Funding for 150 Baby Promise slots in Tribal nations (50) and in rural family child care homes (100) = \$3,000,000; Funding for quality supports for Baby Promise = \$355,750; Funding for 300 Preschool Promise slots in K-12 = \$1,500,000; Funding for 2 Child Care Licensing Specialists = \$291,500; Funding for consultant to do startup activities focused on co-location of housing and Head Start = \$55,750

**Activity 6:** Funding for consultants to conduct evaluation as part of PPE = \$685,750; consultant to complete data systems inventory = \$455,750.

Oregon will continue to allocate at least 5% of its PDG award toward its evaluation throughout the three year grant period.

<b>Personnel</b>		
<b>Activity</b>	<b>Federal Share (PDG)</b>	<b>Non-Federal Share (Match)</b>
Activity #3	\$ 120,279.24	\$ -
Activity #4	\$ 167,422.68	\$ -
Activity #5	\$ 94,685.40	\$ -
Grant Oversight & Implementation	\$ 59,370.62	\$ -
<b>Cost Category Subtotal</b>	<b>\$ 441,757.94</b>	<b>\$ -</b>

**Activity 3:** 3.2 - Coordinated Enrollment Manager (Operations & Policy Analyst 4 at 1.0 FTE. 12 months x \$8,149/month + 23% indirect = \$120,279)

**Activity 4:** Spark Coordinator (Operations & Policy Analyst 1 at 1.0 FTE. 12 months x \$4,611/month + 23% indirect = \$68,058); Early Learning Guidelines Specialist (Program Analyst 4 at 1.0 FTE. 12 months x \$6,732/month + 23% indirect = \$99,364)

**Activity 5:** 5.4 - Tribal Liaison (Operations & Policy Analyst 3 at 1.0 FTE. 12 months x \$6,415/month + 23% indirect = \$94,685)

**Grant Oversight & Implementation:** Grant Manager (Operations & Policy Analyst 4 at .1 FTE. 12 months x \$8,149/month x 0.1 FTE + 23% indirect = \$12,028); Grant Specialist (Program Analyst 2 at 0.5 FTE. 12 months x \$6,415/month x 0.5 FTE + 23% indirect = \$47,343)

<b>Fringe Benefits</b>		
<b>Activity</b>	<b>Federal Share (PDG)</b>	<b>Non-Federal Share (Match)</b>
Activity #3	\$ 47,966.01	\$ -
Activity #4	\$ 85,646.73	\$ -
Activity #5	\$ 45,591.03	\$ -
Grant Oversight & Implementation	\$ 28,000.07	\$ -
<b>Cost Category Subtotal</b>	<b>\$ 207,203.85</b>	<b>\$ -</b>

**Activity 3:** Coordinated Enrollment Manager (Operations & Policy Analyst 4 at 1.0 FTE. 12 months x \$3,250/month + 23% indirect = \$47,966)

**Activity 4:** Spark Coordinator (Operations & Policy Analyst 1 at 1.0 FTE. 12 months x \$2,634/month + 23% indirect = \$38,876); Early Learning Guidelines Specialist (Program Analyst 4 at 1.0 FTE. 12 months x \$4,373/month + 23% indirect = \$46,771)

**Activity 5:** Tribal Liaison (Operations & Policy Analyst 3 at 1.0 FTE. 12 months x \$3,089/month + 23% indirect = \$45,591)

**Grant Oversight & Implementation:** Grant Manager (Operations & Policy Analyst 4 at .1 FTE. 12 months x \$3,526/month x 0.1 FTE + 23% indirect = \$5,205); Grant Specialist (Program Analyst 2 at 0.5 FTE. 12 months x \$3,089/month x 0.5 FTE + 23% indirect = \$22,795)

<b>Supplies</b>		
<b>Activity</b>	<b>Federal Share (PDG)</b>	<b>Non-Federal Share (Match)</b>
Activity #3	\$ 7,837.56	\$ -
Activity #4	\$ 29,125.12	\$ -
Activity #5	\$ 14,562.56	\$ -
Grant Oversight & Implementation	\$ 4,702.54	\$ -
<b>Cost Category Subtotal</b>	<b>\$ 56,227.78</b>	<b>\$ -</b>

**Services and Supplies for all activities:** Based on current state average per employee, supplies and services, cost for rent, telephone, training is \$6,372/year for each FTE total for the 4.6 FTE across the grant and one time supply costs for workstation and computer for 3 FTE x \$6,725/each = \$56,227.78

<b>Travel</b>		
<b>Activity</b>	<b>Federal Share</b>	<b>Non-Federal</b>
Grant Oversight & Implementation	\$ 12,300.00	\$ -
<b>Cost Category Subtotal</b>	<b>\$ 12,300.00</b>	<b>\$ -</b>

**Travel Grant Funding:** One required trip has been budgeted for four days and three nights for four people. Expenses are estimated at \$1,100 roundtrip airfare from Portland, Oregon to Washington, D.C., per diem at \$76/day, airport shuttle at \$87 roundtrip, lodging at \$256/night, \$75 for internet and baggage roundtrip, and \$80 for taxi costs. Total cost of required travel: \$2,414 x 4 + indirect = \$12,300

<b>Other</b>		
<b>Activity</b>	<b>Federal Share (PDG)</b>	<b>Non-Federal Share (Match)</b>
Activity #3	\$ 35,424.00	\$ -
<b>Cost Category Subtotal</b>	<b>\$ 35,424.00</b>	<b>\$ -</b>

**Activity 3:** Funding for travel stipends for parents to participate in ELC committees = \$35,424 (includes indirect)

<b>Technical Assistance</b>		
<b>Activity</b>	<b>Federal Share (PDG)</b>	<b>Non-Federal Share (Match)</b>
Grant Oversight & Implementation	\$ 35,750.00	\$ -
<b>Cost Category Subtotal</b>	<b>\$ 35,750.00</b>	<b>\$ -</b>

**Technical Assistance:** Oregon will continue to leverage partnerships for technical assistance to support PDG grant implementation activities, and will dedicate an additional \$35,750 to address additional needs that arise through the execution of its proposed projects

<b>Match</b>		
<b>Activity</b>	<b>Federal Share (PDG)</b>	<b>Non-Federal Share (Match)</b>
Activity #3	\$ -	\$ 258,600.40
Activity #4	\$ -	\$ 3,000,000.00
Activity #5	\$ -	\$ 24,732.00
Grant Oversight & Implementation	\$ -	\$ 60,208.92
<b>Cost Category Subtotal</b>	<b>\$ -</b>	<b>\$ 3,343,541.32</b>

**Oregon will match 34% of its requested amount, including: Activity 3:** 5% of Director of Community Systems = \$8,600.40; \$250,000 in contractual funding for parenting education; **Activity 4:** \$3,000,000 in state contractual funding for professional development; **Activity 5:** \$15% of Director of Early Learning Programs = \$24,732; **Activity 5:** .1 FTE to support grant implementation through state funds and .5 FTE to support grant implementation through Ounce of Prevention grant funds = \$60,208.92. Overall state funding match is \$3,269,484 and \$74,057 of match is in philanthropic funds.

Oregon will continue to provide this 30%+ match throughout its three-year grant, as the match funds will be available throughout the grant period.

<b>Federal Share</b>	
Total Direct Charges	\$ 9,668,428.41
Total Indirect Charges	\$ 246,266.15
<b>Grand Total</b>	<b>\$ 9,914,694.57</b>