

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150012

Grants.gov Tracking#: GRANT11760114

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

(b)(4)

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☐ Application
☒ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/14/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Oregon State Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

93-6001954

* c. Organizational DUNS:

8097902640000

d. Address:

* Street1:

255 Capitol Street NE

Street2:

* City:

Salem

County/Parish:

* State:

OR: Oregon

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

97310-1206

e. Organizational Unit:

Department Name:

Education

Division Name:

Early Learning Division

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Megan

Middle Name:

* Last Name:

Irwin

Suffix:

Title:

Acting Director, Early Learning System

Organizational Affiliation:

Oregon State Department of Education

* Telephone Number:

503-378-2755

Fax Number:

503-347-1955

* Email:

megan.irwin@ode.state.or.us

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

* 12. Funding Opportunity Number:

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

CitiesCounties.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Oregon Preschool Development Grant - Expansion Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="15,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="15,000,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

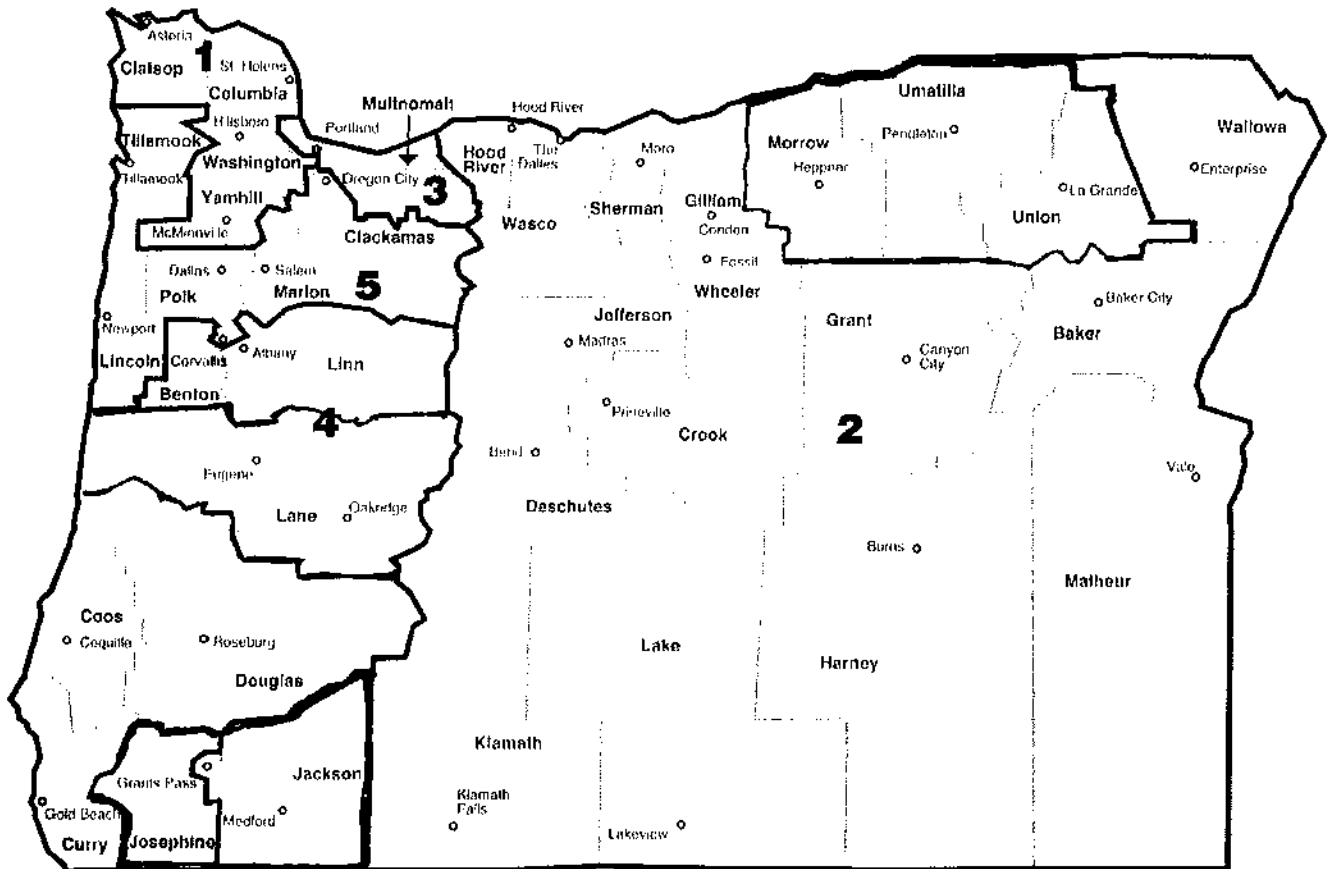
* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Areas affected by Oregon Preschool Development Grant – Expansion Grant (Cities, Counties, Municipalities, etc.)

County	Cities/Other	Early Learning Hub
Jackson	Ashland, Eagle Point, Jacksonville, Medford, Shady Cove, Talent	Southern Oregon Early Learning Services
Josephine	Cave Junction, Grants Pass	Southern Oregon Early Learning Services
Lane	Cottage Grove, Eugene, Mapleton, Springfield	Lane Early Learning Alliance
Morrow	Echo, Heppner	Blue Mountain Early Learning Hub
Multnomah	Fairview, Portland, Gresham	Early Learning Multnomah
Umatilla	Cay Uma Wa Tribal Center, Hermiston, Milton-Freewater, Pendleton, Stanfield, Confederated Tribes of the Umatilla Indian Reservation	Blue Mountain Early Learning Hub
Union	Elgin, La Grande	Blue Mountain Early Learning Hub



Cong. District	Early Learning Hub	County or Counties
2	Blue Mountain Early Learning Hub	Morrow, Umatilla, Union
3	Early Learning Multnomah	Multnomah
4	Southern Oregon Early Learning Services	Jackson, Josephine
4	Lane Early Learning Alliance	Lane

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Sonja Svenson	Acting Director, Early Learning System
APPLICANT ORGANIZATION	DATE SUBMITTED
Oregon State Department of Education	10/14/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
☒ Prime ☐ SubAwardee
 * Name:
 * Street 1: Street 2:
 * City: State: Zip:
 Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input style="width: 90%;" type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input style="width: 90%;" type="text" value="Preschool Development Grants"/> CFDA Number, if applicable: <input style="width: 20%;" type="text" value="84.419"/>
8. Federal Action Number, if known: <input style="width: 90%;" type="text" value="NA"/>	9. Award Amount, if known: \$ <input style="width: 60%;" type="text" value="0.00"/>

10. a. Name and Address of Lobbying Registrant:
 Prefix: * First Name: Middle Name:
 * Last Name: Suffix:
 * Street 1: Street 2:
 * City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)
 Prefix: * First Name: Middle Name:
 * Last Name: Suffix:
 * Street 1: Street 2:
 * City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: <input style="width: 90%;" type="text" value="Ganga Overton"/>	* Name: Prefix: <input style="width: 10%;" type="text" value="Ms."/> * First Name: <input style="width: 20%;" type="text" value="Regan"/> Middle Name: <input style="width: 20%;" type="text"/> * Last Name: <input style="width: 30%;" type="text" value="Lewin"/> Suffix: <input style="width: 10%;" type="text"/>
Title: <input style="width: 90%;" type="text" value="Acting Director, Early Learning Division"/>	Telephone No.: <input style="width: 40%;" type="text" value="503-738-2005"/> Date: <input style="width: 40%;" type="text" value="07/15/2014"/>

Federal Use Only:

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 Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPASectionPrekDevGrant.pdf

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427

It is a policy of the State Board of Education and a priority of the Oregon Department of Education (ODE) that discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment are not tolerated. The Department does not discriminate on hiring staff or utilizing presenters and/or consultants and prohibits discrimination against any person, public school local education agency (LEA), State Board of Education. At no time will ODE discriminate against because of gender, race, creed, national origin, color, disability or age. ODE will make every reasonable attempt that all sub-grantees will provide assurances as to their compliance with GEPA Section 427 in the operation of their programs.

A short nondiscrimination statement is placed on all required Department documents and reads as follows: "This Institution is an equal opportunity provider." The Department has information on the internet providing links to other education agencies in Oregon such as the teacher licensing board, the U.S. Department of Education Office for Civil Rights, and the Oregon School Boards Association. The web information includes internet links to those agencies as well as brief descriptions to pursue complaints, grievances, or appeals. Some of that information is provided in Spanish the most common language, other than English, spoken in Oregon. A full time Civil Rights Specialist is employed at the Department and that person's contact information is available on the website.

Allegations of discrimination or harassment, based on race, color, national origin, sex, disability and age, are addressed by specific federal law and Oregon Revised Statute (ORS) 659.850, Discrimination in Education Prohibited. Allegations of discrimination or harassment, based on religion, marital status and sexual orientation, are also addressed by ORS 659.850. Oregon school districts must adopt written procedures for the prompt resolution of complaints of discrimination or harassment. These procedures are available at any district school or office. School district procedures are often printed in school student and parent handbooks. Many districts also post this information on their district or school web sites. Materials and equipment, staff development and other related programs or services needed to implement and maintain our program are not used nor are they purchased with any knowledge of discrimination.

Students identified as Hispanic showed a 151.3% increase over the past decade representing Oregon's fastest growing minority culture consistent with national trends. ODE is committed to addressing the identified achievement gap of minority and historically disenfranchised populations within the educational system. The negative impact of this achievement gap is visible when student outcomes are measured during the transition into post-secondary careers. ODE is actively seeking resources and opportunities to provide appropriate services that meet the needs of students in these populations.

Oregon currently provides the English Language Proficiency Assessment (ELPA) to speakers of other languages, in order to assess students' readiness to take the Statewide Assessment in English. The measure provides teachers annual information about non-native English speaking students' progress acquiring English language skills.

ODE's equity plan for Highly Qualified Teachers is currently under revision, and Oregon is a member of the Oregon Leadership Network, a statewide network of educators dedicated to committing resources to address inequity in education for students from minority populations.

In order to address accessibility barriers, Oregon has several structures in place to assure the ongoing, appropriate service provision for students with disabilities:

- 1) Oregon is in the process of enhancing the monitoring system that tracks the use of accommodations. An electronic accommodations-tracking system will provide a source of data to allow additional refinements to system features.
- 2) Under the Individuals with Disabilities Act of 2004 (IDEA) SEAs are required to assure the general supervision of IDEA including monitoring indicators for IDEA activities required at the school age level. Two of those indicators, B9 and B10, monitor special education decisions that impact students with disabilities by race and ethnicity, a third B4(b) will monitor discipline decisions that impact students with disabilities by race and ethnicity.
- 3) In addition, the federal requirement to monitor school districts for significant disproportionality under IDEA requires districts to reserve 15% of their IDEA funds toward coordinated early intervening services to ensure that students in the populations disproportionately identified have access to preventative interventions before being identified for special education services.
- 4) ODE also ensures that all critical student outcomes and performance indicators, including but not limited to, attendance, graduation, assessment, and dropout rates are disaggregated and

reported according to student population so that areas of risk and populations at risk are identifiable for district intervention. Oregon's district report cards include categories by race/ethnicity, qualified teacher distribution by poverty level in schools, and special populations to ensure an awareness of outcomes and expectations for all students.

- 5) ODE is committed to having an online assessment dedicated to ensuring access to students with a full range of needs. ODE has implemented a variety of universally designed accommodations and technological adaptations to address the needs of students who are blind, visually impaired, deaf, or hard of hearing including:
 - a. Oregon's online Braille Statewide Assessment;
 - b. The Signed online Statewide Assessment;
 - c. Zoom feature allowing students with visual impairment to select font size in assessments;
 - d. Text to speech feature for use with general online adaptive Statewide Assessments.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Oregon State Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Megan Middle Name:
* Last Name: Irwin Suffix:
* Title: Acting Director, Early Learning System

* SIGNATURE: Sonia Svensen

* DATE: 10/14/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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Abstract: Oregon Preschool Development Grant – Expansion Grant

Overview

Since 1988, the State's Preschool Program in collaboration with the federal Head Start program, has been providing high-quality preschool and comprehensive services to children in poverty. Currently, over 7,000 three- and four-year-olds living in poverty have access to preschool as a result of the state's investment in this program. Oregon now has the opportunity to build on key values and components of this program: high-quality early education, strong professional development, comprehensive services and parent involvement delivered in mixed settings, and construct a new model that will enable Oregon to reach more children and yield even stronger outcomes.

Under the leadership of Governor John Kitzhaber, Oregon has transformed its early learning system, creating new institutions and structures that make this the ideal time to creatively scale High-Quality Preschool Programs in this state. Since 2010, Oregon has had in place the Early Learning Council charged with coordinating early learning and created a new Early Learning Division, tasked with implementing the Early Learning Council visions and bringing together for the first time the administration of core early learning programs under one roof.

Project Objectives and Activities

With the early learning reforms, there is a commitment to transforming how communities work with children and families to deliver early learning services. To accomplish this goal, the Early Learning Council and the Oregon Legislature have authorized sixteen regional Early Learning Hubs with the following responsibilities:

1. Identify children at risk of arriving at kindergarten unprepared for school;
2. Work with families to identify specific needs;
3. Connect families to comprehensive supports or services that most meet their needs;
4. Work across traditional silos; and
5. Account for outcomes collectively and cost effectively.

For this grant, Oregon has identified four community partners, Early Learning Hubs, with demonstrated strong capacity, serving high needs communities and working with diverse racial, ethnic and tribal populations: Blue Mountain Early Learning Hub, Lane Early Learning Alliance, Early Learning Multnomah and Southern Oregon Early Learning Services.

Oregon recognizes this grant as a 'pre-scaling' opportunity to begin in four communities that can build out across the state and eventually reach all four-year-olds living in low-income households (earning less than 200 percent of the Federal Poverty Level).

Proposed Project Outcomes

The primary focus of Oregon's grant application is to create new preschool slots in a broad mix of High-Quality Preschool Programs and there may be some limited opportunities to help existing State Preschool Programs meet the program standards identified in the grant. This mixed delivery model will be complemented with support from Oregon's Race to the Top Early Learning Challenge Grant. All preschool programs will be required to be TQRIS Star Rated. The TQRIS will also support key components of the monitoring and Comprehensive Services Early Learning Assessment System.

Funding from this grant will enable Oregon to extend access to High-Quality Preschool Programs to 1,365 children with high needs and from low-income families. More importantly, this grant, by providing a scalable pathway, will build the case for increased state investments in preschool.

Names of Other Collaborative Organizations (Including Subgrantees)

Collaborative organizations include: Four Early Learning Hubs identified above; United Way of Oregon; local Head Starts; local State Preschool Programs; local relief nurseries; 11 school districts; Umatilla Tribe; family child care providers; community colleges; community action agencies; and, other community based organizations.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

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Oregon's plans for expanding access to High-Quality Preschool Programs for Eligible Children builds off the transformative infrastructure developed over the last four years and has the following three central components: 1) Four Early Learning Hubs, Oregon's model for local integration of services across sectors, will be the Subgrantees and coordinate the expansion of High Quality Preschool Programs; 2) Eligible Children and families will be served through a culturally diverse mixed delivery system of licensed child care, Head Starts, school based preschools and community-based organizations; and 3) Oregon's Tiered Quality Rating and Improvement System (TQRIS) will be the unifying monitoring system to measure and improve quality. Through this grant, 1,365 Eligible Children will receive early learning experiences in a High-Quality Preschool Program, adding to the 4,681 four-year olds and 2,609 three-year olds currently served in Oregon State Preschool Programs.

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Selection Criteria

A. Executive Summary (10 points).

The extent to which the State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans proposed under each criterion in this section, when taken together, will—

(1) Build on the State's progress to date as demonstrated in selection criterion (B):

Under the leadership of Governor John Kitzhaber, Oregon has transformed its early learning system, creating new institutions and structures that makes this the ideal moment to creatively scale High-Quality Preschool Programs in this state. With support from the first Race to the Top Early Learning Challenge Grant, Oregon has, over the last three years, built the key supports it needs to begin expanding access to High-Quality Preschool to all Eligible Children. This grant will enable Oregon to accelerate the momentum it has already achieved and fully capitalize on the innovative state-to-local service coordination model that it is pioneering. A high level ambitious and achievable plan outlining the activities, rationale, organization lead and timelines described in this proposal has been developed (Appendix A Ambitious and Achievable Plan).

Since 2010, Oregon has formed an Early Learning Council charged with coordinating early learning, and created a new Early Learning Division tasked with implementing the Governor's vision and bringing the administration of core early childhood programs under one roof for the first time. The Governor has launched this transformation of the early learning system as part of the effort to build a unified system for investing in and delivering public education from birth to college and career. The goal for this unified education system is encapsulated as "40/40/20:" 40% of Oregonians completing a four-year degree; 40% completing a two-year degree; and 20% completing high school ready for a career .

Oregon's plan for expanding access to High-Quality Preschool Programs for Eligible Children builds off the transformative infrastructure that has developed over the last four years and has the following three central components: 1) Early Learning Hubs, Oregon's model for local integration of services across sectors, will be the Subgrantees and coordinate the expansion of High-Quality Preschool Programs; 2) Eligible Children and families will be served through a

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mixed delivery system that includes Early Learning Providers that are licensed child care, Head Starts, school-based preschools and community-based organizations; and 3) Oregon's Tiered Quality Rating and Improvement System (TQRIS) will be the unifying monitoring system to measure and improve quality.

Through this grant, 1,365 Eligible Children will receive education in a High-Quality Preschool Program, adding to the 4,681 four-year olds and 2,609 three-year olds currently served in Oregon Prekindergarten, the current State Preschool Program based on Head Start, as noted in Table A. In addition to serving more children, Oregon is forging the pathway through which it will eventually reach all Eligible Children. Oregon has built this pathway guided by three core beliefs.

First, Oregon can only reach its 40-40-20 goals if it puts equity front and center, honestly addressing historical and on-going racial, ethnic and economic disparities. Recognizing the paramount importance of addressing these disparities, the Early Learning Council adopted the Oregon Equity Lens in July 2013 to guide policy recommendations, community engagement and investment decisions (See Appendix A.1 Equity Lens). The Equity Lens acknowledges the institutional, systemic barriers and discriminatory practices that have limited access for Oregon's children and emphasizes racial equity because race and ethnicity continue to compound disparity. Oregon's current high school graduation rates, with only 53% of American Indian/Native Alaskan students, 57% of African American students, and 61% of Hispanic students graduating high school in four-years, demonstrate the urgency with which Oregon must address these inequities. Oregon's choice of community partners reflects its commitment to doing so.

Oregon's commitment to equity played a significant role in its selection of the four Subgrantees: Blue Mountain Early Learning Hub, Early Learning Multnomah, Lane Early Learning Alliance and Southern Oregon Early Learning Services Hub. Oregon prioritized Blue Mountain Early Learning Hub because of its partnership with the Confederated Tribes of the Umatilla Indian Reservation. Early Learning Multnomah will have a strong focus on partnering with community-based organizations that serve Oregon's largest significant African-American population in the Portland metro area. All four communities have growing Latino populations, and the Lane Early Learning Alliance has already focused its early literacy strategies on English Language Learners. These four Subgrantees will partner with community-based organizations to

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ensure culturally and linguistically appropriate outreach and communication efforts occur so that all families are informed of the opportunities and encouraged to enroll their children in available programs.

Second, Oregon's early learning transformation is driven by the belief that local communities are best positioned to understand what children and families need to be successful, take collective action to drive resources in the most effective way and deliver the greatest impact for families. Oregon cannot truly make a difference in the lives of children and their families without empowering local communities to come together and work across traditional silos and barriers. In order to ensure implementation of these beliefs the State has developed an innovative State-to-local service delivery model to ensure effective coordination of resources and services at the ground level. These partnerships, known in Oregon as Early Learning Hubs, have the following responsibilities:

1. Identify children at risk of arriving at kindergarten unprepared for school;
2. Work with families to identify specific needs;
3. Connect families to comprehensive supports or services that most meet their needs;
4. Coordinate work and services across health, human services, early learning, K-12 and the private sector;
5. Account for outcomes collectively and cost effectively.

The outcomes the Early Learning Hubs and their local early learning system partners are responsible for achieving include: children arrive at kindergarten prepared to learn; families are stable and attached; and the local early learning system is well coordinated and efficient so that families can access the services and supports they need. The Early Learning Hub governing bodies are required to include representation from Early Learning Providers, human services, local school districts, health Coordinated Care Organizations (former managed care organizations that have gone through a transformation of their own) and the business sector.

Third, Oregon and its local partners are committed to drawing on the strengths and resources of the many settings in which preschool can take place: licensed child care, Head Starts school-based preschools and community-based organizations. In recognition of this commitment to a mixed delivery system, Oregon is requiring that the partner communities serve children in all of those settings. At the end of the four-year grant period, at least 15% of children in each

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community must be enrolled in each setting. At the end of the first year, children in each community must be enrolled in at least two of those four settings. Focusing on mixed delivery settings will also help Oregon create mixed-income classrooms, where Eligible Children and Children with High Needs are learning side-by-side with children from more affluent backgrounds. Oregon’s model allows preschool funding from this grant to be blended with existing preschool and community-based programs, including tuition-based programs serving children from families with incomes above the 200% Federal Poverty Line. The enrollment of at least 15% of the children in Early Learning Providers who are part of community-based organizations will also help Oregon achieve its equity goals. Many of these community-based organizations have authentic linguistic and cultural ties to specific communities that other Early Learning Providers lack. The Subgrantees have committed to specific targets for each of the settings for every year of the grant (See Section D(4)).

The work Oregon has already done to build out its Tiered Quality Rating and Improvement System (TQRIS) with support from the first Race to the Top-Early Learning Challenge Grant will greatly facilitate building High-Quality Preschool Programs in all four of these settings. The TQRIS outlines key program standards around class size, teacher-child ratios, teacher education and training, screening and the use of formative assessments and will be used to measure and monitor High-Quality Preschool Programs (Appendix A.4 High-Quality Preschool Elements). Oregon’s Tiered Quality Rating and Improvement System (TQRIS) also outlines strong program standards around parent involvement and communication with parents. In order to ensure the Program Standards in the TQRIS fully meet the specifications for a High-Quality Preschool Program, Oregon will develop an additional TQRIS “Plus” level that all Early Learning Providers participating in this program must meet. (See Section C(1) for details). The TQRIS “Plus” level will include enhanced monitoring to ensure High-Quality Programs are meeting the State’s expectations for school readiness upon kindergarten entry as defined and measured by the Kindergarten Entry Assessment (Appendix A.5 Kindergarten Entry Assessment).

Additional work will be done to link the children enrolled in these High-Quality Preschool Programs to the States Longitudinal Data System. These data linkages will allow Oregon to track the impact of programs on school readiness, as measured by the Oregon’s Kindergarten Entry Assessment, chronic absenteeism rates in the early elementary years and

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third grade reading and math scores. The TQRIS “Plus” monitoring and data development will encompass no more than 5% of the grant.

All of the four Subgrantees are Early Learning Hubs. The State will ensure that 95% of the funds flow to these Subgrantees, who will identify and contract with Early Learning Providers in their community. Oregon will distribute the funds to the four Subgrantees in proportion to the number of four-year olds living in families with incomes under 200% of the Federal Poverty Line in each Early Learning Hub region (See Table A).

Because of their cross-sector governance structures, Early Learning Hubs are able to bring tremendous community buy-in and ownership for this expansion of High-Quality Preschool Programs, as well as leverage resources from their partners. Early Learning Hubs are also the right entity to ensure the coordination of comprehensive services that are part of the definition of a High-Quality Preschool Program, as well as to coordinate the technical assistance and professional development needed to yield the desired positive outcomes for children and families.

As a result of their roles in the community, they are uniquely situated to work with the State to identify the licensed child care programs, Head Starts, local schools-based preschools, and community-based organizations and other Early Learning Intermediary Organizations that are ready to serve children in a High-Quality Preschool Program, as well as those who, through technical assistance, high quality coaching and professional development, could achieve that standard. Early Learning Hubs also have strong ties to the similar health care reform effort based in regional providers of Medicaid services, called Coordinated Care Organizations. The Early Learning Hubs will be able to leverage their close ties to Coordinated Care Organizations in order to coordinate developmental and health screening and connect families to other health services and supports.

Oregon’s High-Quality Preschool Program is supported by a broad group of stakeholders as evidenced by the Letters of Support attached with this application. These include collaborative partners who have been an integral part of Oregon’s early childhood systems and education reform.

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Selection Criteria B. Commitment to State Preschool Programs (20 points).

The extent to which the State has demonstrated its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children.

Oregon has built a strong early learning infrastructure that will enable it to successfully expand access to High-Quality Preschool Programs over the course of this grant and beyond. The architecture for this early learning system is embedded in and guided by a strong and clear vision for Oregon's entire birth through workforce education system.

The Early Learning Division is leading a number of both on-going and newer initiatives that will ensure Oregon can expand access to High-Quality Preschool Programs across the state. These include: embedding the Head Start Child Development and Early Learning Framework, the state's adopted Early Learning and Development Standards, in all its work; administering a broad range of State investments across the birth to school continuum, including Healthy Families Oregon home visiting program and Oregon's State Preschool Program; a statewide Tiered Quality Rating and Improvement System (TQRIS); and regional Early Learning Hubs to coordinate early childhood services across education, health and human services.

(1) State Early Learning and Development Standards (2 points);

Oregon created and adopted the Early Childhood Foundations as its birth to five Early Learning Standards in 2003. HB 4165, passed by the Oregon Legislature in 2012, made the Head Start Child Development and Early Learning Framework, revised in 2011 by the federal Administration for Children and Families, Office of Head Start, the State's Early Learning Standards for three and four year olds, while keep the existing standards for infants and toddlers (See Appendix B.1 Early Learning and Development Standards). This adoption recognized the breadth of work and national expertise that had gone into revising these standards. The Head Start Child Development and Early Learning Framework is embedded in Oregon's TQRIS, and is in full alignment with the Workforce Knowledge and Competencies that guide the early learning professional development system in the State.

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Head Start Child Development and Early Learning Framework is a comprehensive framework that aligns with the five Essential Domains of School Readiness identified by the National Education Goals Panel. The Head Start Child Development and Early Learning Framework includes domain elements to support learning in Social & Emotional Development, Approaches to Learning, Language and Literacy, Cognition and General Knowledge and Physical Development and Health that are the foundation for schools' readiness goals, teaching plans, assessments and tracking children's progress. They apply to all children 3-5 years old in early childhood programs including dual language learners and children with disabilities.

(2) The State's financial investment, if any, and the estimated number and percentage of children, including if known, the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years (6 points);

Over the last decade, Oregon has made significant new investments in its State Preschool Program. In 2007, the Oregon Legislature increased the biennial funding for the State Preschool Program by \$(b)(4) resulting in a near doubling of the number of children enrolled in the program through State dollars. In 2011-2013 biennium, legislature supported an additional % increase for State Preschool Programs.

Over the last four years, Oregon has invested \$(b)(4) in State Preschool Programs. The total 2013-15 biennium budget for the State's Preschool Program is \$(b)(4). The State Preschool Program currently serves a total of 7290 children; 2609 are three-year olds and 4681 are four-year olds, representing 17% of the Eligible Children. Oregon currently spends about \$(b)(4) per child in the State Preschool Program, which covers not only the classroom portion of the program, but the broad range of comprehensive and family engagement services that promote the protective factors (See Table B(2)).

Oregon has also made significant investments in programs across the birth through third grade continuum. Starting in Fall 2015, Oregon will begin fully funding full-day Kindergarten in all schools, a commitment of approximately \$(b)(4) per biennium. The State support for full-day Kindergarten will open up the opportunity for districts that were using their Title I dollars for full-day Kindergarten to re-deploy these dollars for early learning and preschool.

Oregon's investment in infants and toddlers includes \$(b)(4) for Healthy Families Oregon, a statewide home visiting program and, starting in 2009, approximately \$(b)(4) per

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biennium in State dollars now go to local Early Head Start programs. In 2011, Oregon invested \$(b)(4) of general funds in the network of Family Relief Nurseries, which provide a unique array of comprehensive family services easily accessible to low-income parents with young children who are at high risk for abuse or neglect. Currently, Oregon invests \$(b)(4) in sixteen Family Relief Nurseries that offer respite care, therapeutic early childhood classrooms, home visiting and parent education to 2,573 children and their families.

In 2013, the Legislature created the Early Learning Kindergarten Readiness Partnership and Innovation Fund, which has already granted \$(b)(4) to local elementary schools, Early Learning Hubs and their early learning partners to build stronger connections and increase the number of children arriving at kindergarten ready to succeed. The 2013 Legislature also made a \$(b)(4) new investment in Early Literacy Grants with the goal of improving children's early literacy skills in order to increase readiness for kindergarten, close the opportunity and achievement gaps, and ensure that all children are reading on grade level by the end of third grade. The Early Learning Council awarded grants to a broad range of public and non-profit entities, including Early Learning Hubs, county libraries and community action agencies.

Oregon has also made major investments in its State early childhood infrastructure. In addition to the infrastructure development that is being supported by the Race to the Top-Early Learning Challenge Grant, Oregon has also put more than \$(b)(4) into the regional Early Learning Hubs, in order to increase program coordination and service integration on the ground.

In 2003, the legislature enacted the Oregon Child Care Contribution Tax Credit. Contributing taxpayers receive an Oregon tax credit of \$(b)(4) for each dollar contributed. The Child Care Contribution Tax Credit currently yields \$(b)(4) per biennium to support quality improvements for early learning programs and practitioners within the Tiered Quality Rating and Improvement System.

Local government and philanthropy are also strong investors in early childhood. In November 2002, Portland voters approved the Children's Levy and in the fall of 2008, the city electorate enthusiastically renewed the Levy for another five years. This Portland program generates more than \$(b)(4) annually for programs focused on early learning and development, after school and mentoring, child abuse prevention and foster care. The early childhood learning and development programs include early childhood education and

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intervention, parenting education and access to immunizations and health screenings so children enter kindergarten ready to succeed.

From 2007 to 2011, the Early Childhood Funding Circle, a consortium of local and regional foundations, contributed \$^{(b)(4)} to programs such as: scholarships for early childhood professionals, family child care networks, professional development financial awards to practitioners, professional development opportunities through the child care resource and referral system, Ready to Learn initiatives as well as parent education programs in support with the transforming early learning system.

(3) Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children (4 points);

Governor John Kitzhaber, MD, entered office determined to implement rapid changes and improvements for education in Oregon despite the realities of recession, unemployment, and State revenue shortfalls. In order to make his 40/40/20 vision a reality, the Governor and the legislature have enacted a flurry of legislation transforming the Oregon's education and early learning systems. In 2011, SB 909 established the leadership and visibility to truly transform the P-20 education system in Oregon. This legislation created the Oregon Education Investment Board and the Early Learning Council to oversee "a unified system of early learning services for the purpose of ensuring that all children enter school ready to learn." SB 909 also created the new position of Early Learning System Director, appointed by and answerable to the Governor.

The following year the Governor and the Legislature took on building the infrastructure for a High-Quality Early Learning System which supports the expansion of High-Quality Preschool Programs defined in the grant. The Legislature passed House Bill (HB) 4165, writing into statute many of the key components of Oregon's Race to the Top-Early Learning Challenge Grant proposal. These components included adoption of the Head Start Child Development and Early Learning Framework as the State's Early Learning Standards for preschool age children; creation of a new statewide Kindergarten Entry Assessment; and the creation of the Tiered Quality Rating and Improvement System.

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The Governor and the Legislature continued these early learning reforms in 2013 with the passage of HB 2013 and HB 3234. House Bill 2013 authorized the Early Learning Council to create up to sixteen regional Early Learning Hubs to “oversee early learning services for that community” and required successful applicants to submit evidence “that local stakeholders, including ... service providers, parents, community members, county governments, local governments, school districts, have participated in the development of the proposal and will maintain a meaningful role in the Early Learning Hubs.”

House Bill 2013 also created the Early Learning Kindergarten Readiness Partnership and Innovation Fund to create stronger connections and alignment between K12 and early learning. This legislation empowered the Early Learning Council to develop a competitive grants program for partnership between local elementary schools and early learning providers to assist children in becoming ready for kindergarten or share professional development strategies and resources with various Early Learning Providers including child care programs, Head Start programs and kindergarten teachers. The Kindergarten Readiness Partnership and Innovation Fund received \$(b)(4) in funding for the 2013-2015 biennium.

House Bill 3234 created the Early Learning Division within the Department of Education under the direction and control of the Early Learning Council. The Early Learning Division brings together for the first time the administration of most of Oregon’s key early childhood programs and responsibilities: Oregon Head Start Prekindergarten, which is Oregon’s State Preschool Program; Oregon Early Head Start; Healthy Families Oregon; Family Relief Nurseries; Child Care Development Fund administration; child care licensure and quality including the TQRIS; support and technical assistance to the newly established system of Early Learning Hubs. (See Appendix B.3 Enacted/Pending Legislation).

Oregon’s recent innovations in early childhood build off a long-history of commitment to State Preschool. Oregon was an early adopter of State funded preschool. In 1988, the Oregon Legislature passed Senate Bill (SB) 524 creating Oregon Prekindergarten and formally aligning with the federal Head Start Performance Standards. Since then, Oregon’s Preschool Program has continued to grow, serving three- and four-year olds living below 100% of the federal poverty level in all thirty-six counties in Oregon.

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- (4) *The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program monitoring and improvement, which may be accomplished through the use of a TQRIS (4 points);*

Oregon has constructed its Tiered Quality Rating and Improvement System (TQRIS) with a strong commitment to quality and continuous improvement providing strong foundations for expanding and monitoring High-Quality Preschool Programs. The State's TQRIS structure incorporates a rating system with Oregon's child care licensing system as a foundational set of basic health and safety standards. At higher star levels, programs are required to conduct developmental screens, use formative assessment to guide individual child instruction and use an evidence-based curriculum. Oregon's TQRIS also has specific standards around parental involvement and inclusion of children with special needs.

Oregon's high TQRIS standards are paired with strong supports and technical assistance to support quality improvements. The TQRIS process starts with a self-assessment leading into the development of a quality improvement plan. This plan is used to assist TQRIS coaches, primarily staffed by the local child care resource & referral agencies, to support quality improvement and achievement of a star rating. At the highest tier (5 Star), teacher-child interactions are assessed using Classroom Assessment Scoring System (CLASS).

The table below outlines the State's current TQRIS that supports the components of a High-Quality Preschool Program.

High-Quality Preschool Program	TQRIS
(a) High staff qualifications, including a teacher with a bachelor's degree	
(b) High-quality professional development for all staff	Requires all teachers to have at least 24 hours of professional development
(c) A child-to instructional staff ratio of no more than 10 to 1	Staff ratio of no more than 10 to 1
(d) A class size of no more than 20	A class size of no more than 20 children

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with a highly qualified staff	
(e) A Full-Day program	
(f) Inclusion of children with disabilities	Program must provide accommodations for children with disabilities
(g) Developmentally appropriate, culturally and linguistically responsive instruction and curriculum	An evidence based curriculum which reflects the culture and languages of the children it serves
(h) Individualized accommodations and support for all children to participate fully	Individualized instruction for children to be supported and participate fully
(i) Instructional staff salaries that are comparable to k-12 instructional staff	
(j) Program evaluation to ensure continuous improvement	Comprehensive program evaluation is performed on an annual basis
(k) On-site or accessible Comprehensive Services	
(l) Evidence-based health and safety standards	Required basic health and safety standards

Oregon's existing State Preschool Program includes most of the components of a High-Quality Preschool Program including strong family engagement and comprehensive services to the children it serves. Oregon has been working to ensure all teachers have a bachelor's degree and continue to make progress towards that goal. While most programs are part day, Oregon has piloted a number of innovative strategies to help extend the number of hours and the length of State Preschool Programs. For over a decade, the State has been braiding funds with the Child Care and Development Fund, which supports the State's child care subsidy program for low-income working families, with the State's Preschool Program.

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- (5) *The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children, including, if applicable, programs and services supported by title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act (42 U.S.C. 9831 et seq.), and the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) (2 points); and*

The recent creation of the Early Learning Council and the Early Learning Division within the Department of Education has enabled Oregon to strengthen coordination between preschool programs and early childhood services, building upon an existing history of collaboration. As noted earlier, for the first time, Oregon's State Preschool Programs, professional development and quality improvement initiatives, child care licensing and statewide home visiting program are administered by the same entity.

The collaboration between the State's Preschool Program and Section 619 Part B services have been particularly strong and on-going. Over 17% of children in the State's Preschool Program are receiving special education services. Oregon has continued to demonstrate its continued support for its youngest and most vulnerable children as evidenced through increased funding for both Section 619 Part B and Part C from \$(b)(4) in 2007 and \$(b)(4) in 2011 to \$(b)(4) in 2013.

Oregon has also successfully leveraged its Child Care Development Block Grant to support access to High-Quality Preschool Programs. A collaboration between the State Preschool Program, Head Start programs and child care subsidy program has allowed many State Preschool Programs to extend the number of classroom hours for which they serve children. These contracted slots not only benefit children and working families, but also reduce the administrative burden on Early Learning Providers. For the 2014-2015 year, 295 slots are available through State Preschool Programs and 117 slots for TQRIS rated Early Learning and Development Programs.

- (6) *The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and development*

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of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors (2 points).

Oregon created the regional Early Learning Hubs, which will play a critical role as Subgrantees in the implementation of this grant, in order to break down silos between sectors at the local levels and build a culture of shared accountability for child outcomes. This mission of building connections and increasing coordination and accountability across sectors is reflected in their governance structure, which includes representation from Early Learning Providers, local health and mental health agencies and school districts. It is also reflected in the metrics for which the Early Learning Hubs are accountable.

In addition to being asked to set targets for the number of children arriving at kindergarten ready to succeed as measured by the State’s recently adopted Kindergarten Entry Assessment, Early Learning Hubs are also required to track the following metrics.

1. The number of children in high quality early learning settings.
2. The number of children under the age of three who have received a developmental screen.
3. The number of children under the age of five with a medical home.
4. The number of children under the age of five with an out of home foster care placement.

This broad range of accountability metrics demonstrate the cross-sector work the Early Learning Hubs have been asked to accomplish.

Early Learning Hubs are also looking at the development of common referral forms and family resource management functions that will enable them to make good on their commitment to a “no wrong door” policy, and provide seamless, single points of entry so that families are connected to the right resources regardless of where they first connect with the early learning system.

At the State level, a joint Early Learning Council/Oregon Health Policy Board Subcommittee has been meeting since 2013. Both members of the ELC and the Oregon Health Policy Board sit on this committee. This committee has been developing recommendations to increase collaboration and alignment between the parts of the early childhood system, such as the Early Learning Hubs, and the Community Care Organizations that provide health care to

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residents on the Oregon Health Plan (Oregon’s Medicaid program). The Early Learning Hubs and Community Care Organizations are closely aligned, enabling the Community Care Organization to play an important role in the coordination and delivery of comprehensive services. Community Care Organizations currently enroll a very high percentage of Oregon’s children under the age of six who live in families with incomes below 200% Federal Poverty Line. Community Care Organizations can also, therefore, help the Early Learning Hubs connect with and recruit Eligible Children for the High Quality Preschool Programs.

Much cross-sector work between early learning and health has focused on developmental screening. Oregon has been an ABCD grantee and the Oregon Pediatric Society has had an on-going START initiative to increase the number of pediatricians who regularly use a valid and reliable developmental screen. In 2012, the Early Learning Council adopted the Ages and Stages Questionnaire as the developmental screen to be used across settings. In addition to increasing the number of medical professionals working with young children who regularly use the Ages and Stages Questionnaire, several initiatives are underway to increase the number of child care providers who are also using this instrument. Oregon’s Health Transformation Center, which provides technical assistance and support for innovation to the Community Care Organizations, is actively involved in developing the trainings, tool kits and resources that will be appropriate for the early learning workforce and has launched a series of trainings throughout the State in September 2014. Oregon is also developing the data tools that will enable developmental screens to be tracked across health and education sectors.

C. Ensuring Quality in Preschool Programs (30 points).

The extent to which the State has an ambitious and achievable plan to ensure program quality, including a description of how the State will (8 points)

- (1) *Use no more than five percent of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the State level through activities such as—*

Thanks to the federal investment in Tiered Quality Rating Improvement System (TQRIS) through the Race To The Top-Early Learning Challenge Grant and Oregon’s investment in the Early Learning Hubs, the infrastructure to successfully implement this plan is in place. Oregon

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will use no more than 5% of the total grant to expand monitoring around TQRIS “Plus,” and create some additional data linkages to ensure that the outcomes from this preschool investment can be tracked.

Every High-Quality Preschool Program will be expected to be TQRIS Star rated with additional “Plus” requirements to meet the defined components of a High-Quality Preschool Program. Additionally, each community will be expected to utilize a mixed delivery system providing optimal parental choice. Oregon will use a portion of the 5% kept at the State level to build capacity and provide new slots in High-Quality Preschool Programs beyond the previously designed model that funded State Preschool Programs. The new models will be monitored using a statewide TQRIS “Plus” tool that incorporates Quality Improvement Plans, follow up, observations and coaching. The mixed delivery model will expand to licensed child care programs, Head Starts, school based preschools and community-based organizations that are identified by the communities in their High-Quality Preschool Program Expansion Plans.

(b) Implementing Program Standards consistent with a High-Quality Preschool Program

Oregon’s TQRIS meets many of the components identified within the definition of a High-Quality Preschool Program. While Oregon’s TQRIS program standards are comprehensive across the five domains of Children’s Learning and Development; Health and Safety; Personnel Qualifications, Family Partnerships; and Administration and Business Practices, there are areas that still need strengthening to ensure the robust development of High-Quality Preschool Programs (See Appendix C.1.b TQRIS Standards). The table below outlines how the defined components of a High-Quality Preschool Programs will be met utilizing Oregon’s existing infrastructure. The remaining “Plus” components will be supported through these grant funds.

High Quality Preschool	System work to meet requirement
a) High staff qualifications, including a teacher with a bachelor’s degree	<u>TQRIS “Plus”</u> -High-Quality Preschool Programs will need to have teachers with a bachelor’s degree in the field of early childhood or related field. The professional development system will be used to document

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	and verify credentials with expanded reporting capabilities added to the system. Additionally, State staff will work with institutions of higher education to create degree completion programs to meet the needs of the existing early learning workforce.
b) High-quality professional development for all staff	TQRIS already requires this.
c) A child-to instructional staff ratio of no more than 10 to 1	TQRIS already requires this.
d) A class size of no more than 20 with a highly qualified staff	TQRIS already requires this.
e) A Full-Day program	<u>TQRIS “Plus”</u> Participating programs will be required to provide at least 5 hours or the community norm for a full day of public school.
f) Inclusion of children with disabilities	TQRIS already requires this.
g) Developmentally appropriate, culturally and linguistically responsive instruction and curriculum	<u>TQRIS “Plus”</u> – While the TQRIS standards provide a strong foundation, additional requirements in using specific curriculum and instructional practices will be required of High-Quality Preschool Programs. Funding at the State and Subgrantee level will be allocated to support these specific enhancements.
h) Individualized accommodations and support for all children to participate fully	TQRIS already requires this.
i) Instructional staff salaries that are comparable to k-12 instructional staff	<u>TQRIS “Plus”</u> – High-Quality Preschool Programs serving Eligible Children will receive additional funds to pay the salary

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	differential. These funds will be awarded to the Subgrantees for program disbursement.
j) Program evaluation to ensure continuous improvement	TQRIS already requires this.
k) On-site or accessible Comprehensive Services	<u>TQRIS “Plus”</u> – While the TQRIS has some components of Comprehensive Services, the State will require Subgrantees to expand these Comprehensive Services within the High-Quality Preschool Programs.
l) Evidence-based health and safety standards	TQRIS already requires this.

(g) Implementing a Statewide Longitudinal Data System to link preschool and elementary and secondary school data

Through Project ALDER, Oregon has made strides in connecting Department of Education early learning programs to the States Longitudinal Data System. The State currently has a system to assign State Student Identification numbers to all children participating in jointly funded State Preschool Programs, Head Start Programs and Section 619 Part B programs. This system allows the State to connect formative assessment from the State Preschool Program, collected through Teaching Strategies GOLD, to later student data such as Kindergarten Entry Assessments and third grade reading and math scores. State Student Identification numbers are reconciled and merged as children move and transfer to different programs and schools in Oregon to ensure that data associated with each student follow them over the years. Oregon became one of the first States in the nation to implement a State Student Identification system, beginning in the 2001-02 school year. Additional work will be done to extend this same model to the High-Quality Preschool Programs participating in this grant. The State will work with LEAs identified by the Subgrantees to assign State Student Identification numbers to all participating Eligible Children.

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(h) Implementing a Comprehensive Early Learning Assessment System

Increasing the State's capacity to implement a Comprehensive Early Learning Assessment System will build off of existing State structures. The table below indicates work that will be done to expand or refine the defined elements of a Comprehensive Early Learning Assessment at the State level.

Comprehensive Early Learning Assessment System	System work to meet requirement
Screening Measures	The State has adopted the Ages and Stages Questionnaire as its statewide developmental screening tool which is incorporated into the TQRIS. Subgrantees will address additional screening of hearing, vision, dental and health based on each community's resources and partnerships.
Formative Assessment	Teaching Strategies GOLD is the State's Formative Assessment. The State has an umbrella agreement with Teaching Strategies GOLD to offer a reduced price to qualified programs. There is a cost at the State level to coordinate training and access to the system in partnership with each Subgrantee. The State also monitors data entry and use of the Teaching Strategies GOLD system as it serves as the gateway into the State Longitudinal Data System.
Measures of Environmental Quality	TQRIS measures this through the portfolio process; however, additional resources will be needed to increase capacity to meet the increased number of High-Quality Preschool

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	Programs.
Measures of Quality of Adult-Child Interaction	The Classroom Assessment Scoring System (CLASS) is the measure used within the TQRIS. As a component of the TQRIS “Plus” system, CLASS observations will occur in each High-Quality Preschool Program classroom. This increased level of monitoring will be assumed by the State through the existing TQRIS System.
Kindergarten Entry Assessment	Measured by the existing Kindergarten Entry Assessment.

(2) Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs (which may be accomplished through the use of leveraging a TQRIS and other existing monitoring systems), including the extent to which the State (10 points)—

To implement a system for monitoring and supporting continuous improvement for each Subgrantee the State will hire a .5 FTE Grants Manager responsible for the overall management of the grant as well as provide contract management and oversight with each Subgrantee contract (95%) and the State level contracts (5%). An additional .5 FTE will be dedicated to coordinate grant activities and provide support for continuous quality improvements and technical assistance to Subgrantees and associated Early Learning Intermediary Organizations. Building upon the Early Learning Hubs as the Subgrantees is essential to expand the number of Eligible Children served in High-Quality Preschool Programs. Final Memorandums of Understanding will be completed within 90 days of award clarifying both State and Subgrantees responsibilities in connecting children and families in High-Quality Preschool Programs to the resources they need.

This Memorandum of Understanding will be incorporated into contracts with Subgrantees within each of the four communities. Contracts will consist of a scope of work specific to the tasks and activities outlined in this grant proposal. A Subgrantee reporting tool

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will be developed based on the agreed upon work plan to provide a mechanism for monitoring the Subgrantees and their contracted service providers. This reporting tool will also allow State staff and Subgrantees to be nimble and responsive to the needs of each community and help to determine topical areas for quarterly Learning Collaboratives. These Learning Collaboratives are existing structures the State has in place to share lessons learned and connect Early Learning Hubs. The State will build upon this model to further support the work outlined in the grant. The Program Coordinator will be responsible for planning and staffing the quarterly Learning Collaboratives as well as developing needed Leadership Training within the community.

(a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts;

Through the TQRIS, Oregon has the capacity to measure both preschool quality and parent satisfaction through the existing portfolio process (See Appendix C.2.a Quality Improvement Plan). Direct observations, coaching and parent surveys provide performance feedback and the tools for continual quality improvement. Programs providing High-Quality Preschool Programs will be required to achieve a star designation and additional requirements will be incorporated into the existing TQRIS system creating a TQRIS “Plus” portfolio process. The TQRIS process requires each program to develop a Quality Improvement Plan to assist in the portfolio process, which serves as a tool to guide professional development and identify needed resources to meet TQRIS Program Standards. Once a program achieves a TQRIS Star Rating, the Quality Improvement Plan is updated along with an annual report to ensure TQRIS Program Standards are maintained. This process also provides critical information and a structure to ensure continuous program improvement efforts exist. The TQRIS data system will serve to provide both the State and local community information on how to support High-Quality Preschool Programs and identify strategies to help increase supply in targeted communities.

With the 5% for infrastructure, additional capacity will build off of the existing TQRIS monitoring protocol for the increased High-Quality Preschool Programs supported by these funds. High-Quality Preschool Programs participating in this project will be monitored with the new and improved TQRIS “Plus” Portfolio and review process. The State currently has a

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contract with Western Oregon University and Portland State University for the TQRIS System and will modified those contracts to include the monitoring components necessary for TQRIS “Plus”.

(b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade;

Oregon’s State Longitudinal Data System is currently able to track students’ progress from preschool through third grade. The State’s Preschool Program and federal Head Start Programs utilizes Teaching Strategies GOLD as both their formative assessment and as a pathway into the State Longitudinal Data System. Expanding access to High-Quality Preschool Programs requires modest effort and allows the State to track children from High-Quality Preschool Programs to Kindergarten Assessment to Third Grade Reading Scores. Each of the Subgrantees will work with a designated Local Education Agency (LEA) to assign unique State Student Identifiers to the Eligible Children enrolled in High-Quality Preschool Programs. These will be the same unique State Student Identifiers currently assigned to children in State Preschool Programs and Section 619 Part B programs, as well as by the K12 system.

(c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.

The High-Quality Preschool Programs will be using Teaching Strategies GOLD to monitor the progress of participating children across the five Essential Domains of School Readiness. Using the Teaching Strategies GOLD’s benchmarks, the following targets have been set for the percentage of children reaching school readiness goals by the Spring of their preschool year. These targets were developed by analyzing current State Preschool Programs Teaching Strategies GOLD data (See Appendix C.2.c State Targets).

DOMAIN	TARGETS FOR PERCENTAGE OF CHILDREN MEETING BENCHMARK
Social-Emotional	90%

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Physical	92%
Language	85%
Cognitive	92%
Literacy	87%
Mathematics	75%

Because all participating children will be assigned a unique State Student Identifier used by the State Longitudinal Data System, Oregon will be able to assess the impact on early elementary outcomes, such as Kindergarten Entry Assessments, chronic absenteeism rate and third grade reading and math scores.

(3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into kindergarten using an assessment or assessments, such as a Kindergarten Entry Assessment, to achieve the purposes for which the assessment was developed and that conform with the recommendations of the National Research Council report on early childhood assessments (12 points)

In the Fall of 2013, Oregon launched a new statewide Kindergarten Entry Assessment. This Kindergarten Entry Assessment was developed in anticipation of Oregon's Race to the Top-Early Learning Challenge Grant and was adopted by the Early Learning Council in 2012 following recommendations from the Kindergarten Assessment Workgroup. The Workgroup was composed of kindergarten teachers, early educators and district assessment coordinators. The Workgroup also contracted with early childhood researchers from the University of Oregon and Oregon State University to ensure that assessments were age-appropriate, valid and reliable. An ongoing Interpretative Panel made up of researchers, educators and community members reviews the results of the assessment and provides recommendations for improvements to both the assessment and the way the results are shown.

The self-regulation and interpersonal skills are measured through the Childhood Behavioral Rating Survey based on teacher observation of the student during regular classroom activities and routines. The teacher then responds to questions such as "does the child follow directions without requiring repeated reminders?" For the early literacy and math measures, an

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educator, using instruments from EasyCBM, meets with the child one-on-one and asks the child to identify letters or the number of objects in a picture. All of the selected instruments have been demonstrated to be reliable, valid and predictive of third grade reading and math ability.

Unless the parents explicitly request that their child be exempted, all children participate in the assessment during the first few months of their Kindergarten year. The assessment is used to provide a snapshot of the school readiness of Oregon’s children as they arrive at Kindergarten, and to provide teachers with valuable information for informing instructional practice. The Kindergarten Entry Assessments are connected to students’ unique State Student Identification number assigned by the Oregon Department of Education. Children participating in High-Quality Preschool Programs funded by this grant will also be assigned a State Student Identification number, thereby connecting them to the Kindergarten Entry Assessment. Oregon collected its first year of baseline Kindergarten Entry Assessment data in Fall of 2013 and is in the middle of its second round of data collection. The State has not set “cut scores” that define “ready” or “not ready.” However, each of the Early Learning Hubs have set multi-year targets for percentage improvements in the average raw scores by domain as seen in the charts below.

Blue Mountain – Kindergarten Entry Assessment Results

	Baseline	Targeted Year 2 Improvement:	Targeted Year 3 Improvement:
Early literacy letter names:	14.34	15%	20%
Early literacy letter sounds:	5.3	15%	20%
Early math numbers and operations:	7.42	15 %	20%
Approaches to learning self-regulation:	3.7	15%	20%

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Early Learning Multnomah – Kindergarten Entry Assessment Results

	Baseline	Targeted Year 2 Improvement:	Targeted Year 3 Improvement:
Early literacy letter names:	12.6	10%	15%
Early literacy letter sounds:	3.9	10%	15%
Early math numbers and operations:	6.9	10%	15%
Approaches to learning self-regulation:	3.5	5%	10%

Lane Early Learning Alliance

	Baseline	Targeted Year 2 Improvement:	Targeted Year 3 Improvement:
Early literacy letter names:	19.4	10%	20%
Early literacy letter sounds:	7.0	10%	20%
Early math numbers and operations:	8.1	5%	10%
Approaches to learning self-regulation:	3.7	5%	10%

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Southern Oregon Early Learning Services Hub

	Baseline	Targeted Year 2 Improvement:	Targeted Year 3 Improvement:
Early literacy letter names:	16.1	10%	20%
Early literacy letter sounds:	5.1	10%	20%
Early math numbers and operations:	7.7	10%	20%
Approaches to learning self-regulation:	3.9	5%	10%

D. Expanding High-Quality Preschool Programs in Each High-Need Community (60 points).

The extent to which the State articulates an ambitious and achievable plan for expanding High-Quality Preschool Programs in two or more High-Need Communities, including a description of how--

(1) The State has selected each Subgrantee and each High-Need Community that will be served, including a description of each High-Need Community and its geographic diversity, such as whether the community is located in a rural or tribal area, and whether it is located in a federally designated Promise Zone (8 points).

Oregon has selected community-based partners in four High-Need Communities as the Subgrantees that can be found in the application (Other Attachments Preliminary Signed Memorandum Of Understandings).

1. *Blue Mountain Early Learning Hub*
2. *Early Learning Multnomah*
3. *Lane Early Learning Alliance Hub*
4. *Southern Oregon Early Learning Services Hub*

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These communities and Subgrantees were selected based on the following criteria:

Equity Lens: Oregon has made addressing disparities in educational outcomes and the absence of culturally and linguistic sensitive services a priority. The underrepresentation of African American children in State Preschool Programs and Section 619 Part B services documented by a recent analysis of participation data is just one example. The four Subgrantees were chosen not only because they include significant racial and ethnic communities that have been traditionally underserved, but because they have also demonstrated a commitment to work directly with those communities. Blue Mountain Early Learning Hub was prioritized because it is home to the Confederated Tribes of the Umatilla Indian Reservation and because of the long-standing partnerships with the tribal community. A substantial portion of Oregon’s African-American population lives within Multnomah County, resulting in priority status for the Early Learning Multnomah Hub. All of the selected communities have substantial and growing English Language Learner populations. The four Subgrantees selected also reflect Oregon’s diversity of urban, suburban and rural communities across the State’s geography.

High-Needs: Every year about 45,000 children are born in Oregon. Roughly 40% of these children are exposed to a well-recognized set of socio-economic, physical, or relational risk factors that adversely impact their ability to develop the foundations of school success, including poverty, unstable family backgrounds, substance abuse, criminal records, and negative peer associations. Less than one in four at-risk third graders meets State reading benchmarks and, down the road, more than 30% of Oregon students drop out of school. To change this trajectory Oregon identified the four communities where Children with at risk are most prevalent based on multiple layers of data. Oregon looked at the following data: Kindergarten Entry Assessment scores; 3rd grade reading scores; presence of Priority and Focus elementary schools, and poverty rates and Head Start waitlists. All four of the communities have elementary school catchment areas in which too many children are arriving at Kindergarten without the skills necessary to succeed, and where student performance lags in 3rd grade reading. Without High-Quality Preschool Programs in our High-Need Communities, these dismal

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numbers are unlikely to change at a rate that is acceptable for a state that is committed to its children.

Capacity to Support High-Quality Preschool Programs: Oregon’s strategy to expand High-Quality Preschool Programs builds upon the State’s investment in community-based Early Learning Hubs. Each of the Subgrantees is an Early Learning Hub that has demonstrated substantial progress in bringing together key community partners from across early learning, health, K12 education, human services and the private sectors. These cross-sector partnerships will be essential for coordinating Comprehensive Services and for ensuring the continuum and continuity of service from birth through third grade. Additional Federal, State, and philanthropic investments in each community were also identified that demonstrated the Early Learning Hub’s capacity to support High-Quality Preschool Programs.

Capacity to Support a Mixed-delivery Model: Oregon is committed to building a mixed delivery system for High-Quality Preschool Programs that includes licensed child care programs, Head Starts, school-based preschool programs, and community-based organizations. TQRIS data was analyzed to determine a community’s capacity to support such a mixed delivery system, including the presence of licensed child care programs with a demonstrated commitment to quality. In addition, all of the Subgrantees have voiced their support for this model and their ability to identify and partner with programs in each of the mixed-delivery categories.

Below is a more detailed description of the geography and demography of each the Early Learning Hubs, along with how each of the Subgrantees meets Oregon’s selection criteria.

- ***Blue Mountain Early Learning Hub***

Blue Mountain Early Learning Hub covers Union, Umatilla and Morrow Counties and includes all school districts, cities, and towns within their geographic boundaries across 7,285 square miles. Classified as rural, the population slightly exceeds 17,000. The racial, ethnic and linguistic composition of Union County is primarily Caucasian, while Morrow County (34%) and Umatilla County (25%) have large and growing Latino populations.

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Confederated Tribes of the Umatilla Indian Reservation make up roughly 4% of the Umatilla County population. Poverty rates in each county are above the state average of 14%: Union is 16.1%, Umatilla is 15.8% and Morrow's poverty rate is 15.3%; poverty rates for minority populations are higher than the County average.

Blue Mountain Early Learning Hub works in coordination and collaboration with several Federal, State and philanthropic foundations to strengthen community resources, serve more children with better outcomes and to support early learning. This collaborative approach supports transitions from early childhood through grade three and allow all three counties to invest jointly in quality early learning.

- Migrant/Seasonal and Tribal Head Start Programs – provides Head Start services to children of working migrant, seasonal families and tribal families who do not work during a typical school year. Eligible children are from families at 100% and below the Federal Poverty Line.
- State Preschool Programs – provides quality preschool and comprehensive services to children at 100% and below the Federal Poverty Line.
- Oregon Community Foundation Oregon Parenting Education Collaborative – trains staff from partnering organizations in evidenced-based parenting education curricula and hosts an on-line calendar with all the parenting education series offered in the three counties.
- Oregon Community Foundation P-3 Alignment Implementation Grant - connects the early learning community with families with the goal of assuring that all Umatilla County children arrive at kindergarten ready to succeed and read at benchmark by third grade. These connections occur through jointly facilitated meetings between kindergarten teachers and child care providers, private preschools, and Head Start.
- Early Learning Kindergarten Readiness Partnership and Innovation - identifies all early childhood educators, including private preschools and child care providers, within partnering communities; provides shared professional development for early learning teachers and K-3 teachers by building professional learning

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communities; establishes common understanding of educational expectations and appropriate instruction strategies among PreK-3 teachers and develops strategies to involve parents as full partners in their child's education.

- Early Literacy – provides Learning Picnics or Traveling Preschools which consist of teaching teams traveling to community locations and setting up “learning centers”. These learning centers include a full array of natural materials, interaction styles, songs, dances, routines, words and phrases in families and children primary languages.
- Wildhorse Tribal Foundation Grant – provides books for children and families.
- Great Start – supports Healthy Families Home Visiting Program in all three counties and Kids Club in Union County.
- Family Support – supports Pioneer Relief Nursery In Umatilla County and Healthy Families in Union County.
- Eastern Oregon Promise Regional Achievement Compact (Cradle to Career Collective Impact Initiative) partners include universities, community colleges, school districts and early learning partners to provide seamless and successful transitions from birth through college and career.

- ***Early Learning Multnomah Hub***

Early Learning Multnomah Hub serves Multnomah County, Oregon’s most populous, urbanized and diverse county. Multnomah County is home to a significant portion of the State’s population of children of color, families living in poverty and adults and children who are English Language Learners. The racial, ethnic and linguistic population is comprised of 80% Caucasian, 11.1% Hispanic/Latino, 5.7% African American and & 1.5% Native American. As an urban area, Multnomah County covers 431 square miles with 1,704 people per square mile. The poverty rate is 17%, higher than Oregon’s average poverty rate of 14%.

Early Learning Multnomah Hub has several Federal, State and philanthropic investments representing a cluster of partnerships with more than 30 organizations focused on better

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outcomes for children and systems integration. Activities supported by these investments focus on community need.

- Migrant/Seasonal and Tribal Head Start Programs – provides Head Start services to children of working migrant, seasonal families and tribal families who do not work during a typical school year. Eligible children are from families whose incomes are at 100% and below the Federal Poverty Line.
- State Preschool Programs – provides quality preschool and comprehensive services to children at 100% and below the Federal Poverty Line.
- Oregon Community Foundation P-3 Alignment Implementation Grant – increases access to parent/caregiver education and improve alignment between Early Learning Programs and the transition to kindergarten at neighboring schools.
- Early Learning Kindergarten Readiness Partnership and Innovation – school districts partner with community-based organizations to improve summer kindergarten transition programs and provide professional development in Early Childhood Positive Behavior Intervention and Supports for kindergarten teachers, early childhood educators
- Early Literacy - culturally specific organizations work in partnership to create early literacy materials for parents of young children that reflect their culture and perspective as opposed to literal translation from English to the chosen language.
- Great Start and Family Support – leverages with county funds to provide culturally specific parent education and support for young children and their families.
- All Hands Raised Regional Achievement Compact (Cradle to Career Collective Impact Initiative) – coordinates and aligns a strategic plan to measure outcomes, identify mutually reinforcing activities and maintain consistent communication in order to support success from birth to college and career.
- Focused Child Care Network –increases the supply of high quality family child care in predominately African American neighborhoods using the TQRIS as the framework to guide and support increasing program quality.

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- ***Lane Early Learning Alliance Hub***

Lane Early Learning Alliance Hub serves Lane County, and the population demographics comprise 90.6% White, 1.1% African American, 1.4% Native American, 7.8% Hispanic/Latino and 4% reporting Two or More Races. Approximately 40% of the population lives in rural or outlying areas with all but three of the 16 school districts located in a rural area. The poverty rate is 18.8%, much higher than Oregon's 14% average poverty rate.

Committed to better outcomes for children and families throughout Lane County, Lane Early Learning Alliance Hub has strengthened services and outreach to rural areas through their early learning system. Partners across early learning, K12 education, health, human and social services and the private sector are working to improve outcomes for children, prenatal through adulthood. Federal, State and philanthropic strategic investments include:

- Migrant/Seasonal and Tribal Head Start Programs – provides Head Start services to children of working migrant, seasonal families and tribal families who do not work during a typical school year. Eligible children are from families whose incomes are at or below 100% of the Federal Poverty Line.
- State Preschool Programs – provides quality preschool and comprehensive services to children at 100% and below the Federal Poverty Line.
- Oregon Community Foundation Oregon Parenting Education Collaborative – created LaneKids, a parenting education “hub” that coordinates and expands access to parent education through a network of school-based family resource centers.
- Early Learning Kindergarten Readiness Partnership and Innovation – collaboration with four additional school districts (total of 7 participating in project) to implement “Kids in Transition to School” Program for seamless transitions and support readiness for all children.
- Early Literacy – infuses additional early literacy into activities that include early science, technology, engineering and math (STEM) for young children and their families.

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- Great Start and Family Support – helps support the school-based family resources centers to reach both the urban and rural communities.
 - Connected Lane County Regional Achievement Compact (Cradle to Career Collective Impact Initiative) –partnership collectively seeks to ensure seamless and streamlined transitions from early childhood to higher education and career. As part of the collaborative, the early learning strategic investments are supporting these efforts.
 - Focused Child Care Network increases the supply of high quality family child care in rural Lane County using the TQRIS as the framework to guide and support increasing program quality.
- ***Southern Oregon Early Learning Services Hub***
- Southern Oregon Early Learning Services Hub serves Jackson and Josephine Counties, which represent primarily rural areas. Jackson County’s demographics comprise 92.8% Caucasian, 0.8% African American, 1.5% Native American, and 11.7% Hispanic/Latino; Josephine County’s demographics are 93.6% Caucasian, 0.5% African American, 1.5% Native American and 6.8% Hispanic/Latino. According to 2010 census data, the Hispanic population in Jackson County increased by 79.3% over the previous 10 years, and by 62.6% in Josephine County. As in all of the High-Need Communities selected, poverty is a pressing issue: Jackson County’s poverty rate is 16.6% and Josephine County’s is 20%, both higher than the Oregon rate of 14%.
- Federal, State and philanthropic investments are focused on reaching the highest risk and most isolated families and children. Alignment has supported several opportunities for supporting families and children across the birth – five continuum and create systems integration and coordination.
- Migrant/Seasonal and Tribal Head Start Programs – provide provides Head Start services to children of working migrant, seasonal families and tribal families who do not work during a typical school year. Eligible children are from families whose incomes are at or below 100% of the Federal Poverty Line.

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- State Preschool Programs – provides quality preschool and comprehensive services to children at 100% and below the Federal Poverty Line.
- Oregon Community Foundation Oregon Parenting Education Collaborative – in the planning stages to develop comprehensive, high quality and evidence-based parenting education and supports throughout both counties.
- Oregon Community Foundation P-3 Alignment Implementation Grant – builds sustainable connections between early childhood providers and elementary education teachers through high quality professional development, a reading instruction and lab preschool within a children’s museum and a universal parent engagement campaign.
- Early Learning Kindergarten Readiness Partnership and Innovation – works in collaboration with the P-3 Alignment projects and includes parent engagement opportunities to help prepare children, families, communities and schools for kindergarten transitions and successful readiness.
- Southern Oregon Success Regional Achievement Compact (Cradle to Career Collective Impact Initiative) – connected and dynamic cross-sector partnership including early childhood, K-12, higher education, workforce, health and human services, Community Care Organization representation, with the common goal of a healthy, educated and thriving community.

(2) Each High-Need Community is currently underserved, including the number and percentage of four-year-olds in State Preschool Programs and other publically funded preschool programs (8 points).

All of the designated communities have a significant percentage of four-year olds who do not have access to public preschool. As a State, only about 10% of all four-year olds (regardless of income) have access to public preschool. Oregon’s past approach to expanding access to public preschool has two key features: it has focused on children living in families below the poverty line and included three- as well as four-year olds. The results of these two features are reflected in Oregon’s access rankings in the 2013 NIEER State Preschool Yearbook. Oregon ranks 13th in the nation in providing all three-year olds access to public preschool regardless of family income, yet 31st in the nation when it comes to all four-year olds. As a result of these past

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strategies, all communities in Oregon have significant populations of four-year olds living in families under 200% Federal Poverty Line who do not have access to public preschool.

As is demonstrated by the data below, not only do each of the communities have a significant population of unserved four-year olds, they also all have large waiting lists for existing preschool programs, as well as other factors that show high need:

- ***Blue Mountain Early Learning Hub***; the three counties of Umatilla, Morrow and Union combined have 1500 four year old children living in families whose income is 200% at or below the Federal Poverty Line. Best available data show that 37% of the eligible four year old children are currently in a preschool setting:
 - State Preschool Programs – State funded: 425 four year olds
 - QRIS rated programs – non-state funded: 132 four year olds
 - Number on Head Start or State Preschool Program waitlist: 351 eligible children.
 - Of the three Elementary Schools, two have been identified as Title I schools with the largest achievement gaps and two are within Poverty Hotspot communities, which are identified as having long term poverty rates
 - Kindergarten Entry Assessment results show that all three schools districts scored 25% or below in three of the Essential Domains of School Readiness
 - 3rd Grade Reading results: one school in a community with long term poverty rates and overall results show traditionally underserved populations (Hispanic/Latino) scoring 30% or below in reading scores.
- ***Early Learning Multnomah Hub***: there are 7,913 four year old children from families 200% at or below the Federal Poverty Line in Multnomah County. Our data show that 37% of the eligible four year old children are in preschool:
 - State Preschool Programs – state funded: 1,624 four year olds
 - QRIS rated programs – non-state funded: 1,289 four year olds
 - Number on Head Start or State Preschool Program waitlist: 923 eligible children
 - Six school districts have been identified as Title I schools with the largest achievement gaps and all are within Poverty Hotspot communities, which are identified as having long term poverty rates

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- Kindergarten Entry Assessment results state that of the six districts, five score 25% or below in all Essential Domains of School Readiness
- 3rd Grade Reading results: three of the six districts report traditionally underserved populations (Hispanic/Latino, African American and Multi-Racial) scoring 30% or below
- ***Lane Early Learning Alliance Hub***; Lane County has 3,238 children from families at or below the 200% Federal Poverty Line. Lane county is serving only 24% of their eligible four year old children in preschool:
 - State Preschool Programs – state funded: 683 four year olds
 - QRIS rated programs – non-state funded: 87
 - Number on Head Start or State Preschool Program waitlist: 375 eligible children
 - The majority of the seven identified school districts are identified as Title I schools with the largest achievement gaps; 5 of those are within Poverty Hotspot communities, which are identified as having long term poverty rates
 - Kindergarten Assessment results show one rural school scoring below 25% in the language and literacy domain of the Essential Domains of School Readiness
 - 3rd Grade Reading scores are below 30% in another remote school serving a large population of traditionally underserved populations (Hispanic/Latino)
- ***Southern Oregon Early Learning Services Hub***; There are 3,047 four year old children from families whose income is at or below 200% of the Federal Poverty Line in Jackson and Josephine Counties. The data show that Southern Oregon is serving 34% of eligible four year old children in preschool:
 - State Preschool Programs – state funded: 720 four year olds
 - QRIS rated programs – non-state funded: 310
 - Number on Head Start or State Preschool Program waitlist: 167 eligible children
 - Six of the four school districts have been identified as Title I schools with the largest achievement gaps and two within Poverty Hotspot communities, which are identified as having long term poverty rates

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- Kindergarten Entry Assessment results show that five of the districts score below 25% in one or several Essential Domains of School Readiness
- 3rd Grade Reading results: one Title 1 school within a community of long term poverty reports 30% or below reading scores for traditionally underserved populations (Hispanic/Latino)

Oregon's target is to increase the number of Eligible Children in High-Quality Preschool Programs by 1,365 slots in the four High-Need Communities through the coordination of the Early Learning Hubs as Subgrantees.

3) The State conducted outreach, including consultation with tribes, if applicable, to potential Subgrantees and the process used in selecting each Subgrantee. (4 points).

Oregon's Early Learning Division team met with representatives from the four selected High-Need Communities to discuss their interest in expanding High-Quality Preschool Programs for Eligible Children. Participants included representatives from the Early Learning Hubs, Oregon State Preschool Programs, child care resource & referral agencies, community-based organizations and a parent of preschool children. Two face-to-face meetings were convened and subsequent phone conferences followed to establish State guiding principles, values and willingness to increase High-Quality Preschool Programs through a mixed delivery model in each of the communities. Data were reviewed and discussed and sessions were held to develop a plan to expand High-Quality Preschool Programs according to the needs of the community using TQRIS "Plus". This outreach and consultation occurred with representatives from the Early Learning Hubs and other Early Learning Providers. Throughout the development of this proposal the Early Learning Hubs have been consulted weekly and contributed to the defining of the roles and responsibilities outlined in this proposal. The Subgrantees clearly defined the importance of their role as support within their communities and the role of the State in monitoring.

(4) The State will subgrant at least 95 percent of its Federal grant award over the grant period to its Subgrantee or Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in two or more High-Need Communities, and--

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The proposed budget reflects 95% of the total amount distributed to the High-Need Communities. Funding was divided between the four Subgrantees in proportion to the estimated number of four-year olds at 200% Federal Poverty Line in their communities (See Table A). Estimates for how many children each of the four Subgrantees could serve with this funding also included the cost of the supports needed in order to ensure that programs meet the definition of High-Quality Preschool Programs. The Early Learning Hubs as subgrantees will be responsible for the following functions:

- Professional development
- Grant coordination
- Service coordination
- Data tracking/management
- High-quality coaching
- Transitions across continuum
- Recruitment and coordination

(a) Set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period through, as applicable, the (16 points);

Oregon's High-Quality Preschool Program will expand to serve an additional 1,365 children and will be distributed among a mixed delivery of settings including licensed child care, Head Starts, school based preschools and community-based organizations. Communities will measure increases from their current baseline of each service delivery category and create plans to reach specific targets. Quality Improvement Plans will be developed as appropriate for the participating Early Learning Providers and incentives, scholarships, coaching and professional development will be provided by both State and Subgrantee resources.

Each High-Need Community will be expected to increase and expand High-Quality Preschool Program options following these annual targets:

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Blue Mountain Early Learning Hub

Projected allocation for your region: \$1,406,861 Projected slots: 135*		Year 1 # of slots	Year 2 # of slots	Year 3 # of slots	Year 4 # of slots
Mixed Delivery Approach	Licensed Child Care	10	10	15	21 minimum target 15%: 21
	Community Based Organizations	0	0	10	21 minimum target 15%: 21
	Head Start	80	80	60	55 minimum target 15%: 21
	School based Preschools	45	45	35	38 minimum target 15%: 21

Early Learning Multnomah

Projected allocation for your region: \$ 7,157,893 Projected slots: 670*		Year 1 # of slots	Year 2 # of slots	Year 3 # of slots	Year 4 # of slots
Mixed Delivery Approach	Licensed Child Care	10	20	40	105 minimum target 15%:105
	Community Based Organizations	60	80	120	120 minimum target 15%:105
	Head Start	120	180	180	180 minimum target 15%:105
	School based Preschools	200	260	260	260 minimum target 15%:105

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Lane Early Learning Alliance Hub

Projected allocation for your region: \$ 2,929,010 Projected slots: 290*		Year 1 # of slots	Year 2 # of slots	Year 3 # of slots	Year 4 # of slots
Mixed Delivery Approach	Licensed Child Care	100	100	100	100 minimum target 15%: 43
	Community Based Organizations	25	30	40	45 minimum target 15%: 43
	Head Start	100	100	100	100 minimum target 15%: 43
	School based Preschools	25	30	40	45 minimum target 15%: 43

Southern Oregon Early Learning Services Hub

Projected allocation for your region:\$ 2,759,236 Projected slots: 270*		Year 1 # of slots	Year 2 # of slots	Year 3 # of slots	Year 4 # of slots
Mixed Delivery Approach	Licensed Child Care	10	20	30	40 minimum target 15%: 40
	Community Based Organizations	20	30	40	50 minimum target 15%: 40
	Head Start	40	60	80	100 minimum target 15%: 40
	School based Preschools	20	40	60	80 minimum target 15%: 40

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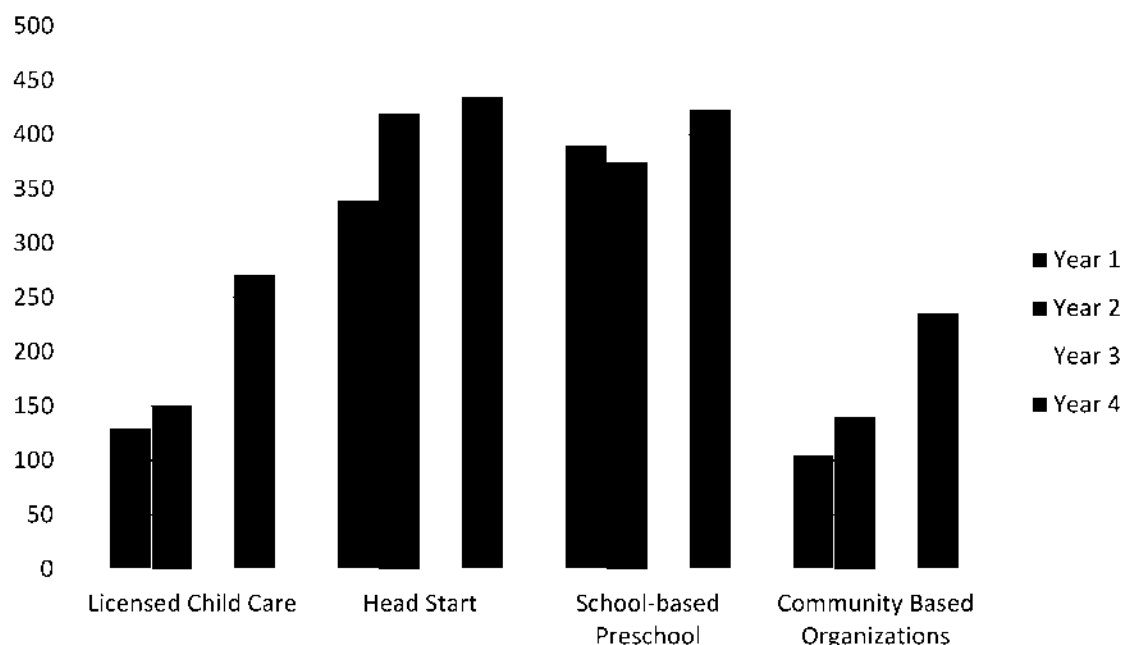
(b) Incorporate in their plan (12 points):

(i) Ambitious expansion of the number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Program; and

As demonstrated in the tables above, Oregon’s expansion of High-Quality Preschool Program intends to increase slots by 1,365 in four years through each of the selected High-Need Communities. Using a mixed delivery model as outlined previously, the goal is to build the capacity of High-Quality Preschool Programs in licensed child care, community-based organizations and school based preschools each year according to the each community’s needs. State Preschool Programs already meet many of the defined components of a High-Quality Preschool Program, and those prepared to add additional slots and meet the TQRIS “Plus” requirements will be able to scale up more quickly than the other three program. The tables above show the expansion targets and the yearly increase in High-Quality Preschool Programs for each High-Need Community. Building capacity and ensuring quality are accomplished using the TQRIS “Plus” Portfolio process.

Key Activities include planning to “scale up” High-Quality Preschool Programs with a specific focus on the professional development needs of Early Learning Providers to provide a High-Quality Preschool Program as each community builds capacity. Supports include coordination through coaches to connect programs with scholarships, incentives, professional development opportunities, increased wages for personnel, guidance and accountability. The table below shows the plan for scaling up each of the mixed delivery categories over four years.

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(ii) Ambitious improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program by extending programs from half-day to Full-Day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; or providing Comprehensive Services.

Oregon has chosen to focus these funds on expanding High Quality Preschool Programs and serving an additional 1,365 eligible children.

(5) The State, in coordination with each Subgrantee, intends to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or each Subgrantee commits to contribute (12 points).

Oregon has a long and sustained history of supporting children in accessing quality preschool and comprehensive services and is committed to working towards the goal that all Eligible Children have access to High-Quality Preschool Programs. The State's initial investment of less than \$1 million in State Preschool Program in 1988 has grown to close to \$60 million per year, with some of the most significant increases over the last eight years. Since returning to

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office in 2010, Governor Kitzhaber has made early learning one of his highest policy and investment priorities. Oregon's leading early childhood advocates such as the Children's Institute have already recognized this grant as a "down payment on the future" and have pledged to support Oregon in continuing to invest in expanding access to preschool as can be seen in their Letter of Support (Other Attachments: Letters of Support).

Both the State and local communities have already developed a number of key strategies for extending investments in High-Quality Preschool Programs that will be used to sustain programs past this grant. A number of elementary schools from across the State are already using their Title I dollars to support or supplement preschool programs. These include Portland Public and David Douglas School Districts in Early Learning Multnomah. This opportunity will increase in 2015 when the State will, for the first time, fund full-day Kindergarten, freeing up Title I resources that previously went to supporting these programs.

Additionally, in Early Learning Multnomah, Concordia University has partnered with Faubion Elementary school and committed to raise \$(b)(4) for an early learning center to open in 2016. In Lane Early Learning Alliance, an individual donor has established an endowment of \$(b)(4) specifically for early learning services that is projected to generate \$(b)(4) ((b)(4)%) annually. United Way contributes \$(b)(4) annually to early learning services in Lane County. Blue Mountain Early Learning also receives contributions of \$(b)(4) for literacy and parent tool kits and in-kind contributions equivalent to \$(b)(4) annually from local churches for two Head Start classrooms.

Oregon has a long history of using the Child Care Development Fund monies to extend preschool programming. For over a decade, the Department of Human Service, which administers the Child Care and Development Fund subsidy program, has contracted with Head Start programs to create full day and extended year opportunities. This same model of contracted slots has been piloted with licensed child care programs that participated in the precursor to TQRIS, and policies have been put in place to continue this approach with new TQRIS programs.

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E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships (50 points).

The extent to which the State has an ambitious and achievable plan to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs, including a description of—

(1) The roles and responsibilities of the State and Subgrantee in implementing the project plan (2 points).

The roles and responsibilities of the State and Subgrantee will be clearly defined in the Memorandum of Understandings. The State's role to support and ensure effective implementation incorporates monitoring using the State's TQRIS portfolio process as a tool and a guide for financial incentives, and connection to intensive coaching and professional development. The TQRIS "Plus" Portfolio process will include a comprehensive review, Quality Improvement Plan and follow up using the evidence requirements for every standard in the five domains.

The Subgrantee will be responsible for building the capacity of Early Learning Providers to develop High-Quality Preschool Programs. They will be providing technical assistance around the States TQRIS "Plus" model within a mixed delivery framework. They will contract directly with Early Learning Providers in their communities, and as noted in Section D, Early Learning Hub partners have agreed to take responsibility for the following activities:

- Grant coordination
- Recruitment and coordination of Early Learning Providers
- Service coordination
- Data tracking/management
- High-quality coaching
- Professional development
- Transitions across continuum

(2) How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs (6 points).

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Thanks to the original Race to the Top-Early Learning Challenge Grant, Oregon has established a statewide TQRIS process with pathways and supports to obtain a TQRIS rating. With this infrastructure, Oregon has a full range of resources and partnerships at both the State and community levels to expand High-Quality Preschool Programs.

In addition to the program standards and monitoring, Oregon has also built a strong system of supports, technical assistance and coaching around the TQRIS, with the goal of ensuring that TQRIS is truly an “improvement system” and not simply a “rating”. These same supports and strategies will be built upon and augmented in order to enable communities to build capacity within Early Learning Providers in their community. The most important of these supports are the TQRIS coaches, many of which are staff in Early Learning Intermediary Organizations across the State, including child care resource and referral agencies. The TQRIS coaches are responsible for helping Early Learning and Development Programs fill out their initial self-assessments, complete their portfolios, develop a quality improvement plan, and implement improvements in accordance with that plan. The same strategy will be deployed with the Early Learning Providers that the Early Learning Hubs have recruited. The Quality Improvement Specialists will receive additional training to ensure that they are able to build capacity within these Early Learning Providers to serve as High-Quality Preschool Programs.

The Early Learning Hubs have already demonstrated their capacity in the seven areas of responsibility identified in Section E(1) to be the effective Subgrantee for each of the targeted communities. The State has an existing contractual relationship with the Early Learning Hubs and each of the Early Learning Hubs has already taken responsibility for managing contracts within their communities. The Early Learning Hubs have conducted needs assessments of their communities, and have engaged with local providers, schools and non-profits through the Early Literacy and Kindergarten Readiness Partnership and Innovation Fund grants that they administer. The Kindergarten Readiness Partnership and Innovation Funds are specifically targeted to P-3 alignment, and through them, all of the Early Learning Hubs have built partnerships with local elementary schools. As demonstrated by the Preliminary Memorandums of Understandings, all of the Early Learning Hubs have already begun engaging with potential Early Learning Providers. As part of their contracts with the States, Early Learning Hubs are already engaged in data tracking that will be required by this grant.

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Each Early Learning Hub Subgrantee will work with Early Learning Intermediary Organizations, such as child care resource and referral agencies, community-based organizations and higher education to provide high quality professional development. Focused efforts on existing initiatives including Focused Child Care Networks to build a supply of High-Quality Preschool Programs within the targeted communities, flexible scholarships for financial support, as well as professional development navigators to provide individual level advising towards degree attainment. As Subgrantees, the Early Learning Hubs will contract with partners who currently provide these levels of support through their expertise in order to increase the staffing needed for expanding High-Quality Preschool Programs. Professional development opportunities will include targeted classes on implementing evidence based and culturally relevant curriculum paired with formative assessments that the High-Quality Preschool Programs will use to guide instruction. An annual needs assessment will occur to determine the professional development needs for each community within each mixed delivery system.

The role of the Early Learning Hubs as integrator and coordinators across sectors and the age continuum also make them uniquely suited for developing service coordination and transition across the continuum. The work that Oregon has done around integration of Medicaid health services through regional Community Care Organizations creates an additional avenue for connecting families to comprehensive services. Community Care Organizations have already adopted increasing developmental screening through the Ages and Stages Questionnaire as one of their own incentives metrics, and therefore are well-situated to assist Early Learning Providers in developmental, as well as vision and other health screening. Since Community Care Organizations already enroll the vast majority of Eligible Children they are also well-positioned to assist in additional coordination.

(3) How the State will ensure that each Subgrantee minimizes local administrative costs (2 points).

As Subgrantees, Early Learning Hubs will develop their budgets using the same administrative limits determined in statute. Section 19 of HB 2013 specifies that Early Learning Hubs may not “use more than ^(b)₍₄₎ % of moneys received by the entity from the Early Learning Council to pay administrative cost of the entity.” In order to accomplish the grant management

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and data tracking administrative functions, Early Learning Hubs will follow the same methodology required for their original application.

(4) How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs (4 points).

All Early Learning Providers will be required to be TQRIS “Plus”. The monitoring system for TQRIS “Plus” will be similar to the current monitoring system for TQRIS programs. All programs will complete a portfolio providing explicit and specific evidence of how they are meeting the Program Standards of a High-Quality Preschool Program. These portfolios will be evaluated by a trained team of specialists at Western Oregon University, which hold the contract for administering the TQRIS. When deficiencies in the evidence are found, the Early Learning Provider will either be asked to provide additional evidence or develop an improvement plan for addressing the deficiencies. Early Learning Providers will not be able to participate in this preschool program until their TQRIS portfolio has been approved and they have demonstrated all of the attributes of a High-Quality Preschool Program. As part of the extended TQRIS “Plus” portfolio review, the Western Oregon University team will also assess information from Oregon’s professional development system to verify teaching credential and in-service training requirements.

As the Office of Child Care licenses all TQRIS programs, Early Learning Providers will be subject to an annual on-site inspection that includes health and safety standards. All teachers in participating classrooms will have an annual CLASS assessment. If CLASS scores are below 4 in Emotional Support, 3 in Classroom Organization and 2 in Instruction Support, teachers will be required to write professional development plans that explicitly address areas identified as needing growth by the CLASS assessment and receive the needed professional development and coaching to increase demonstration of these skills.

(5) How the State and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development (4 points).

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As Subgrantees, the Early Learning Hubs have monthly reporting requirements for their contracts, as well as sub-grants, such as Early Literacy and Kindergarten Readiness Partnership and Innovation Fund Grants. For each of these four Subgrantees, an additional reporting tool will be developed that covers assessment, data sharing, instructional tools, family engagement, cross sector and comprehensive services. In order to support the growth and development of Early Learning Hubs and create learning communities, Early Learning Hubs currently participate in a monthly Early Learning Collaboratives. The Early Learning Collaborative includes Early Learning Hub staff, Early Learning Hub partners and Early Learning Division State staff. In addition to supporting development and fostering exchange of best practices, it also provides an important opportunity to share information and ensure coordination. A special portion of quarterly in-person meetings of the Learning Collaborative will be added devoted to the work of implementing this grant.

As noted in Section C(1), a new Early Learning Division State position will be created to support the work of this grant. This position will also be responsible for staffing the Early Learning Hub Collaborative focused on the expansion of High-Quality Preschool Programs. In addition, Oregon will build off the coordination strategy between Head Start, State Preschool Programs and the Early Learning Division. This includes shared support for the Teaching Strategies GOLD assessment, professional development coordination and reporting requirements.

(6) How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, State Preschool Programs and programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act (6 points).

Oregon's Early Learning System and Early Learning Hub network, along with a commitment to a mixed delivery model for delivering High-Quality Preschool Programs, are the foundation for ensuring coordination across service areas and programs. Through the Memorandum of Understandings and the contracting process, the community partners serving each of the above

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mentioned populations will ensure coordination without supplanting funds. State level experts will review and monitor regional work from two perspectives:

1. **Technical Assistance:** Internal experts will be asked to consult on each Subgrantee plan to ensure that options for coordination and efforts are maximized. Additional strategies will be shared with Early Learning Hubs utilizing navigators. State level experts include:
 - State Diversity Expert
 - State Title 1 Coordinator
 - Director of Early Intervention and Early Childhood Special Education Services
 - State Coordinator of Homeless Education Program
 - State Administrator of Child Care and Development Block Grant
 - State Director of Programs, Early Learning Division (overseeing Head Start Collaboration project and State Preschool Programs)
2. **Compliance:** Annual budgets and expenditure reports will be submitted to the State along with quarterly reporting. Regular desk audits along with existing audit procedures will ensure that resources are managed in alignment with State and Federal guidance.

While administration of the State's Section 619 Part B were left within the special education unit of the Oregon Department of Education, HB 3234 also stipulated the need for coordination of policy making between these programs with the other programs administered by the Early Learning Division.

(7) How the Subgrantee will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including those that serve children from families with incomes above 200 percent of the Federal Poverty Line (6 points).

Oregon's preschool expansion plans prioritize the creation of a mixed-delivery model of licensed child care, Head Starts, school-based preschool programs, and community-based organizations that include specific targets for each setting. This mixed delivery model will provide a strong foundation for creating inclusive and economically diverse classrooms. In addition to creating new High-Quality Preschool Programs, Subgrantees will also purchase slots

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within existing classrooms that are able to meet the requirements of a High-Quality Preschool Program. The inclusion of licensed child care and community-based organizations in this model will be particularly important for having classrooms in which Eligible Children and children from above 200% Federal Poverty Line are learning side-by-side, a strategy that both advances Oregon's equity goal and has proven to enhance educational outcomes.

Oregon's existing State Preschool Program provides a strong foundation for an inclusive approach. Currently, 17% of children in State Preschool Programs have an Individual Education Plan (IEP), with many Section 619 Part B services be delivered directly in the classrooms. This same demonstrated ability to collaborate will be continued with this grant. The regional Section 619 Part B agency is a partner in each of the Early Learning Hubs. For the Blue Mountain Early Learning Hub, it is the Early Learning Hub's lead agency.

Oregon's current TQRIS Program Standards and Workforce Knowledge and Competencies Standards explicitly call out robust practices to support inclusion as well as specific professional development requirements around children with special needs. Western Oregon University, the TQRIS administrators, are national leaders in including children with disability in the least restrictive environment and played a key role in imbedding inclusion throughout TQRIS Program Standards.

(8) How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State (6 points).

Subgrantees will develop recruitment strategies to ensure that across the mixed delivery model children in need of additional supports are served in alignment with both Federal and State requirements. Quarterly reporting will be required to track enrollment and demographic information to ensure each population is reached.

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Existing partnerships with the State's welfare system prioritizing children in foster care to existing State Preschool Programs and well as State partnerships with other community-based organizations serving children and families experiencing homelessness will be critical to assist in the recruitment to provide High-Quality Preschool Program options. Additionally, through partnerships with the health systems coordinated care organizations, local contractors for Section 619 Part B, Migrant/Seasonal and Tribal Head Start, and other Early Learning Intermediary Organizations these specific populations will be offered access to High-Quality Preschool Programs.

(9) How the State will ensure the Subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard-to-reach families; helps families build protective factors; and engages parents and families (e.g., builds capacity to support children's learning and development) as decision-makers in their children's education (4 points).

As noted throughout this narrative, Oregon's plan for expanding access to High-Quality Preschool Programs for Eligible Children has been guided by the Governor's belief that the State has a responsibility to overcome historical barriers to accessing high quality early learning programs for underserved racial and ethnic populations in our State. The role of the Early Learning Hubs and the commitment to a mixed-delivery model are key assets that Oregon will build off of to ensure culturally and linguistically relevant outreach and communication, particularly to traditionally isolated and hard-to-reach families. To address the linguistically diverse population within each community, language access plans will be developed to ensure families are communicated with in their home language and written materials are translated and available in multiple languages.

As demonstrated by the Memorandum of Understandings, all of the Early Learning Hub Subgrantees have already begun outreach to culturally specific community-based organizations with authentic relationships to focus populations. Some of the cultures reflected in these community-based organizations include Tribal leaders, leaders within the African American and Latino community, and leaders involved with the Immigrant/Refugees populations of Oregon. These community based organizations will play an essential role in ensuring culturally and

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linguistically responsive outreach and communication, including offering instruction in children's home language for dual language learners. As noted earlier, each Subgrantee is required to include at least 15% of its preschool children in Early Learning Providers based in community-based organizations.

Oregon will also use the Head Start Parent, Child and Family Engagement Framework as a guide for this work (See Appendix E.9 Parent, Child and Family Engagement Framework). This framework will provide a strong complement to the explicit standards around family involvement and communication already in Oregon's TQRIS. Oregon has a unique opportunity to partner with philanthropy to build the capacity of parents to support their children's learning. The Oregon Parenting Education Collaborative (OPEC) is a partnership of four of Oregon's largest foundations – The Oregon Community Foundation, The Ford Family Foundation, Meyer Memorial Trust and the Collins Foundation – to support the delivery of parent education programs. OPEC supports Parenting Education Hubs whose territory overlaps with three of the four Subgrantees.

(10) How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee (10 points)--

The Early Learning Hubs have established relationships with partner organizations committed to improved outcomes for children and families. They have worked together to develop a common agenda, identify shared measurements and mutually reinforcing activities and developed a process for continual communications (See Appendix E.10.a. Early Learning Hubs Current MOUs). The Early Learning Hubs provide a platform for the State to offer technical assistance, monitoring, supports and guidance to expand High-Quality Preschool Programs. Through Memorandums of Understanding and contracts for each of the elements for successful kindergarten transition, comprehensive services, inclusion, community connections and data tracking agreements are supported and ensured.

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(a) Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten; and

TQRIS “Plus” will include a set of expectations specific to kindergarten transition practices and will be a requirement for participating LEAs and Early Learning Providers. Subgrantees will incorporate kindergarten transition activities into the participating LEAs and Early Learning Providers subcontracts. The Memorandums of Understanding will identify the partners commitments and the contracts will define the activities the LEAs and Early Learning Providers will complete. State resources for Subgrantee include technical assistance and coaching on successful kindergarten transition practices. In partnership with the State, the Subgrantee will provide technical assistance and support to LEAs and Early Learning Providers on successful kindergarten transition practices.

Each Subgrantee is currently building stronger transitions through State-awarded Kindergarten Readiness Partnership and Innovation Fund grants. These strategic investments support promising models for early learning and K12 education across the state and promote community and school partnerships that result in measurable increases in children’s readiness for kindergarten.

(b) Coordinates and collaborates with LEAs or other Early Learning Providers, as appropriate, in--

(i) Providing opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents’ capacity to support their children’s learning and development, and engage parents as decision-makers in their children’s education;

TQRIS “Plus” requires professional development aligned with Oregon’s Workforce Knowledge and Competencies (See Appendix E.10.b Core Body of Knowledge). These competencies guide course work and curricula development in the State’s public institutions of

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Higher Education. Included in these competencies is a category of Families & Community Systems, which focuses on family engagement, support and relationship with families and community. The Diversity category embedded in the Workforce Knowledge and Competencies provides awareness, knowledge and understanding of the differences in race, gender, ability, age, language, culture, social-economic status, and how to create learning environments that are respectful and inclusive. Agreements with the Subgrantees will include the supports and monitoring needed to ensure that Early Learning Providers are able to apply these skills, access resources and support families in their children’s educational success. Subgrantees will connect professional development to Early Learning Providers aligned with these competencies including opportunities to earn college credits, certificates and degrees.

(ii) Providing family engagement, support, nutrition, and other Comprehensive Services and coordinating with other community partners to ensure families’ access to needed supports;

TQRIS “Plus” will require LEAs and Early Learning Providers to provide comprehensive services through coordination with community service providers to ensure families and children have access to supports that meet their needs. Subgrantees will be required within their contract to specifically define how they will provide each of the defined elements of Comprehensive Services. Through the contract process, the State will make certain Subgrantees have secured MOUs with the appropriate partners.

(iii) Supporting full inclusion of Eligible Children with disabilities and developmental delays to ensure access to and full participation in the High-Quality Preschool Program;

TQRIS “Plus” Program Standards addresses inclusion across multiple standards and Oregon’s Workforce Knowledge and Competencies “Special Needs” category makes certain professional development is aligned with what early childhood educators are expected to know and do. Required partners in the Memorandum of Understanding include Section 619 Part B of IDEA providers. In each of the Subgrantees, the local Section 619 Part B of IDEA contractor is already identified as a core partner and is the lead agency for one of the Early Learning Hubs.

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The contracts will include activities that require LEAs and Early Learning Providers have the knowledge, skills and resources to support full inclusion of Eligible Children with disabilities and developmental delays. The established and strong partnership between the State's Early Learning Division and State Section 619 Part B ensures that resources and supports are provided at the local level as needed. Quarterly reports will allow opportunities for continued improvement, support and shared learning.

(iv) Supporting the inclusion of children who may be in need of additional supports, such as children who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State;

TQRIS "Plus" Program Standards addresses inclusion of diverse populations and the Workforce Knowledge and Competency Categories of Family & Community Systems and Diversity to support the understanding and importance of inclusion with additional supports for traditionally underserved populations. Memorandums of Understanding and contracts will include the required partners who represent the populations as described above and who reflect the Subgrantees' diverse communities and needs. Contracts will require outreach to children and families in need of these additional supports. State support includes technical assistance, coaching, resources and TQRIS "Plus".

(v) Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children;

All participating programs will be licensed by the Office of Child Care and subject to annual on-site inspection that include assessment of the age-appropriateness of facilities. Building upon existing experts in Head Start licensing, this role will be expanded to include High-Quality Preschool Programs to provide specific monitoring and oversight.

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(vi) Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law; and

Each of the Subgrantees will work with a designated Local Education Agency (LEA) to establish data sharing agreements building upon the State's existing agreements, policies and procedures with Teaching Strategies GOLD formative assessment that connects with the State Longitudinal Data System as well as the State's licensing and professional development systems. These policies and procedures have been reviewed for legal sufficiency and are consistent with Federal and State Law.

(vii) Utilizing community-based learning resources, such as libraries, arts and arts education programs, and family literacy programs.

Currently, each of the Subgrantees have additional state and philanthropic funds that increase early literacy activities to families and their young children; these activities are held in a variety of locations including libraries, museums and community resource centers. Each Subgrantee's contract will incorporate activities that include enrichment opportunities for children and families that lead to increased school readiness. Subgrantees will work within their communities to identify the best organizations, programs and resources that meet these needs. Memorandum of Understanding will be established including those partners and progress will be reviewed at each quarterly report.

F. Alignment within a Birth through Third Grade Continuum (20 points).

The extent to which the State has an ambitious and achievable plan to align High-Quality Preschool Programs supported by this grant with programs and systems that serve children from birth through third grade to, among other things, improve transitions for children across this continuum.

(1) For birth through age-five programs, these activities include--

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- (a) **Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate; and**

Early Learning Strategic Initiatives coordinated through the Early Learning Hubs build a strong continuum of learning for children birth through five and support family engagement and access to family supports. Each Early Learning Hub's strategic plan involves identifying and reaching the highest risk families and young children and ensuring that they have equal access to early learning and comprehensive wrap around services. Because Oregon views its TQRIS as a shared framework for all Early Learning and Development Programs, it provides a strong basis for collaboration across settings and ensures an alignment of practices and standards.

Oregon's TQRIS and Child Care and Development Fund financed subsidy programs have a strong emphasis on supporting and expanding informed parental choice. Through the Race to the Top-Early Learning Challenge Grant, Oregon is launching a consumer education campaign focused on choosing quality child care linked to the TQRIS. In order to ensure family choice, TQRIS Program Standards have been designed to work for a broad range of licensed child care providers, including registered family child care, certified family child care and center-based programs. All of these types of providers were well represented in the initial pilot of the TQRIS and continue to be well represented. Each of the Early Learning Hubs, including all Subgrantees, is also a recipient of a grant for Focused Child Care Networks. A central goal of this initiative is to ensure the local supply of high-quality child care is linguistically and culturally diverse, with close ties to the communities they serve.

Oregon has made significant investments in the early learning and development of children with high needs who are infants and toddlers. These investments include a statewide system of sixteen Relief Nurseries that provide comprehensive services for families and therapeutic classrooms for children at-risk for abuse and neglect, an extensive system of home

Oregon Preschool Development Grant – Expansion Application

visiting including Healthy Families Oregon and Maternal, Infant and Early Childhood Home Visiting Programs, and a supplement to the federal Early Head Start program. All of these programs have existing practices for referring their eligible graduates to State Preschool Programs. With the introduction of the Early Learning Hubs and the expansion of High-Quality Preschool Programs under this grant, Oregon will further institutionalize this practice. The Subgrantee, working with these infant toddler programs and Early Learning Providers, will develop a referral process to the High-Quality Preschool Programs, so that this already identified population of children with high needs is both prioritized and experiences a smooth transition.

(b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five; and

In each Subgrantee, at least 15% of children will be enrolled in High-Quality Preschool Programs who are licensed child care program, including center-based and family child care. Participation in this grant will give these licensed child care programs increased financial viability and access to other supports including professional development. While the focus of this grant is on High-Quality Preschool Programs for four-year olds, these investments will strengthen the ability of the licensed child care programs to serve all children, including in their existing infant and toddler classrooms.

This grant is a complement to the current and continuing investments Oregon has made in high-quality child care through TQRIS. Oregon's program of contracted child care subsidy slots, which is being extended to TQRIS, has also been an additional mechanism to ensure that investments in quality do not translate into higher costs for parents.

(2) For kindergarten through third grade, these activities may include—

(a) Ensuring that Eligible Children are well-prepared for kindergarten;

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Each of the Subgrantees has specific resources that will help ensure Eligible Children, including those who will not be able to enroll in a grant funded High-Quality Preschool Programs, are well-prepared for kindergarten. Three of the four are recipients of a State Early Literacy Grant and all have early literacy activities implemented in their communities. Early Learning Multnomah is using part of its Early Literacy Grant to work with community partners to develop culturally specific early literacy kits, using the Five Keys to Literacy model, to distribute among Early Learning Providers. Lane Early Learning Alliance is expanding Raising a Reader, targeting English Language Learners, and the Blue Mountain Early Learning Hub is conducting six six-week ‘traveling preschool’ sessions for parents and children in rural and remote communities.

Oregon is also launching a statewide early literacy public awareness campaign, focused on simple activities that parents and other caregivers can build into everyday activities, such as grocery shopping, to support literacy and language development. The campaign has been designed so that even children who are not enrolled in formal child care or other early learning settings can experience language and literacy rich environments (See Appendix F.2.a. Oregon Literacy Campaign).

Oregon Community Foundation’s P-3 Alignment Grant Programs are also embedded in the Subgrantees’ web of resources to support their communities, families, schools and children be ready for kindergarten. Blue Mountain Early Learning, Early Learning Multnomah and Southern Oregon Early Learning Services all have partnerships with area school districts to align Prek-3rd grade outcomes and provide activities that connect Early Learning Providers, parents of young children and K-3 teachers to help children transition into kindergarten ready to learn.

(b) Sustaining the educational and developmental gains of Eligible Children by

(i) Promoting collaboration between preschool and kindergarten teachers;

Shared professional development between preschool and kindergarten teachers will be a key strategy for ensuring that the participating High-Quality Preschool Programs are preparing children to meet the expectation of elementary school into which they will graduate. As noted in Section B, in 2013 the Oregon Legislature invested \$(b)(4) in State General Fund dollars in

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the Early Learning Kindergarten Readiness Partnership & Innovation Fund. One of the permissible activities for this grant called out in the legislation is shared professional development involving both early childhood and kindergarten educators. Each of the Subgrantees is a recipient of one of these grants. Blue Mountain Early Learning Hub has already used these funds to establish a prek-3rd professional learning community, in which preschool teachers from this grant will be able to participate as active members of district-level professional learning communities that will span Pre-K through third grade.

Early Learning Multnomah is using its Kindergarten Readiness Partnership & Innovation Fund resources for a Positive Behavioral Interventions & Supports program focused on early childhood and the early elementary grades, ensuring a common approach to promote positive social-emotional development across the P-3 continuum. Lane Early Learning Alliance has used part of its funds to launch an innovative early learning STEM (science, technology, engineering, and math) initiative called SEEDS that will provide further opportunity for kindergarten and early childhood professionals to collaborate. Southern Oregon Early Learning Services is establishing a reading instruction and lab preschool at a community based organization Children’s Museum and is creating a universal parent engagement campaign. Additionally, Kindergarten transition practices will be a required component in the Subgrantees contracts as well as within the TQRIS “Plus”, which provides enhanced support for these activities.

(ii) Expanding access to Full-Day kindergarten; and

In 2010, Senate Bill 44 established a Full-Day Kindergarten Implementation Committee tasked with submitting a report and providing proposed legislation for full-day Kindergarten throughout Oregon. Starting in Fall 2015, Oregon will finance full-day Kindergarten directly out of the State School Fund; currently Oregon funds roughly (b)(4) % of local school budgets. In 2014, (b)(4) % of Oregon’s Kindergartners are enrolled in full day programs, financed through Title I and other local resources. Current estimates show that starting in Fall 2015, this number will surpass 90%. Several school districts throughout the State were early adopters and have paved the way for full-day Kindergarten and best practices for implementation.

In anticipation of the rollout of full-day Kindergarten and in order to ensure Oregon is fully able to take advantage of the increased instructional time offered by full-day Kindergarten,

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the Department of Education created a new position of K-3 Literacy Director responsible for developing tools and resources. As a result of this statewide initiative, all children graduating from the High-Quality Preschool Programs will be attending full-day Kindergarten programs.

(iii) Increasing the percentage of children who are able to read and do math at grade level by the end of third grade;

The Governor has put forth a K-3 Literacy Initiative that he will be bringing to the Legislature in 2015. Key aspects of this Initiative include building on the statewide rollout of full day kindergarten to ensure children have access to more instructional time, partnering with community based organizations to provide culturally relevant out-of-school time, literacy supports for students who are struggling, and strengthening literacy curriculum, instruction, and assessment across the preschool through third grade continuum.

(b) Sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years;

Engaging families as equal partners in children's learning and development is a critical strategy for shaping an aligned Birth through Third Grade Continuum. Working in collaboration with the Subgrantees and private sector partners, the State's Early Learning Division will lead a multi-agency, cross-sector effort to develop and implement a framework for systemic family engagement across the Birth through Third Grade Continuum, which recognizes that family engagement is a shared responsibility, occurs in multiple settings where children learn and grow, and continues throughout a child's education. This framework will focus on simultaneously building the capacity of families, Early Learning Providers, and K-3 educators to support successful transitions, maintain two-way communication, and build relationships that are rooted in a common goal of supporting student learning.

(d) Taking steps, or building upon the steps it has taken, to align, at a minimum--

(i) Child learning standards and expectations;

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- (ii) *Teacher preparation, credentials, and workforce competencies;*
- (iii) *Comprehensive Early Learning Assessment Systems;*
- (iv) *Data systems;*
- (v) *and Family engagement strategies.*

Oregon understands that high quality early learning experiences impact later successes throughout school and youth, and that Oregon will only achieve its 40-40-20 goal if its educational efforts are fully aligned across the Birth to College and Career Continuum. This insight is the inspiration for the creation of the Oregon Education Investment Board tasked with building a unified education system across the continuum. As part of this work, Oregon is undertaking a number of initiatives to create greater alignment between preschool and K-12 practices, with the goal of ensuring that children arrive at kindergarten prepared for success. Oregon is part of the Enhanced Assessment Grant K-3 formative assessment consortium led by North Carolina. Oregon is leveraging this opportunity to develop strong alignment in instructional practice across the PreK-3 continuum.

As a participant in the North Carolina K-3 Formative Assessment Consortium, Oregon has recently participated in a multi-state effort to analyze and assess early learning standards for 3-5 year olds. This provides the foundation for a more in-depth review of current standards, and an opportunity to ensure alignment between PreK and K-3 Common Core State Standards. This alignment work is critical to supporting the implementation of aligned instructional and assessment practices, and Early Learning Division staff, in cooperation with private sector and Early Learning Hub partners, are preparing to undertake this work over the course of the next year.

In addition, a new P-3 Alignment Public/Private Partnership has been created that includes philanthropy such as the Oregon Community Foundation and policy non-profits such as the Children's Institute. The Partnership will offer support for P-3 alignment strategies by providing a multi-tiered technical assistance system through the Early Learning Hubs. The Partnership is helping organize an “*Early Years to Early Grades*” alignment conference scheduled for Nov 6th, 2014 and is designed for the full mixed delivery system of Early Learning Providers and K-3 teachers. This event will launch the message that P-3 alignment is a priority

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for the State and will reinforce the culture of equity using strategies of family engagement, early literacy, attendance and literacy.

Oregon will build on the work it has completed through the State Longitudinal Data System (ALDER) project to connect early childhood and K12 system. The ALDER project enabled children enrolled in State Preschool Programs and Section 619 Part B programs to receive the same unique State Student Identifier that is used in the K12 system. That unique identifier is tied to Teaching Strategies GOLD formative assessment data collected on children enrolled in State Preschool Programs. This same connection will be built out to include children participating in the High-Quality Preschool Programs funded through this grant.

Family Engagement strategies are incorporated in the Early Learning Hubs' strategic plans specifically related to the outcome of children in stable and attached families. Three of the four Early Learning Hubs have been awarded an Oregon Community Foundation Oregon Parenting Education Communities Hub grant award, which strives to make parenting education and support a community norm. One key strategy for engaging families as equal partners in supporting children's learning, growth and development is conducting an organizational self-assessment, such as a 'welcoming walkthrough,' to evaluate the cultural-appropriateness and family-friendliness of the learning environment. Building in structures and systems, such as listening conferences or home visits, to foster communication and strengthen relationships between Early Learning Providers and families is critical, as are sharing data on children's learning and development with families. All Subgrantees and local providers will be required to develop comprehensive family engagement plans and strategies, and build parents' capacity to participate in policy-level decision-making and effectively advocate for their children.

G. Budget and Sustainability (10 points)

The extent to which the budget narrative and budget tables demonstrate that the State will –

(1) Use the funds from this grant and any matching contributions to serve the number of children described in its ambitious and achievable plan for each year, including using the funds for the projected cost child costs for new and improved State Preschool Program slots that are reasonable and sufficient, and that the projected per child costs for new and improved State

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Preschool Program slots are reasonable and sufficient to ensure High-Quality Preschool programs;

For the Preschool Development Grant – Expansion Grant, the four Subgrantees selected to carry out the proposed plan met a set of criteria described in Section D.1. Funding from the grant will be sub-granted by the State to these Early Learning Hubs based on the number of four-year-old children under 200% of the Federal Poverty Line in their service delivery area. Oregon will use its grant funds to expand access for Eligible Children to new High-Quality Preschool Programs, rather than improving the quality or hours of existing State Preschool Program slots. This means the creation of new slots through a very different model than the current State Preschool Program and needs additional upfront capacity building within the funded High-Need Communities.

By the end of the four-year grant period, Oregon will have increased enrollment by 1,365 children. However, during the initial years of the grant this number will be smaller, as Subgrantees use a portion of their funding to identify Early Learning Providers in all four of the settings and work with them to reach the TQRIS “Plus” Program Standards, which includes lead teacher with a B.A. degree and specialized training in early childhood. The calculation of the investment needed for a broad range of Early Learning Providers to reach TQRIS “Plus” and deliver High-Quality Preschool Programs was based on what Oregon has learned from its current TQRIS and associated quality improvement strategies. In addition to supports for professional development, these costs include the implementation of specific Quality Improvement Plan created through the TQRIS “Plus”, and coaching of staff and program leadership on how to implement the High-Quality Preschool Program.

At the end of the grant period, \$(b)(4) per child will go to Early Learning Providers to cover classroom costs, staffing, including lead teacher salaries comparable to K12 instructional staff, and six hours of classroom time. An additional \$(b)(4) per child will go to the Subgrantee to support comprehensive services and technical assistance to the Early Learning Providers, bringing the “steady state” cost of the model to \$(b)(4) per child. Because fewer children will served in the initial years and more resources will go to building the capacity of Early Learning Providers to deliver High-Quality Preschool Programs, the initial per child cost will appear to be

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significantly higher. When all of these upfront cost are allocated on a per child served basis, the initial per child cost is \$ (b)(4)

We anticipate that \$2,545,326 of the year one \$14,250,000 investment in new High-Quality Preschool Program slots will be used by the Subgrantee for: grant management, technical assistance to the High-Needs Community services providers, family resource management; capacity building through coaching, incentives, scholarships, professional development and comparable salaries for staff; data collection; and, coordination of comprehensive services across all High-Quality Preschool Programs.

All remaining year one grant funds of \$11,704,673 will be contracted by the Subgrantee to a mix of High-Quality Preschool Programs in selected High-Need Communities.

Over the four-year life of the grant, \$10,181,304 will support the Subgrantees with a direct investment of \$46,818,692 in High-Quality Preschool Programs. Funding for State Preschool Programs is projected to remain at \$61,069,890 statewide per year over the life of the grant, plus an additional \$500,000 or more each year from local funding sources in the four Early Learning Hub service delivery areas. Additional information can be found in the attached budget narrative and budget tables.

(2) Coordinate the use of existing funds from Federal sources that support early learning and development, such as Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Fund Block Grant of 1990, and State, private, local, foundation or other private funding sources for activities and services that help expand High-Quality Preschool Programs; and

Oregon's Early Learning Hubs are designed to increase support for children traditionally at risk for arriving at kindergarten without the strong foundations early literacy, early math, and approaches to learning necessary to thrive in school. Oregon revised statutes describe children as At Risk for arriving at kindergarten unprepared if they have one or more of the following risk factors:

- Living in a household that is at or near poverty, as determined under federal poverty guidelines;
- Living in inadequate or unsafe housing; having inadequate nutrition;

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- Living in a household where there is significant or documented domestic conflict, disruption, or violence;
- Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability of an intellectual disability;
- Living in circumstances under which there is neglectful or abusive care-giving; or
- Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.

To achieve contract status, Early Learning Hubs demonstrated plans to serve no fewer than 60% of the At Risk children in their proposed Coverage area. These plans will serve as foundations for Early Learning Hubs, as Subgrantees, to serve eligible children in need of additional supports. In addition to using data to make the case for coverage, the Oregon Education and Investment Board and the Early Learning Council have adopted an Equity Lens to support the commitment of resources to guarantee the success of every learner in Oregon (see Appendices).

Preschool development contracts with Subgrantees will require utilization of the Equity Lens. Subgrantees will develop recruitment strategies to ensure that across the mixed delivery model, children in need of additional supports are served in alignment with both federal and State requirements. Quarterly reporting will be required to track enrollment and demographic information.

(3) Sustain the High-Quality Preschool Programs supported by this grant after the grant period ends to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained or expanded, including to additional High-Need Communities.

The State, in coordination with each Subgrantee, intends to sustain High-Quality Preschool Programs after the grant period, including any non-federal support that the State or each Subgrantee commits to contribute. Oregon has a long and sustained history of supporting High-Quality Preschool Programs. The State's initial investment of less than \$ (b)(4) in 1988 has

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grown to close to \$(b)(4) per year, with some of the most significant increases over the last eight years.

Since returning to office in 2010, Governor Kitzhaber has made early learning one of his highest policy and investment priorities. Both the State and local communities have already developed a number of key strategies for extending investments in High-Quality Preschool Programs that will be used to sustain programs past this grant. A number of elementary schools from across the State already using their Title I dollars to support or supplement preschool programs. These include Portland Public and David Douglas School Districts in Early Learning Multnomah. This opportunity will increase in 2015 when the State will, for the first time, fund full day Kindergarten, freeing up Title I resources that previously went to supporting these programs.

Oregon has a strong record of using Child Care Development Funds to extend preschool programming. For over a year, the Department of Human Service, which administers the Child Care Development Funds subsidy program, has contracted with Head Start programs to create full day and extended year opportunities. This same model of contracted slots has been piloted with licensed child care programs that participated in the precursor to our TQRIS, and policy have been put in place to continue this approach with new TQRIS programs.

Oregon Competitive Preference Priorities

Competitive Preference Priority 1: Contributing Matching Funds

Percentage non-Federal match of the State's four-year total award	Competitive preference points
50% or more	10
40-49%	8
30-39%	6
20-29%	4
10-19%	2
0-9%	0

Please see attached *Competitive Priority 1* Table for detailed information.

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development

Oregon's High Quality Preschools Programs will be integrated within an existing comprehensive Early Learning and Development continuum from birth through grade three supported by the State and implemented through regional Early Learning Hubs, Oregon's model for local integration and collaboration of services across sectors. Supports for the Early Learning and Development Continuum are enhanced through Oregon's Maternal, Infant and Early Childhood Home Visiting Program (MIECHV), Healthy Families Oregon home visiting program, state funded Early Head Start, Family Relief Nurseries, Early Intervention/Early Childhood Special Education and partnerships with Oregon Health Transformation Center and Department of Human Services. Oregon Health Transformation Center provides technical assistance and support to local Community Care Organizations and is responsible for connecting residents to health care through the Oregon Health Plan.

Oregon has made significant investments in the early learning and development of children with high-needs who are infants and toddlers. These investments include a statewide system of 16 Relief Nurseries that provide comprehensive services for families and therapeutic classrooms for children at-risk for abuse and neglect, an extensive system of home visiting including Healthy Families Oregon, and a supplement to the federal Early Head Start program. All of these programs have existing practices for referring their eligible graduates to State Preschool

Oregon Competitive Preference Priorities

Programs. With the introduction of the Early Learning Hubs and the expansion of High-Quality Preschool Programs under this grant, Oregon will further institutionalize this practice.

The Subgrantee, working with these infant toddler programs and Early Learning Providers, will develop a referral process to the High-Quality Preschool Programs, so that this already identified population of Children with High Needs is both prioritized and experiences a smooth transition. This process will allow the state and each of the Subgrantees to track the progress of children from these birth through three programs through State Preschool and then into public elementary schools.

Included in this grant are the necessary next steps in building Oregon's early childhood data system to complete this tracking. Oregon will build on the work it has completed through the State Longitudinal Data System (SLDS) project to connect early childhood and K-12 system. The SLDS project enabled children enrolled in State Preschool Programs and Section 619 Part B programs to receive the same unique child identifier that is used in the K-12 system. The unique identifier is tied to Teaching Strategies GOLD formative assessment data collected on children in enrolled in State Preschool Programs.

This same model will be built out to include children participating in the High-Quality Preschool Programs funded through this grant. Each of the Early Learning Hubs will work with a designated Local Education Agency (LEA) to assign unique student identifiers to the Eligible Children enrolled in High-Quality Preschool Programs. These will be the same unique student identifiers currently assigned to children in Oregon Prekindergarten and Early Childhood Special Education programs, as well as by the K-12 system.

All of the Subgrantees are current recipients of Kindergarten Readiness Partnership and Innovation Funds, which focus on shared professional development for preschool and kindergarten teachers and on building successful pathways for kindergarten transition. The TQRIS "Plus" standards that all participating High-Quality Preschool Programs must follow will include specific requirements for kindergarten transition plans and for partnership with the elementary school that participating preschool children will enter for kindergarten.

Oregon Competitive Preference Priorities

Competitive Preference Priority 3: Creating New High-Quality state Preschool Program Slots

Oregon will focus capacity-building efforts on creating 1,365 new High-Quality State Preschool Program Slots using a mixed delivery model that encompasses licensed child care, Head Starts, school-based preschools and community based organizations in four High-Need Communities. While able to serve over 7,000 three- and four-year-old children from families whose incomes are 100% or below the Federal Poverty Line in state-funded preschool, many children are unserved, especially those between 100% - 200% of the Federal Poverty Line. As a state, only about 10% of all four-year-olds (regardless of income) have access to public preschool.

Oregon's past approach to expanding access to public preschool has two key features: it has focused on children living in families below the poverty line and included three- as well as four-year-olds. The results of these two features are reflected in Oregon's access rankings in the 2013 NIEER State Preschool Yearbook. Oregon ranks 13th in the nation in providing access to all three-year olds, regardless of family income, access to public preschool, but 31st in the nation when it comes to all four-year-olds. As a result of these past strategies, all communities in Oregon have significant populations of four-year-olds living in families under 200% FPL who do not have access to public preschool.

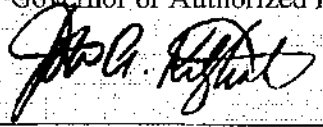
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APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Oregon State Department of Education on Behalf of Office of the Governor	Applicant's Mailing Address: 255 Capitol St. NE Salem, OR 97301
Employer Identification Number: 93-6001954	Organizational DUNS: 8097902640000
Lead Agency: Oregon Department of Education Contact Name: Megan Irwin (Single point of contact for communication)	Lead Agency Contact Phone: 503-378-2755 Lead Agency Contact Email Address: megan.irwin@ode.state.or.us
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Governor Kitzhaber	Telephone:
Signature of Governor or Authorized Representative of the Governor: 	Date: 10/9/14
Lead Agency Authorized Representative (Printed Name): Megan Irwin	Agency Name: ELD-ODE
Signature of Lead Agency Authorized Representative: <div style="border: 1px solid black; width: 200px; height: 60px; margin-top: 5px;"> <div style="position: absolute; top: 5px; left: 5px; font-size: 8px;">(b)(4)</div> </div>	Date: 10/13/14

Accountability, Transparency, and Reporting Assurances

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

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name): Governor Kitzhaber	
Signature: 	Date: 10/9/14

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ☒
NO ☐

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: _07_/_01_/_2013_____ To: _12_/_31_/_2014_____

Approving Federal agency: _X_ED ___HHS ___Other

(Please specify agency): _____

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2	State Advisory Council on Early Childhood Care and Education; Oregon Early Learning Council	Pam Curtis, Chair
3	Section 619 of Part B of IDEA: Early Intervention/Early Childhood Special Education	Sarah Drinkwater, PhD. Assistant Superintendent
4	United States Senate	Senator Jeff Merkley
5-6	Oregon Health Authority	Dana Hargunani, MD, MPH, Child Health Director
7-8	Oregon Children’s Institute	Swati Adarkar, President & CEO
9	Oregon Community Foundation	Mary Louise McClintock, Director of Education Programs
10-11	The Ford Family Foundation	Christie E. Cox, Program Officer for Early Childhood Development
12	Oregon Head Start Association	Tristin Mock, Executive Director
13	Oregon Association for the Education of Young Children	Merrily Haas, Executive Director
14	Child Care Resource and Referral Network, Western Oregon University, Center on Early Learning	Tom Udell, Director



October 3, 2014

Dear Department of Education:

Mail stop MDYCEBP
3030 SW Moody Avenue
Suite 250
Portland, OR 97201
tel 503 494-2182
fax 503 494-3807
<http://www.ohsu.edu/policycenter>

On behalf of the Oregon Early Learning Council I am pleased to express support for Oregon's application for the Race to the Top Preschool Development Expansion Grant.

This effort builds on Governor John Kitzhaber early learning agenda to build a strong early learning infrastructure, enabling Oregon to successfully expand access to high quality preschool programs over the course of this grant and beyond. Oregon's early learning system has been guided by the Governor's bold and ambitious vision for Oregon's entire birth through workforce education system. The vision summarizes Oregon's goal as "40/40/20". By 2025, 40% of Oregonian's will have a bachelor's degree or higher; 40% a two year certificate or degree; and 20% a high school diploma or equivalent. To achieve this vision, a state Early Learning Division and sixteen community-based Early Learning Hubs were created in statute. Overseen by the Early Learning Council, the Early Learning Division and Early Learning Hub have three statutory goals: 1) all children are ready for kindergarten, 2) young children will thrive in stable and attached families, and 3) early childhood programs and efforts are integrated into one coordinated system.

Oregon has built on federal investments from the State Advisory Council and Race to the Top Early Learning Challenge Grants to establish a strong and ready foundation for the Preschool Development Expansion Grant. The Preschool Development Expansion Grant will enable us to increase the number of children accessing High Quality Preschool and comprehensive services. Oregon has consistently demonstrated a strong commitment to expanding capacity and investments in High Quality Preschool programs with state funds and efforts. And, we are committed to drawing on the strengths and resources of the many settings in which preschool can take place: licensed child care, school-based preschools, OPK Head Starts and Community-based Organizations.

We have worked with local communities through Early Learning Hubs, and are excited to submit our Preschool Development Expansion application. This grant will provide an historic opportunity to support Oregon's youngest citizens, contributing to success in education and to our long-term economic success. Thank you for prioritizing our country's children and families, and for your consideration of Oregon's application.

Sincerely,

(b)(4)

Pam Curtis

Oregon Early Learning Council Chair



Oregon Department of Education

John A. Kitzhaber, M.D., Governor

Office of the Deputy Superintendent
255 Capitol St NE, Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

October 7, 2014

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, OR 97301-4047

Dear Governor Kitzhaber:

I am pleased to write this letter of support for Oregon's application for the Race to the Top Preschool Development Grant. As you know, the Oregon Department of Education (ODE) has strived, through your guidance, to coordinate early childhood systems with the K-12 system. This grant would help the Early Learning Division collaborate, in partnership with the newly developed Early Learning Hubs, to continue and expand this great work for Oregon's youngest citizens and their families.

The Oregon Department of Education provides services for young children with disabilities from birth to kindergarten through Early Intervention (EI) and Early Childhood Special Education (ECSE). We have a history and extensive understanding of the importance for including children with disabilities in high quality early childhood care and education programs. A significant number of children with disabilities and their families will be positively impacted by this Preschool Development Grant.

I wish to express ODE's full support of the Race to the Top Preschool Development Grant to create a mixed delivery system including Licensed Child Care, Head Start programs, School-based Preschool, and Community Based Organizations in partnership with Oregon's Early Learning Hubs. Our objective is to provide special education services to children with disabilities in all of these settings.

Please let us know if we can be of further assistance.

Sincerely,

(b)(4)

Sarah Drinkwater, PhD.
Assistant Superintendent
Office of Learning/Student Services

United States Senate

WASHINGTON, DC 20510

September 29, 2014

Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support for Oregon Department of Education's application for the Race to the Top Preschool Development Expansion Grant.

As you know, Oregon has undertaken a transformation of our preschool education by creating the Early Learning System as an integral part of the state's 40/40/20 education goal. Under the direction of the Early Learning Council, Oregon is working to coordinate early learning programs and increase access to high-quality early learning programs across the state.

Oregon has demonstrated a commitment to expanding capacity in high-quality early learning programs by increasing funding for Pre-K, child care subsidies and Early Head Start. The state's innovative Quality Rating and Improvement System (QRIS) will further improve the quality and consistency of early learning programs available in the state. Oregon's system transformation has been built upon prior federal investments through the State Advisory Council and Race to the Top Early Learning Challenge grant. Funding from the Race to the Top Preschool Development Expansion Grant will help Oregon make significant progress on the Early Learning System's outcomes and increase the number of children accessing high-quality programs and services.

Thank you for your full and fair review of Oregon Department of Education's grant application. Should you have any further questions, please contact Katie Gauthier in my Salem office at 503-362-8102.

(b)(4)

Jeffrey A. Merkley
United States Senator



OFFICE OF THE DIRECTOR

John A. Kitzhaber, M.D., Governor

Health

500 Summer Street NE E40

Salem OR 97301

Voice: 503-569-3959

Fax: 503-945-6871

www.oregon.gov/oha

October 6, 2014

Office of the Governor
900 Court Street NE, Room 160
Salem, OR 97301

Dear Governor Kitzhaber,

On behalf of the Oregon Health Authority, I am pleased to express support for Oregon's application for the Race to the Top Preschool Development Expansion Grant.

This effort will build upon a strong early learning infrastructure, enabling Oregon to successfully expand access to High Quality Preschool Programs over the course of this grant and beyond. The early learning system has been aligned and guided by your bold and ambitious vision for Oregon's entire birth through workforce education system. The vision is summarized in Oregon's goal as "40/40/20": by 2025, 40% of Oregonian's will have a bachelor's degree or higher; 40% a two year certificate or degree; and 20% a high school diploma or equivalent. To achieve this vision, the Early Learning Council, the Early Learning Division and Early Learning Hubs are working towards attaining the foundational early learning system goals: that all children are ready for kindergarten, will thrive in stable and attached families and that early childhood systems are integrated and coordinated.

Concurrent transformation of Oregon's health system has further strengthened the opportunity to improve the outcomes of children and young families. The Oregon Health Policy Board is a nine-member citizen Board that serves as the policymaking and oversight body for the Oregon Health Authority. It is responsible for improving access, cost and quality of the health care delivery system, and the health of all Oregonians. Since implementation of Oregon's health system reform, over 90% of Oregon's Medicaid members have been enrolled into 16 regional Coordinated Care Organizations (CCOs), providing the opportunity for integrated and coordinated physical, mental, behavioral and dental care.

Intentional coordination between the Oregon Health Policy Board and Early Learning Council has led to the creation of a Joint Policy Committee to identify collective opportunities for attaining our state's bold goals. In addition, streamlined coordination across state agencies (Early Learning Division and Oregon Health Authority) provides the opportunity to better align policies and programs, and to

support CCOs and Early Learning Hubs in providing comprehensive health and early learning services for children.

This grant will provide another historic opportunity to support Oregon's youngest citizens by expanding our intentional focus on the coordination of comprehensive health and early learning services with a focus on children in preschool. Thank you for prioritizing our country's children and families, and for your consideration of Oregon's application.

Sincerely,

(b)(4)

A rectangular box with a black border, used to redact the signature of Dana Hargunani. The text "(b)(4)" is written in the top-left corner of the box.

Dana Hargunani, MD, MPH
Child Health Director, Oregon Health Authority

Cc: Leslie Clement, Chief of Policy, Oregon Health Authority
Zeke Smith, Chair, Oregon Health Policy Board
Carla McKelvey, MD, MPH, Vice Chair, Oregon Health Policy Board



Children's Institute

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Swati Adarkar
President and CEO

September 25, 2014

The Honorable John Kitzhaber,
Governor, State of Oregon

Dear Governor Kitzhaber,

This letter is to express our support for Oregon's application for the Race to the Top Preschool Development Grant. We are thrilled to see Oregon stepping up to expand the critical opportunity of high-quality early learning to more children.

Children's Institute has long been a supporter and champion for state investments in preschool for low-income children. In 2007 we advocated for the \$(b)(4) funding increase for Oregon Head Start Prekindergarten. Throughout the recession, the Oregon Legislature has maintained its commitment to preschool despite making cuts in other areas of the state budget and made a precedent-setting state investment in Early Head Start. Most recently, Children's Institute partnered with you to create the Kindergarten Readiness Partnership and Innovation Fund. Now 16 communities across the state are embarking on projects to connect the early years to the early grades through a \$(b)(4) strategic investment. Finally, we have been honored to support your work to transform the governance of early learning in Oregon into a seamless system with K-12 education through the creation of the Early Learning Council and the Early Learning Division of the Oregon Department of Education.

Oregon's children greatly need the services they will receive through the Preschool Development Grant. Nearly half of Oregon babies born today qualify for Medicaid. Yet federal and state preschool funding combined reach only 8 percent of Oregon's 3- and 4-year-olds. Increasing state funding for early learning is also a stated priority by you and other key elected leaders in Oregon.

Oregon is well poised to effectively implement the Preschool Development Grant. The state has a clear commitment to the statewide Quality Rating and Improvement System (QRIS) as demonstrated by the rapidly increasing number of programs applying for and receiving a star quality rating. This quick expansion is evidence that we have high-quality programs ready and eager to serve more children.

Children's Institute is eager to use its Early Works sites — an initiative designed to demonstrate how the early years can connect seamlessly with the early grades — as learning laboratories for Preschool Development Grant

targeted communities. We will do this through communications and documentation, site visits, conference presentations, and coordination with the Early Learning Division to provide tailored support to key communities. We also will gladly play a role in connecting Oregon and local communities to national partners and experts who can provide additional technical assistance and support.

Sincerely,

(b)(4)

Swati Adarkar
President & CEO
Children's Institute

October 6, 2014

The Honorable John Kitzhaber
Governor
160 State Capitol
900 Court Street
Salem, OR 97301-4047

Dear Governor Kitzhaber:

On behalf of The Oregon Community Foundation (OCF), I am writing in support of Oregon's application for preschool expansion grant funding through the federal Race to the Top - Preschool Development Grant program.

OCF is Oregon's largest foundation, and early childhood development has been one of our highest priorities for two decades. Currently, we are investing between \$(b)(4) and \$(b)(4) yearly in early childhood care and learning programs throughout the state, in the categories of parenting education, child care quality improvement, P-3 alignment and early literacy. We keep a close eye on developments in state policy and funding, knowing that we need a strong state early childhood system in order for our investments to have maximum impact. It is my observation, as a (b)(6) that the State of Oregon has made extraordinary progress in early childhood system-building in the last 4 to 5 years. Among the characteristics I want to call out are: the commitment of your administration to integrating early childhood care and learning into the birth to post-secondary education system with the establishment of an Early Learning Division in Oregon's Department of Education and an Early Learning Council reporting directly to the Governor; the state's emphasis on improving program quality through work on our new Quality Rating and Improvement System and provision of funding for child care networks and professional development; and expansion of access to both Oregon Pre-K and Early Head Start through commitment of state General Fund dollars. I also applaud your administration's focus, as this new system evolves and state-community partnerships take shape, on closing the achievement gap for at-risk children and making sure all children are ready for kindergarten and reading at benchmark by third grade.

This new federal funding opportunity has come along at just the right time for Oregon. The state is well-positioned to use the preschool expansion grant funds to build on the work of the past few years. Expanding access to high quality preschool for low-income children is a critical strategy for achievement of our ambitious school readiness and success goals.

I helped develop Oregon's application as a member of a public-private work group, and I will be thrilled to continue to be involved in an advisory capacity if the application is successful. In addition, there may be ways for OCF and other foundations to leverage the federal funding in the communities that are selected to participate.

I look forward to continuing to work with your team on this exciting new initiative.

Best regards,

(b)(4)

Mary Louise McClintock
Director of Education Programs

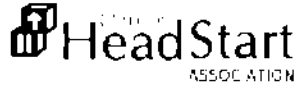


Pre-K expansion and quality improvement, and ultimately, in preparing our youngest Oregonians for a lifetime of success and citizenry.

Most sincerely,

(b)(6)

Christine E. Cox
Program Officer for Early Childhood Development



The Honorable John Kitzhaber, Governor,
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047.

September 30, 2014

Dear Governor Kitzhaber-

We thank you for your support of an early childhood education system that coordinates with the K-12 system. As you know, we are strong supporters of P-20 systems, and have worked with LEAs for decades to coordinate early childhood education in our programs with the school systems. Head Start, Early Head Start, and Oregon Prekindergarten (OPK) programs provide premiere comprehensive early childhood education services in Oregon.

We are excited about Oregon's commitment to expanding high-quality programs such as OPK and Early Head Start. Your commitment to expansion of these programs allows us to provide valuable services to families in Oregon. The Quality Rating and Improvement System (QRIS) allows our programs to provide further evidence of the high quality services that they provide. Increased child care subsidies allows families to escape from poverty while providing their children with high quality care.

Our goal is to see that all children in Oregon are provided with high quality early childhood education, starting with the neediest of families who can receive the most benefit. We continue to be a leader and resource in the early childhood education community. We are excited about the possibilities the Race to the Top Preschool Development Grant can bring to children and families in Oregon. We are ready to provide capacity for additional families, as well as be a resource for new providers in the state.

This grant is an important resource in moving Oregon's early learning outcomes forward. We are looking forward to supporting you in applying for this wonderful opportunity to assist children and families in Oregon.

Sincerely,

(b)(4)

Tristin Mock
Executive Director
Oregon Head Start Association

OREGON ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

An affiliate of the National Association for the Education of Young Children



September 30, 2014

The Honorable John Kitzhaber, Governor
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047.

Dear Governor:

On behalf of the OregonAEYC, I am pleased to support of Oregon's application for the Race to the Top Preschool Development Grant. Under your leadership we have made several strategic investments in improving the early learning opportunities for Oregon's most vulnerable children. OregonAEYC is excited to continue to play a small but important role in continuing our partnership to improve the quality in early childhood education and to continue to expanded these needed services. As the state affiliate of NAEYC, we continue in our advocacy efforts for high quality and developmentally appropriate early childhood programs. Our emphasis is on continuing professional development to support program improvement. Our local chapters and members throughout the state provide a foundation of outreach and support for all young children and the adults who care for them.

We believe that Oregon is well positioned to strategically expand our early learning services. We are especially excited about the mixed delivery model. This gives the opportunity for parental choice among high quality programs that closely align with family and cultural values and more closely meet the child care needs of low-income working parents. Oregon's hard work on the development of a viable statewide QRIS System has laid the foundation for this mixed delivery model that at the same time addresses program quality.

Although a program available statewide would be the ideal, given the limited funding, you are wise to target the areas with both highest needs and also local readiness and level of professional development. We are pleased that some of the graduates of our Building a Business Program for registered and certified family child care and our Director Certificate Training Series for licensed centers are now prepared to accept the challenge of quality embodied in Oregon's QRIS system. High quality programs require a well-trained and knowledgeable leader. Our training programs provide that Program Management specific training that is aligned with meeting the QRIS standards.

We heartily endorse Oregon's application and pledge our continued collaboration.

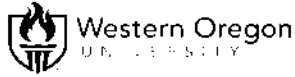
Sincerely,

(b)(6)

Merrily Haas
Executive Director

Phone: 503-496-3991 or 1-800-452-3610 Fax: 503-496-0520 oaeyc@oregonaeyc.org www.oregonaeyc.org
Oregon AEYC advocates for high quality early childhood programs for every young child and strives to meet the professional development needs of the diverse early childhood community.

The
TEACHING
RESEARCH
INSTITUTE



Todd Hall
345 N. Monmouth Ave.
Monmouth, OR 97361-1394
503-838-8391
503-838-8821 (tty)
503-838-8150 (fax)
www.wou.edu/tri

October 13, 2014

The Honorable John Kitzhaber
Governor
160 State Court Street
Salem, OR 97301

On behalf of The Teaching Research Institute, Center on Early Learning (CEL) I am pleased to express support for Oregon's application for the Race to the Top Preschool Development Expansion Grant.

CEL is home to a variety projects supporting early learning initiatives in the state including the Central Coordination of the Child Care Resource and Referral. From this perspective, we know that Oregon's early learning system is fully prepared to use the preschool expansion grant fund to build on critical work that has been completed over the past few years. The Preschool Development Expansion Grant will enable us to increase the number of children accessing high quality preschool and comprehensive services. Oregon's Child Care Resource and Referral System is directly involved with providing service to support child care and education providers as well as supporting families seeking care. Because of this, we are particularly optimistic about the mixed delivery model that will draw on the strengths and resources of the many settings in which preschool can take place: licensed child care, school-based preschools, OPK Head Starts and Community-based Organizations.

We full support Oregon's application and committee to continued collaboration.

Sincerely,

(b)(6)

Tom Udell
Center Director, Center on Early Learning
Director, Central Coordination of Child Care Resource and Referral

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2-9	Blue Mountain Early Learning Hub	Mark Mulvihill, Superintendent; InterMountain Education Service District (ESD)
10-15	Early Learning Multnomah Hub	Keith Thomajan, President/CEO; United Way of Columbia-Willamette
16-21	Lane Early Learning Alliance Hub	Noreen J. Dunnells, Executive Director/CEO; United Way of Lane County
22-29	Southern Oregon Early Learning Services	Scott Perry, Superintendent, Southern Oregon Education Service District (ESD)

**Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding**

This Memorandum of Understanding ("MOU") is entered into by and between the Oregon Department of Administrative Services, acting on behalf of the Department of Education ("ODE"), Early Learning Division ("ELD") and Early Learning Council ("ELC") and **Blue Mountain Early Learning Hub** hereinafter referred to as "Agency," and collectively referred to as "Party" or "Parties."

The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of ODE/ELD in the implementation of an approved federal Race to the Top (RTT) Preschool Development Grants—Expansion Grant (PDG Expansion Grant).

ODE and Agency hereby agree to participate in the application for the Preschool Development Grant. ODE and Agency will work collaboratively establish performance measures for the aspects of the Expansion Grant State Plan the Agency is implementing.

Proposed TIMELINE of Activities:

September:	MOU between ODE and Agency
October:	Submission of RTT PDG Expansion Grant
TBD:	Notice of Award
TBD:	Refined Scope of Work (see Exhibit I - template)
TBD:	Agency Establishes MOU's with Subgrantee
TBD:	Existing ODE/Early Learning Hub (HUB) Contract amended to include PDG Expansion Grant Scope of Work
TBD:	Agency establishes contracts with Subgrantee(s)
TBD:	Implementation of State Plan through Agency coordination

I. Proposed Assurances: (To be agreed to and submitted 180 days after State receives award)

The Agency hereby certifies and represents that it *will*:

- (1) Agree to implement those portions of the State Plan that are indicated in the Scope of Work
- (2) Have all requisite power and authority to execute and fulfill the terms of this MOU;
- (3) Read and understand the PDG Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- (4) Implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- (5) Comply with all of the terms of the PDG Expansion Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the PDG Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

**Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding**

II. Project Administration

A. Agency Responsibilities

In assisting ODE in implementing the tasks and activities described in the PDG Expansion Grant application, the Agency will:

- (1) Implement the PDG Expansion Grant Scope of Work as identified in an amendment to the current HUB contract with ODE upon notice of award;
- (2) Make arrangements for High-Quality Preschool Programs to be provided by Early Learning Providers and appropriately monitor such entities;
- (3) Abide by PDG Expansion Grant Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Agency is using to achieve the outcomes in the PDG Expansion Grant State Plan) and with the Agency's Budget;
- (4) Actively participate in all relevant meetings or other events that are organized or sponsored by ODE, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- (5) Post to any Website specified by ELD, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the PDG Expansion Grant;
- (6) Participate, as requested, in any evaluations of this grant conducted by ELD, ED, or HHS;
- (7) Be responsive to ODE, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- (8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- (9) Implement culturally and linguistically responsive outreach and communication efforts to:
 - (a) Enroll isolated or hard-to-reach families;
 - (b) Help families build protective factors; and,
 - (c) Engage parents and families as decision-makers in their children's education;
- (10) Minimize local administrative costs; and
- (11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. ODE Responsibilities

In assisting the Agency in implementing its tasks and activities described in the PDG Expansion Grant application, ODE will:

- (1) Work collaboratively with the Agency and support the Agency in carrying out the Agency's Scope of Work;

**Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding**

- (2) Award in a timely manner the portion of PDG Expansion Grant funds designated for the Agency in the State Plan during the course of the project period and in accordance with the Agency Scope of Work and Agency's Budget,;
- (3) Provide feedback on the Agency's status updates, any interim reports, and project plans and products;
- (4) Keep the Agency informed of the status of PDG Expansion Grant project and seek input from the Agency, where relevant to the portion of the State Plan that the Agency is implementing;
- (5) Facilitate coordination of information across ODE and other state agencies as necessary to implement the State Plan;
- (6) Identify sources of technical assistance for the project; and
- (7) Monitor Agency's implementation of High-Quality Preschool Programs.

C. Joint Responsibilities

ODE and Agency will:

- (1) Implement the State Plan consistent with the description of the roles and responsibilities outlined in PDG Expansion Grant application and in the Agency's Scope of Work;
- (2) Appoint a key contact person from each Party for the PDG Expansion Grant;
- (3) Ensure these key contacts will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- (4) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- (5) Negotiate in good faith toward achieving the overall goals of the PDG Expansion Grant, including when the State Plan requires modifications that affect the Agency, or when the Agency's Scope of Work requires modifications;
- (6) Create plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that ODE or Agency plan to contribute;
- (7) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- (8) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. State Recourse in the Event of Agency's Failure to Perform

If ODE determines the Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, ODE will take appropriate enforcement action, which could include initiating a collaborative process by which ODE may attempt to resolve the

Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding

disagreements between the ODE and the Agency, or initiating such enforcement measures as are available to ODE, under applicable State or Federal law.

III. Modifications

This Memorandum of Understanding may be amended only by written agreement signed by each of the Parties involved in consultation with ED and HHS.

IV. Duration

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the PDG Expansion Grant project period.

V. Signatures

Authorized Representative of State

Authorized Representative of Agency:

(b)(6)

Megari Irwin, Acting Director
Early Learning Division
10/13/17
Date

Mark Mulvihill, Superintendent
InterMountain ESD (Fiscal Agent for BMELH)
9-30-17
Date

Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding

Agency Pre-Award Scope of Work	Please list local/regional entities who will play a role in supporting the Agency
<p>Coordinate the expansion of the number of new slots in High Quality Preschool Programs by:</p> <ul style="list-style-type: none"> • extending programs from half-day to Full-Day • limiting class size and decreasing child to staff ratios • employing and compensating a teacher with a bachelor's degree • providing in-service, evidence-based professional development such as coaching • Providing Comprehensive Services. 	<p>Hermiston, Pendleton, Morrow, Umatilla, Elgin, and La Grande School Districts InterMountain Education Service District</p> <ul style="list-style-type: none"> • EI/ECSE Program • Umatilla County Wraparound Program • Union County Wraparound Program <p>Umatilla-Morrow Head Start, Inc.</p> <ul style="list-style-type: none"> • Head Start • Early Head Start • Oregon Head Start PreKindergarten and EHS • Child Care Resource & Referral • Healthy Families • Women, Infants, & Children Nutrition Program (WIC) • Court Appointed Special Advocates (CASA) • Family Support & Connections • Oregon Parenting Education Collaborative • DHS Intensive Home Visiting Program <p>Oregon Child Development Coalition Cay Uma Wa Tribal Head Start Certified Child Care Centers Greater Oregon Behavioral Health, Inc. Lifeways Child Care Resource & Referral Eastern Oregon CCO</p>
<p>Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that:</p> <ul style="list-style-type: none"> • expands families' choices • facilitates or improves their access to programs and supports in their own communities 	<p>Healthy Families of Oregon MIECHV Home Visiting Programs (Healthy Families and Nurse Family Partnership) Pioneer Relief Nursery InterMountain Education Service District</p> <ul style="list-style-type: none"> • EI/ECSE Program • Umatilla County Wraparound Program • Union County Wraparound Program <p>Umatilla-Morrow Head Start, Inc.</p> <ul style="list-style-type: none"> • Head Start • Early Head Start

**Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding**

<ul style="list-style-type: none"> engages all families with Eligible Children, including Isolated or hard-to-reach families that might not otherwise participate; and Ensures that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five; 	<ul style="list-style-type: none"> Oregon Head Start PreKindergarten and EHS Child Care Resource & Referral Healthy Families Women, Infants, & Children Nutrition Program (WIC) Court Appointed Special Advocates (CASA) Family Support & Connections Oregon Parenting Education Collaborative DHS Intensive Home Visiting Program <p>Oregon Child Development Coalition Cay-Uma-Wa Tribal Head Start Certified Family Child Care Providers Certified Child Care Centers Private Preschools Child Care Resource & Referral School District PreSchool programs (Umatilla, Pendleton, Elgin, Echo, and Stanfield)</p>
<p>Coordinate existing services for pre-school-aged children including State Preschool Programs and programs and services supported through:</p> <ul style="list-style-type: none"> Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act and the Child Care and Development Block Grant Act 	<p>InterMountain Education Service District</p> <ul style="list-style-type: none"> EI/ECSE Program Umatilla County Wraparound Program Union County Wraparound Program <p>Umatilla-Morrow Head Start, Inc.</p> <ul style="list-style-type: none"> Head Start Early Head Start Oregon Head Start PreKindergarten and EHS Child Care Resource & Referral Healthy Families Women, Infants, & Children Nutrition Program (WIC) Court Appointed Special Advocates (CASA) Family Support & Connections Oregon Parenting Education Collaborative DHS Intensive Home Visiting Program <p>Oregon Child Development Coalition Cay-Uma-Wa Tribal Head Start</p>

**Oregon Department of Education, Early Learning Division
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	Local School Districts Community Action Program of East Central Oregon
Coordinate the use of existing funds from Federal sources that support early learning and development, such as title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and State, private, local, foundation, or other private funding sources for activities and services that help expand High-Quality Preschool Programs	InterMountain Education Service District <ul style="list-style-type: none"> • El/ECSE Program • Umatilla County Wraparound Program • Union County Wraparound Program Umatilla-Morrow Head Start, Inc. <ul style="list-style-type: none"> • Head Start • Early Head Start • Oregon Head Start PreKindergarten and EHS • Child Care Resource & Referral • Healthy Families • Women, Infants, & Children Nutrition Program (WIC) • Court Appointed Special Advocates (CASA) • Family Support & Connections • Oregon Parenting Education Collaborative • DHS Intensive Home Visiting Program Oregon Child Development Coalition Cay-Uma-Wa Tribal Head Start Local School Districts Community Action Program of East Central Oregon Oregon Community Foundation Wildhorse Foundation Good Shepherd Community Health Foundation Blue Mountain Foundation Ford Family Foundation Meyer Memorial Foundation Collins Foundation Pendleton Foundation

Pre-Award Proposed State Budget

Please use the table below to provide a high level view of your proposed budget:

State allocation to Agency	Regional Allocations for Coordination
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Oregon Department of Education, Early Learning Division
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\$ (b)(4) Regional allocation based on influencing factors	Personnel	\$ (b)(4)	
	Services/Supplies	\$	
	Contractual	\$	0
	Indirect	\$	

Early Learning Multnomah Hub
Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the Oregon Department of Administrative Services, acting on behalf of the Department of Education ("ODE"), Early Learning Division ("ELD") and Early Learning Council ("ELC") and Early Learning Multnomah hereinafter referred to as "Agency," and collectively referred to as "Party" or "Parties."

The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of ODE/ELD in the implementation of an approved federal Race to the Top (RTT) Preschool Development Grants—Expansion Grant (PDG Expansion Grant).

ODE and Agency hereby agree to participate in the application for the Preschool Development Grant. ODE and Agency will work collaboratively establish performance measures for the aspects of the Expansion Grant State Plan the Agency is implementing.

Proposed TIMELINE of Activities:

September:	MOU between ODE and Agency
October:	Submission of RTT PDG Expansion Grant
TBD:	Notice of Award
TBD:	Refined Scope of Work (see Exhibit I - template)
TBD:	Agency Establishes MOU's with Subgrantee
TBD:	Existing ODE/Early Learning Hub (HUB) Contract amended to include PDG Expansion Grant Scope of Work
TBD:	Agency establishes contracts with Subgrantee(s)
TBD:	Implementation of State Plan through Agency coordination

I. Proposed Assurances: (To be agreed to and submitted 180 days after State receives award)

The Agency hereby certifies and represents that it *will*:

- (1) Agree to implement those portions of the State Plan that are indicated in the Scope of Work
- (2) Have all requisite power and authority to execute and fulfill the terms of this MOU;
- (3) Read and understand the PDG Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- (4) Implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- (5) Comply with all of the terms of the PDG Expansion Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the PDG Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

Early Learning Multnomah Hub
Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding

II. Project Administration

A. Agency Responsibilities

In assisting ODE in implementing the tasks and activities described in the PDG Expansion Grant application, the Agency will:

- (1) Implement the PDG Expansion Grant Scope of Work as identified in an amendment to the current HUB contract with ODE upon notice of award;
- (2) Make arrangements for High-Quality Preschool Programs to be provided by Early Learning Providers and appropriately monitor such entities;
- (3) Abide by PDG Expansion Grant Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Agency is using to achieve the outcomes in the PDG Expansion Grant State Plan) and with the Agency's Budget;
- (4) Actively participate in all relevant meetings or other events that are organized or sponsored by ODE, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- (5) Post to any Website specified by ELD, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the PDG Expansion Grant;
- (6) Participate, as requested, in any evaluations of this grant conducted by ELD, ED, or HHS;
- (7) Be responsive to ODE, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- (8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- (9) Implement culturally and linguistically responsive outreach and communication efforts to:
 - (a) Enroll isolated or hard-to-reach families;
 - (b) Help families build protective factors; and,
 - (c) Engage parents and families as decision-makers in their children's education;
- (10) Minimize local administrative costs; and
- (11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. ODE Responsibilities

In assisting the Agency in implementing its tasks and activities described in the PDG Expansion Grant application, ODE will:

- (1) Work collaboratively with the Agency and support the Agency in carrying out the Agency's Scope of Work;

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- (2) Award in a timely manner the portion of PDG Expansion Grant funds designated for the Agency in the State Plan during the course of the project period and in accordance with the Agency Scope of Work and Agency's Budget,;
- (3) Provide feedback on the Agency's status updates, any interim reports, and project plans and products;
- (4) Keep the Agency informed of the status of PDG Expansion Grant project and seek input from the Agency, where relevant to the portion of the State Plan that the Agency is implementing;
- (5) Facilitate coordination of information across ODE and other state agencies as necessary to implement the State Plan;
- (6) Identify sources of technical assistance for the project; and
- (7) Monitor Agency's implementation of High-Quality Preschool Programs.

C. Joint Responsibilities

ODE and Agency will:

- (1) Implement the State Plan consistent with the description of the roles and responsibilities outlined in PDG Expansion Grant application and in the Agency's Scope of Work;
- (2) Appoint a key contact person from each Party for the PDG Expansion Grant;
- (3) Ensure these key contacts will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- (4) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- (5) Negotiate in good faith toward achieving the overall goals of the PDG Expansion Grant, including when the State Plan requires modifications that affect the Agency, or when the Agency's Scope of Work requires modifications;
- (6) Create plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that ODE or Agency plan to contribute;
- (7) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- (8) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. State Recourse in the Event of Agency's Failure to Perform

If ODE determines the Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, ODE will take appropriate enforcement action, which could include initiating a collaborative process by which ODE may attempt to resolve the

Early Learning Multnomah Hub
Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
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disagreements between the ODE and the Agency, or initiating such enforcement measures as are available to ODE, under applicable State or Federal law.

III. Modifications

This Memorandum of Understanding may be amended only by written agreement signed by each of the Parties involved in consultation with ED and HHS.

IV. Duration

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the PDG Expansion Grant project period.

V. Signatures

Authorized Representative of State

(b)(6)



Early Learning Division

10/13/14

Date

Authorized Representative of Agency:

(b)(6)



Keith Thomajan, President/CEO
United Way of the Columbia-Willamette

9/30/2014

Date

Early Learning Multnomah Hub
Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
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Agency Pre-Award Scope of Work	Please list local/regional entities who will play a role in supporting the Agency
<p>Coordinate the expansion of the number of new slots in High Quality Preschool Programs by:</p> <ul style="list-style-type: none"> • extending programs from half-day to Full-Day • limiting class size and decreasing child to staff ratios • employing and compensating a teacher with a bachelor's degree • providing in-service, evidence-based professional development such as coaching • Providing Comprehensive Services. 	<p>Neighborhood House Native American Youth Association (NAYA) Portland Public Schools (PPS) David Douglas School District Albina Head Start Mt Hood Community College Head Start Portland Public Schools Head Start Child Care Resource and Referral of Multnomah County Parkrose School District Reynolds School District Gresham-Barlow School District Latino Network KairosPDX Metropolitan Family Services Self-Enhancement, Inc. (SEI) Immigrant and refugee Community Organization (IRCO) El Programa Hispano Impact Northwest Multnomah County Department of County Human Services Multnomah Early Childhood Program (EI/ECSE)</p>
<p>Coordinate with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that:</p> <ul style="list-style-type: none"> • expands families' choices • facilitates or improves their access to programs and supports in their own communities • engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate; and • Ensures that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five; 	<p>Neighborhood House Native American Youth Association (NAYA) Portland Public Schools (PPS) David Douglas School District Albina Head Start Mt Hood Community College Head Start Portland Public Schools Head Start Child Care Resource and Referral of Multnomah County Parkrose School District Reynolds School District Gresham-Barlow School District Latino Network KairosPDX Multnomah County Department of County Human Services Multnomah Early Childhood Program (EI/ECSE)</p>

Early Learning Multnomah Hub

Oregon Department of Education, Early Learning Division

Race to the Top - Preschool Development Grant

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<p>Coordinate existing services for pre-school-aged children including State Preschool Programs and programs and services supported through:</p> <ul style="list-style-type: none"> • Title I of the ESEA, • part C and section 619 of part B of IDEA, • subtitle VII-B of the McKinney-Vento Act, • the Head Start Act • and the Child Care and Development Block Grant Act 	<p>Neighborhood House Albina Head Start Mt Hood Community College Head Start Portland Public Schools Head Start Child Care Resource and Referral of Multnomah County Multnomah County Department of County Human Services Multnomah Early Childhood Program (EI/ECSE)</p>
<p>Coordinate the use of existing funds from Federal sources that support early learning and development, such as title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and State, private, local, foundation, or other private funding sources for activities and services that help expand High-Quality Preschool Programs</p>	<p>Neighborhood House Albina Head Start Mt Hood Community College Head Start Portland Public Schools Head Start Child Care Resource and Referral of Multnomah County Multnomah County Department of County Human Services Multnomah Early Childhood Program (EI/ECSE) Portland Children's Levy All Hands Raised Regional Achievement Compact Oregon Community Foundation</p>

Pre-Award Proposed State Budget

Please use the table below to provide a high level view of your proposed budget:

State allocation to Agency	Regional Allocations for Coordination	
<div style="border: 1px solid black; padding: 2px;">(b)(4)</div>	Personnel	<div style="border: 1px solid black; padding: 2px;">(b)(4)</div>
Regional allocation based on influencing factors	Services/Supplies	
	Contractual	
	Indirect	

Lane Early Learning Alliance Hub

Oregon Department of Education, Early Learning Division Race to the Top - Preschool Development Grant Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the Oregon Department of Administrative Services, acting on behalf of the Department of Education ("ODE"), Early Learning Division ("ELD") and Early Learning Council ("ELC") and < **United Way of Lane County, dba Lane Early Learning Alliance (Hub)** > hereinafter referred to as "Agency," and collectively referred to as "Party" or "Parties."

The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of ODE/ELD in the implementation of an approved federal Race to the Top (RTT) Preschool Development Grants—Expansion Grant (PDG Expansion Grant).

ODE and Agency hereby agree to participate in the application for the Preschool Development Grant. ODE and Agency will work collaboratively establish performance measures for the aspects of the Expansion Grant State Plan the Agency is implementing.

Proposed TIMELINE of Activities:

September: MOU between ODE and Agency
October: Submission of RTT PDG Expansion Grant
TBD: Notice of Award
TBD: Refined Scope of Work (see Exhibit I - template)
TBD: Agency Establishes MOU's with Subgrantee
TBD: Existing ODE/Early Learning Hub (HUB) Contract amended to include PDG Expansion Grant Scope of Work
TBD: Agency establishes contracts with Subgrantee(s)
TBD: Implementation of State Plan through Agency coordination

I. Proposed Assurances: (To be agreed to and submitted 180 days after State receives award)

The Agency hereby certifies and represents that it will:

- (1) Agree to implement those portions of the State Plan that are indicated in the Scope of Work
- (2) Have all requisite power and authority to execute and fulfill the terms of this MOU;
- (3) Read and understand the PDG Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- (4) Implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- (5) Comply with all of the terms of the PDG Expansion Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the PDG Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding

II. Project Administration

A. Agency Responsibilities

In assisting ODE in implementing the tasks and activities described in the PDG Expansion Grant application, the Agency will:

- (1) Implement the PDG Expansion Grant Scope of Work as identified in an amendment to the current HUB contract with ODE upon notice of award;
- (2) Make arrangements for High-Quality Preschool Programs to be provided by Early Learning Providers and appropriately monitor such entities;
- (3) Abide by PDG Expansion Grant Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Agency is using to achieve the outcomes in the PDG Expansion Grant State Plan) and with the Agency's Budget;
- (4) Actively participate in all relevant meetings or other events that are organized or sponsored by ODE, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- (5) Post to any Website specified by ELD, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the PDG Expansion Grant;
- (6) Participate, as requested, in any evaluations of this grant conducted by ELD, ED, or HHS;
- (7) Be responsive to ODE, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- (8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- (9) Implement culturally and linguistically responsive outreach and communication efforts to:
 - (a) Enroll isolated or hard-to-reach families;
 - (b) Help families build protective factors; and,
 - (c) Engage parents and families as decision-makers in their children's education;
- (10) Minimize local administrative costs; and
- (11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. ODE Responsibilities

In assisting the Agency in implementing its tasks and activities described in the PDG Expansion Grant application, ODE will:

- (1) Work collaboratively with the Agency and support the Agency in carrying out the Agency's Scope of Work;

Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding

- (2) Award in a timely manner the portion of PDG Expansion Grant funds designated for the Agency in the State Plan during the course of the project period and in accordance with the Agency Scope of Work and Agency's Budget,;
- (3) Provide feedback on the Agency's status updates, any interim reports, and project plans and products;
- (4) Keep the Agency informed of the status of PDG Expansion Grant project and seek input from the Agency, where relevant to the portion of the State Plan that the Agency is implementing;
- (5) Facilitate coordination of information across ODE and other state agencies as necessary to implement the State Plan;
- (6) Identify sources of technical assistance for the project; and
- (7) Monitor Agency's implementation of High-Quality Preschool Programs.

C. Joint Responsibilities

ODE and Agency will:

- (1) Implement the State Plan consistent with the description of the roles and responsibilities outlined in PDG Expansion Grant application and in the Agency's Scope of Work;
- (2) Appoint a key contact person from each Party for the PDG Expansion Grant;
- (3) Ensure these key contacts will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure;
- (4) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- (5) Negotiate in good faith toward achieving the overall goals of the PDG Expansion Grant, including when the State Plan requires modifications that affect the Agency, or when the Agency's Scope of Work requires modifications;
- (6) Create plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that ODE or Agency plan to contribute;
- (7) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- (8) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. State Recourse in the Event of Agency's Failure to Perform

If ODE determines the Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, ODE will take appropriate enforcement action, which could include initiating a collaborative process by which ODE may attempt to resolve the

Oregon Department of Education, Early Learning Division
Race to the Top - Preschool Development Grant
Memorandum of Understanding

disagreements between the ODE and the Agency, or initiating such enforcement measures as are available to ODE, under applicable State or Federal law.

III. Modifications

This Memorandum of Understanding may be amended only by written agreement signed by each of the Parties involved in consultation with ED and HHS.

IV. Duration

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the PDG Expansion Grant project period.

V. Signatures

Authorized Representative of State:

(b)(6)

Megan Irwin, Acting Director
Early Learning Division
Date 10/18/19

Authorized Representative of Agency:

(b)(6)

Noreen J. Dunnells, Executive Director/CEO
United Way of Lane County
Date

Lane Early Learning Alliance Hub

Oregon Department of Education, Early Learning Division

Race to the Top - Preschool Development Grant

Memorandum of Understanding

Agency Pre-Award Scope of Work	Please list local/regional entities who will play a role in supporting the Agency
<p>Coordinate the expansion of the number of new slots in High Quality Preschool Programs by:</p> <ul style="list-style-type: none"> • extending programs from half-day to Full-Day • limiting class size and decreasing child to staff ratios • employing and compensating a teacher with a bachelor's degree • providing in-service, evidence-based professional development such as coaching • Providing Comprehensive Services. 	<p>Head Start Family Connections of Lane and Douglas Counties Community Based Organizations (Relief Nursery and Family Relief Nursery, Pearl Buck Preschool, Willamalane Park and Recreation) Bethel School District South Lane School District Springfield School District Siuslaw School District Eugene AJ School District</p>
<p>Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that:</p> <ul style="list-style-type: none"> • expands families' choices • facilitates or improves their access to programs and supports in their own communities • engages all families with Eligible Children including isolated or hard-to-reach families that might not otherwise participate; and • Ensures that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five; 	<p>Downtown Languages Centro LatinoAmericano School Based Family Resource Centers NAACP Oregon Family Support Network Catholic Community Services ShelterCare St. Vincent de Paul, First Place Family Shelter Department of Human Services Relief Nursery and Family Relief Nursery Early Childhood CARES (EI/ECSE) Willamette Family, Inc Pearl Buck Preschool Willamalane Park and Recreation Head Start Parenting Now! The Child Center</p>
<p>Coordinate existing services for pre-school-aged children including State Preschool Programs and programs and services supported through:</p> <ul style="list-style-type: none"> • Title I of the ESEA, • part C and section 619 of part B of IDEA, • subtitle VII-B of the McKinney-Vento Act, • the Head Start Act • and the Child Care and Development Block Grant Act 	<p>Early Childhood CARES (EI/ECSE) Head Start of Lane County Family Connections of Lane and Douglas Counties School Districts (listed above)</p>

Lane Early Learning Alliance Hub

Oregon Department of Education, Early Learning Division Race to the Top - Preschool Development Grant Memorandum of Understanding

Coordinate the use of existing funds from Federal sources that support early learning and development, such as title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and State, private, local, foundation, or other private funding sources for activities and services that help expand High-Quality Preschool Programs	School Districts (listed above) Early Childhood CARES Head Start of Lane County Family Connections of Lane and Douglas Counties United Way of Lane County Trillium Community Health Plan (CCO)
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Pre-Award Proposed State Budget

Please use the table below to provide a high level view of your proposed budget:

State allocation to Agency	Regional Allocations for Coordination		
(b)(4) \$ <input type="text"/> 00 Regional allocation based on influencing factors	Personnel	\$	(b)(4)
	Services/Supplies	\$	
	Contractual	\$	
	Indirect	\$	

Southern Oregon Early Learning Services
Oregon Early Learning Division
RTT- Preschool Development Grant
Memorandum of Understanding

"This Memorandum of Understanding ("MOU") is entered into by and between the Oregon Department of Administrative Services, acting on behalf of the Department of Education ("ODE"), Early Learning Division (ELD) and Early Learning Council (ELC) and Southern Oregon Education Service District (SOESD) hereinafter referred to as "Agency."

The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of ELD in its implementation of an approved Preschool Development Grants—Development Grant.

ODE and Agency hereby agree to participate in the application for the Preschool Development grant. The ELD and The Agency will work collaboratively establish performance measures for the aspects of the State plan that the Agency is implementing.

Proposed TIMELINE of Activities:

September:	MOU between ELD and Agency/Agency
October:	Submission of RTT PDG Grant
TBD:	Notice of Award
TBD:	Refined Scope of Work (see Exhibit I - template)
TBD:	The Agency Establishes MOU's with Subgrantee
TBD:	Existing State/ELH Contract amended to include RTT- PDG Scope of Work
TBD:	Agency establishes contracts with Subgrantee(s)
TBD:	Implementation of State Plan through ELH Coordination

I. Proposed Assurances: (To be agreed to and submitted 180 days after State receives award)

The Agency hereby certifies and represents that it *will*:

- (1) Agree to implement those portions of the State Plan which to be indicated in the Scope of Work
- (2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- (3) Is familiar with the ELD's Preschool Development Grants—Development Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- (4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- (5) Will comply with all of the terms of the Preschool Development Grants—Development Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants—Development Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

**Oregon Early Learning Division
RTT- Preschool Development Grant
Memorandum of Understanding**

II. Project Administration

A. Agency Responsibilities

In assisting the ELD in implementing the tasks and activities described in the ELD's Preschool Development Grants—Development Grant application, the Agency will:

- (1) Implement an Agency Scope of Work as identified in an amended agreement with ODE upon notice of award;
- (2) Make arrangements for High-Quality Preschool Programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- (3) Abide by ELD's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Agency is using to achieve the outcomes in the Preschool Development Grants—Development Grant Plan) and with the Agency's Budget;
- (4) Actively participate in all relevant meetings or other events that are organized or sponsored by ODE, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- (5) Post to any Web site specified by ELD, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Development Grant;
- (6) Participate, as requested, in any evaluations of this grant conducted by ELD, ED, or HHS;
- (7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- (8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- (9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- (10) Minimize local administrative costs; and
- (11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

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B. State Responsibilities

In assisting the Agency in implementing its tasks and activities described in the Preschool Development Grants—Development Grant application, ELD will:

- (1) Work collaboratively with the Agency and support the Agency in carrying out the Agency's Scope of Work;
- (2) Award in a timely manner the portion of Preschool Development Grants—Development Grant funds designated for the Agency in the Plan during the course of the project period and in accordance with the Agency Scope of Work, and in accordance with the Agency's Budget,;
- (3) Provide feedback on the Agency's status updates, any interim reports, and project plans and products;
- (4) Keep the Agency informed of the status of ELD's Preschool Development Grants—Development Grant project and seek input from the Agency, where relevant to the portion of the State plan that the Agency is implementing;
- (5) Facilitate coordination across Agency necessary to implement the State Plan;
- (6) Identify sources of technical assistance for the project; and
- (7) Monitor Agency's Implementation of High-Quality Preschool Programs.

C. Joint Responsibilities

- (1) ELD and the Agency will implement the State Plan consistent with the description of the roles and responsibilities outlined in ELD's application and in the Scope of Work;
- (2) ELD and the Agency will each appoint a key contact person for the Preschool Development Grants—Development Grant;
- (3) These key contacts from ELD and the Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- (4) State and Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- (5) State and Agency personnel will negotiate in good faith toward achieving the overall goals of ELD's Preschool Development Grants—Development Grant, including when the State Plan requires modifications that affect the Agency, or when the Agency's Scope of Work requires modifications;
- (6) ELD and the Agency will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that ELD or Agency plan to contribute;
- (7) ELD and the Agency will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- (8) ELD and the Agency will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. State Recourse in the Event of Agency's Failure to Perform

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If ELD determines that the Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the ELD will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the ELD and the Agency, or initiating such enforcement measures as are available to the ELD, under applicable State or Federal law.

III. Modifications

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. Duration

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Development Grant project period.

V. Signatures


Authorized Representative of State

(b)(4)



Megan Irwin, Acting Director, ELD

Authorized Representative of Agency:

 Scott Perry, Superintendent 

Southern Oregon Early Learning Services
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Agency Pre-Award Scope of Work	Please list local/regional entities who will play a role in supporting the Agency
<p>Coordinate the expansion of the number of new slots in High Quality Preschool Programs by:</p> <ul style="list-style-type: none"> • extending programs from half-day to Full-Day • limiting class size and decreasing child to staff ratios • employing and compensating a teacher with a bachelor's degree • providing in-service, evidence-based professional development such as coaching • Providing Comprehensive Services. 	<p>OnTrack, Inc. Listo Family Literacy Program Healthy Families Jackson County Active Learning Center LLC Southern Oregon University The Family Nurturing Center Southern Oregon Education Service District SOESD Early Childhood Services Grants Pass School District 7 Health Care Coalition of Southern Oregon SO Health-E Family Solutions Eagle Point School District Southern Oregon Head Start Access Rogue Community College DHS, District 8—Self-Sufficiency and Child Welfare Douglas ESD Child Development Services CASA of Jackson and Josephine Counties AllCare Health Plan Small Steps Child Care and Preschool The Secret Garden Playschool & Kindergarten The Learning Loft at Kid Time Discovery Experience Medford School District 549c Josephine County Blossom Hills Child Development Center Jackson Elementary School Coalition for Kids Imagine that...Creative Children's Center Options for Southern Oregon, Inc.</p>
<p>Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that:</p> <ul style="list-style-type: none"> • expands families' choices • facilitates or improves their access to programs and supports in their own communities • engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate; and • Ensures that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for 	<p>OnTrack, Inc. Listo Family Literacy Program Healthy Families Jackson County Active Learning Center LLC Southern Oregon University The Family Nurturing Center Phoenix-Talent School District Southern Oregon Education Service District SOESD Early Childhood Services Grants Pass School District 7 Health Care Coalition of Southern Oregon SO Health-E Family Solutions Eagle Point School District Southern Oregon Head Start</p>

**Oregon Early Learning Division
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<p>programs serving children from birth through age five;</p>	<p>Access DHS, District 8—Self-Sufficiency and Child Welfare Douglas ESD Child Development Services Jackson Elementary School CASA of Jackson and Josephine Counties AllCare Health Plan Josephine County The Secret Garden Playschool & Kindergarten Medford School District 549c The Learning Loft at Kid Time Discovery Experience Blossom Hills Child Development Center Coalition for Kids Imagine that...Creative Children's Center Options for Southern Oregon, Inc. Child Care Resource Network/The Job Council</p>
<p>Coordinate existing services for pre-school-aged children including State Preschool Programs and programs and services supported through:</p> <ul style="list-style-type: none"> • Title I of the ESEA, • part C and section 619 of part B of IDEA, • subtitle VII-B of the McKinney-Vento Act, • the Head Start Act • and the Child Care and Development Block Grant Act 	<p>OnTrack, Inc. Listo Family Literacy Program Active Learning Center LLC Southern Oregon University The Family Nurturing Center Phoenix-Talent School District Southern Oregon Education Service District SOESD Early Childhood Services Grants Pass School District 7 Health Care Coalition of Southern Oregon SO Health-E Family Solutions Eagle Point School District Southern Oregon Head Start Access DHS, District 8—Self-Sufficiency and Child Welfare Douglas ESD Child Development Services CASA of Jackson and Josephine Counties Small Steps Child Care and Preschool The Secret Garden Playschool & Kindergarten The Learning Loft at Kid Time Discovery Experience Medford School District 549c Josephine County Blossom Hills Child Development Center Jackson Elementary School Coalition for Kids Imagine that...Creative Children's Center Options for Southern Oregon, Inc. Child Care Resource Network/The Job Council</p>

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Coordinate the use of existing funds from Federal sources that support early learning and development, such as title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and State, private, local, foundation, or other private funding sources for activities and services that help expand High-Quality Preschool Programs.

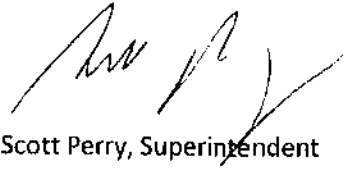
OnTrack, Inc.
 Listo Family Literacy Program
 Active Learning Center LLC
 Southern Oregon University
 The Family Nurturing Center
 Phoenix-Talent School District
 Southern Oregon Education Service District
 SOESD Early Childhood Services
 Grants Pass School District 7
 Health Care Coalition of Southern Oregon
 SO Health-E
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 Blossom Hills Child Development Center
 Jackson Elementary School
 Coalition for Kids
 Imagine that...Creative Children's Center
 Options for Southern Oregon, Inc.

**Oregon Early Learning Division
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Pre-Award Proposed State Budget

Please use the table below to provide a high level view of your proposed budget:

State allocation to Agency	Regional Allocations for Coordination	
(b)(4)	Personnel	(b)(4)
Regional allocation based on influencing factors	Contractual	
	Indirect	



Scott Perry, Superintendent

Southern Oregon Education Service District

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28-33	C.2.a Quality Improvement Plan	Selection Criteria C.2.a
34	C.2.c State Targets	Selection Criteria C.2.c
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A. Ambitious and Achievable Plan

The following ambitious and achievable plan is to expand access to High-Quality Preschool Programs proposed in this grant application.

Key Activities and Responsible Lead	Rationale	Timeline & Key Milestones
<i>Grant Management</i>		
State staff to provide grant management, contract development and project coordination with Subgrantees and Federal Project Officers	Ensure monitoring and continuous improvement in meeting grant requirements	Ongoing, beginning 1 st quarter 2015 Staff are hired
State to incorporate requirements to implement High-Quality Preschool into existing Subgrantee contracts, reporting tools, and learning collaboratives	Ensure monitoring and continuous improvement in meeting grant requirements	2 nd quarter 2015 Requirements are incorporated into existing Subgrantee contracts, reporting tools and Learning Collaboratives
Subgrantee to hire staff for grant management, contract and MOU development, reporting, and continuous improvement of service providers	Ensure monitoring and continuous improvement in meeting grant requirements	2nd quarter 2015 Staff are hired
State to finalize MOU's and contracts between the State and Subgrantees	Ensure monitoring and continuous improvement in meeting grant requirements	1 st quarter 2015 MOU's are complete
Subgrantees to develop MOU's and contracts with Early Learning Providers to deliver services to Eligible Children	Ensure monitoring and continuous improvement in meeting grant requirements	Ongoing, beginning 3 rd quarter 2015 MOU's are complete
Subgrantee to develop MOU's and contracts with coordinated care organizations for health related Comprehensive Services to Eligible Children	Ensure monitoring and continuous improvement in meeting grant requirements	Ongoing, beginning 3rd quarter 2015 MOU's and contracts are developed
State and Subgrantee will create a system to provide salary differential to High-Quality Preschool Programs	To achieve High-Quality Preschool Program requirements	3rd quarter 2015 System to provide salary differential is created and implemented

A. Ambitious and Achievable Plan

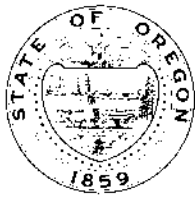
Monitoring:		
State to create a report within the professional development data system to document and track BA degrees	To achieve High-Quality Preschool Program requirements	3rd quarter 2015 The BA degrees are reported and tracked
State will increase monitoring to complete CLASS observation in each High-Quality Preschool classroom	To achieve High-Quality Preschool Program requirements	3 rd quarter 2015 CLASS monitoring is implemented in each High-Quality Preschool classroom
State and Subgrantee to analyze process and outcome data to support continuous improvement and measure results	Ensure monitoring and continuous improvement in meeting grant requirements	Ongoing, beginning 4th quarter, 2015 Process and outcome data is analyzed
State to modify existing State Preschool data track to include children participating in High-Quality Preschool Program	Link preschool, elementary, secondary data through the Statewide Longitudinal Data System	3 rd quarter 2015 State Preschool data tracking is modified
Subgrantee designates an LEA to assign SSID's for children participating in High-Quality Preschool Programs	Link preschool, elementary, secondary data through the Statewide Longitudinal Data System	2 nd quarter 2015 LEA's are designated to assign SSID for Eligible Children
Professional Development:		
State and Subgrantee develop and provide professional development opportunities for High-Quality Preschool Programs to implement curriculum and instructional practices that are developmentally appropriate, culturally and linguistically responsive	To achieve High-Quality Preschool Program requirements	Ongoing, beginning 3rd quarter 2015 Professional development training is developed and available in each High-Need Community
State and Subgrantee expand access for High-Quality Preschool Programs to utilize Teaching Strategies GOLD	To achieve High-Quality Preschool Program requirements	Ongoing, beginning 2 nd quarter 2015 Training is accessible in each High-Need Community

A. Ambitious and Achievable Plan

State and Subgrantee develop professional development and coaching to support High-Quality Preschool Programs to meet learning environment standards and adult-child interaction practices	To achieve High-Quality Preschool Program requirements	Ongoing, beginning 3rd quarter 2015 Professional development is created and implemented in each High-Need Community
Subgrantee works with high quality coaches to ensure High-Quality Preschool Programs access to incentives and professional development opportunities	To achieve High-Quality Preschool Program requirements	Ongoing, beginning 3rd quarter 2015 High-Quality Preschool Programs access incentives and professional development to meet requirements
State will work with higher education institutions to create, expand and align degree completion programs with the Workforce Knowledge and Competencies and TQRIS Program Standards.	To build capacity to meet the high staff qualifications	4 th quarter 2015
State will offer scholarships to potential and participating High-Quality Preschool Programs to support degree completion	To build capacity to meet the high staff qualifications	Ongoing, beginning 3 rd quarter 2015
State and Subgrantee enhance shared professional development between High-Quality Preschool Programs and Kindergarten Teachers in each High-Need Communities	To support alignment of birth to 3 rd grade continuum	Ongoing, beginning 3 rd quarter 2015 Shared professional development is enhanced or developed
<i>Comprehensive Services:</i>		
Subgrantee will identify and develop MOU's and contracts with local service providers to provide required screening and referral support as needed	To implement a Comprehensive Services	Ongoing, beginning 2 nd quarter 2015 Comprehensive services are implemented
Subgrantee ensures Comprehensive Services are provided to Eligible Children and their families	To achieve High-Quality Preschool Program requirements	Ongoing, beginning 3rd quarter 2015 Comprehensive services are provided
Subgrantee develops comprehensive family engagement plans with community input	To implement Comprehensive Services	Ongoing, beginning 2 nd quarter 2015 Comprehensive family engagement plans and strategies are developed

A. Ambitious and Achievable Plan

<i>Building Capacity</i>		
State will contract with Western Oregon University to develop TQRIS “Plus” standards	To achieve High-Quality Preschool Program requirements	2nd quarter 2015 TQRIS “Plus” developed
Subgrantee conducts environmental scan of existing resources	To achieve High-Quality Preschool Program requirements	Annual, beginning 2 nd quarter 2015 Environmental scan is complete
State and Subgrantee to complete an Equity self-assessment	To ensure all activities provided are culturally and linguistically responsive	Annual, begin 3rd quarter 2015 Equity self assessment is complete
Subgrantee will partner with Early Learning Intermediary Organizations to identify and encourage participation of Eligible Children within the High-Need	Expand High-Quality Preschools Programs to Eligible Children	Ongoing, beginning 2 nd quarter 2015 Eligible Children are identified to be served
Early Learning Providers, with technical assistance from the Subgrantee, will develop quality improvement plans to provide High-Quality Preschool Programs	To build capacity in each High-Need Community to serve Eligible Children	Ongoing, beginning 2 nd quarter 2015 Quality improvement plans are complete



Education Investment Board: Equity Lens

OEIB Vision Statement

To advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of every pre-K through postsecondary student and provides boundless opportunities that support success; ensuring a 100 percent high school graduation rate by 2025 and reaching the 40-40-20 goal.

OEIB Equity Lens: Preamble

The Oregon Educational Investment Board has a vision of educational equity and excellence for each and every child and learner in Oregon. We must ensure that sufficient resource is available to guarantee their success and we understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces two growing opportunity gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent achievement gap between our growing populations of communities of color, immigrants, migrants, and low income rural students with our more affluent white students. While students of color make up over 30% of our state- and are growing at an inspiring rate- our achievement gap has continued to persist. As our diversity grows and our ability to meet the needs of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output¹ and these losses are compounded every year we choose not to properly address these inequalities.

¹ Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* www.all4ed.org

A.1 Equity Lens

The second achievement gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed our statewide rankings. If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete criteria and policies in order to reverse this trend and deliver the best educational continuum and educational outcomes to Oregon's Children.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

Beliefs:

We believe that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

We believe that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.

A.1 Equity Lens

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

A.1 Equity Lens

And, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”² An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

Purpose of the OEIB Equity Lens: The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the OEIB executes its charge to align and build a P-20 education system, an equity lens will prove useful to ensure **every** learner is adequately prepared by educators focused on equity for meaningful contributions to society. The **equity lens** will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, overall investments, hiring and professional learning.

Oregon Educational Investment Board Case for Equity:

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future and we believe that education is a fundamental aspect of Oregon’s ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language.³ Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and changing practice over time to ensure that all communities can reach the goal and the vision of 40/40/20.

² Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.

³ Oregon Statewide Report Card 2011-2012. www.ode.state.or.us

TQRIS Structural Elements of a High-Quality Preschool Program

Definition	Oregon TQRIS Standards
<p>An early learning program that includes structural elements that are evidence based and nationally recognized (Head Start Program Performance Standards or National Institute for Early Education Research) as important for ensuring program quality, including:</p> <ul style="list-style-type: none"> • High staff qualifications – Teachers with BA in ECE or BA in state approved pathway; assistants with appropriate credentials • High-quality professional development for all staff • A staff-child ratio of no more than 1:10 • Class size of no more than 20 • Full day program: equivalent to a full school day at the public elementary schools in the state AND not fewer than 5 hours a day • Full inclusion of children with disabilities • Developmentally appropriate, evidence-based curricula and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry • Individualized accommodations and 	<p>Children’s Learning & Development (LD) Domain Standards:</p> <ul style="list-style-type: none"> • LD2: Program uses a curriculum that supports all children’s learning and development • LD3: Program provides an appropriate indoor environment that supports children’s learning and development and is accessible to all children enrolled in the program. • LD4: Program provides appropriate indoor furnishings that support children’s learning & development • LD5: Program provides appropriate and well-maintained outdoor gross motor area with equipment that is accessible to all children in the program. • LD10: Group size, child-staff ratios and staffing patterns are appropriate for the children’s age and positively affect children’s social emotional development, cognitive development, safety and health. (Follows state standards of 1:10 no more than 20 in a classroom for 4 year olds) • LD11: Program facilitates and supports appropriate adult-child interactions in the areas of social emotional support; organization and management of children’s behavior and instructional support. • LD12: Program facilitates and supports children’s positive social and emotional development. <p>Health & Safety Domain Standards:</p> <ul style="list-style-type: none"> • HS1: children are provided instruction and support to independently manage health & hygiene practices • HS2: Children are provided instruction and support on safety rules and expectations • HS5: program personnel collaborate with health and related service professionals to address the individual health needs of children as applicable. <p>Personnel Qualifications Domain Standards: (In partnership with PSU’s OCCD Oregon Registry)</p> <ul style="list-style-type: none"> • PQ1: Program’s leader is presently qualified through education,

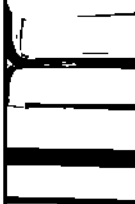
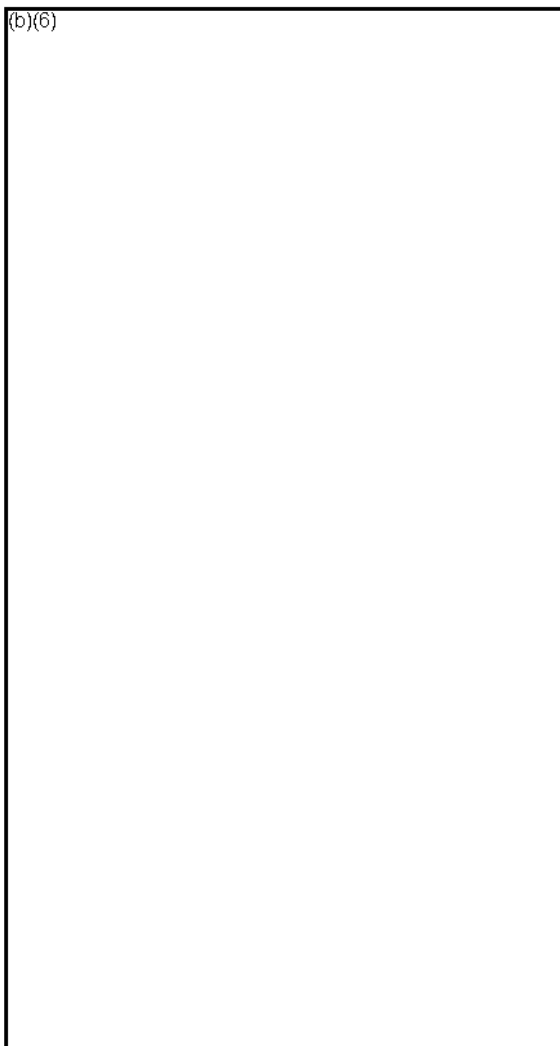
A.4 High-Quality Preschool Elements

<p>supports so that all children can access and participate fully in early learning activities</p> <ul style="list-style-type: none">• Instructional staff salaries comparable to kindergarten through grade 12 teaching staff• Program evaluation to ensure continuous improvement• Onsite or accessible comprehensive services for children• Evidence-based health and safety standards	<p>training and experience</p> <ul style="list-style-type: none">• PQ2: Program's Head Teachers and Teachers are presently qualified to serve in their positions through training, education and experience.• PQ3: Program's Aides are presently qualified to serve in their positions through education, training and experience• PQ4: Program personnel continue to advance in knowledge and skills through participation in training and/or college annually as part of a professional development plan moving up the Oregon Registry. <p>Administration and Business Practices Domain Standards:</p> <ul style="list-style-type: none">• AB3: In programs where there are multiple employees, personnel are evaluated on their performance.• AB5: A comprehensive program evaluation process is developed and performed on an annual basis.
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INSTRUCTION STANDARDS
ASSESSMENT ACCOUNTABILITY



(b)(6)



OREGON KINDERGARTEN ASSESSMENT SPECIFICATIONS

A.5 Kindergarten Entry Assessment

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

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Kindergarten Assessment Specifications

Introduction

The primary purpose of the Assessment Specifications and Blueprints is to provide the consistency necessary for the development and administration of the Oregon Kindergarten Assessment. The Kindergarten Assessment Specifications are designed to help Oregon teachers understand what content may be assessed. These specifications lead to assessment blueprints that outline assessment design and the number of questions to be assessed in each score reporting category (SRC). The Assessment Specifications and Blueprints document is an important resource for educators administering the Oregon Kindergarten Assessment and the general public who are interested in understanding the content and format of the assessment.

Purpose

All students, enrolled in kindergarten, are administered the statewide Kindergarten Assessment upon entry to kindergarten. The assessment includes measures in the domains of Early Literacy, Early Math, and Approaches to Learning (which includes Self-Regulation and Social-Emotional). The Kindergarten Assessment is not intended and should not be used to determine whether a child is eligible to enroll in kindergarten.

There are four intended purposes for the Statewide Oregon Kindergarten Assessment for school year 2014-2015 (OKA):

1. Provide baseline local and statewide information to communities, schools, and families to ensure all early learners are ready for kindergarten;
2. Provide essential information on all children as they enter kindergarten to inform K-12 educators on students' strengths and needs which can then guide instructional decisions to ensure students are well prepared for their educational experience;
3. Identify achievement gaps early – thus providing instruction and support to address them early. By doing this, we help prepare students for success not just in kindergarten but in the years to come; and
4. Provide a consistent tool to be used across the state. A statewide assessment will provide the state-level perspective on where kindergarten students are currently so that we can measure progress in the years to come.

Essential Skills: A Conceptual Tie

The Essential Skills are nine cross-disciplinary skills that are necessary for success in colleges and career. Essential Skills are a part of the Oregon Diploma and articulate the skills that all students should have at the end of high school; the skills that students

are building through their school experiences starting in kindergarten. The Essential skills are embedded in the content standards that guide Oregon education.

To illustrate this, the tables in Appendix E show the overlap between the Early Learning Framework and the Essential Skills. There is substantial overlap between the skills described in the Early Learning Framework and the description of the Essential Skills thus providing an illustration of how work even before kindergarten connects with college and career readiness.

The Oregon Kindergarten Assessment is a partial assessment of the Early Learning Framework, providing information about student development in Early Literacy, Early Math, and Approaches to Learning. Due to the overlap between the content in the Oregon Kindergarten Assessment (which is based on Early Learning Framework) and the Essential Skills, the results from the Oregon Kindergarten Assessment can be a part of proactive conversation about how all classrooms at all grade levels, even kindergarten, are contributing to the development of college and career ready students.

For additional information on the conceptual tie between the Framework and Oregon's Essential Skills, please see Appendix E.

Background

- **Early Learning Framework Adoption (2012)**

The National Education Goals Panel identified five dimensions of early development and learning that lead to school readiness. The widely accepted dimensions are broad and are meant to guide the development of program policies and standards. The five dimensions of school readiness identified by the National Education Goals Panel include the following: Physical Well-Being and Motor Development, Social and Emotional Development, Approaches toward Learning, Language Development, and Cognition and General Knowledge. To see the report on Practical measurement and related consideration; manuscript prepared for the Goal 1 Resource group on School Readiness for the nation Education Goals Panel, go to <http://govinfo.library.unt.edu/negp/reports/child-ca.htm>

As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework was adopted as Oregon's early learning standards for children ages three to five. The Head Start Child Development and Early Learning Framework align with the five dimensions and elaborate on the specific elements of kindergarten readiness.

- **Process Directing Development of the Kindergarten Assessment**

House Bill 4165 directed the Early Learning Council and the Department of Education to jointly develop a Kindergarten Readiness Assessment to be piloted in the

A.5 Kindergarten Entry Assessment

Fall of 2012 and implemented statewide in the Fall of 2013. The multi-stage process for implementing a statewide kindergarten assessment, included: (1) a systematic review and information gathering about current assessments used in Oregon and nationally, and their appropriateness and usefulness in predicting academic success; (2) the selection of a recommended tool, adopted by the Early Learning Council in July 2012; (3) a Fall 2012 pilot study of the recommended set of assessments for statewide implementation; and (4) plans for a statewide rollout in Fall 2013.

As part of the process to develop recommendations for a statewide tool, a Kindergarten Assessment Workgroup used multiple methods to collate and analyze current research, gather information, and collect input from stakeholders. Researchers from the University of Oregon and Oregon State University reviewed technical characteristics of instruments currently used in Oregon school districts and other states to assess children at kindergarten entry. The research team, led by Jane Squires, Ph.D. and Megan McClelland, Ph.D., reviewed over thirty instruments, looking at characteristics such as reliability, predictive validity for third grade academic outcomes, and validation with culturally diverse populations.

In collaboration with the Early Learning Council, Oregon Education Investment Board, and the Confederation of Oregon School Administrators, the Workgroup surveyed Oregon school districts to determine current kindergarten assessment practices and instruments used within the state. Additional input was solicited through focus groups with kindergarten teachers, early educators, principals, and superintendents as well as community forums across the state.

On March 8, 2013 the State Board of Education adopted OAR 581-022-2130 which directs all school districts to administer the Oregon Kindergarten Assessment to all students enrolled in kindergarten beginning with the 2013-2014 school years. To help communicate to the field about the new Kindergarten Assessment, ODE published Numbered Memorandum 010-2012-13, collaborated on the development of Kindergarten Assessment pages on the Early Learning System website (<http://oregonearlylearning.com/kindergarten-assessment>), and developed a Kindergarten Assessment Resource on the ODE website (<http://www.ode.state.or.us/go/ka>).

From August 15 through October 24, 2013 school districts administered the kindergarten assessment statewide. Data from the assessments were due to the Oregon Department of Education by November 1, 2013. ODE convened a panel of stakeholders in November 2013 to elicit recommendations from the field prior to finalizing and releasing Kindergarten Assessment data and reports. The panel consisted of teachers of kindergarten- grade 3 teachers, early educators, administrators and researchers that reflected a range of perspective and areas of expertise. Panelists

reviewed five prototype reports, including aggregate score reports at the school, district and state levels, classroom roster reports and regional Early Learning Hub reports. They discussed the data and results and provided feedback on report presentations, score interpretation, assessment data uses, and messaging. An independent evaluator reviewed training and workshop materials, assessment results and computations, report templates, and presentations. The evaluator also summarized key panel recommendations, analyzed and reported panelist's evaluation of the workshop and documented validity. The panel's recommendations, along with those of Oregon's Education Leadership, informed a reporting timeline that included the release of Student Roster and School Summary Reports to districts and the public release of school and district data in January 2014. Reports broken out by Early Learning Hubs were released in February 2014.

Each Oregon kindergartener student is required to take the OKA.

Assessment Segments 2014-2015

- **Early Literacy and Early Math (from EasyCBM)**

EasyCBM is an assessment system for kindergarten through 8th grade designed by researchers from the University of Oregon to be an integral part of Response to Intervention (RTI). The assessment provides benchmarking and progress monitoring in both literacy and math to inform instruction. Validity studies of the instruments have included populations of African-American, Latino, and other racial-ethnic groups. See (<http://www.riversidepublishing.com/products/easycbm/index.html>) for information on the easyCBM system.

Oregon's 2014-2015 Kindergarten Assessment includes two easyCBM Early English literacy measures in letter names and letter sounds, with a modification of easyCBM Early English Literacy measure in letter sounds from eleven rows to ten rows. ODE adapted the Early Spanish Literacy measure in letter names from a piloted form provided by Behavior Research and Teaching at University of Oregon.

Oregon's Kindergarten Assessment includes one easyCBM math measure in numbers and operations. The easyCBM math assessments are based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards. Whereas easyCBM delivers the math assessment online, Oregon's Kindergarten Assessment is delivered through paper-and-pencil forms. The administration conditions were modified, from those required when the easyCBM system is used as a performance measure; by ODE in order prepare school system to meet the needs of entering kindergarten students. Administration changes included: modifying directions for clarity, requiring explicit directions as given in the Test Administration Manual and within the Assessor Booklet, restricting the number of times that a test administrator can correct a student (for example, soft/hard consonants, long/short vowels, pointing/vocalizing).

- **Approaches to Learning (Child Behavior Rating Scale from Bronson et.al. 1990)**

A Child Behavior Rating Scale (CBRS) is based on teacher observation of the student during regular classroom activities and routines. These items focus on a child's approaches to learning, self-regulatory skills and interpersonal skills. This CBRS has been demonstrated to be strongly predictive of reading and math achievement in elementary grades and has been validated in wide range of cultural contexts.

Common Core State Standards and Smarter Balanced Common Assessment

Beginning with the 2014-2015 school years, Oregon will utilize assessments based on the Common Core State Standards for English/Language Arts and Mathematics. The 2014-2015 assessment for these subjects complies with all criteria set forth by Smarter Balanced Common Assessment.

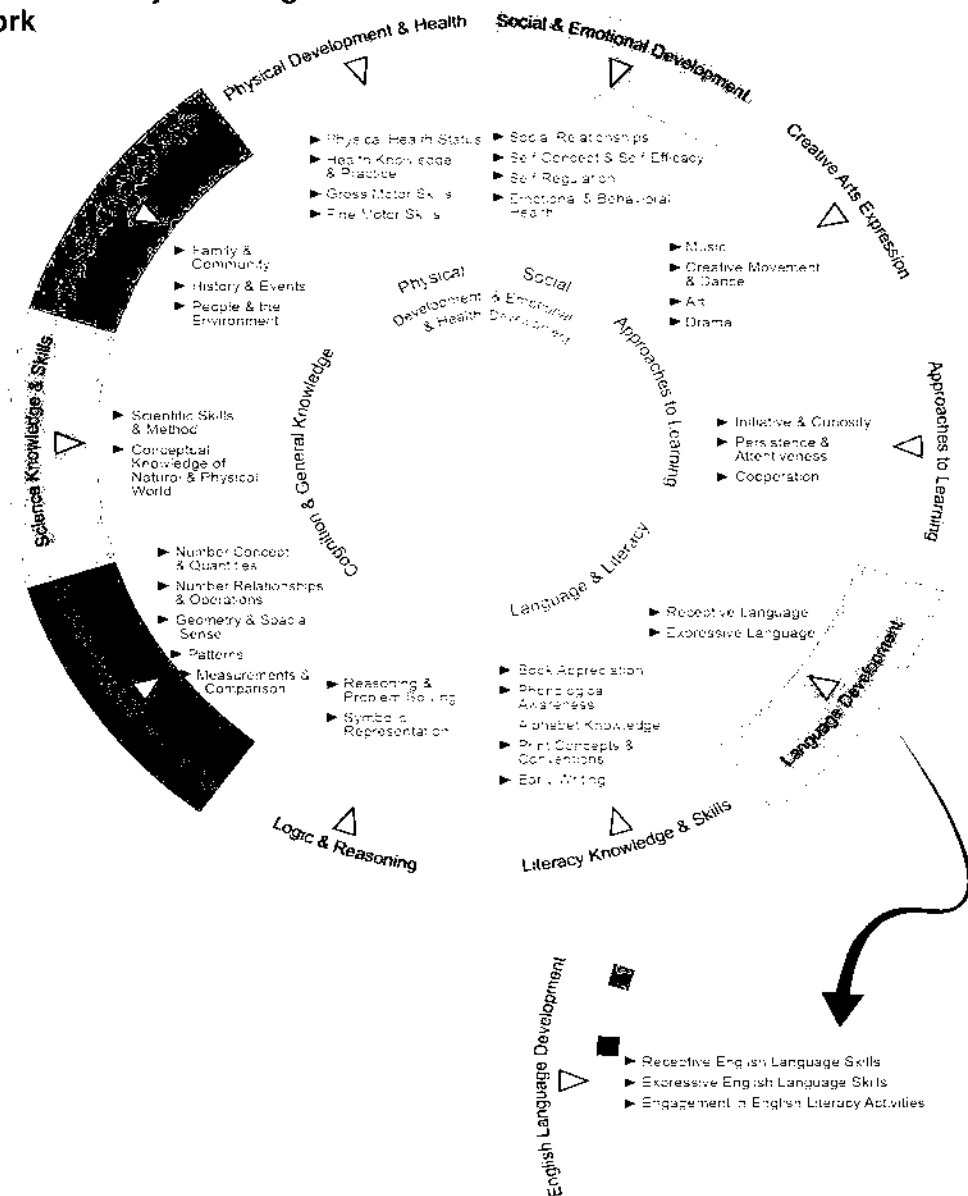
Oregon is a part of the collaborative consortium of states that have adopted the Common Core State Standards (CCSS). These standards are part of an important movement to align teaching and learning across our state, our country, and even internationally. The CCSS address standards for K-12 and do not currently include standards for early childhood. It is important, however, that early educators become familiar with the standards and understand how to facilitate early experiences that will prepare children for success in school.

Here's why:

- The journey to college and career begins before kindergarten. Standards for early childhood education are designed to support school readiness by supporting healthy child development. Ensuring alignment between the Early Learning Framework and the CCSS for Kindergarten means children entering elementary school will be prepared to succeed.
- They help align instruction PK-20. The CCSS fit with Oregon's vision of education from birth to college and career. By aligning the PK-12 system with the expectations of colleges and universities, Oregon will have a more seamless education pipeline from early childhood to postsecondary. And by ensuring that graduates leave high school with the skills they need for college, we set students up for success in higher education and beyond.
- They are critical for success in achieving Oregon's 40/40/20 goal. Senate Bill 253 enacted by the 2011 Oregon Legislature established the most aggressive high school and college completion goals in the country: by 2025 40% of Oregonians receiving a bachelor's degree, 40% receiving an associate's degree or credential, and 20% receiving at least a high school diploma.

Oregon's Early Learning Standards

The Head Start Early Learning Framework
Figure 1



The content of Oregon's Kindergarten Assessment (OKA) specifications reflects the skill expectations of entering Kindergarteners as defined by the Child Development and Early Learning Framework, as shown in Figure 1, adopted as Oregon's early learning standards for children ages three through five¹ in 2012. In addition, the specifications include an alignment to the Common Core State Standards adopted by Oregon Board of Education in 2010 for assessment in 2014-2015. For additional information on The Early Learning Framework, please see Appendix G.

¹ As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

State's Early Learning and Development Standards- Brief Description

The State's Early Learning and Development Standards are The Head Start Child Development and Early Learning Framework for children 3-5 and the Oregon Early Childhood Foundations - Birth to 3. These standards meet the definition by providing a framework of what children across the ages should be able to know and do which directly connects for not only the appropriate age and development of a child but also promotes acquisition for English learning and children with disabilities or developmental delays.

The Head Start Child Development and Early Learning Framework for children ages 3-5 has 11 domains represent the overarching areas of child development and early learning essential for school and long-term success. These Domains specifically address English Language Learners and children with disabilities or developmental delays. They have been designed with a strong emphasis to ensure they are not only developmentally appropriate but also culturally and linguistically appropriate as well. The table below shows the connection between the Essential Domains of School Readiness and the Head Start Child Development and Early Learning Framework Domains.

Essential Domains of School Readiness	The Head Start Child Development and Early Learning Framework Domains
Language and literacy development	Language Development Literacy knowledge & Skills English Language Development
Cognition and general knowledge (including early mathematic and early scientific development)	Mathematics knowledge & Skills Science knowledge & Skills Social Studies knowledge & Skills
Approaches toward learning (including the utilization of the arts)	Approaches to Learning Creative Arts Expression Language learnings
Physical well-being and motor development (including adaptive skills)	Physical Development & Health
Social and emotional development	Social & Emotional Development Logic & Reasoning

B.1 Early Learning and Development Standards

Oregon's Early Childhood Foundations - Birth to 3 has 8 domains, each are considered equally important for the health and development of the child. Guiding principles that are core to these Early Learning and Development Standards is that each child is unique and learning within a developmental timeline and that development and learning are deeply include by culture and support of the family. These are embed into the each of the domains to address both English Language Learners and children with disabilities or developmental delays. The table below shows the connection between the Essential Domains of School Readiness and the Oregon Early Childhood Foundations – Birth to 3

Essential Domains of School Readiness	Oregon Early Childhood Foundations - Birth to 3
Language and literacy development	Language and Literacy Development
Cognition and general knowledge (including early mathematic and early scientific development)	Mathematics Science Social Studies
Approaches toward learning (including the utilization of the arts)	Approaches to Learning The Arts
Physical well-being and motor development (including adaptive skills)	Physical Education and Health
Social and emotional development	Social Emotional Development

Oregon Summary of Legislation 2013

Adapted from a publication of Legislative Administration Committee Services, October 2013

House Bill 2013

Early learning services and kindergarten readiness assessments

Senate Bill 909 (2011) created the Oregon Education Investment Board (OEIB) and The Early Learning Council (ELC), a subgroup of the former. The OEIB, chaired by the Governor, oversees efforts to create a seamless, unified system for investing in and delivering public education from early childhood through high school and college. The ELC guides activities with regard to early childhood in order to integrate and streamline a variety of state programs for at-risk children, and ensure all children are ready to learn when they enter kindergarten. Over the past two years, the ELC studied and selected kindergarten assessment tools and developed a flexible model, called an Early Learning Hub, for integrating the delivery of services that are available prior to entry into kindergarten.

House Bill 2013 directs the ELC and the Department of Education to assist school districts with the implementation of kindergarten readiness assessments, and establishes a related grant program. It also renames the “Healthy Start Family Support Services” Program as “Healthy Families Oregon” and expands its assessments to include children from zero to three years of age. The Oregon Health Authority and the ELC are to develop performance metrics for prenatal care, delivery, and infant care; and establish a grant program to support the alignment of early learning systems with health systems. Screening and referral services for a voluntary statewide early learning system are to be standardized and a permanent professional development and labor management committee is to be established for child care providers. Preschool children with disabilities are to have comprehensive communication plans by the age of three. Finally, the ELC is to establish Early Learning Hub Demonstration Projects.

Effective date: August 14, 2013

House Bill 3232

Strategic investments in education

House Bill 3232 requires the Oregon Education Investment Board (OEIB) and other education agencies to design and implement a series of programs representing strategic investments in education, including: Oregon Early Reading Program; Guidance and Support for Post-Secondary Aspiration Program; and Connecting to the World of Work Program. These initiatives were designed by the OEIB to rapidly improve performance on several key measures of progress including kindergarten readiness, third grade reading proficiency, ninth grade progress toward graduation, high school completion, and college enrollment. Additionally, these programs are intended to address the achievement gap that impacts historically underserved populations and increase levels of educational attainment and employability for Oregonians.

The OEIB was created by Senate Bill 909 (2011) to oversee all levels of state education from preschool through college in order to achieve the state's goal of "40-40-20." To reach that goal, 40 percent of Oregon citizens must attain baccalaureate degrees or higher, 40 percent receive associates degrees or certificates and the remaining 20 percent graduate from high school or earn an equivalent degree as their highest level of educational attainment. Senate Bill 3232 contains the first strategic investments recommended by the OEIB toward the achievement of 40-40-20 by 2025.

Effective date: July 25, 2013

House Bill 3233

Network of Quality Teaching and Learning

House Bill 3233 establishes the Network of Quality Teaching and Learning (Network), consisting of the Oregon Education Investment Board (OEIB), the Department of Education, and other public and private entities dedicated to improving public education in Oregon. The Network is designed to accomplish the following: enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching at all educational levels; strengthen existing evidence-based practices that increase student achievement; and improve recruitment, preparation, induction, career advancement opportunities, and support of educators.

According to a 2012 report commissioned by the OEIB, expert teachers and leaders are increasingly recognized worldwide as the most important resource for improving student achievement. Nations with the highest educational achievement make substantial investments in teacher quality, according to a McKinsey study of the world's top school systems, and many (e.g., Finland, South Korea, and Singapore) attribute their success to substantial investments in teacher and school leader preparation and development. House Bill 3233 establishes the Network to distribute funding through grants to school districts, 53 education service districts, and other entities for educator effectiveness programs.

Effective date: July 25, 2013

House Bill 3234

Early Learning Division

The 2011 Legislative Assembly enacted Senate Bill 909, which established the Oregon Education Investment Board (OEIB) to create a seamless, unified system for investing in, and delivering, public education from early childhood through high school and college. As a component of the OEIB, the measure also created the Early Learning Council (ELC) and charged it with formulating recommendations to merge, redesign or improve the coordination of early childhood services and align them with child-centered outcomes. House Bill 4165 (2012) implemented ELC recommendations by merging several agencies and/or programs that provided services to children. House Bill 3234 further consolidates early learning programs within the Oregon Department of Education (ODE). Specifically, House Bill 3234 establishes the Early Learning Division in the ODE and places it under the control of the ELC, administered by an Early Learning System Director. The following programs are transferred to the new division: several programs previously overseen by the Employment Department, including the Child Care Office; Oregon's Pre-Kindergarten and Early Head Start programs; and various programs formerly administered by the Commission on Children and Families (e.g., Healthy Start, Crisis Nurseries, and Race to the Top).

Effective date: July 19, 2013

The QRIS focuses on five distinct groups of standards that are proven to have a positive impact on young children's lives:

- Children's Learning and Development
- Health and Safety
- Personnel Qualifications
- Family Partnerships
- Administration and Business Practices

CHILDREN'S LEARNING AND DEVELOPMENT

This is the largest area and covers the full learning environment—both the physical environment and the curriculum or program of learning. It emphasizes having an intentional philosophy and program of learning for children that requires planning and input from child screening and assessment. It also covers children's social and emotional health through appropriate adult-child interactions, and an environment that is optimal in terms of size, arrangement and equipment, accessible to all children and culturally appropriate.

KEY STANDARDS

- The program is guided by a written statement of philosophy.
- The program uses a curriculum that supports all children's learning and development.
- The program uses information from screening and assessment to measure development and learning in order to make referrals and do program planning.
- The program facilitates and supports appropriate adult-child interactions, including: social and emotional support; organization and management of children's behavior, time and attention; and instructional support.
- The program facilitates and supports children's positive social and emotional development.

March 26, 2013

HEALTH AND SAFETY

This area focuses on health and safety items beyond what is required in licensing. Health and hygiene instruction is given in a positive way and covers toileting, germ transmission and tooth brushing. In addition to encouraging healthy eating and fitness habits, staff are required to address individual health needs of children, if needed, and consult with other professionals. Screen time limits have been included here for its relationship with health (as opposed to curriculum or learning).

KEY STANDARDS

- Children are provided instruction and support to independently manage health and hygiene practices.
- Children are provided instruction and support on safety rules and expectations.
- Healthy eating and fitness habits are supported and encouraged.
- Program personnel collaborate with health and health-related service professionals to address the individual health needs of children as applicable.
- Program provides appropriate use and modeling on children's "screen" viewing time.

PERSONNEL QUALIFICATIONS

This area is focused on the need for highly qualified staff receiving ongoing advancement of their knowledge and skills. The Oregon Registry is used to measure personnel qualifications and ongoing professional development. These personnel qualifications require action on the part of employees to submit their information to the Registry, as well as time to participate in the professional development.

KEY STANDARDS

- The program's leader is currently qualified to serve in their position through education, training and experience.
- The program's head teacher(s) and teacher(s) are currently qualified to serve in their position through education, training and experience.
- The program's assistant II(s) (Family) and aide II(s) (Center) are currently qualified to serve in their position through education, training and experience.
- Program personnel continue to advance their knowledge and skills through participation in training and/or college course credits annually that are part of a professional development plan.

March 26, 2013

FAMILY PARTNERSHIPS

This area focuses on reciprocal relationships with families. It requires that programs use the provided "Family Survey," which asks questions about how families feel their input is solicited, how open the communication is and if they are encouraged to participate in the program. It also asks how well the program provides information to families about the program and other outside resources.

KEY STANDARDS

The program uses family input and feedback to guide all aspects of program planning and implementation.

The program meets the individual needs of children through mutually respectful, two-way communication.

Families are encouraged to be regular and frequent participants in the program.

The program provides support and information to assist the family in meeting their child's needs and goals.

ADMINISTRATION AND BUSINESS PRACTICES

This area focuses on good business practices and professionalism important to stay in business and retain personnel. It also covers program evaluation, which helps to promote quality and continuous improvement.

KEY STANDARDS

The program follows sound business practices, policies and procedures that support financial health.

In programs where there are multiple employees, the program assures a professional working climate, and promotes positive working relationships and professionalism.

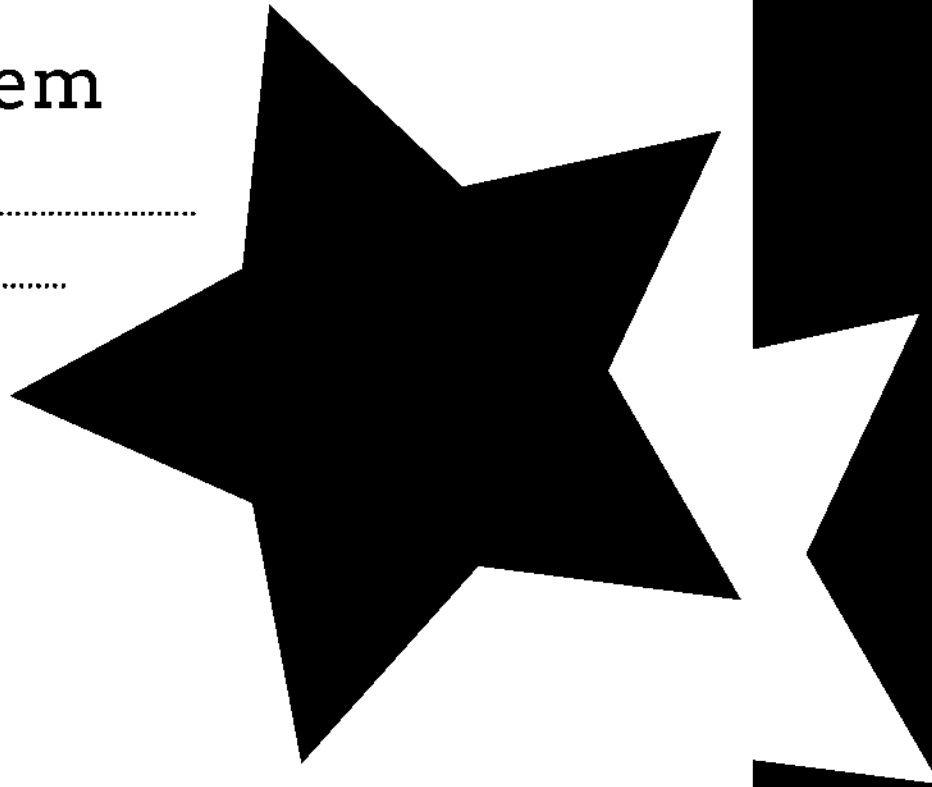
A comprehensive program evaluation process is developed and performed annually.

March 26, 2013

Oregon's Quality Rating and Improvement System

Program Name:

License Number:



Quality Improvement Plan

for **Center Based Child Care Programs***

PR/Award # S419B150012

Page e167*The following is an excerpt from a
complete Quality Improvement Plan



Instructions for Completing the Quality Improvement Plan

Welcome to the heart of Oregon's QRIS—continuous quality improvement! Oregon's QRIS is a flexible, individualized approach which allows your program to move at its own pace, with a variety of supports available to help you on your journey of improvement. The Quality Improvement Plan is designed to be a simple and flexible process for identifying areas you would like to improve, developing goals, and creating action plans, all based on QRIS Standards and designed to lead your program to achieving star level ratings in Oregon's QRIS.

Step-by-Step Instructions

1. Reflect on your completed QRIS Self-Assessment.
2. Complete the outcome page of the QIP, including indicating the star level you would like to work toward, the domains in which you would like to increase quality, and the benefits to children, families, and staff.
3. One standard at a time, complete the Quality Goal page for the standard:
 - a. Check one of the two boxes to indicate if increasing quality in this area is the goal of your program or if your current level of quality is satisfactory. If you indicate your current level is satisfactory, move to the next standard.
 - b. If you indicate this area as a goal for your program, check the box indicating the level you would like to have your program perform: 3-, 4-, or 5-star.
 - c. Check off all statements that represent areas where you would like to make improvements. The star level you are hoping to achieve and your QRIS Self-Assessment should help guide this.
4. Complete the Action Plan page for the standard:
 - a. Based on information from the Quality Goal page, write a goal or statement of what you want to change in your program.
 - b. Write a brief statement clarifying why you want to create this change in your program.
 - c. List the steps you plan to take to reach the goal, including when you will complete each step.
 - d. Reflect on resources you will need to implement each step and achieve your goal. Check the appropriate boxes in the Resources section of the plan.

- e. If you plan to use support funds for this goal, check the box and provide a brief statement explaining what the funds will be used for. Although you do not need to include amounts or specific detail, you *must* indicate areas where you will be using support funds if you are requesting support funds.
- f. If you plan to receive help from your Quality Improvement Specialist, check the box and provide a brief statement telling what support might be needed. This is important consideration because your QI Specialist will be using your Quality Improvement Plan to guide their assistance.

If you plan to use other resources, check the box and name other resources you may be using.

Including a statement on why you want to create this change or improvement can be helpful.

Next, outline the steps you will take to achieve the goal and when you will complete each step.

The final step is to identify resources you will need to complete your action plan. Identify if you will use support funds for this goal and briefly state what the funds will be used for. Also indicate in the resources section if you plan to use help from your Quality Improvement Specialist, available from your local CCRR, and state what they may be helping you with. There is also space to indicate if you will be using other resources and what those resources may be.

This process will be completed for each standard, keeping in mind that you may not need to or want to develop a goal and action plan for each standard.

Tips on Creating a Successful Goal

Using the criteria for setting SMART goals is an effective way to set yourself up for reaching your goals. The acronym stands for Specific, Measurable, Attainable, Relevant and Time-based. Taking the time to set SMART goals now is an efficient guiding process for reaching your QRIS goals.

Specific, measurable, attainable and relevant: Make your goal focused and well-defined rather than broad and general. Be as specific as possible for ease of measurement. Ask yourself, "Can I reach this goal?" Finally, make sure the goal is relevant to improving the quality of your program.

We will define SMART goals as:

Specific—Ask yourself these types of questions while you formulate a goal: Is the goal clear; what do I want to accomplish; why am I doing this; who is involved; where will this take place; how will I accomplish this?

Measurable—Ask yourself the following questions: How much/many; how will I know when I've accomplished the goal? Having specific numbers helps quantify your goal.

Attainable—Is my goal realistic within the resources and time frame that I am giving myself or am I setting myself up for something that is too big to currently reach?

Relevant—Ask yourself the following types of questions: Is this meaningful; is the timing right; is this in line with my philosophy; is this applicable to quality program improvement?

Time-bound—Ask yourself the following types of questions: When do I expect to reach this goal; what steps will lead me to reaching the goal; what supports will I need along the way; how will I celebrate when I've completed the goal?

Program Name:

Program License Number:

QRIS Program Outcome

The overall outcome for my program's participation in QRIS at this time is to achieve a 3-, 4-, or 5-star rating.

To do this I plan to (it may be helpful to come back and complete this as a summary after completing the other sections of your QIP):

<p>Increase the quality in my program in the following QRIS Domains:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children's Learning and Development <input type="checkbox"/> Health and Safety <input type="checkbox"/> Personnel Qualifications <input type="checkbox"/> Family Partnerships <input type="checkbox"/> Administration and Business Practices 	<p>Maintain the current level of quality and move directly to portfolio documentation in the following QRIS Domains:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children's Learning and Development <input type="checkbox"/> Health and Safety <input type="checkbox"/> Personnel Qualifications <input type="checkbox"/> Family Partnerships <input type="checkbox"/> Administration and Business Practices
--	--

I plan to complete my Quality Improvement Plan by (Month/Year):

I plan to complete my Portfolio by (Month/Year):

C.2.a Quality Improvement Plan
Quality Goal: Standard LD1

The program is guided by a written statement of philosophy.

☐ Increasing quality in this area is the goal of my program.

OR

☐ My current level of quality is satisfactory.
 I am ready to document this standard.

My goal is to have my
 program perform at a:

☐ ☐
 ★★★★★★
 Level



To meet this goal, I need to make improvements in the following areas. (Only check the items you want to improve.)

The program has a written philosophy that is
 available to staff, families, and visitors that
 states the program's values, beliefs, and
 program goals for:

children

families

The program's philosophy:

☐ explicitly ensures the inclusion of
 all children.

The program's philosophy is used to guide
 decisions, including decisions related to:

☐ curricular activities

☐ activities to promote partnerships with
 families

☐ professional development

☐ hiring of staff, if applicable

C.2.a Quality Improvement Plan

My Action Plan: Standard LD1

The program is guided by a written statement of philosophy.

What I want to change:

Why I want to change this:

Steps I will take:

When I will complete each step:

☐ I will use support funds for:

☐ I will use help from my QI Specialist.
They could help by:

☐ I will use other resources, such as:

Expectations for School Readiness

Teaching Strategies GOLD's benchmarks

Set based on current State Preschool Program Data

DOMAIN	TARGETS FOR PERCENTAGE OF CHILDREN MEETING BENCHMARK
Social-Emotional <ul style="list-style-type: none"> Regulates own emotions and behaviors Established and sustains positive relationships Participates cooperatively and constructively in group situations 	90%
Physical <ul style="list-style-type: none"> Demonstrates traveling skills Demonstrates balancing skills Demonstrates gross-motor manipulative skills Demonstrates fine-motor strength and coordination 	92%
Language <ul style="list-style-type: none"> Listens to and understands increasingly complex language Uses language to express thoughts and needs Uses appropriate conversational and other communication skills 	85%
Cognitive <ul style="list-style-type: none"> Demonstrates positive approaches to learning Remembers and connects experiences Uses classification skills Uses symbols and images to represent something not present 	92%
Literacy <ul style="list-style-type: none"> Demonstrates phonological awareness Demonstrates knowledge of the alphabet Demonstrates knowledge of print and its uses Comprehends and responds to books and other texts Demonstrates emergent writing skills 	87%
Mathematics <ul style="list-style-type: none"> Uses number concepts and operations Explores and describes spatial relationships and shapes Compares and measures Demonstrates knowledge of patterns 	75%

Parent, Family, and Community Engagement Framework

RELATIONSHIPS

Program Leadership

- Ambitious goals and high expectations
- Collaborative decision-making
- Parent, family and community engagement is a shared priority for all staff.

Continuous Program Improvement

- Data about parent, family and community engagement efforts and outcomes drive decision-making

Professional Development

- High quality training for all staff
- Cross-service area teams
- Career pathways and recognition

Program Environment

- Welcoming and inviting setting
- Cultural and linguistic responsiveness
- System of regular communication with families

Family Partnerships

- Families are partners in developing and achieving the goals in their family plan
- Respectful, trusting relationships between staff and parents

Teaching and Learning

- Parents partner to support children's learning and development
- Supporting families as lifelong educators
- Supporting positive parent-child relationships
- Support for transitions

Community Partnerships

- Commitment to social support systems within programs and with larger community
- Collaborative relationships for comprehensive services

Family Well-being

Parents and families are safe, healthy and have increased financial security.

Parent-Child Relationships

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

Families as Lifelong Educators

Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school and in their communities.

Families as Learners

Parents and families advance their own learning interests through education, training and/or other experiences that support their parenting, career and life goals.

Family Engagement in Transitions

Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

Family Connection to Peers and Community

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

Families as Advocates and Leaders

Parents and families participate in leadership development, decision-making, program policy development, and community and state organizing activities to improve children's development and learning experiences.

PROGRAM FOUNDATIONS

PROGRAM IMPACT
AREAS

FAMILY ENGAGEMENT OUTCOMES

CHILD
OUTCOMES

Blue Mountain Early Learning Hub – Summary of MOU Partners

- Oregon Child Development Coalition
- Community Action Program of East Central Oregon
- Blue Mountain Community College
- Center for Human Development
- City of Pendleton
- Cook Memorial Library
- Confederated Tribes of Umatilla
- Oregon State Dept. of Human Services
- Eastern Oregon CCO
- Eastern Oregon Head Start
- Eastern Oregon Human Services Consortium
- Echo School District
- GOBHI
- Helix School District
- Hermiston School District 8R
- Imbler School District #11
- InterMountain ESD
- LaGrand School District
- Lifeways
- Milton-Freewater Unified School District
- Morrow County
- Morrow County School District
- Oregon Child Development Coalition – Migrant Head Start
- Pendleton School District
- Pilot Rock School District
- Pioneer Relief Nursery
- Project Ready to Learn
- Special Need Families Connect
- Umatilla County Special Library District
- Umatilla-Morrow Head Start, Inc.
- Umatilla School District #6R
- Union County



Agreement to Collaborate

The undersigned organizations agree to collaborate as follows:

- I. **Purpose:** The purpose of this collaborative group is to develop an application to become the community-based coordinator of early childhood and early learning services as described in House Bill (HB) 4165 (2012) for Umatilla, Morrow, and Union Counties. The undersigned organizations agree to identify relevant issues, study available information, and develop a governance model to coordinate the provisions of early learning services for the above referenced communities. The model will comply with the terms and provisions set forth in HB 4165 and associated reports from the state Early Learning Council. This agreement is not intended to be a binding agreement as between the parties.
- a. **Duties and Responsibilities:** Members of the Umatilla, Morrow, and Union County Early Learning Hub agree to participate in good faith and to act in the best interest of the group and its purpose. To this end, members agree to consider the Umatilla, Morrow, and Union county early learning system as a whole, and to place the interests of those intended beneficiaries of early learning services above any individual, organizational, political or other interests, keeping in mind that each participating organization must comply with its own mission, mandate, and funding. In light of the above, members accept the follow responsibilities:
 - i. To attend committee meetings and work sessions;
 - ii. To study available information relevant to the purpose;
 - iii. To participate in developing the framework of the governance model;
 - iv. Except as otherwise provided, to inform and make a good faith effort to seek support from and gain the ratification of their represented groups for the work and work product of the Hub.
 - v. To collaborate and coordinate services with the Hub to maximize efficiency and effectiveness to help identify existing resources and gaps and coordinate cross-sector strategies.
 - vi. To participate in the development of recommendations for early learning systems and services, data collection and submission for mutually agreed upon targeted outcomes.

This Agreement to Collaborate sets forth the expectations of the undersigned and is not intended to create a binding legal obligation among members. By signing this Agreement to Collaborate, I affirm that I have read and understand its contents, have sought independent counsel if needed, and agree to participate according to the above-described agreements and expectations.

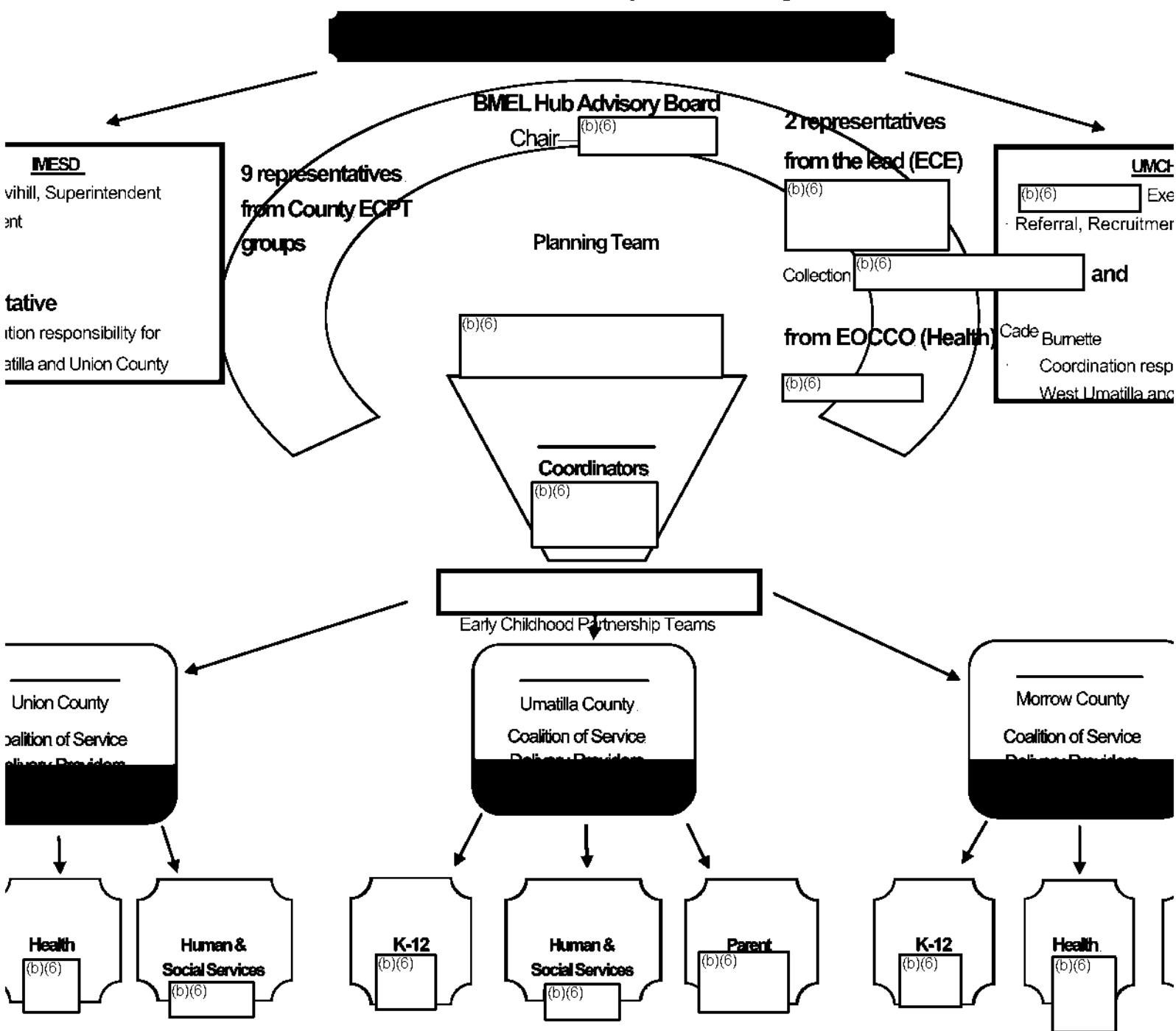
Signature

Date

Address

Agency Name

Blue Mountain Early Learning HUB



EARLY LEARNING MULTNOMAH

Declaration of Cooperation

I. Overview

Early Learning Multnomah (ELM) is designed to coordinate and align services for the 63,268 children ages 0 through 6 living within Multnomah County's 465 square mile area. ELM's vision for change, supported by a governance model that emphasizes shared accountability by parents, community (providers and partners) and key funders signals a significant step forward for early learning services for the county's most at-risk children.

II. Background

Planning for Multnomah County's Early Learning Hub, ELM, began in early 2012, with an intent to completely restructure the region's approach to early learning activities and fully integrate existing and emergent services. At the core of ELM's model is a commitment across partners, including parents, providers and investors, to align strategies and outcomes towards a single vision of kindergarten readiness for the county's most at-risk children ages 0 through 6.

United Way of the Columbia/Willamette and Multnomah County agreed to serve as co-conveners and submitted a proposal on behalf of its partners to become an early implementer of the state's vision to create a system of Early Learning Hubs across Oregon. ELM's application was one of five provisional awards made in December 2013, with additional information and a formal partner agreement required on or before January 31, 2014.

III. Project Focus

Vision: Every child in Multnomah County is prepared to succeed in school and life, regardless of race, ethnicity or class.

Statement of Purpose: Eliminate racial and social disparities in kindergarten readiness and create opportunities for success by implementing environmental level changes that align programs, systems and funding in early childhood with a focus on children living in poverty and all children of color.

Goal(s):

1. Ensure the county's children are ready for kindergarten by focusing early learning resources and strategies on the most at-risk families with children 0-6, who are those living in poverty, as well as all children of color and English language learners.
2. Encourage stable and attached families by creating and supporting accessible and high quality services that strengthen high-risk children 0-6 and their families.

3. Align, coordinate and integrate early learning initiatives and services towards a single results-driven early learning system that focuses services on children living in poverty as well as all children of color and English Language Learners.

Target Population ELM has identified two intersecting groups as the most at risk population of children 0-6: children living at or below 185% of poverty and all children of color (including English Language Learners). Local and national research clearly indicates the population of children of color is inclusive of a large number of children living at or near poverty levels.

IV. Commitments

Signed commitments on the following pages represent a public statement of intent to participate in Early Learning Multnomah, to strive to identify opportunities and solutions whenever possible, to contribute assistance and support within resource limits, and to collaborate with other stakeholders in promoting the success of children and families in Multnomah County.

Co-conveners:

United Way of the Columbia-Willamette

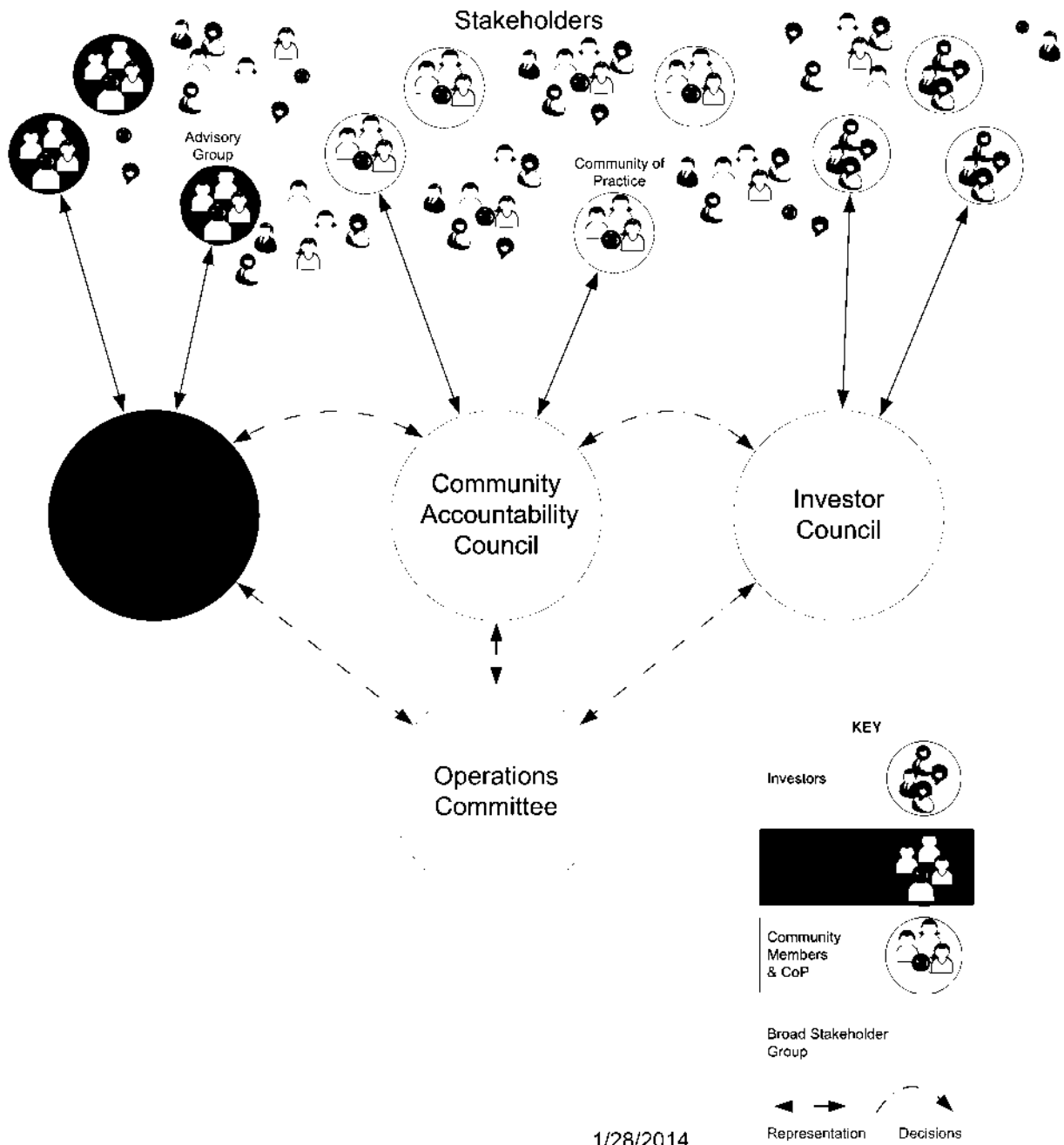
Multnomah County Department of Human Services, SUN Service System

Partners

All Hands Raised
Centennial School District
Childcare Resource & Referral of
Multnomah County
Children's Institute
Coalition of Communities of Color
Compli
David Douglas School District
FamilyCare, Inc.
Gresham-Barlow School District
Health Share of Oregon
IRCO
Latino Network
Lifeworks NW Children's Relief Nursery
Metropolitan Family Service
Mt. Hood Community College Head
Start
Multnomah County

Multnomah County Department of
County Human Services
Multnomah County Health Department
Multnomah County Library
NAYA
Neighborhood House Head Start
Multnomah Project LAUNCH
Oregon Department of Human Services-
Child Welfare
Parkrose School District
Portland Children's Levy
Portland Public School District
Portland Public Schools Head Start
Reynolds School District
Self Enhancement, Inc.
Social Venture Partners, Portland
Volunteers of America Relief Nursery

Early Learning Multnomah Governance



E.10.a Early Learning Hub Current MOUs
Memorandum of Understanding
Lane Early Learning Alliance
Governance Consortium

The Lane Early Learning Alliance Governance Consortium serves as the governing body of the Lane Early Learning Alliance. Membership includes representatives from Lane County Government, a Parent Representative, and five designated community sectors: health, K-12 education, early education and pre-kindergarten, social/human services, and business and community leaders.

Shared Goals of the Lane Early Learning Alliance Governance Consortium:

1. Children are ready for kindergarten when they arrive;
2. Children are raised in stable and attached families;
3. Services are integrated and aligned into one early learning system that is:
 - Family centric and supports families as the first teachers of their children and shares responsibility for their successful education.
 - Focused on reaching the highest risk children who because of poverty, adverse childhood experiences and other well-researched risk factors face barriers to kindergarten readiness.
 - Demonstrates transparent budgeting; that views all federal, state, foundation and non-profit funding streams as potential tools for producing better outcomes.
 - Accountable and dedicated to shared outcomes.
 - Flexible; designed to include and align the five sectors.

Responsibilities and Functions of the Lane Early Learning Alliance:

- a. Improve results for the highest risk children by implementing coordinated strategies to ensure kindergarten readiness for these children.
- b. Engage meaningfully with the populations to be served.
- c. Map all local, state, federal, and philanthropic dollars focused on early learning in Lane County.
- d. Implement a system and service assessments focused on increased efficiency, reduced duplication of efforts and decreased burden to make it easier for families.
- e. Report milestone outcomes and kindergarten readiness at a child-level and population-level from pre-natal through kindergarten for children in their service area.
- f. Leverage monies within direct control of the Lane Early Learning Alliance Governance Consortium and develop additional funding resources.

Responsibilities and Functions of the Lane Early Learning Alliance Governance Consortium:

- a. Improve results for the highest risk children, including identifying and evaluating coordinated strategies to ensure kindergarten readiness for these children.
- b. Coordinate funding and resource allocation to: maximize efficiency and effectiveness, identify existing resources and gaps, and coordinate cross-sector strategies.
- c. Mobilize the community to engage and understand the importance of early learning.
- d. Work with funders to establish shared outcomes and support key activities to achieve them.
- e. Work with coordinated and contracted service providers to provide services in a cost efficient manner.

E.10.a Early Learning Hub Current MOUs

- f. Design a system and service assessments focused on increased efficiency, reduced duplication of efforts, and decreased burden to make it easier for families.
- g. Integrate investments and strategies across the identified five sectors to achieve specified outcomes, including coordination with county governments.
- h. Use data to inform the work and make adjustments in order to achieve results.
- i. Work to make monies more flexible, by advising the State on federal and state dollars to braid and/or blend.
- j. Raise the visibility of early learning investment decisions and Return-On-Investment (ROI), including measures that are beyond the financial implications.
- k. Use non-monetary means to exhort or influence better outcomes.
- l. Influence the use of state and federal dollars not in the Alliance's control.
- m. Oversee accountability for results on contractual requirements with the State.

Responsibilities and Functions of the Lane Early Learning Alliance Backbone Support

Organization:

- a. Provide staff, resources, and skills needed to convene and coordinate participating organizations and develop: a common agenda, shared measurement systems, mutually reinforcing activities and continuous communication.
- b. Convene the Lane Early Learning Alliance Governance Consortium as the governing body for the Lane Early Learning Alliance.
- c. Engage in resource development to create opportunities for further funding.
- d. Demonstrate business acumen in budgeting, procurement, debt and risk management.
- e. Enter into outcomes-based contracts with providers for services for highest-risk children and families designed to achieve return on investment.
- f. Contract for results, rather than services, processes, or activities.
- g. Use data to inform the work and make adjustments in order to achieve results.
- h. Work with Early Learning Division Staff on reporting and contractual requirements.

Member Requirements and Responsibilities:

- a. Champion the goals and efforts of the Lane Early Learning Alliance.
- b. Regularly attend meetings and consortium activities.
- c. Prepare for active participation in meetings including review of materials distributed in advance.
- d. Assist in development or review of plans and budgets.
- e. Foster development of a collaborative culture.
- f. Use one's knowledge, skills and relationships to advance the shared goals.
- g. Declare conflicts of interest and abstain from decisions when appropriate.
- h. Participate in bureaucracy busting agreements when appropriate.
- i. Participate in funding collaborations when appropriate.
- j. Perform specific functions based on the services the member provides and the sector they represent.
- k. Evaluate the performance of the consortium and the Lane Early Learning Alliance Backbone Support Organization.

Member Organization Responsibilities (when appropriate):

Each Member Organization:

- a. Shall fulfill its role in the consortium in a timely manner.
- b. Shall work to further the purposes of the consortium.
- c. Shall enter into a binding agreement containing the obligations of the consortium and the member.
- d. Shall be committed to not discriminate against employees, or discriminate against or deny service to any person on the grounds of race, color, religion, sex, sexual orientation, national origin, language spoken, marital or familial status, disability, age or duration of residence.
- e. Shall agree to participate in data collection or other evaluation activities required of Member Organizations.

Declaration of Cooperation - Partners

- | | |
|---|---|
| • Eugene 4J School District | • Lane Education Service District |
| • Healthy Families Lane County | • Pearl Buck Preschool |
| • PacificSource Health Plans | • Jennifer Wilks, Parent Representative |
| • United Way of Lane County | • George Russell & Associates, LLC |
| • Trillium Community Health Plan | • Head Start of Lane County |
| • Health and Human Services, Lane County Government | • Child and Family Education Management, Lane Community College |
| • Bethel School District | • South Lane School District |
| • Hult & Associates, LLC | • Department of Human Services |
| • Representative John Lively, Oregon State House of Representatives | • Early Childhood CARES |



Southern Oregon
Early Learning Services

Declaration of Cooperation

I. OVERVIEW

Southern Oregon Early Learning Services (SOELS) will align, coordinate, and increase effectiveness of early learning services available to families of 22,644 children, ages 0 through 6, who live in Jackson and Josephine Counties, including 16,055 At Risk children. SOELS's vision for change, supported by a governance model with shared accountability among parents of At Risk children and community partners from multiple sectors (K-12 Education, Early Childhood Education, Health, Human and Social Service, Business, and Higher Education), will transform the early learning service system in our region, particularly for children who are most at risk for entering school not ready to succeed.

II. BACKGROUND

Planning for SOELS began with the passing of SB909 (2011). At that time, the early childhood councils of each county began meeting in the spirit of collaboration and innovation to prepare for the current application. Throughout the process, SOELS partners have approached the consolidation and reformation with an unwavering commitment to do what is best for young children and their families. Through a transparent process, Southern Oregon Education Service District (SOESD) was selected by regional stakeholders as the fiscal agent under which the regional Hub will be launched. In accordance with the will of SOELS stakeholders, SOESD has committed to holding the Hub while it develops and supporting it as it works to become an independent 501(c)3.

III. PROJECT FOCUS

VISION: Southern Oregon Early Learning Services (SOELS) and its stakeholders are united by a vision of success for all young children, ages birth through six, and their families in Jackson and Josephine Counties. In furtherance of our mission, the Hub will coordinate the regional early childhood system and ensure that cross-sector collaboration, innovation, and efficiency ensure that every child in Southern Oregon enters Kindergarten safe, healthy, and ready to achieve success. SOELS stands as the region's Collective Impact backbone entity for systemic work towards an integrated and efficient early childhood system. Over the past two years, SOELS has effectively convened cross-sector stakeholders for the purpose of developing a common agenda, identifying shared measurements, highlighting mutually reinforcing activities, and facilitating continuous communication. This work has been accomplished under the oversight of Southern Oregon Education Service District (SOESD), which will serve as the fiscal agent for the Hub. All efforts have been carried out with full inclusion of the

E.10.a Early Learning Hub Current MOUs

legislatively indicated sectors.

STATEMENT OF PURPOSE: SOELS will significantly impact regional progress towards three state set goals: 1) Kindergarten Readiness; 2) Stable and Attached Families; 3) System Coordination. The highest priority of SOELS will be to further develop and support an integrated and cohesive array of services for families of children, prenatal through six years of age in the Region. SOELS believes the implementation of the strategies and activities described in the current Five Year Strategic Plan will result in measurable changes for young children and their families, identified as being at risk by virtue of economic status, adverse family conditions, developmental challenges, as well as language and cultural barriers will be offered services through a single, coordinated, high-quality, family-centric system of care and education.

TARGET POPULATION: Our Hub will coordinate and support several strategic universal prevention, education, and engagement efforts which we believe will improve the outcomes for all 22,644 children ages birth through 6 and their families in our service region. In order to determine the Target Population of the Hub's effort, SOELS has referred to Oregon Laws 2012, Chapter 37, Section 12, which describes children as being At Risk for arriving at kindergarten unprepared if they have one or more of the following risk factors:

- Living in a household that is at or near poverty, as determined under federal poverty guidelines;
- Living in inadequate or unsafe housing;
- Having inadequate nutrition;
- Living in a household where there is significant or documented domestic conflict, disruption, or violence;
- Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
- Living in circumstances under which there is neglectful or abusive care-giving;
- Having unmet health care and medical treatment needs;
- Having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.

Through an analysis of multiple sources of demographic data on children ages birth through 6 in the region SOELS has determined that moving forward with the At Risk Children identified in the Center for Evidence-Based Policy's Map of DHS Clients by County (January 2013) as a point of launch for our Hub efforts. According to the map, 11,602 or 69.3% of children in Jackson County and 4,453 or 75.5% of children in Josephine County were a part of our region's Department of Human Service (District 8) case load. This means that a total of 16,055 (70.9%) of our region's young children qualify as part of the SOELS Target Population. Through the strategic efforts described throughout the remainders of this document,

E.10.a Early Learning Hub Current MOUs

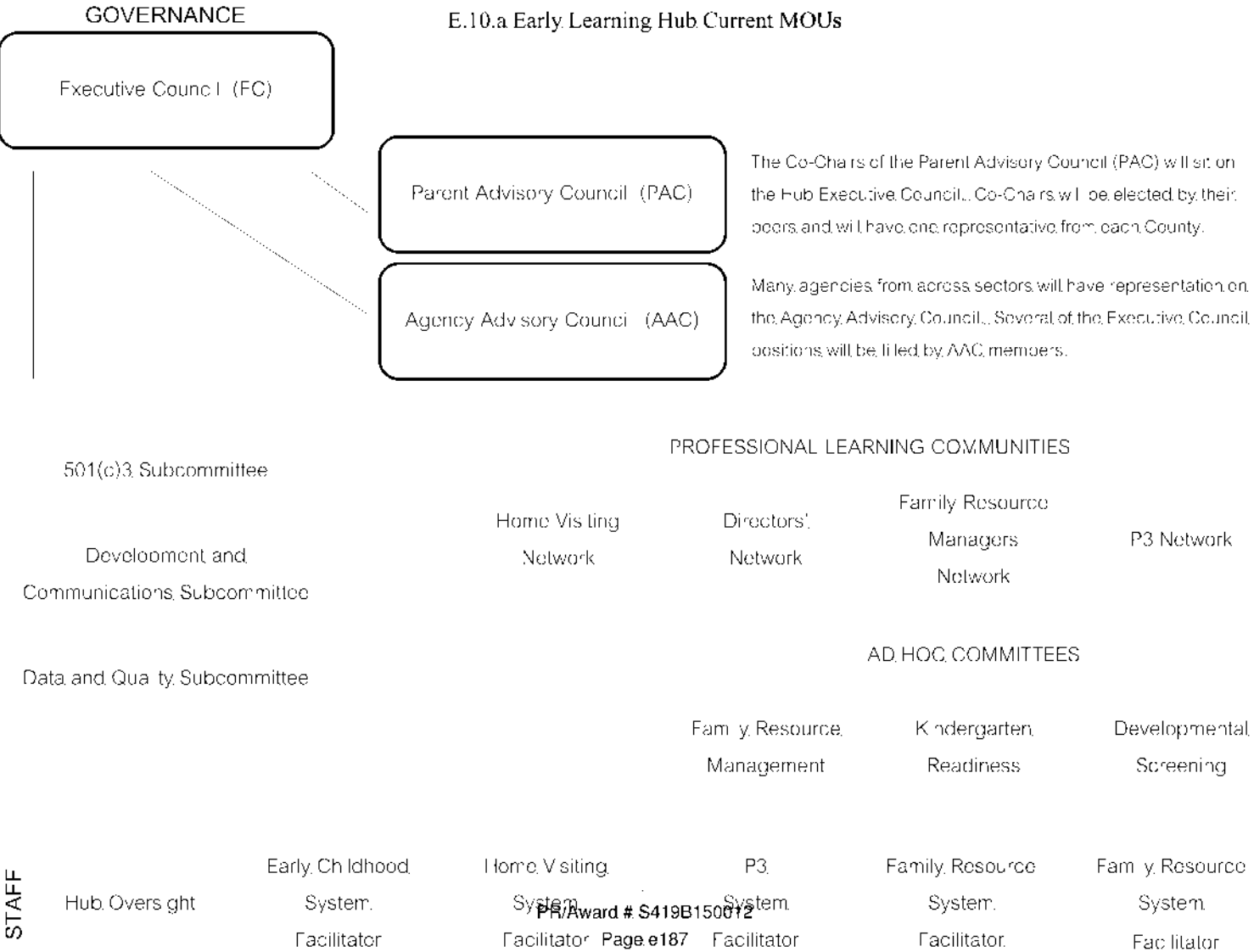
SOELS will coordinate and/or deliver services to 100% of these At Risk children.

IV. COMMITMENTS

Signed commitments on the following pages represent a public statement of intent to participate in Southern Oregon Early Learning Services, to strive to identify opportunities and solutions whenever possible, to contribute to assistance and support within resource limits, and to collaborate with other stakeholders in promoting the success of children and families in Jackson and Josephine Counties.

DECLARATION OF COOPERATION -- PARTNERS

- AllCare Health Plan
- CASA of Jackson and Josephine Counties
- Central Point School District #6
- Child Care Resource Network
- Coalition for Kids
- Department of Human Services- District 8
- DESD Child Development Services
- Down Syndrome Association of Southern Oregon
- Families for Community
- The Family Nurturing Center
- Grants Pass School District #7
- Health Care Coalition of Southern Oregon
- Jackson Care Connect CCO
- Jackson County Library Services
- Jackson County School District #9
- Kairos
- Kid Time! Discovery Experience
- Liso Family Literacy Program
- Medford School District 549c
- Mediation Works Dispute Resolution Center
- Oregon Child Development Coalition
- Phoenix-Talent Schools
- PrimaryHealth of Josephine County
- Prospect School District #59
- Rogue River School District #35
- Siskiyou Community Health Center
- Southern Oregon Chapter of the Oregon Association of Child Care Directors
- Southern Oregon Early Head Start & Head Start
- Southern Oregon Goodwill Industries
- Southern Oregon Success (P24)



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

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



Core Knowledge Categories

Diversity

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

Families & Community Systems

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

Health, Safety & Nutrition

Knowledge of basic health, safety, and nutrition principles and practices. Knowledge of child abuse and neglect prevention, identification, reporting procedures, and therapeutic care. Promoting healthy choices and safety awareness with children and youth.

Human Growth & Development

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

Learning Environments & Curriculum

Knowledge of the relationship between physical space, activities, experiences, and materials with child behavior, growth and development. Creating developmentally appropriate and culturally appropriate learning environments and curricula to foster optimum growth and development of children and youth.

Observation & Assessment

Knowledge of observation techniques, assessment tools, and documentation procedures for children and youth. Using observation and assessment to individualize learning experiences, improve the effectiveness of the learning environment, and support referrals for specialized services.

Personal, Professional & Leadership Development

Knowledge of childhood care and education as a profession with an identified body of knowledge, professional standards, professional ethics, and established systems. Participating in leadership, advocacy, personal growth, and professional development activities.

Program Management

Knowledge of accepted business practices, legal and regulatory requirements, financial obligations, and record keeping. Developing or implementing program policies, communication strategies, management plans, and sound financial practices.

Special Needs

Knowledge of disabilities and other special needs, related resources, and regulations/laws. Implementing an inclusive and sensitive practice with children and youth in partnership with families.

Understanding & Guiding Behavior

Knowledge of developmentally appropriate and culturally appropriate guidance theories, principles and practices. Providing positive guidance to foster self-esteem, self-regulation, constructive behavior, and positive relationships for children and youth.

F.2.a Oregon Literacy Campaign

Why the Campaign:

The Statewide Literacy Campaign was designed to complement the (b)(4) in investments that the legislature has made in literacy-related programs in the current biennium by heightening attention for the importance of early reading to putting students on track for 3rd grade. The Chief Education Office was charged with building awareness for the impact early literacy has on lifelong success and galvanizing Oregonians to support children and families to ensure students are proficient readers by 3rd grade.

Background:

We know that families play a critical role in the development of basic skills and vocabulary development that support future success as early as birth. As early as three, children from impoverished families know an average of 30 million **fewer** words as compared to children from professional families. To complement existing state investments and literacy strategies, a communications and engagement approach that **meets families where they are** and brings important skill building into the home in ways that are **easy and culturally relevant** is critical.

Approach:

To fully understand existing approaches used to communicate and engage with parents about literacy, and to learn what barriers to supporting children parents' experience, we engaged deeply with five communities experiencing some of the most significant barriers to building literacy skills. Focus sites were chosen based on the confluence of myriad data points including: low Kindergarten Assessment and elementary reading score data; high unemployment rates; high concentrations of children at risk ages 0-6 (data from DHS); and population centers where there was a high prevalence of families speaking a native language other than English. Ensuring selected counties represented both urban and rural, and included at least two tribal communities were also priorities.

Engagement in Focus Communities:

Between April and June we visited each of the selected focus communities multiple times to have discussions with key education, literacy, and non-profit partners and then separate groups with families. In communities where a language other than English was prevalent, we hosted bi-lingual conversations or community-specific conversations as appropriate. Each included discussion about: programs and partnerships currently supporting parents; gaps in current literacy programs; perceptions parents had about reading; and what kinds of regionally and culturally specific support might be most useful to parents. Focus communities included:

- The Confederated Tribes of the Grand Ronde and Willamina Elementary School, Yamhill County
- Reynolds School District, Multnomah County
- Reedsport, North Bend & Coos Bay School Districts, Coos & Douglas Counties
- Ontario, Nyssa and Vale School Districts, Malheur County
- The Klamath Tribe, Klamath County

Themes Across Communities:

- Despite really good intentions, many parents feel that they do not know how to appropriately engage their children at home and in day-to-day activities to support reading growth.
- The notion of reading to and with their children is intimidating to parents with limited education or those who do not speak English as a first language. Even the word "reading" does not feel inviting to low literacy parents.
- For parents from communities of color or those in rural Oregon there are many barriers to accessing what literacy programs exist in their community including: transportation, hours of operation, and perceptions about libraries due to immigration status etc.
- Parents need to be empowered and supported to be their child's first teacher. We found a host of **misperceptions driven by culture or family upbringing** including beliefs that: reading and/or education occurs only in school; the teacher is the authority when it comes to a child's education and parents do not play a role; and reading should be done in English in order to be beneficial.



- Many families do not have books at home and certainly not culturally specific or relevant books that resonate with parents and students.
- For many families in poverty or those struggling with other challenges at home, reading takes a backseat to meeting basic family needs.

Families:

There were consistent themes that we heard across the state in rural and urban communities and across cultures: families need easy, relevant ways to support their child(ren) that **engage them where they are** culturally, regionally, intellectually and emotionally; they universally want what is best for their children to ensure they have a better life than they have had; and families were motivated by seeing their child succeed in whatever way it made sense for them.

Messaging and Engagement Framework:

Building early literacy has to feel easy. It needs to convey ease of inclusion into daily life and families need to feel confident that they can help their child(ren). **Simply telling families that reading is important is not enough.** We have to **empower families** to be their child's first teacher; convey that preparing children to read is not exclusive to picking up a book; make the connection between reading and a promising future; and demonstrate both cultural and regional relevance.

StORytime:

The campaign name conveys **ease and accessibility** of telling stories, playing and talking with children in everyday life; the emphasis on the OR in the word story localizes the campaign to Oregon. Both the **name and the tagline translate well into multiple languages** and the notion of **storytelling is a central part of many cultures represented in the state**. We know that the word "reading" can be perceived as a barrier for many of our families and that reading centric logos, campaigns and communication are pervasive throughout the state. StORytime is intended to approach communication differently; it empowers parents to use myriad ways to support their children that can be incorporated into daily life, easily fit into busy schedules, allow for low-literacy levels, and encourage teaching in multiple languages. The colors in the logo were determined in part by asking families what colors they associated with family, fun, adventure etc., and in part by looking at colors represented in hundreds of culturally specific logos for statewide organizations to determine common colors that would likely resonate widely.

Imbedding the Campaign Ethos Statewide:

We will use StORytime to de-bunk traditional notions of reading as being limited to a book, and instead convey the many ways that families can easily help support literacy for their children in everyday life such as through play, storytelling, grocery shopping, singing etc. We believe there are many ways a child can learn to read, and every parent has the ability to be their child's first and best teacher. A key component of our approach will be to alleviate both real and perceived barriers that parents have to developing literacy skills with their children...

Communication and engagement strategies will be developed to complement the exceptional work already being done by parents, educators and community partners through existing statewide efforts. The campaign plan will not feature glitzy ads and billboards but will instead be designed to leverage existing efforts both within the education system as well as from our community partners around the state to carry the messages and activities of the campaign. Ultimately, the initiative is being designed to knit together all of the efforts from birth to 3rd grade that are preparing students for kindergarten and 3rd grade reading.

The power of the StORytime campaign is that it was designed to resonate with communities of color, families in poverty, our tribal communities, and in both urban and rural Oregon alike, but its accessibility, simplicity and focus on fun are attributes that will appeal to families across Oregon.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Oregon PreSchool Development Grant – Expansion Grant

Budget Narrative

Personnel

Total FTE/positions at the Oregon Department of Education is 1.45/4. Salaries used are the current union negotiated salaries in the 2013-15 SEIU Collective Bargaining Agreement. The four position descriptions, responsibilities, calculated salary, and other payroll expenses (Employee Relations Board assessment, SS tax, Workers' Comp) are as follows:

- Education Program Specialist (.50 FTE/1 position): Responsible for program monitoring at the local level, assisting the Early Learning Hubs with coordination of other Early Learning Division grant-funded projects (K-3 alignment, Head Start Collaboration, QRIS+, child care licensing, Health partners, Hub Navigators), ensuring equity lens is applied to all programs and services, and assisting local programs with supply building activities.

Educ Prog Spec	Year 1	Year 2	Year 3	Year 4	Total
Salary	\$ 33,174.00	\$ 34,812.00	\$ 36,480.00	\$ 38,280.00	\$ 142,746.00
ERB Assessment	\$ 9.90	\$ 9.90	\$ 9.90	\$ 9.90	\$ 39.60
Pension Bond	\$ 2,222.66	\$ 2,332.40	\$ 2,444.16	\$ 2,564.76	\$ 9,563.98
PERS	\$ 4,866.63	\$ 5,106.92	\$ 5,351.62	\$ 5,615.68	\$ 20,940.84
SS Tax	\$ 2,537.81	\$ 2,663.12	\$ 2,790.72	\$ 2,928.42	\$ 10,920.07
Workers' Comp	\$ 14.64	\$ 14.64	\$ 14.64	\$ 14.64	\$ 58.56
Flex Benefits	\$ 15,264.00	\$ 15,721.92	\$ 16,193.58	\$ 16,679.38	\$ 63,858.88
Total	\$ 58,089.63	\$ 60,660.90	\$ 63,284.61	\$ 66,092.78	\$ 248,127.93

- Program Analyst (.50 FTE/1 position): Responsible for overall management of the federal grant, which includes federal interface and reporting, contract management and technical assistance for the Early Learning Hubs (Hubs), and interface with Early Learning Division management.

Prog Analyst	Year 1	Year 2	Year 3	Year 4	Total
Salary	\$ 27,414.00	\$ 28,746.00	\$ 30,168.00	\$ 31,662.00	\$ 117,990.00
ERB Assessment	\$ 9.90	\$ 9.90	\$ 9.90	\$ 9.90	\$ 39.60
Pension Bond	\$ 1,836.74	\$ 1,925.98	\$ 2,021.26	\$ 2,121.35	\$ 7,905.33
PERS	\$ 4,021.63	\$ 4,217.04	\$ 4,425.65	\$ 4,644.82	\$ 17,309.13
SS Tax	\$ 2,097.17	\$ 2,199.07	\$ 2,307.85	\$ 2,422.14	\$ 9,026.24
Workers' Comp	\$ 14.64	\$ 14.64	\$ 14.64	\$ 14.64	\$ 58.56
Flex Benefits	\$ 15,264.00	\$ 15,721.92	\$ 16,193.58	\$ 16,679.38	\$ 63,858.88
Total	\$ 50,658.08	\$ 52,834.55	\$ 55,140.87	\$ 57,554.24	\$ 216,187.74

- Research Analyst (.20 FTE/1 position): Responsible for data collection from the Early Learning Hubs and data analysis which is used for federal reporting, technical assistance for Early Learning Hubs and local programs, and policy decision-making. Responsible for data collection and analysis for the 4 year old cohort to be tracked for grant requirements. .

Research Anlyst	Year 1	Year 2	Year 3	Year 4	Total
Salary	\$ 23,838.00	\$ 24,966.00	\$ 26,148.00	\$ 27,414.00	\$ 102,366.00
ERB Assessment	\$ 9.90	\$ 9.90	\$ 9.90	\$ 9.90	\$ 39.60
Pension Bond	\$ 1,597.15	\$ 1,672.72	\$ 1,751.92	\$ 1,836.74	\$ 6,858.52
PERS	\$ 3,497.03	\$ 3,662.51	\$ 3,835.91	\$ 4,021.63	\$ 15,017.09
SS Tax	\$ 1,823.61	\$ 1,909.90	\$ 2,000.32	\$ 2,097.17	\$ 7,831.00
Workers' Comp	\$ 14.64	\$ 14.64	\$ 14.64	\$ 14.64	\$ 58.56
Flex Benefits	\$ 7,632.00	\$ 7,860.96	\$ 8,096.79	\$ 8,339.69	\$ 31,929.44
Total	\$ 38,412.33	\$ 40,096.63	\$ 41,857.48	\$ 43,733.78	\$ 164,100.21

- Administrative Specialist (.25 FTE/1 position): Support all clerical and office administrative needs for the Program Analyst, Education Program Specialist, and Research Analyst for grant management, reporting, presentations, meeting and travel logistics, and coordination with other Early Learning Division support staff. .

Admin Spec	Year 1	Year 2	Year 3	Year 4	Total
Salary	\$ 15,816.00	\$ 16,536.00	\$ 17,238.00	\$ 18,006.00	\$ 67,596.00
ERB Assessment	\$ 9.90	\$ 9.90	\$ 9.90	\$ 9.90	\$ 39.60
Pension Bond	\$ 1,059.67	\$ 1,107.91	\$ 1,154.95	\$ 1,206.40	\$ 4,528.93
PERS	\$ 2,320.21	\$ 2,425.83	\$ 2,528.81	\$ 2,641.48	\$ 9,916.33
SS Tax	\$ 1,209.92	\$ 1,265.00	\$ 1,318.71	\$ 1,377.46	\$ 5,171.09
Workers' Comp	\$ 14.64	\$ 14.64	\$ 14.64	\$ 14.64	\$ 58.56
Flex Benefits	\$ 7,632.00	\$ 7,860.96	\$ 8,096.79	\$ 8,339.69	\$ 31,929.44
Total	\$ 28,062.34	\$ 29,220.25	\$ 30,361.80	\$ 31,595.57	\$ 119,239.96

- **Total all positions:**

All positions	Year 1	Year 2	Year 3	Year 4	Total
Salary	\$100,242.00	\$105,060.00	\$ 110,034.00	\$ 115,362.00	\$ 430,698.00
ERB Assessment	\$ 39.60	\$ 39.60	\$ 39.60	\$ 39.60	\$ 158.40
Pension Bond	\$ 6,716.21	\$ 7,039.02	\$ 7,372.28	\$ 7,729.25	\$ 28,856.77
PERS	\$ 14,705.50	\$ 15,412.30	\$ 16,141.99	\$ 16,923.61	\$ 63,183.40
SS Tax	\$ 7,668.51	\$ 8,037.09	\$ 8,417.60	\$ 8,825.19	\$ 32,948.40
Workers' Comp	\$ 58.56	\$ 58.56	\$ 58.56	\$ 58.56	\$ 234.24
Flex Benefits	\$ 45,792.00	\$ 47,165.76	\$ 48,580.73	\$ 50,038.15	\$ 191,576.65
Total	\$175,222.39	\$182,812.33	\$ 190,644.76	\$ 198,976.37	\$ 747,655.85

- **Total all positions:**

All Positions	Year 1	Year 2	Year 3	Year 4	Total
Personnel	\$108,008.67	\$113,195.25	\$ 118,549.76	\$ 124,285.35	\$ 464,039.04
Fringe Benefits	\$ 67,213.72	\$ 69,617.08	\$ 72,095.00	\$ 74,691.01	\$ 283,616.81
Total	\$175,222.39	\$182,812.33	\$ 190,644.76	\$ 198,976.37	\$ 747,655.85

Fringe Benefits

Fringe benefits are calculated at the standard state negotiated health insurance rate for both full- and part-time personnel of \$1,272/\$636 per month. We anticipate a three percent (3%) increase each year for the remaining three years of the grant. Other costs include: Pension Bond: 6.07% of salary; Retirement (Public Employees Retirement System): 14.67% of salary. The breakdown of these costs by position is included in the tables in the Personnel section above.

Travel

Both the Program Analyst and Education Program Specialist will be engaged in numerous face-to-face discussion with Hub personnel, especially during the first and second years of the grant. While electronic meeting resources will be used when feasible, technical assistance to the Hubs and local programs will require in-person conversations that will yield better interpersonal communications and trust-building. The budget calculations are based on \$1,500 per month per two staff given the distance between the Salem central office and Early Learning Hubs located in both Eastern (508 miles roundtrip) and Southern Oregon (458 miles roundtrip). These estimates also include lodging and per diem. Costs are reduced to \$1,000 per month in the third and fourth years as fewer face-to-face technical assistance meetings are anticipated. An additional \$750 per month for the Research Analyst is also budgeted for in-person conversations.

Total first year Travel budget: \$45,000. Total four year budget: \$156,000.

Equipment

One-time equipment purchases include 3 laptops, 1 PC, and 4 sets of dual monitors and attachments for each of four positions funded under this grant. One projector for presentations is \$750; laptops are \$1,712 each; PC is \$782; dual monitors and attachments are \$438 each set.

Total Equipment budget: \$8,420.

Supplies

For the Oregon Department of Education, supplies/non-professional services are calculated at 8 percent (8%) of total personnel (salary and fringe) costs per year. This calculation also includes any postage, delivery/courier services, printing and distribution, non-professional services (e.g., translation/interpretive services), trade services, and meeting costs (room rental, parking fees, catering, audio/visual, closed captioning).

Because this is a standard percentage built into all cost-modeling for agency budget development purposes, it is not possible to separate supplies from all other costs. For this reason, the Other budget line is left at zero and all those costs are included in the Supplies budget line item.

Total first year Supplies budget: \$14,018. Total four year budget: \$59,812.

Contractual

In addition to the four Subgrantee contracts with the Early Learning Hubs, we anticipate four (4) contracts or intergovernmental agreements with communities colleges and universities over \$25,000. The services acquired will include:

Products and Services	Year 1	Year 2	Year 3	Year 4	Estimated Contract over 4 years
Professional Development					
• Document, verify and report credentials of staff in High Quality Preschool Programs in the Career Lattice System	400 hours	400 hours	400 hours	400 hours	\$ 200,000
• Support coursework alignment to higher education and workforce knowledge and competencies	160 hours	160 hours	160 hours	160 hours	\$ 80,000
• Scholarships for attainment of Bachelor Degree by High-Quality Preschool Program staff	\$268,306	\$268,306	\$206,307	\$268,307	\$ 1,073,227
TQRIS "Plus"					
• Enhanced annual monitoring and reporting of programs for meeting High Quality Preschool Program standards	800 hours	800 hours	800 hours	800 hours	\$ 400,000
Total contracted funding					\$ 1,753,227

The Oregon Department of Education will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.49 and Part 80.36. Additionally, all procurements will follow the State of Oregon Public Procurement Code and Department of Education procurement staff will ensure legal sufficiency through review by the Oregon Department of Justice, as required.

Training Stipends

No training stipends are anticipated for Department of Education staff.

Other

No other anticipated costs.

Indirect Costs

Indirect cost is calculated at the current federally negotiated Department of Education rate of 11.3 percent (11.3%) on total personnel, other payroll expenses, and fringe benefit costs plus on the first \$25,000 of subcontracts (8 anticipated). The rate is calculated the same across all four years, although the negotiated federal indirect rate will change each year. Indirect costs include accounting services, quarterly fiscal reports, audits, information technology services, state government service charges, and other overhead normally attributed to federal grant management and allowable under OMB cost circular A-87 and EDs *Cost Allocation Guide for State and Local Governments*.

First year Indirect Budget: \$42,400 Four year budget: \$174,885.

Funds to be Distributed to Subgrantees

The subgrantees are the four Early Learning Hubs and estimated first year and total four year funding is as follows:

Early Learning Hub	First Year Funding	Four Year Funding
Blue Mountain Early Learning Hub	\$ 1,406,861	\$ 5,627,444
Early Learning Multnomah	\$ 7,156,893	\$ 28,625,572
Lane Early Learning Alliance	\$ 2,929,010	\$ 11,716,040
Southern Oregon Early Learning Services	\$ 2,756,236	\$ 11,024,944
Total First Year Funding	\$ 14,250,000	
Total Four Year Funding		\$ 56,996,000

Oregon created the regional Early Learning Hubs, which will play a critical role as Subgrantees in the implementation of this grant, in order to break down silos between sectors at the local levels and build a culture of shared accountability for child outcomes. This mission of building connections and increasing coordination and accountability across sectors is reflected in their governance structure, which includes representation from early learning providers, local health and mental health agencies and school districts. It is also reflected in the metrics for which the Early Learning Hubs are accountable.

In addition to being asked to set targets for the number of children arriving at kindergarten ready to succeed as measured by the State's recently adopted Kindergarten Entry Assessment, Early Learning Hubs are also required to track the number of children in high quality early learning settings, the number of children under the age of three who have received a developmental screen, the number of children under the age of five with a medical home, and the number of children under the age of five with an out of home foster care placement. This broad range of accountability metrics demonstrate the cross-sector work the Early Learning Hubs have been asked to accomplish.

Early Learning Hubs are also looking at the development of common referral forms and family resource management functions that will enable them to make good on their commitment to a "no wrong door" policy, and provide seamless, single points of entry so that families are connected to the right resources regardless of where they first connect with the early learning system.

Funds Set Aside for Participation in Grantee Technical Assistance

The required technical assistance set-aside of \$25,000 per year is budgeted. Contracts with community colleges and universities to provide additional technical assistance and professional development to the four subgrantees (Early Learning Hubs) plus additional monitoring, total approximately \$439,939 in the first year and \$1,753,227 over the four-year life of this federal grant.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Oregon State Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) ... Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) ... If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) ... For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Oregon State Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
2. Fringe Benefits	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
3. Travel	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
4. Equipment	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
5. Supplies	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
6. Contractual	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
7. Construction	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
8. Other	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
9. Total Direct Costs (lines 1-8)	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
10. Indirect Costs	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
11. Training Stipends	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00
12. Total Costs .. (lines 9-11)	\$.00	\$.00	\$.00	\$.00	\$.00	\$.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Megan		Irwin	

Address:

Street1:	775 Summer Street NE
Street2:	
City:	Salem
County:	
State:	OR: Oregon
Zip Code:	97301
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
503 378 2755	503 947 1955

Email Address:

megan.irwin@ede.state.or.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

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☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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