

## Oregon Preschool Development Grant Application

### Project Summary/Abstract

- Project Title: Building for the Future of Oregon's Young Children & Families: Oregon's Preschool Development Grant B-5
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Oregon has worked hard to design a thoughtful early childhood care and education system. It has consolidated state-level leadership at the Oregon Department of Education's Early Learning Division, and built 16 Early Learning Hubs that provide regional services to communities and providers. In 2018 the Early Learning Division conducted a Strategic Planning process that engaged a broad section of the field, and identified critical priorities for the healthy growth of Oregon's Early Childhood Education (ECE) system. A Preschool Development Grant would allow the state to accelerate progress toward its goals.

Oregon's Strategic Plan identifies three primary goals: children arrive for kindergarten ready to succeed; children are raised in healthy, stable, and attached families; and the early learning system is aligned, coordinated, and family-centered. It will conduct a statewide Needs Assessment to evaluate its progress toward these goals, with particular attention to regional variations in service levels. The Needs Assessment will provide actionable data to guide future investments, and will build on the stakeholder engagement process of the Strategic Plan.

The grant would also build on Oregon's extensive efforts to engage families. In 2017, the state launched a survey of infant-toddler parents that included listening sessions around the state and on-line surveys – the PDG can help Oregon support deeper parent outreach by the Hubs to understand service needs in their areas. The state will pilot Hub-level efforts to improve the methods by which parents are connected to services and developmental screenings, through improved community systems and internet supports. Parents will also receive stronger support for the transition to kindergarten.

To support providers in the implementation of best practices, Oregon will provide technical assistance on how to best leverage existing funding streams in a coordinated manner. It will also create a community of practice for educators to support the transition to kindergarten.

Throughout the grant Oregon will address the needs of its most vulnerable populations, including rural and tribal children. The state will develop a new initiative to support transitions from early learning to kindergarten for tribal children and families, and strengthen the data systems needed to ensure that the needs of all children in the state are being addressed.

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## **State B-5 Mixed Delivery System Description and Vision Statement**

### Vision Statement

Each year about 47,000 children in Oregon turn five years old and begin kindergarten. Race, income, and zip code serve as the strongest predictors of the types of ECE experiences children have and how prepared they are for school. This is because participation in ECE largely depends on what parents can access and afford. For these reasons, the Oregon Department of Education Early Learning Division (ELD) was created five years ago - alongside the creation of a Governor-appointed Early Learning Council (ELC), and an Early Learning System Director position in an effort to consolidate, coordinate, and elevate state- and federally- funded early childhood programs and services. Together, the ELD and ELC support an early learning system that will harness the enormous potential of the early childhood years by better building a strong mixed delivery early learning system that can reach historically underserved children and address the root causes of adversity and inequities.

Together, the ELC – the State Advisory Council under the Head Start Act – and ELD are charged with achieving Oregon’s three early learning system goals: (1) Children arrive at kindergarten ready to succeed; (2) Children live in healthy, stable, and attached families; and (3) The Early Learning System is aligned, coordinated, and family-centered. Oregon has further built out its local infrastructure to achieve these goals through 16 regional Early Learning Hubs (Hubs). Hubs partner with the ELD and ELC to convene and coordinate local partners and meet the needs of children and families within their local communities with a focus on equity and access for the most vulnerable and underserved children.

## Oregon's Current Mixed Delivery System

In October 2017, the Governor requested a statewide early learning plan from the ELC and ELD. Since that time, the ELD and ELC have worked to identify priorities and engage stakeholders to inform Oregon's vision, articulated in its Strategic Plan. To support the ELC, the Governor convened a Children's Cabinet to bring together key state agency leaders and identify needed investments and policies to increase the impact of Oregon's B-5 Early Learning System and ensure that vulnerable children and families have access to high-quality ECE.

Gubernatorial leadership and a new Strategic Plan position Oregon to confront the hard truth: even though Oregon's early learning system has a strong design and innovation, there just isn't enough of it. Oregon's children are geographically and racially diverse, and inequities persist; availability of services is insufficient to meet family needs, particularly for the most vulnerable. More than one in five children in rural Oregon live in poverty, and nearly 50% of young children in low-income families are children of color. Oregon's supply of child care is sparse and unaffordable; the supply of regulated care is only sufficient to serve an average of 12% of infants and it is more expensive than care in all but two other states. In addition, 30,000 eligible children lack access to public preschool. Because of this lack of support too many children enter kindergarten without the preparation necessary to thrive. The early learning Strategic Plan and the Governor's agenda propose bold new investments and work to reach Oregon's priority population of children and families by 2025 who have been historically underserved in communities of color, rural communities, and for low-income families.

The ELD is responsible for supporting families and young children to access high-quality ECE programs and services. Oregon's vision is to create a robust, high-quality, and coordinated mixed delivery system to ensure that all children enter kindergarten ready to learn. The mixed

delivery approach to ECE in Oregon also supports families to access the setting that best meet their needs and preferences and positions communities to capitalize on all available resources for children and families.

Oregon has demonstrated its commitment to mixed delivery across programs. For example, Oregon has two state preschool programs -- both of which show innovation in mixed delivery, blending funding, and partnerships. Oregon's Preschool Promise program is delivered through child care, including home-based child care, and nearly 25% of slots are delivered through K-12 schools and Head Start grantees, respectively. The Oregon Prekindergarten (OPK) program blends state and federal funds to expand the reach of Head Start investments to an additional 8,100 children a year. The state's child care assistance program provides contracts to Head Start, OPK, and Preschool Promise providers to fund wraparound and summer care.

Oregon believes it can only develop an aligned, coordinated early learning system when it works in partnership with regional and community partners. The mixed delivery approach is dependent upon this strong regional system, as this regional level is critical to facilitate the understanding of what families need and want in ECE. For this reason, Hubs have been built as a cornerstone of the ELD and ELC's early learning system-building work. Hubs play a key role in Oregon's early learning system, such as determining priority populations for programs and identifying providers to deliver Preschool Promise. In addition, Oregon's mixed delivery system funds 13 regional Child Care Resource & Referral (CCR&R) Networks across the state to support all providers within its mixed delivery system through training and technical assistance to improve the quality of providers across the system.

Oregon's current landscape is one with many promising initiatives, but one that also struggles to achieve the scale needed to serve all of Oregon's families. The state has funded

programs that address critical needs of families – including its preschool programs - and is in the process of piloting a strategic quality and supply building model for strengthening and increasing the number of infant-toddler programs. Oregon’s policies and programs are listed below, as well as the successes and hurdles associated with each:

<b>Program</b>	<b>Description</b>
<i>Preschool Promise</i>	The Oregon Preschool Promise Program serves approximately 1,300 of 40,000 eligible children (i.e., in households at 200% of Federal Poverty Level or below). It is a high-quality preschool program funded by the state through regional Hubs in a competitive process. It is mixed delivery, and is delivered through family child care, schools, non-profits, institutions of higher education, and others. There is insufficient funding to reach all eligible children, and only nine of the 16 Hubs received any funding. Oregon is working to identify additional resources to expand this program. In addition, the infrastructure at the state and local level to support quality standard implementation and outreach to families is underfunded.
<i>Oregon Prekindergarten</i>	The Oregon Prekindergarten (OPK) is a statewide program based on the federal Head Start model that serves approximately 8,000 of the 20,000 eligible children, in addition to the nearly 4,000 served by Head Start. OPK is open to children in families at or below 100% of the federal poverty level. It is delivered through a variety of grantees including schools, non-profits, institutions of higher education, etc. OPK funding has not kept pace with state standards, meaning that educators are paid near minimum wage regardless of qualifications and programs are largely half-day. Oregon is working to identify additional resources to enhance this program, and support Early Head Start expansion.
<i>Baby Promise</i>	Oregon is working to develop and pilot an approach to building high-quality infant/toddler care. Baby Promise will utilize child care assistance funds and, if approved in the 2019 legislative session, state funds to create contracted slots through a mixed delivery system across the state.
<i>Spark, Quality Rating and Improvement System</i>	Spark, Oregon’s Quality Rating and Improvement System (QRIS), provides a framework of quality standards that begins with foundational health and safety standards and progresses to higher levels. Spark is supported by technical assistance providers in CCR&Rs. Programs recognized for quality are publicly identified and receive increased subsidy reimbursement and lower family co-pays based on higher ratings. 36% of licensed programs are engaged in Spark. However, Spark is not currently funded at a level sufficient to drive improved quality at scale - particularly for settings that serve the most vulnerable children.
<i>Child Care</i>	Oregon’s child care system includes 13 regional Resource & Referral Networks, which provide professional development, technical assistance, and coaching to providers - and referral services for parents through the “211” phone service. The ELD is responsible for licensing, but current staff

<b>Program</b>	<b>Description</b>
	<p>levels are below national best practice standards for licensing caseloads. Recent changes to licensing regulations have also strained the licensing system. In 2018, the Governor led an effort to add 14 licensing staff. Oregon’s child care system serves approximately 120,000 children through over 4,000 licensed providers and 2,000 regulated license-exempt subsidy providers. Affordability is also a challenge; according to a recent report from Child Care Aware of America, Oregon is one of the least affordable states for center-based infant care (48<sup>th</sup>), family infant care (44<sup>th</sup>), center-based toddler care (49<sup>th</sup>), family toddler care (45<sup>th</sup>), center-based 4-year-old care (44<sup>th</sup>), and family 4-year-old care (45<sup>th</sup>).</p>
<i>Early Intervention and Early Childhood Special Education (EI/ECSE)</i>	<p>Developmental screenings administered by health and early childhood education providers are used to identify children with special needs. Coordinating developmental screenings in partnership between health care organizations and early care and education providers - which share results through parent consent - have effectively improved the state’s ability to identify children with special needs. But there has not yet been additional funding to support the increased caseload. When services are provided they can be used to provide placements for children, or meet specific needs in combination with another program (such as child care or preschool). Children are served in both publicly funded and privately funded early care and education settings.</p>
<i>Healthy Families Oregon</i>	<p>Healthy Families is a statewide family support and parent education home visiting program focused on child abuse prevention. It is provided by local home visitors – some contracted through Hubs - and seeks to connect families with other services for which they are eligible. It serves more than 3,000 children, which represents only 11% of the eligible population and 46% of the eligible population expressing interest. Staff turnover has been a challenge due to low wages.</p>
<i>Relief Nurseries</i>	<p>Relief Nurseries are a program for families in crisis. Organizations across the state provide in-home and therapeutic classroom experiences with mental health supports, designed to prevent child abuse and neglect through a therapeutic preschool model. Relief Nurseries serve more than 3,000 children, and additional funding could meet the needs of more families.</p>
<i>Kindergarten Readiness Partnership &amp; Innovation Program (KPI)</i>	<p>Funded through Hubs, KPI works to strengthen prenatal to third-grade alignment by increasing family engagement and improving alignment between early childhood providers and schools. It focuses on schools that serve families that are economically disadvantaged, children of color, and dual language learners. Current funding is not adequate to reach all schools that might benefit, nor is it enough to maintain ongoing alignment between systems. To address this, Oregon is looking to other, sustainable funding sources that can scale the innovations identified through KPI.</p>

## How Oregon's Vision Will Improve Quality and Access

Oregon's mixed delivery system will ensure it can improve access to quality ECE across all programs through a variety of partners. Oregon built a new QRIS – Spark – under its Race to the Top – Early Learning Challenge grant. The state is in the process of enhancing Spark, learning from its validation study and informed by several years of implementation. One goal for its QRIS is to increase the supply of licensed providers who can implement best practices in ECE, beginning with more providers that are successful in meeting key health and safety standards. Oregon prioritizes quality improvement resources to providers that are serving children in low-income families to ensure they are in the highest quality care available. Spark revisions will define high-quality standards that strengthen the focus on culturally-responsive practices and partnerships with families, as well as standards that address the working environments and professional supports of ECE educators - and are equitable across provider types. The revision process is also taking into account the need to build greater supports, incentives, provider recognition, and better capacity to deliver tailored technical assistance for a robust continuous quality improvement process. Oregon is costing out its revised Spark system and has set a priority for additional investments to achieve its goals.

Oregon will use additional CCDF Discretionary Federal funds to pilot an approach to building the supply of high-quality infant/toddler care (Baby Promise). This program will target families who qualify for child care assistance and communities with a dearth of infant and toddler care, including a focus on rural communities. It will combine an approach of quality improvement supports, professional learning, and contracted slots with reimbursement rates aligned to the cost of quality. Expanding this pilot with state funds is a priority for the next state biennial budget.



The ELD also established innovative approaches to supporting the B-5 workforce through its Race to the Top grant. Through Focused Child Care Networks (FCCN), Oregon brings together family child care providers into professional learning communities to share best practices, targeting providers that serve vulnerable children and families. This approach was sustained through a combination of CCDF and state funds. Oregon is planning to expand these networks with new CCDF funds and has set a priority for additional state investment. Oregon also provided scholarships and support for the incumbent workforce to attain credentials and degrees through a cohort model and partnerships between two- and four-year institutions of higher education. Oregon is planning to scale this successful approach through a partnership with Oregon's state agency responsible for higher education, the Higher Education Coordinating Commission. These resources will be used to maintain the cultural and linguistic diversity of the ECE workforce. Taken together, these approaches will help Oregon expand its high-quality mixed delivery system for ECE to serve more children and families.

#### Oregon's Active Stakeholder Involvement and Partnerships

Oregon has a strong culture of engaging stakeholders and utilizing partnerships in its work. For example, Oregon's recent Strategic Planning process included engagement with stakeholders across the state over an eight-month period to set a five-year vision for its early learning system. The ELD has the relationships with the cross-sector and community partners necessary to carry out the work of its vision and of this grant, including:

- *Local Philanthropic Partners* – The Oregon Early Childhood Funders Circle - including the Oregon Community Foundation and other family foundations in Oregon - is supporting parent engagement through the Oregon Parenting Education Collaborative (OPEC). OPEC

will support the work of this grant by facilitating connections to parents and families across the state to leverage their voice to improve our ECE system.

- *National Philanthropic Partners* – Oregon is one of three states selected as part of the Pritzker Children’s Initiative’s work to build pre-natal-to-age-three systems. It is also one of three states in the Partnership for Pre-k Improvement (PPI) grant funded by the Bill & Melinda Gates Foundation and coordinated through the Ounce of Prevention Fund, a multi-year initiative to improve the quality of statewide preschool programs and systems.
- *Researchers* – The ELD is fortunate to have strong partnerships with early childhood researchers across the state. Through its PPI work, researchers are supporting data collection on the efficacy of our quality improvement initiatives. We will look to them to partner on the Needs Assessment and other research-related activities throughout the grant.
- *Community-Based and Culturally-Specific Organizations* – The ELD’s community partners include direct service providers from a range of settings across the mixed delivery system. It also includes organizations that focus on supports for the early childhood workforce. Another group of partners focuses on coordinating service and ensuring that families can access whichever services are most important to them. Still another group of partners are focused on the needs of children and families of color and ensuring that their ECE experiences are culturally and linguistically responsive. These partners will facilitate ELD and Hubs approach to convening the range of partners in Oregon’s ECE mixed delivery system that will be needed to implement the ELC Strategic Plan and PDG work.
- *State Agencies* – While the ELD is responsible for much of the ECE system, there are other key agencies with whom the ELD frequently partners. For example, the ELC coordinates with the Health Authority, which administers the state’s evidenced-based home visiting

programs and Medicaid. A strong partnership between the Oregon Health Authority (OHA) and ELD is essential for coordinating health, home visiting, and early learning services, and implementation of Family Connects®.

- *Tribal Partners* – The ELD conducts government to government consultation with Tribal Nations, and the Governor appoints a tribal representative to the ELC. The PDG will expand opportunities to actively involve Tribal Nations in the execution of the Strategic Plan.

At the same time the ELD and ELC were formed, Oregon education agencies adopted the Oregon Equity Lens, which has informed the state’s progress in building its early learning system. The Council, through its equity implementation committee, the Hubs, and the ELD have collaborated to operationalize the Equity Lens throughout all of their work to develop policies and innovative programs. Hubs play a key role in defining priority populations within their communities by using data to analyze who has been historically underserved – accounting for income, race/ethnicity, language, ability, geographical isolation, and risk of involvement in the child welfare system. The ELD and the Hubs make decisions about the resources allocated to programs based on the reach and impact for historically underserved children and families.

Oregon has set a goal to close the access gap for families and children eligible for state-funded, high-quality ECE programs - which will provide culturally- and developmentally-appropriate experiences and environments, beginning at birth through the start of school. Greater access to quality early learning will help children to enter kindergarten ready to succeed, and empower families to support their child’s learning and development and participate in the workforce. As a result of a stronger ECE system, Oregon will see short-term outcomes regarding healthy births, positive parent-child interactions, reductions in child abuse and neglect and better long-term outcomes throughout children’s academic careers and beyond.

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

### A Needs Assessment to Strengthen Oregon’s Strategic Plan

Though Oregon has been working over the past several years to better measure and understand how its early care and education programs serve its most vulnerable children and families across the state, it has not yet had the opportunity to conduct a statewide birth through five Needs Assessment to determine the reach and quality of all programs. Through its year-long Strategic Planning process, the ELC conducted a qualitative Needs Assessment through multiple input sessions with parents, providers, policymakers, and partners across the B-5 early learning system. This process also utilized information from numerous reports on the state of the early learning system in Oregon and the infrastructure to support this system - including market price studies, workforce studies, and program evaluations of its current programs. At the same time, this process illuminated the gaps in available data necessary – especially at the local level - to determine the availability and quality of programs, the unduplicated count of children and families served within these programs, and the capacity of communities to offer these services. This points to the need for Oregon to implement a systemic approach to collecting periodic, comprehensive data about its early learning programs and services and how the availability of these services meets parents’ needs.

<b>Activity One: B-5 Statewide Needs Assessment Plan</b>
<p><b>Goal:</b> Determine the reach of current programs in Oregon to the most historically underserved populations and the capacity of facilities to expand the reach of early care and education programs</p> <p><b>Logic Model Outcomes:</b></p> <ul style="list-style-type: none"><li>• Increase in information available about needs of children and families</li><li>• Increase in information about families receiving or awaiting services</li></ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"><li>• 1.1 <u>Statewide Needs Assessment Scope and Work Plan</u> (\$2,000,000)</li></ul>

To lead this work, Oregon will create a state Needs Assessment advisory committee (SNAAC) that includes representatives from all federal and state early childhood programs that require a comprehensive Needs Assessment or plans (e.g, MIECHV, Title V, Head Start Collaboration, CCDF). This approach will allow Oregon to leverage data and information from similar efforts, and achieve better coordination on the completion of the statewide Needs Assessment outlined in this section. The SNAAC will at a minimum include representatives from the ELC; Hubs; Oregon’s research community; community-based early care and education programs; CCR&Rs; federally-recognized Tribal Nations; state agency staff responsible for EI/ECSE, Maternal and Child Health, and Self Sufficiency programs at the Department of Human Services; and ELD staff. SNAAC will also guide implementation of the statewide Strategic Plan, outlined below.

1.1 Statewide Needs Assessment Scope and Work Plan

Oregon has many of the key foundations for the statewide Needs Assessment already in place. The Needs Assessment will build on this existing work.

*Definitions of Key Terms*

In Strategic Plan process, the state has developed definitions of some key terms necessary to complete the Needs Assessment. Where the Strategic Plan has defined key terms, the definitions will be used in the Needs Assessment – and where additional definition of those terms is necessary, the Early Learning Division will present proposed definitions to the ELC for its consideration and approval. Definitions already in the Strategic Plan include:

<b>Term</b>	<b>Definition</b>
<i>Quality Early Childhood Care and Education</i>	The Strategic Plan defines “Quality” as “The characteristics of learning environments that promote the physical, social, emotional and cognitive development of young children. High quality programs typically exceed state regulatory requirements, utilizing Developmentally Appropriate curricula and prioritizing culturally competent practice, adequate teacher and

<b>Term</b>	<b>Definition</b>
	administrative qualifications, ongoing Professional Development, and Family Engagement strategies, among other qualities.” This definition will drive the definition of “Quality Early Childhood Care and Education.”
<i>Vulnerable or Underserved Children</i>	<p>Oregon defines vulnerable children as children who are historically underserved – meaning that they are from a group that has not typically received adequate access to early care and education based on income, geography, ability, and race/ethnicity. The Strategic Plan includes a definition of historically underserved, which was vetted through the ELC’s Equity Implementation Committee. For the purposes of this grant, this population of children will be referred to as “vulnerable” and vulnerable children/families who are not enrolled in a high-quality ECE program will be considered “underserved.”</p> <ul style="list-style-type: none"> <li>• The scope of this population is described above in the discussion of Oregon’s mixed delivery system.</li> </ul>
<i>Children in Rural Areas</i>	Oregon defines “rural” as “any geographic area ten or more miles from the centroid of a population center of 40,000 people or more.” Thus, “Children in Rural Areas” will be any children that live in an area defined as rural – or in an area defined as “frontier,” which is any county with six or fewer people per square mile.

The initial draft of the Needs Assessment will also propose a definition of the term “Availability” – and any other critical terms – that can be finalized as part of the review process.

The scope of the Needs Assessment includes the following:

<b>Topic</b>	<b>Key Considerations</b>
Child population	<ul style="list-style-type: none"> <li>• The existing population of children who are vulnerable or underserved, and the existing population of children in rural areas.</li> <li>• The number of children by age, family income, and: <ul style="list-style-type: none"> <li>○ Geography;</li> <li>○ Race/ethnicity;</li> <li>○ Race/ethnicity and home language;</li> <li>○ Race/ethnicity, home language, and special educational, health complexity, and/or social complexity</li> </ul> </li> </ul>
Quality and availability of services	<ul style="list-style-type: none"> <li>• The number, type (e.g., funding source and setting), and QRIS rating of early care and education programs by: <ul style="list-style-type: none"> <li>○ geography</li> <li>○ age and family income of children served</li> <li>○ age, race, and home language of children served</li> <li>○ enrollment of families receiving childcare assistance</li> <li>○ enrollment of families with individual family service plans</li> <li>○ special educational, health complexity, and/or social complexity</li> </ul> </li> <li>• Demographics of communities in which high-quality programs are located</li> <li>• Number of families with children with special needs seeking child care</li> </ul>

Topic	Key Considerations
	<ul style="list-style-type: none"> <li>• Number of working families - or families seeking employment or in job training - reporting inability to find care that meets their needs for working hours (to be addressed in Activity 3)</li> <li>• Number of families using weekend and other nonstandard hour care by provider type</li> <li>• Number of children and families in state- or federally-funded programs using wraparound care</li> <li>• Number of children and families in state- or federally-funded programs needing wraparound care</li> </ul>
Unduplicated Counts of Children and Families	<ul style="list-style-type: none"> <li>• Unduplicated count of children B-5 enrolled and on waiting lists for key programs, disaggregated by age, race, language, income, including, but not limited to: <ul style="list-style-type: none"> <li>○ Child Care Assistance programs (i.e., ERDC and TANF child care)</li> <li>○ Early Intervention/Early Childhood Special Education</li> <li>○ Head Start/Early Head Start (including Migrant/Seasonal and Tribal)</li> <li>○ MIECHV and other home visiting programs</li> <li>○ Oregon Prekindergarten</li> <li>○ Baby Promise</li> <li>○ Preschool Promise</li> <li>○ Relief Nurseries</li> <li>○ Locally-funded public preschool programs</li> </ul> </li> </ul>
Facilities	<ul style="list-style-type: none"> <li>• The current availability and quality of indoor and outdoor facilities to serve children B-5</li> <li>• Estimated costs of facilities improvements to meet current and proposed program standards, including child care licensing, Head Start/Early Head Start, and other national standards, including Caring for Our Children</li> </ul>
Funding High-Quality Programs	<ul style="list-style-type: none"> <li>• The extent to which early care and education programs currently blend, braid, or stack Federal, State, and Local funding</li> <li>• The impact of coordinating funding on increasing program operating and cost efficiencies</li> <li>• The impact of coordinating funding on supporting mixed delivery</li> <li>• The impact of coordinating funding on supporting inclusion</li> <li>• Identify current state and federal policy barriers to blending resources across funding streams</li> <li>• Identify practices to facilitate blending, braiding, and stacking funding</li> </ul>
Provision of High-quality Care	<ul style="list-style-type: none"> <li>• The Needs Assessment will identify barriers to provision of high-quality care, including: <ul style="list-style-type: none"> <li>• Workforce <ul style="list-style-type: none"> <li>○ The qualifications and experiences of the current early childhood workforce, including compensation and turnover</li> <li>○ The racial, ethnic, and linguistic diversity among early childhood professionals in comparison to the diversity of children</li> <li>○ Disparities within the early childhood workforce related to access to compensation and education</li> </ul> </li> </ul> </li> </ul>

Topic	Key Considerations
	<ul style="list-style-type: none"> <li>○ The current gaps in skills and competencies of the workforce</li> <li>○ The capacity and gaps of Oregon’s higher education system to support future and current early childhood educators</li> <li>○ The capacity and gaps of Oregon’s professional learning system to support current early childhood educators</li> <li>● Transportation <ul style="list-style-type: none"> <li>○ The availability of transportation supports to families to access high-quality ECE programs</li> </ul> </li> <li>● Program Quality: The extent to which programs... <ul style="list-style-type: none"> <li>○ Are accessing professional learning supports, including technical assistance and coaching</li> <li>○ Are utilizing curriculum</li> <li>○ Use consultation</li> <li>○ Use effective family engagement practices</li> <li>○ Are referring families to other services and supports needed</li> </ul> </li> </ul>
Transitions	<ul style="list-style-type: none"> <li>● The quality of transition practices and the extent to which the following programs utilize intentional transition practices: <ul style="list-style-type: none"> <li>○ CCDF-Funded Child Care Assistance programs (i.e., ERDC and TANF child care)</li> <li>○ Early Intervention/Early Childhood Special Education</li> <li>○ Head Start (including Migrant/Seasonal and Tribal)</li> <li>○ MIECHV and other home visiting programs</li> <li>○ Oregon Prekindergarten</li> <li>○ Preschool Promise</li> <li>○ Relief Nurseries</li> <li>○ Locally-funded public preschool programs</li> </ul> </li> <li>● The number of children and families who have access to transition supports from early care and education programs into elementary school, disaggregated by race, income, language</li> <li>● The number and characteristics of schools providing systematic transition supports</li> <li>● The experience of parents/families from the transition supports from early care and education programs into elementary school</li> <li>● The extent to which early childhood educators and K-12 educators have a shared understanding of expectations of transition programs and the supports needed to increase this understanding</li> </ul>

Oregon will contract with experts to conduct the Needs Assessment analyses. ELD will develop an Intergovernmental Agreement (IGA) vetted through the SNAAC, which will further refine the research questions and provide feedback to the contractors on periodic, interim reports on progress. Due to the mixed-methods and different sets of expertise needed to create the



statewide Needs Assessment, the ELD expects to contract with multiple entities to achieve the above analysis. However, one contractor will be identified as the entity responsible for compiling all Needs Assessment analyses and writing one report.

The contractor will complete the analysis by (1) identifying which can be answered by existing data, including existing reports and state administrative data; (2) identifying which considerations cannot be addressed through existing data; (3) identifying strategies to collect data, where needed; (4) collecting data through mixed methodologies, including surveys, focus groups, and interviews of parents and providers; (5) integrating and analyzing administrative data; and (6) producing the Needs Assessment report to address all issues outlined in the table above. For gaps in data that cannot be addressed within the timeline and scope of this Needs Assessment, the contractor will provide recommendations for further work to address the gaps - especially regarding needs of working families, as well as those seeking employment or in job training. The Needs Assessment will also utilize the state's key indicators, which are described further under Activity Two.

The contractor will also work with the Oregon Enterprise Data Analytics (OEDA) team to facilitate, where possible, analyses of unduplicated counts of children in state- and federally-funded programs. Housed in the Department of Human Services, the OEDA was created in 2015 by the Oregon Legislature to facilitate research using data across state agencies. It is the best entity to produce analyses of unduplicated counts of children and families, particularly where programs are run by multiple state agencies. The contractor will also identify where analyses of unduplicated counts of children receiving or awaiting services are not possible, including analysis of data from waiting lists. This analysis will inform work to pilot coordinated enrollment for families in four Hubs and at least one Tribal Nation (Activity 3.1).

To conduct the assessment, the ELD and its contractors will:

<b>Action Step</b>	<b>Description</b>	<b>Timeline</b>
<i>Initiate SNAAC and develop IGA</i>	The SNAAC and ELD refine research questions and produce IGA to identify and select one or more of Oregon’s public research institutions	Prior to Award
<i>Refine Scope of Work</i>	The SNAAC, ELD, and research institutions refine the SOW to identify and select contractor(s) with the technical expertise to complete the full scope of Needs Assessment	Month 1
<i>Review existing reports and data sources</i>	Researchers review existing reports, federal and state Needs Assessments, and state administrative data to determine how they might inform the Needs Assessment process <sup>1</sup>	Month 2
<i>Identify data gaps; determine how to close</i>	Researchers determine where data are unavailable, and methodologies - where feasible - for addressing those gaps within the timeline and scope of the initiative	Month 2-3
<i>Collect additional data</i>	Researchers execute data collection methodologies and plans as previously identified	Month 4-5
<i>Present draft for input</i>	The researchers present a draft of the report to the SNAAC and the ELD will make the draft available to stakeholders, including the ELC and Hubs, for comment.	Month 5
<i>Finalize based on feedback</i>	After the comment period, researchers work to finalize the Needs Assessment and submit it for approval.	Month 6
<i>Disseminate report</i>	After approval, researchers implement a dissemination strategy to ensure the Needs Assessment is widely distributed throughout the state (e.g., through webinars, stakeholder meetings, and Hubs)	Month 6

As a result of the Needs Assessment, the ELD will set a baseline and targets for tracking progress including, but not limited to, the following:

- Number of high-quality early care and education slots serving infants and toddlers;
- Number of high-quality preschool slots;
- Number of high-quality child care slots serving families requiring services during nonstandard hours;

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<sup>1</sup> Oregon has made use of technical assistance through its work with the Build Initiative to assess commonalities among various Needs Assessments or plans of programs that serve children B-5, including: Head Start/Early Head Start; Title V; Title IV; and MIECHV.

- Number of high-quality programs serving children who are dual language learners;
- Number of high-quality programs serving children with special education, health complexity, and/or social complexity;
- Number of programs blending, braiding, or stacking multiple funding sources to better coordinate and serve vulnerable children and families;
- Number of programs providing culturally-specific services;
- Number of facilities that meet quality standards; and
- Number of programs utilizing intentional transition practices to support families and children entering elementary school.

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

Oregon’s Early Learning Council Strategic Plan

In 2018 Oregon’s Early Learning Council (ELC) led a process of developing a new five-year Strategic Plan for the state’s early learning system. The Strategic Plan is expected to be adopted in December 2018, and the process of developing it has already met many of the criteria in the Preschool Development Grant Funding Opportunity Announcement. The entire process has been led by the ELC. As described below, the ELC’s process included extensive stakeholder engagement to ensure appropriate input on opportunities and challenges that should be addressed in the Strategic Plan.

<b>Activity Two: B-5 Statewide Strategic Plan</b>
<p><b>Goal:</b> Implement the goals and objectives of the Early Learning Strategic Plan</p> <p><b>Logic Model Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increase in data capacity &amp; tracking</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 2.1 Implementation of the Strategic Plan (\$100,000)</li> </ul>

- The process included six meetings of the ELC with over 100 participants giving input at each, meetings of all four of the ELC’s committees, sessions held by each of the 16 Early Learning Hub Governance Boards, and several engagement sessions exclusively for families.
- These engagement sessions began in January 2018 and continued through September 2018, to allow stakeholders to participate at multiple stages of the plan’s development.
- Stakeholders involved represented the diversity of the state and included: families and parents of children within state-funded early learning programs, including preschool, Early Intervention/Early Childhood Special Education, and the child care assistance program; child care providers and other early childhood educators; Head Start directors and educators; school principals and superintendents; pediatricians and public health professionals; housing advocates; representatives from local public health agencies; home visiting programs; child protective service agencies; community-based cultural-specific organizations; coordinated care organizations; and other key stakeholders across Oregon.
- The plan built on previous Strategic Plans developed within sectors of the early childhood community – including MIECHV, Title V, Head Start, Housing, and Medicaid.

The Strategic Plan’s recommendations are crafted to build on innovative work already underway in Oregon, leverage existing capacities, reinforce the state’s commitment to equity, and include all sectors involved in the goals associated with the early learning system – with goals including expanding access to the full range of early childhood services, including home visiting, state preschool, parenting education, infant-toddler child care, and more.

An important focus of the Strategic Plan is on activities that strengthen partnerships, collaboration, coordination, and quality improvement. Indeed, Goal 3 of the Strategic Plan is to

align and coordinate the system – and all of the objectives under Goal 3 speak to opportunities for partnership and collaboration. These include:

- 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 competencies, recruitment, and retention;
- Looking across funding streams to ensure equity for vulnerable families and those with special needs; and
- Objective 4, “Strengthen state-community connections to create streamlined local systems that are aligned, coordinated, and family-centered.” The strategies under Objective 4 include strengthening local systems, developing shared metrics, building the ability of the Hubs to support continuous quality improvement, and ensuring family voice in systems design.

Another important collaboration opportunity is Objective Five under Goal 1: kindergarten readiness, supporting children and families in the transition from early care and education into K-12. Oregon’s approach includes five strategies: establishing a shared professional culture, engaging families, social and emotional supports, guidance and support to school districts, and improved assessment processes. Collectively these strategies address the needs of the child, the family, and the professionals supporting children and families.

Family engagement and supporting providers are also prominent priorities in the Strategic Plan. Supporting families is system Goal 2, with multiple objectives focused on what the state can do to provide a diverse range of well-designed and well-aligned services. Support for providers is highlighted not only in Goal 1 Objective 5 but in Goal 3 Objective 2, which looks to build the capacity of the workforce and increase cross-sector recruitment and retention.

To measure the success of the Strategic Plan, Oregon will use the Measuring Success Dashboard as its indicators of progress. The Measuring Success Committee has been working concurrently with the ELC's Strategic Planning process to develop an Early Learning System Dashboard. The Committee includes members of Oregon's early childhood research community, representatives from the Hubs, and representatives from state agencies focused on the early care and education, health, K-12, human services, and housing sectors. Measuring Success has identified recommendations for a set of long-term population outcomes measures of child and family well-being that require cross-sector collaboration to impact and that will help to align work across the ELC's Strategic Plan. The Committee is also developing recommendations for intermediary measures that can be used to track each sector's contribution to the long-term outcomes over time. The recommendations for the long-term and intermediary measures will be brought to the ELC for adoption after the completion of the Strategic Plan.

#### Strategy 2.1: Implementation of the Strategic Plan

The ELC's subcommittees will lead the implementation of the Strategic Plan. After the plan is completed in December, the subcommittees will meet to develop work plans tied to the Strategic Plan's goals and objectives, and to develop interim metrics to measure progress and success. If Oregon is awarded a grant, it will use grant funds to hire a consultant to accelerate and support the development process. The consultant would work with the subcommittees through May to finalize multi-year work plans tied to the Strategic Plan's goals.

When the Needs Assessment is completed, the SNAAC will review its results and make recommendations for any changes it demands in implementing the Strategic Plan. This process is not grant-funded but will be completed during the grant period.

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

Oregon is committed to family and parent engagement through all of its work, and its consolidated governance structure for the early learning system serves as an asset for advancing Goal 3 of Oregon’s Strategic Plan – “An Early Learning System that is aligned, coordinated, and family-centered.” Oregon has multiple efforts underway to ensure that parents are provided with timely and accurate information about available early childhood services, and it is also working to support family engagement in the development of their child. This grant will allow Oregon to effectively build on those existing efforts in an aligned and coordinated manner.

Oregon’s work to inform and engage parents in child development takes place in a broader policy context where parents are actively solicited for their opinions in state, regional, and local decision-making. Each of the Hubs is required to have governance mechanisms in place to ensure diverse families are engaged, in a culturally responsive manner, in Hub decision-making around planning, strategies, and activities. Hubs use mechanisms such as parent advisory councils, the regular use of parent cafés, and representation of parents on governing boards to accomplish this. Because of Hubs’ proximity to communities and their responsibility for engaging families, the ELC partners with Hubs to convey family voice to the ELC. For example, Hubs played a crucial role during the Strategic Planning process of making sure that the ELC heard from a diversity of parent voices - particularly of parents impacted by state policies and services - and Hubs will continue to play this role as the Early Learning System Strategic Plan is implemented. The ELC also appoints a representative to serve on a statewide advisory board focused on quality early intervention and early childhood special education services.

The consolidation of key programs in the ELD also positions the state to ensure greater alignment and coordination across programs, and a major rationale for that is to make those

programs more responsive to the needs of families. The ELD serves as the CCDF administrator, home of Head Start Collaboration office, support entity for Hubs, and has primary responsibility for overseeing key state programs and partnerships for empowering families and healthy parent child relationships - including Healthy Families Oregon, a statewide home visiting program, and Relief Nurseries, which helps families at risk of involvement with the child welfare system.

<b>Activity 3: Maximizing Parental Choice and Knowledge</b>
<p><b>Goal:</b> Maximize family choice and knowledge about Oregon’s mixed delivery B-5 system and increase family engagement, including in transitions to school</p> <p><b>Logic Model Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increase in parental/family knowledge</li> <li>• Increase in knowledge about parents’ preferences and experiences</li> <li>• Increase in access to ECE programs and services</li> <li>• Increase in effective transition practices</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 3.1 Coordinated Enrollment for Families (<i>\$1,070,000</i>)</li> <li>• 3.2 Support Communities to Implement Universal Family Connects Model (<i>\$250,000</i>)</li> <li>• 3.3 Improve the Child Care Safety Portal to provide relevant and timely information (<i>\$250,000</i>)</li> <li>• 3.4 Laying the Groundwork for Empowerment through Parent Surveying (<i>\$300,000</i>)</li> </ul>

Ensuring Parents are Provided Timely, Accurate Information in a Culturally and Linguistically Sensitive Manner

Oregon’s current system for providing timely, accurate information to parents to find and choose ECE is highlighted by the 211 system, which consists of multi-cultural/multi-lingual staff with team members who speak Spanish, Russian, and Cambodian, and employs a language line for translation services if needed. The ELD also regularly brings together QRIS and 211 contractors to ensure coordination across efforts to provide consumer education to families.

Beginning in 2017, Oregon conducted an extensive survey of the parents of infants and toddlers, and held listening sessions around the state in partnership with local resource and referral agencies to identify families’ needs for choosing ECE. The survey showed that parents



are concerned about finding affordable child care, and in particular, parents in rural areas had difficulty finding child care. Parents who speak languages other than English and families of color expressed concerns about the cultural sensitivity of their child care providers. The listening sessions illuminated the many benefits of a statewide, centralized support system for families, such as 211 - but also indicated that many families need more tailored supports to access and understand information about safe, affordable, and quality care, especially making choices and enrolling in ECE programs for which they are eligible. To provide those more tailored supports Oregon will support the development of local coordinated enrollment systems and expand the Family Connects® system, both of which provide additional support to parents navigating the early childhood system. It will also upgrade the Child Care Safety Portal, which provides valuable information to parents in the service selection process.

#### Strategy 3.1: Coordinated Enrollment for Families

To make it easier to find, choose, and enroll in ECE that meets the needs and preferences of parents, the state will partner with Hubs to increase its ability to serve families with the most complex needs by developing coordinated enrollment systems for programs such as state-funded preschool, Head Start, and child care assistance. These systems will make it easier for families to access and find ECE programs for which their children are eligible. To do this, ELD will select up to four Hubs and Tribal communities to pilot coordinated enrollment systems for infant-toddler contracted slots program and preschool programs, and IDEA-funded services. The pilot will seek to be based on local needs, to ensure that the design is tailored to each community. The following process will be used to develop coordinated enrollment systems:

- An initial local planning summit will be held in March among Hubs, Head Start grantees, 211, CCR&Rs, EI, Part B, school districts, and preschool providers, and other key

community partners – including providers of Medicaid, MIECHV, and WIC - to assist Hubs to build data systems that facilitate coordinated application and enrollment processes.

- Communities will be provided resources and supports to allow them to engage actively with families to gain a deeper understanding of their needs and information gaps, including what types of resources are most helpful in accessing and choosing ECE and how that information is best accessed - all of which can inform the design of the coordinated enrollment system. This analysis will leverage data tracked by 211 about services parents frequently request.
- Communities will have access to expert consultants who will assist with two interrelated processes: (1) establishing the governance structures necessary to maintain a coordinated enrollment system; and (2) studying the data infrastructure of existing programs to determine what technological systems would need to be in place to support coordinated enrollment. The communities will work to establish governance and data systems that can support coordinated enrollment on an ongoing basis, which will include entering into collaborative agreements, and planning for the capacity needed to sustain the system on an ongoing basis.
- Over the course of the year the ELD will host a statewide coordinated enrollment learning collaborative to connect the Hubs participating in the pilot, including at least one additional in-person summit among the communities. The goal is for coordinated enrollment to look different in different communities; the state will track varying local approaches and report on them, to inform ELD technical assistance and decisions in other communities.
- The state will also commission the data support consultant to prepare a report analyzing data privacy issues faced at the community level, with recommendations for best practices in data privacy and security. This will include recommendations for sharing waitlist information where possible, to enable unduplicated counts of children awaiting services. The consultant

will prepare a toolkit for use by all Hubs based on lessons learned to support future technical assistance and planning to scale coordinated enrollment to all 16 Hubs.

### Strategy 3.2 Support Communities to Implement the Universal Family Connects® Model

Another method Oregon will use to inform parents of available services is the Family Connects® model to link families with newborns to services, currently being piloted by the OHA. The evidence-based Family Connects® home visiting model would make initial contact with all families on Medicaid and participating commercial insurance and provide the channel of referral to services that best match each family's needs. Home visitors would refer families to critical services like Early Intervention, WIC, TANF, SNAP, behavioral health services, housing, mixed delivery ECE, more intensive MIECHV or other home visiting supports, and other services funded by Medicaid. Lincoln County, Oregon is implementing this program, allowing for a demonstration site for trainings to happen within the state with national experts.

OHA will scale this program to all communities within five years beginning in 2019. The Preschool Development Grant would give Oregon the opportunity to accelerate this implementation by training community partners to implement the model and to ensure families are provided timely, accurate information. The PDG will support the national Family Connects® technical assistance center to offer the training and technical assistance needed for communities to implement the model, using a structured implementation plan utilized nationally by Family Connects International®; the first two phases of implementation focus on planning and community preparation.

### Strategy 3.3. Improve the Child Care Safety Portal to Provide Relevant and Timely Info

Another important source of information for parents is the Child Care Safety Portal, which launched in 2018 in accordance with CCDF requirements. It provides a consumer-friendly, easily

accessible website with posted monitoring reports and information about best practices in child development to build parent knowledge about the safety and regulation of child care. The first version of the portal includes information from licensing visits, including any violations, as well as basic information about the location of the program. ELD solicited feedback on the portal through its Consumer Education on Quality Child Care Work Group, which includes representatives from 211, CCR&Rs, and the entity responsible for administering QRIS. This group conducted parent cafes to gather this feedback. The group recommended enhancing the portal to include information on the quality of child care (i.e., Spark Rating), and additional guidance for families on selecting care – such as key questions to ask when searching for care, and guidance on what Spark ratings look like in practice.

To accelerate work to meet these recommendations, ELD will use PDG funds to amend its current contract with The Consultant Consortium (T.C.C.) to expedite work planned for 2020 to complete these enhancements by the end of the grant period. This work will also include additional outreach to families through user testing, which will be conducted by the contractor. The ELD will disseminate information on its updated safety portal through its partners, including CCR&Rs, 211, and Hubs.

#### Increasing Involvement Via Engagement of Parents in Child Development and Education

The ELD has activities underway to enhance its efforts to engage families in the development and education of their children. Through its PPI project, Oregon and its research partners will pilot a parent and provider survey in program year 2018-2019 to understand program needs for support related to parent voice and engagement in state preschool programs. The survey results will also inform the state's efforts to align family engagement standards in Spark, Oregon's QRIS, across the mixed delivery ECE system.

The state has other work focused on strengthening parent engagement. The ELD partners with the Bezos Foundation to implement Vroom, providing activities in multiple languages for families to support their child’s learning and development. Hubs, Child Care Resource and Referral agencies, Head Start, and community-based organizations are all leveraged to reach diverse families with Vroom resources. In addition, the Oregon Parenting Education Collaborative (OPEC) is an initiative supported by local foundations that provides a statewide infrastructure for delivering parenting education services that are evidence-based and culturally responsive. Oregon’s early learning Strategic Plan sets priorities for scaling parenting education through OPEC, and creation of an equity fund that provides resources to culturally-specific organizations to provide culturally and linguistically responsive early learning services in their communities that assist families toward the outcomes of kindergarten readiness.

A key part of Oregon’s parent engagement work has been to empower parents and programs to facilitate smooth transitions for children into elementary school. The Kindergarten Readiness Partnership & Innovation Fund (KPI) was created in 2013 to improve kindergarten readiness and increase opportunities for shared professional learning between ECE and K-3, as well as to authentically engage families in transitions and throughout the P-3 time period.

Oregon will continue to build out these existing activities and programs in the years ahead without grant funds.

#### Strategy 3.4 Laying the Groundwork for Empowerment through Parent Surveying

In order to support focused efforts to engage parents in their child’s development ELD will partner with Hubs and school districts to pilot a family survey to gather information educators can use to work with parents to support their child’s development as part of the kindergarten transition process. Information collected will include prior ECE learning experiences, child

interests, family preferences, home language status, and other questions developed by parents and educators. Because some districts and Hubs are already conducting family surveys, the contractor developing the survey will document what information is currently collected from families anywhere in the state, and the results of those studies will be reviewed. Two school districts will then be funded to participate in transition-related training for kindergarten teachers and pilot a family survey in fall 2019, with the lessons learned informing the development of a new family survey suitable for use in 2020. The objective will be to inform scaling of the survey across the state and allow opportunities for kindergarten teachers to meet with families as part of the kindergarten transition process. The family survey will be conducted in concert with the Oregon Kindergarten Assessment (OKA), a statewide assessment that touches all families and children prior to and in the first months of kindergarten through an assessment in literacy, math, and self-regulation skills of children.

The family survey will include items that help schools get a deeper understanding of the child's home language status, which is an identified priority of Oregon's ECE and family support programs - including the KPI. Currently, kindergarten teachers receive information about DLLs' English language proficiency, and the family survey will build on this in recognition that parents are the best source of information about their child's language development. The family survey will enhance current transition practices at the local level and the state will use the information collected about prior early learning experiences to adjust policies and dedicate resources toward the goal of alignment and continuity across ECE and the early grades.

#### **Activity Four: Sharing Best Practices among State Early Childhood Care and Education Providers**

Oregon has a vision to support best practice across all programs within its B-5 mixed delivery system. This vision - included in Oregon's Strategic Plan - involves aligning policy and

practice across programs to support best practice, and to build a high-quality, culturally-responsive, and diverse early care and education workforce to implement best practice. Oregon’s professional learning system currently lacks the infrastructure to support this vision, including standards for educators and administrators and comprehensive learning standards or adequate statewide systematic technical assistance and training to share best practice. The Strategic Plan provides a framework for addressing this by: (1) defining what best practices are for children based on standards, and (2) bringing providers together to learn from each other about those best practices. The PDG will support Oregon’s efforts to achieve these goals.

**Activity 4: Sharing Best Practices Among State Early Care and Education Providers**

**Goal:** Define and share best practice among early childhood professionals – including teachers, administrators, and trainers/technical assistance providers – to increase collaboration and efficiency of services, including to improve transitions to elementary school.

**Logic Model Outcomes:**

- Increase knowledge and use of best practice
- Increase coordination of funding
- Increase effective transition practices

**Strategies:**

- 4.1 Adopt and Implement Infant/Toddler Learning Standards and Support Implementation (\$290,000)
- 4.2 TA on Coordinating Funding for Program Administrators (\$150,000)
- 4.3 Develop Culturally-Responsive Transition Supports with Tribal Partners (\$125,000)

Oregon’s Current Professional Learning System

Oregon’s professional learning system is implemented through partnerships. These partnerships support providers to learn about and implement best practice, as defined by program standards (i.e., child care licensing; Spark/QRIS; Head Start Performance Standards; IDEA Parts C and B; and Preschool Promise Guidelines). Oregon’s 13 regional Child Care Resource & Referral networks (CCR&Rs) support Oregon’s mixed delivery system through trainings and technical assistance, as well as Focused Child Care Networks, a strategy that utilizes professional learning communities to bring together family child care providers. Oregon also uses Hubs to

implement professional learning for Preschool Promise providers, and partners with the Head Start Collaboration Office and Federal Head Start Region 10 to coordinate support to OPK/Head Start programs. In addition, the ELD has partnered with the Ounce of Prevention Fund since 2016 to collect data on teacher-child interactions, and to design and implement technical assistance and training for Preschool Promise and OPK educators and administrators aligned to the Early Education Essentials. The ELD also supports professional learning through its KPI grant funds, which bring together educators across the P-3 spectrum to share best practice related to transitions. These activities will continue throughout the grant period without PDG funds.

#### Strategy 4.1: Adopt Infant-Toddler Learning Standards and Support Implementation

Oregon adopted the Head Start Early Learning Outcomes Framework (ELOF) for 3-5 year olds in 2016 as part of its early learning guidelines for preschool and kindergarten. The framework includes social-emotional standards for kindergarten aligned to the ELOF, ensuring continuity across the transition to early elementary grades. Oregon will use the PDG to adopt the ELOF for infants and toddlers to enact aligned birth-through-kindergarten early learning standards, to support transitions between programs and increase collaborations and efficiencies - including shared professional learning for educators from birth through kindergarten. Oregon's infant/toddler standards will include progressions and indicators that articulate the trajectory of children's development and learning across the infant/toddler period. Similar to Oregon's current early learning guidelines, particular attention will be paid to ensure the infant/toddler standards are culturally-responsive, inclusive for children with developmental delays and disabilities and appropriately reflect learning and development of emergent bilingual children.

ELD will contract with a consultant with expertise in state early learning standards to assess any gaps in Oregon's existing early learning standards based on a scan of multiple state



standards and current research, including considerations for adjustments to the ELOF for ages 0-3. The consultant will also work with the relevant ELC subcommittees and seek feedback through focus groups of EI/ECSE, infant/toddler teachers, professional learning providers, home visitors, parents, and other key stakeholders to inform the development of the standards and resources needed to support implementation of the standards. The ELC will review and accept the final infant/toddler standards by November 2019.

Once the standards are completed, the state will use grant funds to train and develop technical assistance resources for professional learning providers statewide - Head Start education managers, instructional coaches, P-3 coordinators, Quality Improvement Specialists, and home visitors - on how to support educators in adjusting their practices aligned to the standards. The ELD will work with community colleges that have state- or philanthropically-funded scholarships for ECE educators to align curriculum to the new standards. This comes at an opportune time as Oregon's early learning Strategic Plan has set ambitious goals for increasing the supply of high-quality infant and toddler care, including by working with Region 10 to expand EHS with state investments, and piloting and expanding Baby Promise.

#### Strategy 4.2: TA on Coordinating Funding for Program Administrators

Oregon has a long history of coordinating Federal and State funding. Oregon utilizes state dollars to fund an expansion of the Head Start program and all slots are truly dual-funded. Oregon's Head Start Collaboration office has supported the development of an MOU with Region 10, which outlines aligned monitoring, technical assistance, professional development, and reporting to create a seamless blended funding model for Head Start grantees in Oregon.

Despite the progress to date, the state needs to do much more to address ECE program silos and promote the efficient use of resources to deliver ECE programs that meet the diverse needs

of Oregon's children and families. The Strategic Plan has called for greater alignment and harmonizing of early intervention, state preschool, and CCDF child care assistance funds to scale inclusive ECE programs that meet the scheduling needs of working families.

With PDG resources, the ELD plans to design and deliver technical assistance, and disseminate resources for program administrators - who represent the range of programs in the state's mixed delivery ECE system - on how to blend and coordinate ECE program funds. This will help the state to increase program quality while effectively leveraging financial resources and reducing duplication. The ELD will host regional expert roundtables with program leaders and administrators who have successfully coordinated EI/ECSE or child care assistance with other program funds (e.g., Head Start, Oregon Prekindergarten, Preschool Promise, and local school district funds). At least one expert will possess deep knowledge in family child care, as in-home providers make up 24% of all providers in Preschool Promise. The roundtables will foster deeper understanding about the barriers and successes and knowledge gaps for administrators seeking to leverage and coordinate ECE funds. A research partner will document findings from the roundtables, and use other qualitative research methods - including analysis of the experts' program budgets and follow up interviews - to support the ELD in the development of case studies, cost allocation guidance, and budgeting tools for ECE administrators. The state will also use information from this project to make changes to program rules and requirements.

The ELD will implement technical assistance on these tools and resources as part of annual training for its program partners implementing state preschool, Baby Promise, and Hubs. The ELD will also leverage partnerships with K-12 professional associations to conduct trainings and disseminate these resources for school administrators operating state and locally funded pre-school programs. Early Intervention/Early Childhood Special Education is located within the

Oregon Department of Education and will be a key partner for the ELD to reach Education Service Districts, who administer these programs locally as part of technical assistance and dissemination activities.

Strategy 4.3: Develop Culturally-Responsive Transition Supports with Tribal Partners

Oregon does not have any Bureau of Indian Education-operated elementary schools. Therefore, children from Tribal Nations are likely to participate in ECE programs in their communities, but transition into elementary schools not operated by their tribal governments. ODE has been working with tribes to support K-12 schools to employ culturally-relevant practice through the development of curriculum that is culturally specific to Oregon's Tribal Nations. Resources from the PDG will allow ELD to coordinate with this effort and address a need identified by tribal partners to support culturally-responsive transition supports for children entering kindergarten.

The ELD will use PDG funds to provide resources to one or more tribal partner(s) to develop or adapt a coaching model that supports culturally-responsive pedagogy and appropriate transitions for children and families across the state. Tribal partners will be able to engage families from their communities, school district partners, and other key stakeholders to identify key issues/challenges, training and technical assistance needs, and opportunities for family voice to inform educators about culturally-responsive practices. Partners will utilize resources to design an approach to sharing this best practice in a systematic way in key regions of Oregon, beginning with one or more cohorts of educators piloting the identified approach in the next school year. The TA approach will be disseminated through tribal partners and will be made available to a broader set of districts in 2020.

**Activity Five: Improving Overall Quality of Early Childhood Care and Education Programs/Providers/Services**

The state’s plan under Activity One calls for the Needs Assessment to be completed by June of 2019. After that, Oregon would turn to the three projects it has identified for Activity Five, all of which are tied to the state’s Strategic Plan:

<p style="text-align: center;"><b>Goal 5: Improving Overall Quality of Early Childhood Care and Education Programs/Providers/Services</b></p>
<p><b>Goal:</b> Improve the Overall Quality and Availability of Early Care and Education for Children Birth-to-Five</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"><li>• Increase the resources for providers</li><li>• Increase access to ECE programs and services</li><li>• Increase coordination of funding</li><li>• Increase data capacity &amp; tracking</li></ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"><li>• 5.1: Provide Grants to Providers in Focused Child Care Networks_(\$520,000)</li><li>• 5.2: Develop Community Plan Toolkits to Expand ECE Opportunities (\$250,000)</li><li>• 5.3: Data Inventory to Support Including Early Childhood in State Longitudinal Data (\$100,000)</li></ul>

Strategy 5.1: Provide Grants to Providers in Focused Child Care Networks

Oregon began its Focused Child Care Network (FCCN) approach under its Race to the Top Grant in 2014 through statewide Child Care Resource and Referral agencies. FCCNs, with a cohort of 15-20 providers, are staffed by a Quality Improvement Specialist, who delivers intensive, small group supports to learning communities of providers. The FCCN target populations include networks with a focus on children with special needs; providers who speak languages other than English, including Spanish and Russian; and providers from historically underserved racial and ethnic groups identified using current, regional data. These focused networks include time for job embedded professional learning and technical supports to increase the supply of quality ECE. In addition to job embedded training, Quality Improvement Specialists support providers to develop continuous quality improvement plans, including

planning for their own professional development, accessing resources and higher education opportunities, enhancements to curricular materials and enhancements to their environments, and building community with other providers. Supports are based in researched best practices, individualized to the providers and the children they serve within the Spark framework.

Oregon's spending plan for new CCDF dollars will allow Oregon to broaden the reach of this approach to reach an additional 80-100 providers annually. These new FCCNs will be underway by the Spring 2019. With PDG funds, small grants will be distributed through FCCNs for current and new participating providers to implement their CQI plans beginning in July of 2019 – and next year family friend and neighbor providers will be included. These funds will directly impact the availability of high-quality care for Oregon's families.

#### Strategy 5.2: Develop Community Plan Toolkits to Expand ECE Opportunities

Oregon created Hubs in part to bring partners together to facilitate community planning processes. Through this project, Hubs will create community plans to improve and scale ECE, as called for in the Strategic Plan. These plans will (1) build consensus, buy-in, and necessary partnerships from their respective communities to expand access to ECE; (2) use data to estimate community capacity, resources, needs, and targets, including facilities needs and supports to maintain a quality, diverse workforce; and (3) create different scenarios for increasing access and improving the quality of existing ECE programs for vulnerable children and families.

The ELD plans to provide technical assistance to all 16 Hubs to create community plans beginning in 2020. Under this grant the ELD will accelerate this work, allowing for communities to plan for enhancement and expansion of learning opportunities for young children. To accomplish this, the ELD will select two Hubs representative of the diverse geography and population of the state of Oregon to pilot an approach to develop community plans and create a

toolkit to inform scaling this approach. ELD will consult with tribal partners to identify if and how this approach can support work to reach children in their communities.

The ELD will leverage data collected through its statewide Needs Assessment about the availability and quality of ECE programs, family preferences, facilities, and the workforce to assist Hubs in convening partners for planning conversations. The ELD will identify a contractor to provide technical assistance for additional data collection where needed at the local level, including data on unduplicated counts of vulnerable children and families awaiting services. As a result of this pilot, the contractor will be tasked with evaluating the pilot process and developing a toolkit based on lessons learned to support future technical assistance to all Hubs.

#### Strategy 5.3: Data Inventory to Support Early Childhood in State Longitudinal Data

Oregon's longitudinal data system, which is under development, will track information about children from kindergarten through higher education and the workforce. The Strategic Plan and Needs Assessment will give the ELD a strong sense of what data it needs from the state longitudinal data system in order to implement its vision – and track its outcomes. Once the Needs Assessment is completed, ELD will support a data inventory that studies what data is needed to answer its key questions. The study will examine what data fields already exist in Oregon systems, and what connections among systems would be needed in order to produce the reports anticipated by the Needs Assessment and Strategic Plan. It will also identify technical and regulatory barriers to building any linkages required, with recommendations for addressing those barriers. After this study, Oregon will be positioned to develop a cost-out of how much it would take to build a system that meets the state's needs as identified in the Needs Assessment and Strategic Plan. This project is in strong support of Goal 3 Objective 1 of the Strategic Plan, which calls on the state to increase its capacity to collect, integrate, disaggregate, analyze and

disseminate data to improve systems, services and outcomes for young children and their families, particularly from communities historically excluded from opportunity.

**Organizational Capacity and Management**

State-Level Leadership: The Department of Education’s Early Learning Division

Oregon’s Preschool Development Grant will 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, the professional development system and career registry, and other special programs in early learning. The Oregon Department of Education 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. Accordingly, the Department of Education – and specifically the ELD – is the right lead agency for its Preschool Development 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. In addition, ELD employs staff with deep expertise in Oregon’s early learning programs. These individuals will lead the work of the grant. In addition, ELC will help coordinate the work of this grant. Key ELD staff who will play roles in the administration of the grant include:

<b>Key Staff and Title</b>	<b>Role &amp; Expertise</b>
Miriam Calderon, Early Learning System Director	Miriam Calderon has extensive experience in early learning, including leading a number of national, state, and local efforts around building early learning systems. Miriam led the design and

Key Staff and Title	Role & Expertise
	implementation of the Bainum Family Foundation’s early learning strategy, served as consultant for the Build Initiative providing expertise and technical assistance to states around policy for Dual Language Learners, served on the White House’s Domestic Policy Council, and was Director of ECE at D.C. Public Schools, leading the design and implementation of its Head Start School-wide Model.
Sara Mickelson, Chief of Staff	Sara Mickelson directs the ELD’s policy and research work. She has worked previously at the state-level in Rhode Island, leading the ECE workforce work for its RTT-ELC grant. She has worked at the National Governors Association providing TA to states and managed the policy strategy at the Bainum Family Foundation to design a comprehensive birth-to-three system agenda for the city of D.C.
Sue Parrish, Early Learning Hub Partnerships Manager	Sue Parrish co-manages Oregon’s sixteen Early Learning Hubs. She develops professional learning opportunities, feedback loops, cross-sector work on best practice, and ensures Hubs are meeting ELD’s equity deliverables.
David Mandell, Prenatal to Three System Fellow	David Mandell directs the ELD’s work with the Pritzker Children’s Initiative and leads its efforts around improving systems for infants and toddlers. David served as the Acting Early Learning System Director from September 2016 to July 2017 during the state’s RTT-ELC Grant. David also served as the Special Advisor on Early Childhood Policy for Speaker of the House Tina Kotek and spent seven years working for the Children’s Institute as the Director of Policy and Research.
Gwyn Bachtle, Early Learning Program Manager	Gwyn has over 22 years of experience in early childhood education ranging from work in K12s, MSHS and EHS/HS. Her work at the ELD includes implementing a new mixed delivery preschool model and overseeing the Pre-K Improvement Grant. She holds a B.S. in Childhood Studies.
Alicia Miao, SRCD State Policy Post-Doctoral Fellow	Alicia Miao holds a PhD in Human Development and Family Sciences from Oregon State University. She has over 17 years of experience in data collection, management, and analysis. Dr. Miao has worked with complex longitudinal datasets and led the creation of new data structures.
Margie McNabb, Professional Development Specialist	Margie McNabb’s role within the ELD focuses on creating a comprehensive professional development system for the Early Learning Workforce to promote high-quality child care and create a culture of continuous quality improvement.
Jon Reeves, Infant Toddler Specialist	Jon Reeves has 24 years of experience in early education. He has an Infant Toddler Mental Health Graduate Certificate, was a Zero to Three Fellow and has experience as a Director of CCR&R and Head Start & Early Head Start programs. In his role at the ELD he focuses on increasing the availability and quality of infant and toddler care.
Shawna Rodrigues, Head Start	Shawna Rodrigues has spent her career working in Head Start. She previously worked for Region I in Boston supporting Head Start



<b>Key Staff and Title</b>	<b>Role &amp; Expertise</b>
Collaboration Director	grantees throughout New England and was a Head Start Fellow in 2010.
Annie Manning, Communications & Data Analyst Coordinator	Annie Manning works to communicate with providers and families about the work of ELD, focusing on coordinating work of the PPI project.
Andi Bales Molnar, Preschool Improvement Specialist	Andi Bales Molnar serves as the grant lead for the PPI grant. Andi's focus includes establishing system of coaching for early learning, alignment of professional competencies with QRIS system, pilot program of Lead Learn Excel, and collaboration with state research partners.
Ivan Presnyy, Operations Officer	Ivan Presnyy manages budgetary and procurement-related issues in ELD. He has managed program budgets and contracts for the OR Department of Transportation grants with Federal Transit Administration and Federal Highway Administration. He holds certifications in Project Management and Public Administration.

In addition to the staff listed above, this grant will be supported by staff across ELD with expertise in programs, as well grant and fiscal management to be hired using the resources from PDG. 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. The work of this grant comes at a period of growth for ELD, which is currently hiring both a Deputy Director to support implementation of key programs and a Community Systems Director to manage its Hub, Vroom, professional learning, and P-3 alignment initiatives. This additional capacity will help to guide implementation of this work.

ELD has demonstrated the capacity to implement time-limited grant projects. The Division has four years of experience managing the RTT-ELC Grant, and has since managed several other opportunities – including its current Pre-k Program Improvement grant from the Bill and Melinda Gates Foundation and the Ounce of Prevention Fund and a grant to build Prenatal to Age Three systems from the Pritzker Children's Initiative. ELD has also successfully managed local funding support to partake in work with the Build Initiative.

The ELD also has a strong history of culturally and linguistically appropriate service delivery - primarily operationalized through its use of Oregon's Equity Lens, an approach to ensure that funding and services are targeted toward underserved communities and service delivery is structured in a way to meet the needs of those communities. The ELD intentionally works through local partners, such as Hubs, to identify contractors that can best meet the needs of the cultural and linguistic diversity of families within their region. ELD requires all contractors to meet equity deliverables, including requiring a self-assessment of the contractor's practices in relation to achieving positive outcomes for the most vulnerable children and families.

#### State-Level Leadership: The Early Learning Council and ELD's Agency Partners

Oregon's Early Learning Council (ELC) is the body charged by Oregon statute with coordinating the state's Early Learning System. It sets goals for the state, provides policy direction, and oversees services. The ELC meets monthly or bi-monthly throughout the year. In addition to an executive committee and an ad-hoc committee on implementing Spark, it has four committees: Best Beginnings, focused on infant-toddler services; Child Care and Education; Equity Implementation; and Measuring Success. Members of the ELC are a diverse group of community, systems, and business leaders drawn from local 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. These include key implementation partners for this grant:

- Oregon Health Authority (OHA) – ELD and OHA have partnered to implement a home visiting system - including MIECHV resources - since the ELD was created in 2013. OHA will implement the Universal Connects work under the PDG Grant and will serve on the

SNAAC and the management team for the grant's work in order to advise on implementation of all projects and assist in tracking deliverables.

- ELD is a part of ODE and works closely with K-12-focused staff within the department. It will build on these partnerships to work with the assessment team at ODE responsible for implementing the OKA, the unit responsible for EI/ECSE, and the P-3 team. ELD staff partner with these units on an almost daily basis and have strong relationships to build on to implement this work. ODE staff responsible for the work of this grant will sit on the management team and, at minimum, EI/ECSE staff will serve on the SNAAC.

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.

#### Oregon's Strong Early Childhood Research Community

Oregon partners closely with its research community to conduct robust program evaluation and other studies to inform its work. Oregon's research community has a long history of sharing best practice amongst itself and with policymakers and practitioners. The Oregon School Readiness Research Consortium (OSRRC) is a partnership among research institutions with a focus on B-5 that advises current early childhood education research and evaluation efforts, analyzes data to address research questions relevant for state and local policy and practice, implements new studies developing and testing promising programs and practices, and disseminates results from research and evaluations across Oregon's early learning system to inform best practice. OSRRC members work closely with ELD and national partners, and will utilize their expertise in this grant - including to implement the Statewide Needs Assessment.

## Regional Capacity: Oregon's Early Learning Hubs

A critical element of Oregon's early learning implementation strategy is its 16 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 ensure that they are meeting their goals of promoting aligned family-centered early learning systems, ensuring that children arrive at kindergarten ready to succeed, and supporting 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. For example, as Preschool Promise was implemented Hubs had already identified areas where children did not have access to quality care in their region and developed relationships with providers in those areas. Some of these providers would not normally have had the capacity -- or the trust in the state -- to participate in a program like Preschool Promise, but because of their existing relationships with the Hubs they were able to help to deliver services under the program. The Hubs then convened Preschool Promise providers in learning communities, building a common focus on quality across providers within a mixed delivery model. Hubs are now focused on coordinating enrollment across providers, developing materials or hiring staff who work directly with families and providers to increase coordination across programs and support parent choice.

**Project Timeline and Milestones**

<b>OREGON PRESCHOOL DEVELOPMENT GRANT TIMELINE AND MILESTONES</b>													
<b>ACTION</b>	<b>RESPONSIBILITY</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>ACTIVITY 1 NEEDS ASSESSMENT</b>													
<i><b>PROJECT 1.1 Statewide Needs Assessment Scope and Work Plan (\$2 million)</b></i>													
Refine scope of work	SNAAC, ELD, contractor	█											
Review existing reports and data sources	Contractor		█										
Identify gaps in data and determine methodology to collect	Contractor		█	█									
Collect additional data and analyze	Contractor				█	█							
Present draft report for input	Contractor					█							
Finalize based on feedback	Contractor						█						
Disseminate report	Contractor, ELD, Hubs							█					
<b>ACTIVITY 2 STRATEGIC PLAN</b>													
<i><b>PROJECT 2.1: Implementation of the Strategic Plan (\$100K)</b></i>													
Submit Strategic Plan for federal approval as per grant requirements	ELD							█					
Develop RFP or IGA to contract with consultant prior to grant award	ELD	█											
Select consultant and refine scope of work	ELD	█											
Facilitate ELC subcommittee meetings	Consultant		█	█	█	█							
Develop implementation strategies	Consultant, ELC subcommittees		█	█	█	█							
Finalize multi-year work plans	Consultant					█							
Work plans submitted to ELC for approval	ELD & Consultant						█						
Disseminate work plans	Consultant, ELD, Hubs						█						
<b>ACTIVITY 3: MAXIMIZING PARENTAL CHOICE AND KNOWLEDGE</b>													
<i><b>PROJECT 3.1: Coordinated Enrollment for Families (\$1.07 million)</b></i>													
Select EL Hubs for Pilot	ELD		█										
EL Hubs provided resources and supports to complete community level work	ELD			█									
Initial local planning summit	ELD, EL Hubs			█									

<b>OREGON PRESCHOOL DEVELOPMENT GRANT TIMELINE AND MILESTONES</b>													
<b>ACTION</b>	<b>RESPONSIBILITY</b>	1	2	3	4	5	6	7	8	9	10	11	12
Select consultant(s)	ELD												
Communities work with experts on establishing governance structure and studying data infrastructure	Consultant(s)												
Support statewide coordinated enrollment learning collaborative	ELD												
Work with consultant on report analyzing data privacy issues	ELD, Consultant												
Develop Toolkit for statewide distribution	ELD, Consultant												
<b><i>PROJECT 3.2 Support Communities to Implement Universal Family Connects Model (\$250K)</i></b>													
Execute contract with Family Connects	OHA												
Identify implementation team, and prepare and finalize implementation plan	Family Connects, ELD, OHA												
Finalize community alignment and stakeholder engagement processes, integrating local resources and hospital/birthing partners for recruitment planning													
Data system integration, including locally determined and mandated program indicators and installation of final data collection and reporting system													
Determine staffing plan to support program delivery at scale													
Recruitment and training for vacant positions													
Exploration of revenue streams to support ongoing program operations													
<b><i>PROJECT 3.3 Improve the Child Care Safety Portal to provide relevant and timely information (\$250K)</i></b>													
Amend contract to add resources for portal development	ELD												
Develop improvements	Contractor												
User test with parents	ELD												
Updated portal launched	Contractor												
Implement communications plan	ELD												
<b><i>PROJECT 3.4 Laying the Groundwork for Empowerment through Parent Surveying (\$300K)</i></b>													
Develop RFP or IGA	ELD												
Contractor selected and scope of work refined	ELD, Contractor												

<b>OREGON PRESCHOOL DEVELOPMENT GRANT TIMELINE AND MILESTONES</b>													
<b>ACTION</b>	<b>RESPONSIBILITY</b>	1	2	3	4	5	6	7	8	9	10	11	12
Determine which districts conduct family surveys and review survey content	Contractor												
Submit report on findings to ELD	Contractor												
Select and/or develop Family Survey and items on prior ECE experiences and home language status	Contractor, ELD												
Select school districts to participate in pilot	ELD												
Train district staff on Family Survey and Home Language Survey	Contractor, ELD												
Implement surveys in pilot school districts	School Districts												
Collect evaluation data on pilot	Contractor												
Develop report on pilot findings and include recommendations to inform revisions to Family Survey for scaling use in fall of 2020	Contractor												
Acceptance of report	ELD												
<b>ACTIVITY 4: SHARING BEST PRACTICES</b>													
<b><i>PROJECT 4.1 Adopt Infant-Toddler Learning Standards and Support Implementation (\$200K)</i></b>													
Develop RFP or IGA and select consultant	ELD												
Sign consultant contract	ELD, Consultant												
Conduct gap analysis of existing early learning standards	Consultant												
Report on gap analysis with recommendations for adjustments to ELOF 0-3	Consultant												
Approve recommendations	ELD												
Develop 0-3 learning standards based on ELOF with approved adjustments/additions	Consultant												
Focus groups	Consultant, ELD												
Review and accept final infant/toddler standards	ELC												
Disseminate to the field by hosting in-person and online trainings and post online	ELD, contractor for Oregon Registry												
<b><i>PROJECT 4.2 TA on Coordinating Funding for Program Administrators (\$150K)</i></b>													
Develop RFP or IGA and select consultant(s)	ELD												

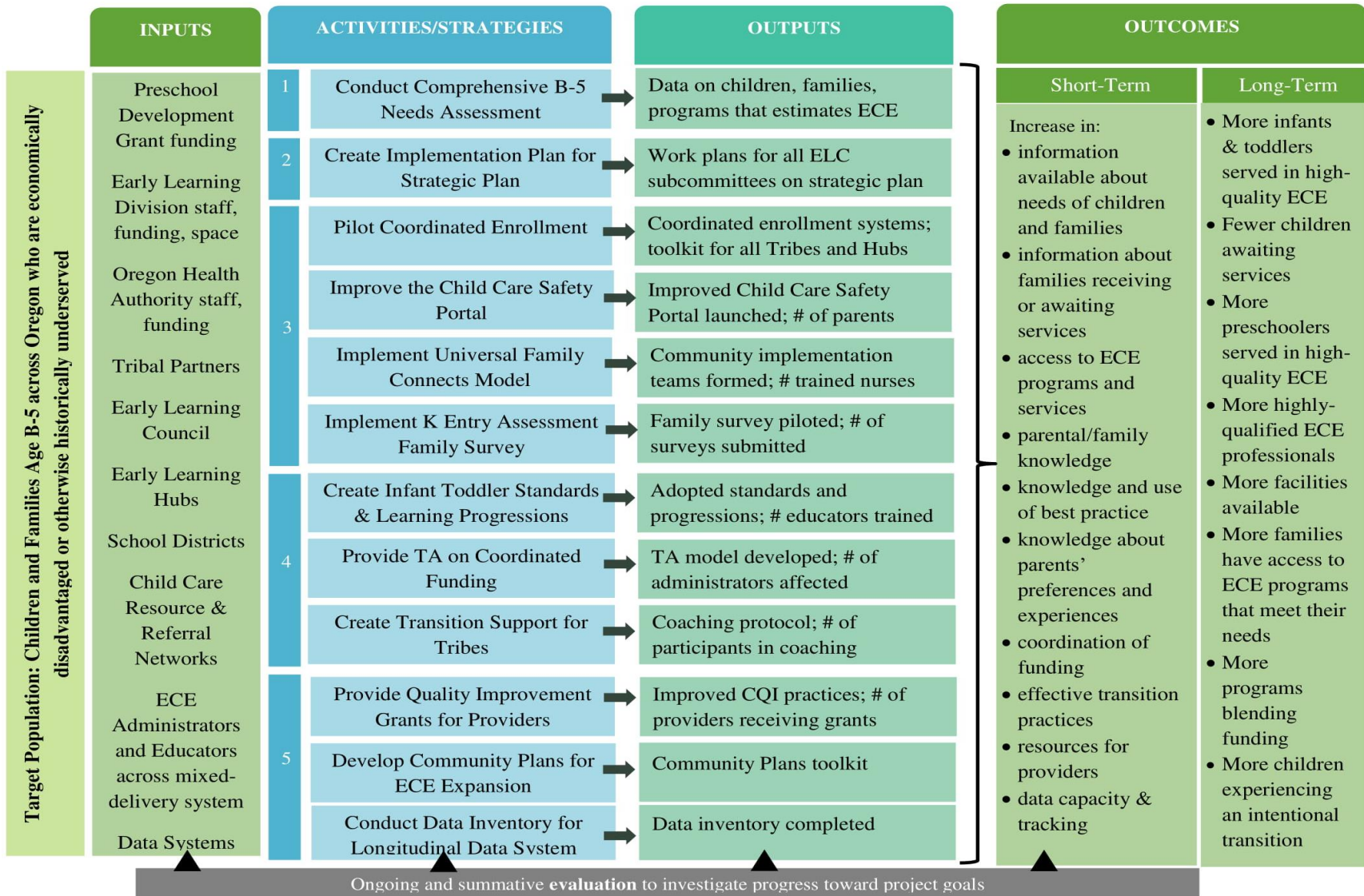
Sign consultant contract	ELD, contractor													
Develop case studies, guidance on budgeting & cost allocation	Contractor, ELD													
Collect quantitative data for case studies	Contractor													
Analyze findings and submit to ELD	Contractor													
Accept analysis and prepare for printing & dissemination	ELD													
Disseminate guidance	ELD, CCR&Rs													
Evaluate program policy implementation barriers to inform rulemaking	ELD													
Regional Roundtables	ELD, contractor													
Analysis of roundtable results	Contractor													
Technical assistance implementation	ELD													
<b>PROJECT 4.3 Develop Culturally-Responsive Transition Supports with Tribal Partners (\$125K)</b>														
Planning meeting	ELD & Tribal Nations													
Develop RFP or IGA for the stakeholder engagement and select contractor	ELD & Tribal Nations													
Identify Tribal partner(s)	ELD													
Begin stakeholder engagement meetings (Advisory Committee); Iterative process with Advisory Committee	ELD													
Review existing training models and identify additional content needed to include culturally relevant context	Contractor													
Pilot coaching model with Tribal partner(s)	Contractor, Tribal Nations													
Create TA report for ELD and Advisory Committee that includes recommendations														
Report Accepted	ELD, Tribal Nations													
<b>ACTIVITY 5: QUALITY IMPROVEMENT</b>														
<b>PROJECT 5.1 Provide grants to providers in Focused Child Care Networks (FCCN) (\$520K)</b>														
Create an online system to accept requests, provide approvals, track expenditures, and outcomes	ELD													
Request funds based on FCCN providers' CQI plans	CCR&Rs													
Distribute funds to providers in FCCNs	CCR&Rs													



Track expenditure categories and CQI plan completion	ELD, CCR&Rs																		
Create report on usage, outcomes, and recommendations for scaling or modifying	ELD																		
Disseminate report to stakeholders through webinars and existing meeting structure	ELD																		
<b><i>PROJECT 5.2 Develop Community Plans Toolkits to expand ECE opportunities (\$250K)</i></b>																			
Identify contractor to provide technical assistance	ELD																		
Select two early learning hubs and pilot community plans and toolkit	ELD																		
Consult with Tribal Partners	ELD																		
Evaluate pilot process and develop toolkit on lessons learned	Contractor																		
<b><i>PROJECT 5.3 Data Inventory to Support Including Early Childhood in State Longitudinal Data (\$100K)</i></b>																			
Develop RFP or IGA	ELD																		
Secure contractor	ELD																		
Conduct data inventory, system evaluation, and identify technology and regulatory barriers	Contractor with support from ELD, ODE, hubs, CCR&Rs, and other stakeholders																		
Report with recommendations is completed and submitted	Contractor																		
Report Accepted	ELD																		
<b>PROGRAM EVALUATION (\$300K)</b>																			
Review and refine logic model and process and cost measures	ELD, Contractor																		
On-going review by management team	ELD																		
Refine program performance evaluation plan utilizing TA	ELD																		
Meet with Measuring Success committee to finalize metrics	Contractor																		
Data systems for evaluation data identified or created	Contractor																		
Tracking, management, and integration of data	Contractor																		
Analysis of implementation and evaluation data to inform continuous quality improvement	Contractor, ELD																		
Begin, and complete after the grant year, evaluation report	Contractor, ELD																		

# 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



## **Program Performance Evaluation Plan**

Oregon has a strong history of program evaluation in early childhood, with several state research institutions focusing resources on building a research agenda around B-5 programs and services. ELD already harnesses the power of its research community through program evaluations of its existing programs, such as Healthy Families Oregon, KPI, QRIS validation, the kindergarten assessment, and the work of Hubs. A consortium of research institutions, the OSRRC, is currently working with the state to analyze its state preschool programs through the PPI grant. In addition, ELD and ODE have internal capacity to conduct research and data analysis; most recently, researchers within the state agency collaborated on an analysis of kindergarten assessment scores and correlation to third grade standardized assessments. This capacity was recently increased with the addition of two Society for Research in Child Development Policy Fellows who will work within ELD to provide research and data support to support the state in achieving its policy outcomes. This capacity allows Oregon to implement a strong program performance evaluation component of its Preschool Development Grant B-5, ensuring it is on the right track to achieve the outcomes as articulated in its logic model.

The following process and approach, to be refined with the support of national technical assistance and local research institutions, outlines Oregon's Program Performance Evaluation Plan. Oregon will establish an Inter-Governmental Agreement (IGA) with one or more research institutions to conduct this program performance evaluation. The state anticipates using the same researchers as utilized for the Statewide Needs Assessment, to ensure efficiencies in data collection and to ensure timeliness of the evaluation.

This work will also build on the state's PPI grant, which provides a continuous feedback loop of information from researchers. Through this work, the state has worked with OSRRC to

develop a learning agenda. The learning agenda includes a number of desired outcomes associated with its preschool improvement work, metrics for those outcomes, and an approach to identify or collect data to engage in a continuous process of assessing whether the PPI work is achieving its outcomes. This process provides a frame for the work of the PDG evaluation and the state will build the outcomes of this grant unto this learning agenda and process. The ELD and OSRRC engage in bi-weekly feedback loops to check-in on progress of data collection and analysis, and to adjust the day-to-day work of implementing an improvement agenda based on the data that is collected. This same process will be utilized to ensure Oregon adjusts its approach to strategies and activities throughout the life of this grant.

#### Refining Oregon's Definition of Vulnerable Populations

Oregon utilized existing Needs Assessment information to define the universe – including population and geographic areas – targeted through this grant. An analysis by Oregon State University researchers shows that access to high-quality programs is inadequate for children who live in low-income families and communities of color across the state – with each county having, on average, enough regulated care of any quality to serve 12% of infants. Supply is only slightly more robust for toddlers and preschoolers. This points to a need to focus across the state, within each of its 16 Hubs. However, understanding that Oregon will not have the resources to serve all vulnerable populations in high-quality ECE in the near-term, the Statewide Needs Assessment and the work of the SNAAC will help researchers refine the definition of vulnerable population to focus on the populations that are the most underserved by current programs and services. This work will then be used to contextualize questions around the effectiveness of implementation of activities, ensuring that work is moving desired outcomes for this newly refined vulnerable population definition.

Refining the Logic Model and Identification of Associated Outcomes

As the first task in its evaluation, Oregon will work with researchers and identified partners to do an initial refinement of its logic model, as well as refining process and cost indicators and outcomes. This will occur within the first month of PDG implementation and the logic model will be a living document that is refined based on evaluation findings throughout the grant. As currently noted in the logic model, Oregon is employing 12 strategies within five activities to achieve the goals of the B-5 Preschool Development Grant. The initial process, cost, and implementation outcomes are listed below, including outcomes for children and families. This list will provide the starting point for further refining and defining this work.

In addition, researchers will engage with the Measuring Success committee of the Early Learning Council. Measuring Success will help the state identify and finalize indicators and metrics necessary to examine proposed process, cost, and program implementation reporting. Where possible, these outcomes will be aligned with the short-term outcomes identified as part of Measuring Success’s work to develop a data dashboard. Measuring Success’s membership includes researchers, ELD and other state agency staff with data analysis and systems oversight responsibilities as well as ECE providers, Hubs, and other stakeholders. Outcomes that will be measured as a part of this grant build off of eight (8) primary outcome indicators from the draft Strategic Plan using data gathered as part of the Needs Assessment. These areas include:

<b>Outcomes</b>			
<b>A</b>	# of infants & toddlers who are served in high-quality ECE	<b>E</b>	# of families who have access to ECE programs that meet their needs (including hours of service)
<b>B</b>	# of preschoolers who are served in high-quality ECE	<b>F</b>	# of families connected to additional services to meet their needs
<b>C</b>	# of highly-qualified ECE professionals	<b>G</b>	# of programs currently blending & braiding funding

<b>D</b>	# of facilities available to reached unserved ECE population identified	<b>H</b>	# of children experiencing an intentional transition activity into early elementary grades
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The outcomes above will be included within the work plans created from the ELC’s Strategic Plan development supported by this grant. The work plans will include baseline data that this grant will improve upon. The statewide Needs Assessment will help to gather baseline data, which will also be used to create deliverables for work within the PDG.

We anticipate the following outcomes will guide the 12-month performance evaluation:

<b>Strategy</b>	<b>Outcome</b>
<i>1.1 Conduct a comprehensive, statewide B-5 Needs Assessment</i>	The state will require the contractor to develop milestones for data collection to ensure the project is completed in the 6-month timeline.
<i>2.1 Create implementation work plans for the Early Learning Council Strategic Plan</i>	Baseline metrics set for each implementation plan and timeline of plan development.
<i>3.1 Coordinated enrollment for families</i>	The number of unfilled slots across ECE programs; the amount of time it takes to fill an open slot; and conduct a survey on parents’ assessment about their own access to information on the ECE choices available within the community, as well which programs best fit their needs; the number of families connected through their ECE program to Medicaid, SNAP, WIC, and other key programs.
<i>3.2 Support Communities to implement the Universal Family Connects® Model</i>	Increase in number of nurses who meet Family Connects® training requirements and the ability of communities to identify their site implementation team & completion of community readiness self-assessment.
<i>3.3 Improve the Child Care Safety Portal to provide relevant and timely information to families</i>	The increase in the number of hits to the child care safety portal, developing metrics for an adequate percentage increase; they will also examine the number of downloads of posted resources.
<i>3.4 Implement a family survey connected to the Oregon Kindergarten Assessment</i>	The number of surveys administered and the percentage of families completing those surveys that are defined as vulnerable families, timeline of administration, and the completeness of those surveys.
<i>4.1 Adopt infant and toddler learning standards and support implementation</i>	Infant-toddler learning standards are adopted; Number of community colleges who report aligning course work to standards; Number of CCR&Rs who report trainings aligned to early learning standards; number of approved training addressing early learning standards (by set level).

<b>Strategy</b>	<b>Outcome</b>
<i>4.2 Design and deliver TA on coordinating federal, state, and local funding to program administrators</i>	Pre- and post-survey of participating administrators: increase in self-report in knowledge, confidence and willingness to blend & braid funds.
<i>4.3 Develop culturally-specific transition supports with tribal partners</i>	Number of coaches trained in supporting implementation of culturally-specific transition supports.
<i>5.1 Give quality improvement grants to providers</i>	Percentage of providers who complete some percentage of their CQI.
<i>5.2 Develop community plan toolkit to expand and enhance ECE opportunities</i>	Number of partners engaged in the planning process; increase in Hubs self-report ability to conduct data-driven community planning processes.
<i>5.3 Create data inventory as first step in including early childhood in state longitudinal data system (SLDS)</i>	Data elements are identified.

To develop cost indicators, the ELD will refine its current procurement methodology to assess contract budgets. The researchers will help ELD develop a process that assesses: 1) How does the proposed cost of the project compare to similar activities across budget categories? 2) How effectively does the cost of the project guarantee a complete product in the time period allotted? and 3) Could these funds be leveraged to fulfill a need in the grant?

#### Identifying Data Sources and Filling Data Gaps

Potential data sources and data gaps are identified below. As the first deliverable of the statewide Needs Assessment activity, the state will require the researcher(s) to develop an assessment of existing data systems and elements. As the Needs Assessment information is aligned with the outcomes for this grant, this assessment will allow Oregon to identify opportunities and gaps for data sources. Where data are available, the logic model will be updated to name these specific sources of data. Where data are lacking, the researchers conducting the Needs Assessment will recommend alternative sources. The following sources

will be utilized for data on each of the primary outcome categories (children and families, workforce, programs) and anticipated data gaps are named below.

Data Need	Example Data Sources	Anticipated Data Gaps
<b>Children &amp; Families</b>		
Demographics/Overall Status	American Community Survey; DHS Child Welfare data	Demographics of children participating in programs
Participation in High-Quality ECE	Child Care Assistance data; EI/ECSE enrollment data; State-funded preschool enrollment	Child-level data for Head Start/OPK/Preschool Promise; Enrollment/participation for vulnerable families not in state-funded or child care assistance program; unduplicated count of children
Participation in Other Services	Medicaid data; MIECHV data; DHS Self-sufficiency data on SNAP and WIC	Unduplicated count of children across home visiting and self-sufficiency programs
<b>Workforce</b>		
Demographics	OR Registry; Teacher licensure database; OSU Workforce Study	Demographics of educators enrolled in higher education programs focused on ECE
Qualifications/Training	OR Registry; Teacher licensure database; OSU Workforce Study	Gaps in available trainings; training participation of K teachers
<b>Programs</b>		
Basic Information	OSU assessment on program supply; Licensing database; QRIS data system	Program enrollment information beyond publicly-funded slots
Quality	QRIS data system; Contracts for state-funded infant/toddler and preschool programs	Data on programs not participating in QRIS
Transition Practices	KPI evaluation	Information on parents' experiences by community

Although Oregon's data infrastructure for early childhood is not perfect, there are significant data sources/databases that the researcher can pull from to analyze the progress of the state.

Oregon's strongest data sources on young children and families include, but are not limited to:

- **Oregon Registry Online (ORO)** – Oregon's Workforce Registry that collects information on all of the ECE workforce in licensed programs, including demographic information, credentials, training participation, and compensation information.



- **Early Learning Information System (ELIS)** – ELIS is a system under development to be launched March 2019. ELIS will allow the state to connect workforce, licensing, and Spark data. All of those elements can then be linked to our quality improvement investments to analyze effectiveness.
- **Early Childhood Cares (EC Cares)** – EI/ECSE database, managed by the University of Oregon. Information about what children are in EI/ECSE, what services they are receiving, and their connection to other early childhood education programs.
- **Integrated Client Data System** – OHA and the Department of Human Services have an integrated database that communicates across agencies the services and supports families and children are receiving. For example, the system documents Medicaid, WIC, and SNAP participation in one place. This is also linked to Child Care Assistance data.

In order to implement best practice in filling data gaps, Oregon will utilize a variety of data collection methodologies including, but not limited to, secondary quantitative data collection and, as necessary, qualitative data collection or other appropriate forms of field work to inform the process and value of obtaining additional secondary or primary data. Additionally, sampling strategies will be considered where data of interest on vulnerable populations or specific geographies are determined to be missing not at random. Crosswalks and codebooks will be created and utilized to manage data from multiple sources. When possible, the evaluation team will identify where data gaps can be fulfilled as part of a contract deliverable through an activity.

#### Technical Assistance and Continuous Quality Improvement

The ELD has a practice of engaging in technical assistance and working with partners on continuous quality improvement (CQI). ELD will work with national TA providers identified through the PDG Grant as part of the federal TA system. Oregon will utilize this technical

assistance to refine its program performance evaluation plan. In addition, just as it expects programs to develop CQI plans as part of its QRIS, Oregon will work with researchers to develop an approach to a state-level CQI plan based of iterative collection of data through this evaluation. The state will also incorporate a CQI deliverable as part of its contract with each of the experts identified to help carry out the work of this grant. The management team for this grant will review data on an on-going basis, no less than monthly, in order to adjust its work. It will use its logic model as its source document to assess where adjustments must be made to its approach. This team will adjust project implementation as needed, should data highlight a concern that project outcomes will not be met. This may include adjusting contract deliverables, assigning staff to new or different projects, or adjusting timelines to better meet the project intent within the 12-month period.

### **Expected Outcomes**

Oregon has designed activities aimed at achieving the goals outlined in Oregon's early learning Strategic Plan that children arrive for kindergarten ready to succeed; children are raised in healthy, stable, and attached families; and the Early Learning System is aligned, coordinated, and family-centered. Of highest priority is reaching children and families that are furthest from the opportunity to access and afford high-quality ECE services, which are historically underserved populations of low-income, racial minority, and geographically isolated children and families. Expected outcomes align with this focus and include increasing the state's ability to examine data and answer questions around the needs of children and families, families receiving or awaiting services, and parent preferences, experiences, knowledge, and access to ECE programs and services; increasing provider knowledge and use of best practices, and increasing resources for providers; and system-level coordination of funding, effective transition practices.

By increasing coordination of services and parental engagement with, knowledge of, and access to ECE to meet the needs of families, Oregon will ultimately serve more infants, toddlers, and preschool children in high-quality ECE programs and support their transitions into kindergarten.

### **Project Sustainability Plan**

Oregon's focus in its PDG application is on projects that can leverage greater impact from the infrastructure the state has already put in place. With aligned governance at the Early Learning Division and strong regional supports through the Early Learning Hubs, Oregon is well positioned to achieve its ECE goals. The impact of the PDG can be to accelerate Oregon's progress toward goals that already have broad buy-in from the ECE community

Oregon's 16 Hubs represent a wide range of geographies, with different needs and challenges. The Needs Assessment will provide valuable information to them in identifying with precision the needs of their communities, and inform plans to address those needs. The same will be true at the state level. Oregon's demonstrated commitment to ongoing investment in ECE makes it worthwhile to update its analysis of how those investments can be most effective.

In a similar vein, Oregon's projects under Activities Three, Four, and Five are meant to provide insights that can inform the implementation of ongoing services.

- Piloting coordinated enrollment systems will also help Hubs identify the best practices for building aligned local systems in the Oregon context; piloting Family Connects® will have a similar impact. The home language survey will help Hubs connect to families who may have a harder time taking advantage of public resources. At the end of the grant the Hubs will have strengthened their place in the community and charted a path for future investments.
- Technical assistance on leveraging different funding streams will allow providers to be more efficient on an ongoing basis.

- Oregon’s work with families and providers on transitions (included in Activities Three and Four) will help to permanently reshape the way elementary schools conduct kindergarten intake, creating a lasting impact.
- Supporting the implementation of new curriculum and transition practices in Tribal Nations will help the nations to provide their children with an early learning experience that is not only aligned to Oregon’s kindergarten expectations but grounded in their cultural heritage, and better position them to succeed in kindergarten.
- Investing in the buildout of Oregon’s longitudinal data system is an essential strategy to sustaining the impact of all ECCE investments. Connecting data about children’s experience in the first five years to their later outcomes is necessary to ensure that ECE investments are well-designed to achieve their desired impact.

Oregon’s application is designed to focus on one-time investments that can make a lasting impact on the state’s annual investment in ECE. By building on existing infrastructure and engaging with stakeholders to update best practices Oregon can use the grant to better position itself for long-term success – including laying a base for scaling programs and expanding access to high-quality in a manner that leverages the lessons of the PDG.

### **Dissemination Plan**

ELD’s Director of Communications will assist in developing strategies and providing support to partners to ensure work products are disseminated to appropriate audiences. General updates on the progress of PDG will be communicated through regular newsletters and meetings with partners. Oregon will complete multiple products that necessitate communication to a broad range of audiences as part of its Preschool Development Grant. Dissemination strategies will

vary depending on the activity and responsible parties, but the following target audiences are expected for dissemination for the projects (see table below).

OUTPUTS	TARGET AUDIENCES				
	Families	Providers	Communities	Hubs	Legislators
Needs Assessment		●	●	●	●
Strategic Plan	●	●		●	●
Coordinated Enrollment Toolkit		●		●	
Child Care Safety Portal	●	●	●		
Universal Connects Info	●	●		●	
K Entry Family Survey	●		●	●	
Infant-toddler learning standards and progressions	●	●		●	
Coordinated funding TA		●		●	
Transition supports for Tribes	●	●			
QI grants for providers		●		●	●
Community plans toolkit				●	

Dissemination will be an expectation of the contractor, articulated through contract deliverables, where outcomes are the responsibility of the contractor for specific projects or strategies, such as Universal Connects and Coordinated Enrollment Toolkit. In these instances, the state will support the contractor’s dissemination efforts through TA and the use of existing infrastructure. Hubs will assist in communicating and disseminating outcomes where the target audience is within communities, including the products outlined in the above table. ELD will leverage its website, social media, and the networks of ODE, OHA, ELC, tribal and other partners to disseminate materials when appropriate.

**Plan for Oversight of Federal Award Funds**

Federal grant management. The fiscal manager for this grant will provide oversight and ensure that all terms and conditions of the grant award are met and federal regulations are followed. The fiscal manager will work with ODE budget analysts and accounting personnel to ensure that

quarterly reports on grant expenditures are completed, reviewed, approved, and submitted per the federal grant requirements.

Internal grant management. The ODE manages all subawards to contractors through the Electronic Grants Management System (EGMS), which provides department contract and grant administrators direct oversight of federal funds. The system provides real time access to all fiscal reports, provides appropriate levels of signature authority for release of funds, and allows draw down of approved expenditure funds by contractors through direct deposit. Funds received through this grant proposal will be managed and released via approved payments through EGMS to the subcontractor. All invoices/requests for payment must be backed up with either General Ledger reports or other source of expenditure documentation before a release of payment occurs. Additionally, approval signatures must be received by the grant fiscal manager, Child Care Director, and authorized accounting personnel to release payment.

All grant funds are identified by both Code of Domestic Federal Assistance (CFDA) and a department assigned index code to provide revenue and expenditure tracking information. This index code must be provided on all invoices/requests for payment as part of the signature process. Quarterly reports of expenditures are developed using fiscal information from Oregon's State Financial Management System (SFMS) that has been identified by agency number, grant number, CFDA and index code.

Subcontract management. ELD will follow all state procurement statute and administrative rules regarding the subcontracts. ELD will also apply Oregon Accounting Manual policies and administrative rules to certain types of expenditures that must follow state expenditure guidelines, which are more restrictive than federal guidelines.

Subcontract monitoring records. The fiscal manager will fully and accurately document all subcontract monitoring efforts. A monitoring file will be maintained for this grant award with items including, but not limited to: Pre-award (subcontract) risk assessment checklist; Individual subcontract monitoring plan worksheet; Periodic reports from subcontractor; Quarterly report checklist; Technical assistance report; Corrective action plan (as necessary); and Copies of e-mail, memos, or other written correspondence with subcontractor, including notification informing contractor of quarterly fiscal reports and due dates.

**Project Budget and Budget Justification**

Oregon is applying for \$5,996,363 in federal grant funds as part of the overall project budget of \$7,807,566. The budget outlines proposed funding and costs projected to be spent on each of the statutory Activities One through Five: Needs Assessment, Strategic Plan, Maximizing Parental Choice and Knowledge, Sharing Best Practices, and Improving Overall Quality. The budget also specifies the amount projected to be spent on travel costs for at least four individuals to attend required technical assistance meeting and costs associated with the program evaluation (5% of award request) and costs associated with the implementation of the state’s achievable plan. Finally, the budget specifies the required 30% state minimum for non-federal match.

OVERALL PROJECT BUDGET			
Budget Summary by Budget Category			
Object Class Budget Categories	Federal Budget	Non-Federal Budget	Total Budget
1. Personnel	\$94,422	\$113,240	\$207,662
2. Fringe Benefits	\$50,118	\$49,962	\$100,081
3. Travel	\$8,000	-	\$8,000
4. Equipment	-	-	-
5. Supplies	\$22,770	-	\$22,770
6. Contractual	\$5,705,000	\$1,648,000	\$7,353,000
7. Other	-	-	-
8. Technical assistance	\$30,000	-	\$30,000
9. Total Direct Costs (add lines 1-8)	\$5,910,310	\$1,811,203	\$7,721,513
10. Indirect Costs*	\$86,053	-	\$86,053
11. Total Grant Funds Requested (add lines 9-10)	\$5,996,363	\$1,811,203	\$7,807,566
*Oregon has an indirect rate of 17.2% that has been approved by the Department of Education. 17.2% applies to personnel, fringe, travel and up to the first \$25,000 of each subaward/year.			

### Activity 1: Statewide Needs Assessment

Cost Category	Description	Unit Cost (Units)	% Effort	PDG Funds	Match	Total Cost
<i>Strategy 1.1 – Statewide Needs Assessment</i>						
Contractual	Project 1.1	\$2,000,000 (1)	-	\$2,000,000	-	\$2,000,000
Personnel	.10 FTE RA for 6 mos.	\$7,835 (6)	10%	-	\$4,701	\$4,701
Fringe	.10 FTE RA for 6 mos.	\$1,607 (6)	10%	-	\$964	\$964
Contractual	Hub Coordination (General Fund)	\$500,000 (1)	-	-	\$500,000	\$500,000
Indirect	17.2% indirect on subawards	\$4,300 (1)	-	\$4,300	-	\$4,300
<b>Activity Total</b>						

#### Non-Federal Funding to support this Activity:

State salaries and fringe of ELD staff assigned to this Activity include 10 percent of salary and fringe of a Research Analyst (in tables referred to as RAs) for the duration of six months to coordinate data sharing and project assistance to the selected research partner.

State EL Hub Coordination funds totaling \$500K (16 EL Hubs X \$31,250) will support this Activity at the regional level, as all hubs will be involved in identification and collection of local data sources to support the Statewide Needs Assessment.

#### Project Budget: 1.1 Statewide Needs Assessment Scope and Work Plan

**Grant Funding:** The basis for the proposed \$2,000,000 budget for an Intra-Governmental Agreement (IGA) includes staff time to collect and analyze data:

- Geographic Information System (GIS) Specialist (200/hour X 200 hours = \$40K)
- Lead Research Analyst (1 x 40 x 28 weeks x \$250/hour = \$280K)
- Research Analysts (3 x 40 hours x 28 weeks x \$200/hour = \$672K)
- Research Associates (2 x 35 hours x 28 weeks x \$150/hour = \$294K)
- Research Assistant (1.5 X 40 hours x 28 weeks x \$100/hour = \$168K)
- Data System Developer (1 x 32 x 28 weeks x \$200/hour = \$196K)
- Data System Assistants (2 x 40 x 28 weeks x \$150/hour = \$336K)
- Associated statewide travel for qualitative data and facilities data collection and required travel for regional meetings (\$14K)

### Activity 2: Statewide Strategic Plan

Cost Category	Description	Units	Unit Cost	% Effort	PDG Funds	Match	Total Cost
<i>Strategy 2.1 – B-5 Strategic Plan</i>							



Cost Category	Description	Units	Unit Cost	% Effort	PDG Funds	Match	Total Cost
Contractual	Project 2.1	1	\$100,000	-	\$100,000	-	\$100,000
Personnel	.05 FTE PA 4 for 6 mos.	6	\$7,813	5%	-	\$2,344	\$2,344
Fringe	.05 FTE PA 4 for 6 months	6	\$3,441	5%	-	\$1,032	\$1,032
Contractual	Partnership for Pre-K Improvement (Ounce)	1	\$200,000	-	-	\$200,000	\$200,000
<b>Activity Total</b>					<b>\$100,000</b>	<b>\$203,376</b>	<b>\$303,376</b>

**Non-Federal Funding to support this Activity:** State salaries and fringe of ELD staff assigned to this Activity include 10 percent of salary and fringe of a Policy Analyst (in tables PA) for the duration of six months to coordinate and support communication between the ELC subcommittees and contractor. The state will leverage grants from a partnership with The Ounce of Prevention Fund Partnership for Pre-K Improvement (\$200K) for statewide Strategic Planning to support the development of work plans.

**Project Budget: 2.1 Implementation of the Strategic Plan**

**Grant Funding:** The basis for the proposed \$100K budget for the IGA includes:

- Consultant (1 X 25 hours x 24 weeks x \$150/hour = \$90K) to develop and finalize work plans.
- Associated statewide travel and meeting facilitation (10 meetings X \$1K = \$10K)

**Activity 3: Parent Knowledge and Choice**

Cost Category	Description	Unit Cost (Units)	% Effort	PDG Funds	Match	Total Cost
Contractual	Project 3.1	\$1,070,000 (2)	-	\$1,070,000	-	\$1,070,000
Contractual	Project 3.2	\$250,000	-	\$250,000	-	\$250,000
Contractual	Project 3.3	\$250,000	-	\$250,000	-	\$250,000
Contractual	Project 3.4	\$300,000	-	\$300,000	-	\$300,000
Personnel	5 Program Analysts (PA) at .10 FTE for 12 mos.	\$7,337 (5x12)	10%	-	\$44,023	\$44,023
Fringe	5 PAs at .10 FTE for 12 mos.	\$3,322 (5x12)	10%	-	\$19,930	\$19,930
Contractual	KPI (General Fund)	\$100,000	-	-	\$100,000	\$100,000

Cost Category	Description	Unit Cost (Units)	% Effort	PDG Funds	Match	Total Cost	
Contractual	Hub Coordination (General Fund)	\$400,000	-	-	\$100,000	\$100,000	
Contractual	Family Supports (General Fund)	\$200,000	-	-	\$400,000	\$400,000	
Contractual	Partnership for Pre-K Improvement (Ounce)	\$10,000	-	-	\$200,000	\$200,000	
Indirect	17.2% indirect on subawards	\$21,500	-	-	\$10,000	\$10,000	
Activity Total					<b>\$1,891,500</b>	<b>\$773,953</b>	<b>\$2,665,453</b>

**Non-Federal Funding to support this Activity:** State salaries and fringe of ELD staff assigned to this Activity include two Program Analyst 4’s (10 percent for duration of twelve months), one Education Specialist (10 percent for duration of twelve months), one Quality Improvement Specialist (10 percent for duration of 12 months), and one Program Analyst 2 (10 percent for duration of 12 months). These key positions are responsible for consumer education, EL Hub technical assistance, cross sector initiatives with the OHA and school districts.

The state has dedicated investments to support innovation in kindergarten transitions, including resources for EL Hubs and school districts to partner on transition activities. The state investment in EL Hubs provides resources for coordination, services and staff to support activities that elevate family voice and engagement. The calculations for non-federal funds from these state investments are detailed below.

- State Kindergarten Partnership Innovation funds totaling \$100K (10 EL Hubs X \$10K)
- State EL Hub Coordination funds totaling \$400K (10 EL Hubs X \$40K)
- State Family Supports funds totaling \$200K (10 EL Hubs X \$20K)

Other state funds granted by The Ounce of Prevention Fund Partnership for Pre-K Improvement (\$200K) will be leveraged to support parent voice in survey development and toolkit development.

**Project Budget: 3.1 Coordinated Enrollment For Families**

**Grant Funding:** The basis for the proposed \$1,070,000 budget for two contracts and/or IGAs includes:

Toolkit Development and Design: \$290K

- Development (1,000 hours X \$250/hour = \$250K)
- Toolkit design (200 hours X \$200/hour = \$40K)

Regional Planning Summits: \$20K

- Initial regional planning summits
  - (4 EL Hubs X \$5K for facilitation and space =\$20K)

Statewide Learning Collaborative on coordinated enrollment for all 16 Hubs: \$20K

- \$9K for meeting facilitation costs
- \$7K for space for meeting

- \$4K for supplies associated with meeting
- Family outreach and focus groups in four EL Hubs regions: \$20K
- Facilitated meetings (4 EL Hubs X 5 focus groups = 20 meetings)
    - Per meeting: \$250/space + \$500/facilitation + \$250 incentives = \$1K
      - 20 meetings X \$1K/meeting = \$20K
- Contracted expert consultants to support and engage the four selected EL Hubs: \$300K
- 4 consultants X 300 hours X \$250/hour = \$300K
- Funding for EL Hubs to secure or build database system: \$400K
- 1 data base developer X 400 hours X \$250/hour = \$100K/system
    - 4 EL Hubs X \$100K/system = \$400K
- Communications supports: \$20K
- 4 EL Hubs for X \$5K/print materials = \$20K

**Project Budget: 3.2 Support Communities to Implement Universal Family Connects® Model**

**Grant Funding:** The basis for the proposed \$250K budget for an IGA with the Oregon Health Authority (OHA) supports the expansion of Family Connects statewide, but with a focus on regions identified as high priority.

**Project Budget: 3.3 Improve the Child Care Safety Portal to provide relevant and timely information**

**Grant Funding:**

The Consultant Consortium (T.C.C.) contract amended by \$250K (\$200/hour X 1250 hours) to accelerate the timeline and increase scope of work.

**Project Budget: 3.4 Laying the Groundwork for Empowerment through Parent Surveying**

**Grant Funding:** The basis for the proposed \$300K budget for the IGA includes the cost of developing the survey, training school district staff, and pilot implementation.

- Lead Research Analyst (1 x 20 x 36 weeks x \$250/hour = \$180K)
- Research Associate (1 x 15 hours x 36 weeks x \$150/hour = \$81K)
- Translation services, printing of survey and trainings materials, traveling required for data collection and trainings (\$10.5K)
- Piloting of the survey will involve at least two school districts with the goal of completing 300 surveys (25 children/classroom X 12 classrooms). Training staff will cost \$3K (10 hour training X 2 school districts X \$150/hour for trainer) and \$25.5K for the implementation of survey (1 hour/survey X 300 children/families X \$85/hour)

**Activity 4: Sharing Best Practices**

Cost Category	Description	Unit Cost (Units)	% Effort	PDG Funds	Match	Total Cost
Contractual	Project 4.1	\$290,000 (1)	-	\$290,000	-	\$290,000
Contractual	Project 4.2	\$150,000 (1)	-	\$150,000	-	\$150,000

Contractual	Project 4.3	\$125,000 (1)	-	\$125,000	-	\$125,000
Personnel	3 PAs at .20 FTE for 12 mos.	\$7,368 (3 x12)	20%	-	\$53,052	\$53,052
Fringe	3 PAs at .20 FTE for 12 mos.	\$3,329 (3x12)	20%	-	\$23,971	\$23,971
Contractual	KPI (General Fund)	\$50,000 (1)	-	-	\$50,000	\$50,000
Contractual	Partnership for Pre-K Improvement (Ounce)	\$20,000 (1)	-	-	\$20,000	\$20,000
Indirect	17.2% indirect on subawards	\$12,900 (1)	-	\$12,900	\$0	\$12,900
<b>Activity Total</b>						

**Non-Federal Funding to support this Activity:** State salaries and fringe of ELD staff assigned to this Activity include one Program Analyst 4 (30 percent for duration of twelve months), one Early Learning Program Manager (30 percent for duration of twelve months). These key staff have responsibilities for birth through five program standards, quality and policy, and will coordinate the work of the contractors selected for projects in this Activity.

State Kindergarten Partnership Innovation funds (\$50K) and other state funds granted by The Ounce of Prevention Fund Partnership for Pre-K Improvement (\$20K) will be leveraged to support dissemination of the Learning Standards and culturally specific transition strategies.

#### **Project 4.1 Adopt and Implement Infant-Toddler Learning Standards and Support Implementation**

**Grant Funding:** The basis for the proposed \$290K budget for the contract includes the following costs:

- Lead Early Learning Specialist (1 x 30 x 36 weeks x \$200/hour = \$216K)
- Early Learning Specialist (1 x 15 hours x 36 weeks x \$100/hour = \$72K)
- Focus Group Facilitation: (4 meetings X \$500K/meeting = \$2K) This calculation is inclusive of statewide travel and meeting space rentals.

#### **Project 4.2 TA on Coordinating Funding for Program Administrators**

**Grant Funding:** The basis for the proposed \$150K budget for the contract includes the following costs:

- Lead Mentor/Expert in program, policy and fiscal operations to support development of materials and to facilitate round tables (1 x 15 x 36 weeks x \$150/hour = \$81K)
- Lead Research Associate: (1 x 10 x 32 x \$200/hour = \$64K) to conduct qualitative research
- Statewide travel for Mentoring/Facilitation/Data Collection :\$5K

#### **Project 4.3 Develop Culturally-Responsive Transition Supports with Tribal Partners**

**Grant Funding:** The basis for the proposed \$125K budget for a contract with a Tribal Nation, or a contractor, includes the following costs:

- Lead with expertise specific to Tribal Nations  
(1 X 20 hours X 30 weeks X \$200/hour = \$120K)

- Statewide travel for stakeholder engagements:\$5K

**Activity 5: Improving Overall Quality of Early Childhood Care and Education Programs**

<b>Cost Category</b>	<b>Description</b>	<b>Unit Cost (Units)</b>	<b>% Effort</b>	<b>PDG Funds</b>	<b>Match</b>	<b>Total Cost</b>
Contractual	Project 5.1	\$520,000 (1)	-	\$520,000	\$520,000	\$520,000
Contractual	Project 5.2	\$250,000 (1)	-	\$250,000	\$250,000	\$250,000
Contractual	Project 5.3	\$100,000 (1)	-	\$100,000	\$100,000	\$100,000
Personnel	2 PAs at .10 FTE for 6 mos.	\$7,600 (2x6)	10%	\$7,600	\$7,600	\$9,120
Fringe	2 PAs at .10 FTE for 6 mos.	\$3,388 (2x6)	10%	\$3,388	\$3,388	\$4,066
Contractual	Preschool Promise (General Fund)	\$168,000 (1)	-	\$168,000	\$168,000	\$168,000
Indirect	17.2% indirect on subawards	\$8,600 (1)	-	\$8,600	\$8,600	\$8,600
<b>Activity Total</b>				<b>\$878,600</b>	<b>\$181,186</b>	<b>\$1,059,786</b>

**Non-Federal Funding to support this Activity:** State salaries and fringe of ELD staff assigned to this Activity include one Program Analyst 4 (30 percent for duration of six months), one Early Learning Program Manager (30 percent for duration of six months). These key staff have responsibilities for distribution of quality improvement funds and technical assistance for providers as well as supporting EL Hubs with program expansion planning. State Preschool Promise Continuous Quality Improvement funds totaling \$168K will be leveraged to increase the number of grants available to providers, who demonstrate a data driven commitment to quality improvements.

**Project 5.1 Provide Grants to Providers in Focused Child Care Networks**

**Grant Funding:** The goal of the proposed budget of \$520K is to award 150-500 providers in FCCN Continuous Quality Improvement grants that range between \$1000-\$3500K (150 providers X \$3500 = \$520K). The state will amend the CCR&Rs existing contracts to include the additional funds and CCR&Rs will distribute funds to selected providers.

**Project 5.2 Develop Community Plans Toolkits to expand ECE opportunities**

**Grant Funding**

The proposed \$250K budget for a contract or IGA includes the following costs:

- Research Analysts (1 x 30 hours x 24 weeks x \$200/hour = \$144K)
- Research Associates (1 x 30 hours x 20 weeks x \$150/hour = \$90K)
- Associated statewide travel support EL Hubs who are piloting the toolkit: \$6K
- Translation and printing of materials for dissemination: \$10K

**Project 5.3 Data inventory to Support Including Early Childhood in State Longitudinal Data**

**Grant Funding:** The proposed \$100K budget for a contract or IGA that includes the following costs of a Lead Research Analyst (1 x 20 hours x 20 weeks x \$250/hour) = \$100K.

**Grant Oversight, Implementation and Evaluation**

Cost Category	Description	Unit Cost (Units)	% Effort	PDG Funds	Match	Total Cost
Personnel	1 FTE PA 4 for 12 mos.	\$5,659 (12)	100%	\$67,908	-	\$67,908
Fringe	1 FTE PA 4 for 12 mos.	\$2,884 (12)	100%	\$34,608	-	\$34,608
Personnel	.5 FTE PA 2 for 12 mos.	\$4,419 (12)	50%	\$26,514	-	\$26,514
Fringe	.5 FTE PA 2 for 12 mos.	\$2,585 (12)	50%	\$15,510	-	\$15,510
Contractual	Program Evaluation	\$300,000 (1)	-	\$300,000	-	\$300,000
Contractual	Technical Assistance	\$30,000 (1)	-	\$30,000	-	\$30,000
Supplies	Services and supplies for PA 4 and 2	\$1,898 (12)	-	\$22,770	-	\$22,770
Travel	Domestic out of state travel to D.C. for 4 people	\$2,000 (4)	-	\$8,000	-	\$8,000
Indirect	17.2% indirect on salaries & fringe, travel & subawards	\$38,753 (1)	-	\$38,753		\$38,753
<b>Activity Total</b>				<b>\$544,063</b>	<b>\$0</b>	<b>\$544,063</b>

**Personnel Grant Funding:** To successfully implement, monitor, and report on grant activities, 100 percent of salary and fringe for one Operations and Policy Analyst 4 and one Operations and Policy Analyst 2 will be funded for twelve months.

**Travel Grant Funding:** One required trip has been budgeted for four days and three nights for four people. Expenses are estimated at \$899 roundtrip airfare from Protland, Oregon to Washington, D.C., per diem at \$76/day, airport shuttle at \$87 roundtrip, lodging at \$251/night, and \$168 for taxi/shuttle costs. Total cost of required travel: \$2000

**Equipment Grant Funding:** No grant funds are requested for equipment costs (\$0)

**Supplies Grant Funding:** Based on current state average per employee, supplies and services, cost for rent, workstation, computer, telephone, training is \$22,770 total for the two grant funded staff positions (\$15,180 Operations Policy Analyst 4 and \$7,590 Operations Policy Analyst 2).

**Program Evaluation Grant Funding:** The Program Evaluation costs are 5 percent of the total grant request of \$5,996,363. The basis for the proposed \$300K budget for an IGA includes:

- Lead Research Analyst (1 x 20 x 36 weeks x \$250/hour = \$180K)
- Research Associates (1x 20 hours x 36 weeks x \$150/hour = \$108K)
- Associated statewide travel for qualitative data collection and required travel for meetings (\$12K)

**Technical Assistance:** Oregon is fortunate to have strong philanthropic partnerships that can be leveraged to support technical assistance for the state's PDG work. Through its partnerships with local philanthropy, the Oregon Funders Circle, and national foundations such as the Bill and Melinda Gates Foundation, and the Pritzker Family Foundation's Children's Initiative, Oregon has access to multiple national consultants and technical assistance centers, namely the Ounce of Prevention Fund and the Build Initiative that provide tailored TA to Oregon-specific needs. For example, Oregon has leveraged both of these entities in the development of its Early Learning Strategic Plan this past year and ECE quality improvement and technical assistance activities. Oregon will continue to leverage these partnerships for technical assistance to support PDG grant implementation activities, and will dedicate an additional \$30K to address additional needs that arise through the execution of its proposed projects (150 hours of TA Consultant X \$200/hour = \$30K)

## Indirect Rate Agreement

Included here is the first page of Oregon's indirect rate agreement.

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization**  
Oregon Department of Education  
255 Capitol Street, NE  
Salem, OR 97310

**Date:** JUN 15 2017  
**Agreement No:** 2017-060  
**Filing Reference:** Replaces previous Agreement No. 2015-119  
Dated: 6/5/2015

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	07/01/2017	06/30/2019	19.7%	MTDC	Unrestricted
Predetermined	07/01/2017	06/30/2019	17.2%	MTDC	Restricted

Distribution Base:  
MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:  
Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.  
Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:  
Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.