

Race to the Top – Early Learning Challenge 2014 ANNUAL PERFORMANCE REPORT

Oregon



JUNE 2015



Race to the Top
Early Learning Challenge

Table of Contents

APR Cover Sheet	1
Certification	2
Executive Summary	3
Successful State Systems	9
Governance Structure	9
Stakeholder Involvement	9
Proposed Legislation, Policies, or Executive Orders.....	11
Participating State Agencies.....	12
High-Quality, Accountable Programs	13
Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).....	13
Promoting Participation in the TQRIS (Section B(2) of Application)	17
Performance Measure (B)(2)(c).....	19
Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).....	23
Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application).....	25
Performance Measure (B)(4)(c)(1)	28
Performance Measure (B)(4)(c)(2)	30
Validating the effectiveness of the State TQRIS (Section B(5) of Application).....	33
Focused Investment Areas: Sections (C), (D), and (E)	34
Promoting Early Learning Outcomes	35
Early Learning Development Standards (Section C(1) of Application)	35
Health Promotion (Section C(3) of Application).....	37
Performance Measure (C)(3)(d)	39
Early Childhood Education Workforce	42
Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)	42
Supporting Early Childhood Educators in improving their knowledge, skills, and abilities (Section D(2) of Application)	43
Performance Measure (D)(2)(d)(1).....	45
Performance Measure (D)(2)(d)(2).....	46
Measuring Outcomes and Progress	49
Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)	49
Early Learning Data Systems (Section E(2) of Application)	52
Data Tables	54
Table (A)(1)-1: Children from Low-Income families, by age.....	54
Table (A)(1)-2: Special Populations of Children with High Needs	55
Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age	56

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity.....	58
Table (A)(1)-4: Data on funding for Early Learning and Development.....	60
Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State	62
Table (A)(1)-6: Current status of the State's Early Learning and Development Standards.....	64
Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State.....	65
Budget and Expenditure Tables	66
Budget Summary Table	66
Budget Table: Project 1 – Grant Management.....	68
Budget Table: Project 2 – TQRIS Validation Study	70
Budget Table: Project 3 – Increase Participation of ELDP of TQRIS	72
Budget Table: Project 4 – Workforce Build Capacity	74
Budget Table: Project 5 – Improve Rates of Developmental Screening at Regular Intervals	76
Budget Table: Project 6 – TQRIS Data	78
Budget Table: Project 7 – Public Access	80
Budget Table: Project 8 – Aligned ECE to K-3 Teaching and Learning.....	82
Budget Table: Project 9 – Oregon Kindergarten Assessment	84

Note: All information in this document was prepared and submitted by the **Grantee** as their annual performance report (APR). For reference, the instructions and prompts from the approved APR form are included in italics throughout the document. Check marks in tables indicate the Grantee selected the option. A blank cells in a table indicates that the Grantee did not provide data or did not select the option.



APR Cover Sheet

General Information

1. **PR/Award #:** S412A130030-13A
2. **Grantee Name:** Early Learning Division, Oregon Department of Education
3. **Grantee Address:** 775 Summer St NE, Salem, Oregon 97301
4. **Project Director Name:** Megan Irwin
Title: Early Learning System Director
Phone #: 503-378-2755 **Fax #:** 503-947-1955
Email Address: megan.irwin@state.or.us

Reporting Period Information

5. **Reporting Period:** 1/1/2014 to 12/31/2014

Indirect Cost Information

6. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? Yes No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): 07/01/2013 to 06/30/2014

Approving Federal agency: ED HHS Other (Please specify):



Certification

The Grantee certifies that the State is currently participating in:

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148))

Yes No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA)

Yes No

The Child Care and Development Fund (CCDF) program

Yes No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Signed by Authorized Representative

Name: Megan Irwin

Title: Acting Early Learning Systems Director

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

Oregon continues to strive for success and excellence in developing a world class education system that starts early and achieves results. In 2010, the state adopted the 40-40-20 goal: by 2025, 40% of adult Oregonians will earn a bachelor's degree or higher, 40% will earn an associate's degree or post-secondary credential, and 20% will earn a high school diploma or equivalent.

Achieving this goal requires a systemic transformation in how our early learning and childhood systems operate. Under the vision and leadership of former Governor John Kitzhaber, the Oregon legislature, and the governor-appointed Early Learning Council, Oregon has made and continues to make great strides towards ensuring that children are ready for kindergarten, raised in healthy, stable and attached families, and are supported through coordinated, aligned and family-centered systems. So invested is our state in achieving these goals, the 2015-17 Governor's Requested Budget includes a \$135 million increase in investments in early childhood programs. These investments, which intentionally build off the infrastructure and quality-supports that Oregon has developed under the Race to the Top- Early Learning Challenge Grant (RTT-ELCG), will significantly expand access to quality early learning programs.

The RTT-ELCG contributes to these efforts by helping to lay a solid foundation for systems transformation that will support the state in reaching ambitious and achievable goals.

The 2014 Annual Performance Report provides an overview of Oregon RTT-ELCG activities for year two of the grant, highlighting continued strides towards building a robust, high quality learning system for our youngest children:

1. The establishment of Oregon's Early Learning Hubs, community-based and community-owned coordinators of early learning services, creates a strong local infrastructure to accomplish our RTT-ELCG goals.
2. Oregon's Tiered Quality Rating and Improvement System (TQRIS) is creating a defined pathway for quality improvement that is critical for systems transformation. A focus on highly qualified staff, strong educational components, developmentally appropriate environments, and quality family supports is guided by the accepted standards of the TQRIS.
3. The statewide implementation of the kindergarten assessment in all 197 of Oregon's school districts is an important catalyst for establishing a measurable, concrete link between early learning and K-12. These data is used to identify gaps, assist in decisions on how to allocate resources, and monitor statewide progress.
4. The confluence of transformations occurring in Oregon in the areas of health, human services, early learning, and K-12 education has created opportunities for alignment, coordination and shared accountability across systems.
5. The creation and adoption of the Equity Lens developed by the Oregon Education Investment Board is driving changes in how early learning programs address the myriad needs of diverse children across the state. An intentional focus on equity as both a guiding principle and standard is essential to meeting our early learning system goals and assuring accountability to our most vulnerable populations.

Our 2014 early learning developments, accomplishments, and challenges are organized through the lens of the five key areas of reform defined by the federal RTT-ELCG competition:

Establishing Successful State Systems

The mission of the early learning system is to support Oregon's children to enter kindergarten ready to succeed; ensure children are raised in healthy, stable and attached families and integrate resources and services statewide into a coordinated system for parents and families.

In 2012, the Oregon Legislature passed and the Governor signed legislation establishing the Early Learning Council (ELC) as the single body charged with guiding early learning and development programs in Oregon.

In 2013, further legislation created the Early Learning Division within the Oregon Department of Education, streamlining Early Learning and Development Programs under one agency and codifying the transformation of the delivery system through the establishment of Early Learning Hubs.

Oregon has launched a new system of community-based and community-owned coordinators of early learning services called Early Learning Hubs. Hubs are responsible for bringing together partners from early childhood, K-12 education, health, human services, and the business sectors around a common vision and shared measurable outcomes for children and families. There are currently twelve Hubs, with four more to be added before June 2015. At that point, there will be sixteen Early Learning Hubs covering the entire territory of the state. The Early Learning Hubs are directed by statute to accomplish three specific goals: (1) create an early childhood system that is aligned, coordinated and family-centered; (2) ensure that children arrive at school ready to succeed; and (3) ensure that Oregon's young children live in families that are healthy, stable and attached.

While communities have the flexibility to design their own operational model and set of strategies - acknowledging that a "one size fits all" approach to transformation doesn't work - each Hub shares the following responsibilities:

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

Early Learning Hubs are a key, foundational strategy for system redesign that will move our state from a "scattershot" of well-intentioned but isolated programs to a coordinated system, aligned at the community and state level, dedicated to the needs of children and their families, and focused on results.

Oregon's accomplishments are highlighted below:

- The Early Learning Council and Oregon Health Policy Board have teamed to create a joint subcommittee to work together to ensure all children in Oregon are healthy and ready to succeed in Kindergarten. By integrating health care and early learning policies, sharing resources, and aligning goals, the joint subcommittee is helping children in Oregon get the health care and the education they need to thrive and be healthy.

- Since the launch in 2013 the Tiered Quality Rating and Improvement System has reached 25% of licensed child care programs and 67% of Head Start programs in the state within two years. This rapid penetration rate has resulted with increased attainment of professional development credentials and has laid a strong foundation to impact the quality of Early Learning and Development Programs (ELDP) serving Oregon's children.
- The Early Learning Council's Equity Subcommittee created a report outlining recommendations to operationalize the Equity Lens within Oregon's early learning policy, programs, and systems transformation. The report includes recommendations and tools in three categories: culturally responsive practice, early learning operating systems, and data and resource allocation.
- The Early Learning Division continues to build upon a solid relationship with the Oregon Health Authority's Transformation Center, a key partner in developmental screening efforts.

While significant progress was made in years one and two of the RTT-ELCG, we continue to address challenges to ensure rapid adjustment occurs while establishing successful state systems. While the Early Learning Division has hired key staff, as a new Division made up of an amalgamation of programs from multiple state structures, ELD is actively working to establish consistent operational processes that will support efforts to meet timelines and targets within our State Plan.

Defining High-Quality, Accountable Programs

Oregon has identified the Tiered Quality Rating and Improvement System (TQRIS), by helping to expand the supply and access to high-quality ELDP, as a key strategy for ensuring kindergarten readiness. The common language created through the establishment of the TQRIS will help to bridge understanding among parents, ELDP, and policy makers. Ongoing engagement with programs and the workforce is critical to communicating the benefits of being a part of the TQRIS. Since moving from field test to statewide rollout of the TQRIS, Oregon has begun linking the TQRIS to other initiatives, such as the Early Learning Hubs. Early Learning Hub accountability metrics include participation rates in the TQRIS by ELDP in their community.

Oregon's accomplishments are highlighted below:

- Following a limited pilot in eight targeted counties, the TQRIS expanded its field test statewide in March 2014 and ELDP across the state are now encouraged and incentivized to participate. In this short time period, 25% of Oregon's licensed child care and 67% of Head Start programs are engaged with the TQRIS and participation continues to expand.
- The coaching model to support ELDP was refined to target participation in TQRIS by ELDP serving Children with High Needs. Oregon has developed coaches for ELDP serving teen parents, parent substance abuse programs, and children with disabilities.
- Focused Child Care Networks in six Early Learning Hubs were launched in 2014 to support building a supply of ELDP in underserved communities. Additional Focused Child Care Networks will be launched in partnership with the Early Learning Hubs to ensure Children with High Needs have access to high quality early learning experiences.

Oregon is taking time to assess equity within the TQRIS and ensure that racially, ethnically and linguistically diverse child care providers, children and families are prioritized and supported. The Early Learning Division has developed a plan to address specific equity concerns and ensure that equity is at the heart of the work in the

future. Addressing equity within the TQRIS will entail deepening community engagement around quality early learning experiences, inviting greater representation from underserved communities into TQRIS decision-making bodies, and evaluating TQRIS standards with a focus on cultural responsiveness. Oregon will be implementing this plan over the remainder of the grant.

Promoting Early Learning and Development Outcomes for Children

Oregon has made significant progress to collectively impact positive outcomes for children. Utilizing a cross system approach with clear shared goals to ensure children are ready for kindergarten, raised in healthy, stable and attached families, and are supported through coordinated, aligned and family-centered systems. These goals have brought together health care, human services, higher education, and the K-12 public school system to work together across systems and funding streams to achieve these goals.

- The Early Learning Council launched strategic investments through an Early Learning Kindergarten Readiness Partnership and Innovation Fund, Early Literacy Grants, and a statewide reading campaign. The Partnership and Innovation Fund has been instrumental in building strong collaboration at the local level between elementary schools and ELDP. These grants have focused on areas where schools and ELDP can work directly together, such as shared professional development and the transition to kindergarten.
- The Early Learning Hubs were launched across the state. In addition to Hubs bringing together partners from across early learning, k12, health, human services and business, each Hub also set specific targets for metrics, including school readiness as measured by the Kindergarten Assessment. The Early Learning Council, working in collaboration with the Hubs and other partners, led a process to revise the Hub accountability metrics in order to promote an even stronger focus on outcomes and cross-systems collaboration.
- The adoption of “kindergarten readiness” as a goal of Oregon's transforming health care system.
- The Early Learning Council's Childhood Care and Education Workgroup developed a definition of quality child care that could be applied across settings and help articulate the role of all child care in promoting early learning and development.
- Additional joint efforts to identify shared measures between Early Learning Hubs and the health system (Coordinated Care Organizations - CCOs) and local human service districts, including developmental screening rates and enrollment in Patient-Centered Primary Care Homes (medical home). This cooperation will bring new levels of awareness to our core ideal that healthy children result in successful students. The Early Learning Hub Metrics Committee identified additional metrics that are either shared by other systems, such as health, or that will create stronger incentives for cross-system collaboration.
- The Early Learning Council adopted the Ages & Stages Questionnaire (ASQ) as the statewide instrument for developmental screening by the early learning system. ASQ will also be the primary screening tool used by Oregon's health care system.
- The Oregon Education Investment Board and Early Learning Council adopted an Equity Lens to guide policy recommendations and community engagement as we build a system that supports each and every student. More than 60 organizations and individuals throughout the state, including high school students, vetted the tool. Feedback from the organizations added clarity and guided the development of

core equity beliefs. The Equity Lens is currently being operationalized across the Early Learning Division, and the Early Learning Council is developing a “toolkit” to assist local programs in addressing equity.

Promoting cross-system, cross-sector alignment through shared outcomes is deeply complex, as there are multiple transformations occurring in Oregon (e.g. CCOs, home visiting system change supported through MIECHV, P-20 educational alignment). In partnership with the Governor's office, the Early Learning Division leadership continues to be listening and in dialogue with communities to support their alignment of transformations that leverage cross system outcomes.

Supporting A Great Early Childhood Education Workforce

Oregon has a well-established professional development system with a Career Lattice Registry that connects with state licensing data and tracks ongoing training requirements and degree attainment. Oregon is on track with the RTT-ELCG workforce targets and continues to build strategies to achieve 40-40-20 goals.

Oregon's accomplishments are highlighted below:

- As of 2012, the Career Lattice Registry provides workforce data on 100% of practitioners in regulated facilities with data collection linked to licensing and the TQRIS. The Career Lattice Registry also tracks and reports on license-exempt providers who have taken additional training and are receiving a child care subsidy. It also provides aggregate data to policy makers to better inform workforce and quality improvement investments.
- Oregon continues to see tremendous growth, with 5,029 Career Lattice applications received over the last year. This is a 150.1% increase from 2013.
- The TQRIS continues to offer Education Awards to individuals who work in programs that achieve a star rating. Education Awards are financial incentives designed to encourage ongoing provider education. The award is provided to individuals and supervisors who are working at least 20 hours a week with children under the age of 13. The award amount ranges from \$100-\$500 and is based on the professional development milestone an individual achieves on the Registry. In 2014, Oregon awarded 3,020 Education Awards, of which 644 were secondary Education Awards to individuals working in a star rated program.
- Oregon continues to offer statewide scholarships through philanthropic support and has launched a supplemental Race To the Top Scholarship Program designed to leverage existing resources and provide additional support for providers to achieve their Associates Degree. Intentional recruitment and selection criteria were added to support underrepresented communities. There were a total of 72 recipients. Six of the recipients' primary language is not English and 22% of the recipients reported being non-white. Over 300 college credits have been supported in 2014.
- Oregon's community colleges continue to work on aligning course work to the Workforce Knowledge and Competencies and are working with the Oregon Center for Career Development on the revision of the Core Body of Knowledge. Oregon has exceeded the targeted number of trainers who offer trainings aligned with the Core Body of Knowledge, having increased our cross sector trainer pool to 644 (target was 598).

Creating professional development opportunities that meet the needs of the Early Childhood Education workforce is critical to the continued professionalization of the field of practitioners who support the goal of ensuring that children are ready for success in kindergarten. Oregon continues to be challenged by the varying

levels of readiness for professional development and career advancement opportunities in the Early Childhood Education workforce.

As Oregon works towards the 40-40-20 goal, we will need to operationalize the Equity Lens for adult learners and create portable and stackable pathways toward degree attainment that meet and support the needs of this diverse workforce. Oregon is mapping professional development efforts across the state and establishing a strategic plan to further support its developing workforce. The RTT-ELCG funded scholarships and Focused Child Care Networks support this work and build upon public and private investments that support the professional pathways for the Early Childhood Education workforce.

Measuring Outcomes and Progress

The Early Learning Council Chair appointed a Hub Metrics Committee in August of 2014, and charged them with developing a set of recommended revisions to the accountability metrics for Early Learning Hubs. An initial set of metrics was established by the Council as a placeholder during the initial stages of system development. A primary task of this Committee was to identify metrics that are shared across sectors and that create incentives for greater cross-sector collaboration. The Hub Metrics Committee completed its work in December 2014.

Oregon's accomplishments are highlighted below:

- 2013-2014 was the first year Oregon implemented a statewide Kindergarten Assessment. The second administration of the statewide Kindergarten Assessment was completed in 2014-2015 and statewide data was released in January 2015. A challenge and high priority for the state is to ensure effective and sensitive communication about the kindergarten assessment. Equally important is appropriate interpretation of data and application of results. A Kindergarten Content and Assessment Advisory Committee has been formed to reflect on the 2014-2015 data, make recommendations on the content of future iterations of the Kindergarten Assessment and develop guidelines for Kindergarten Assessment reporting and interpretation. This broad and diverse group of stakeholders has identified one important area, in particular, for improvement for the 2014-2015 school year --additional guidance on successful kindergarten assessment practices for Spanish-speaking English Language Learners. Additionally Oregon seeks to streamline mechanisms for data entry and reporting. As an ongoing strategy, the state will continue to engage experts and researchers to ensure communication is appropriate and effective.
- Realizing the critical importance of a robust data capture and analysis to drive change and improvement, we have initiated a number of strategies including: the creation of an early learning data system steering committee to provide recommendations to the Early Learning Council, the development of aggregated data reports related to the Early Learning Hubs, and coordination with the Oregon Education Investment Board for the development of a data system business case for the Statewide Longitudinal Data System.

In closing, RTT-ELCG funding has been instrumental in launching a new phase of systems change and strategic activities aimed at not only expanding our reach but improving the quality and availability of appropriate resources to support Oregon's children and families. While we continue to be challenged by concurrent efforts to design, build, and fly major systems changes, we are fortunate to have a strong and committed cross disciplinary team leading the way. The foundational work launched by RTT-ELCG to establish coordinated and efficient systems on state, regional and local levels as well as efforts to develop metrics for longitudinal tracking and accountability, has set us on the trajectory towards success at meeting the state's 40-40-20 goal.

Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

The Lead Agency for the RTT-ELCG continues to be the Early Learning Division of the Oregon Department of Education. The State Advisory Council continues to be the Early Learning Council. The Early Learning Division functions under the direction of the Early Learning Council with the Early Learning System Director as the administrative officer. In July 2014, Jada Rupley, the Early Learning System Director, retired. The Governor appointed Megan Irwin as the Acting Early Learning System Director.

In February 2015, shortly after the end of this grant year, Governor Kitzhaber resigned from office and was replaced by Secretary of State Kate Brown. Governor Brown has made early learning her number one education priority and has been a strong advocate for the Early Learning Council, the Early Learning Hubs and Oregon's on-going early learning system transformation.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

The State is working to make Stakeholder engagement systematic in the development and implementation of early learning policy and programs. In 2015, the Early Learning Division will hire a community engagement coordinator to help ensure that the diverse values, beliefs and perspectives of community's are not only heard, but used to drive the work of the grant.

There are a number of ongoing processes in which stakeholders are involved.

The Early Learning Council, the policy board driving early learning system transformation efforts, is made up of stakeholders from early learning, health, human services, business, and K-12 education sectors. The Early Learning Council's Child Care and Education Subcommittee and Equity Subcommittee include representation from child care providers, community based organizations, early learning programs, and advocates. The Equity Subcommittee also has a number of workgroups that include additional stakeholders. These workgroups are taking very active roles in shaping the work of the Subcommittee. These Subcommittees provide recommendations and direction for the Early Learning Council, which has broad implications for early learning policy, including the work of the grant.

Early Learning Hubs, which are the regional coordinators of early learning services, have built stakeholder involvement into their governance structures. Many of the Hubs have parent councils and work to make sure parent voice is helping to drive strategic decisions around early learning services.

In addition to these ongoing processes, specific components of the grant have also coordinated stakeholder engagement.

Tiered Quality Rating and Improvement System

A variety of ELDP and other stakeholders have been engaged in the development and implementation of the TQRIS. During the development of TQRIS standards and processes, focus groups were held across the state with Spanish speaking child care providers, rural providers, urban providers, Eastern European providers in addition to focus groups with non-culturally specific providers. The TQRIS portfolio submission process as well as other aspects of the initiative have undergone iterative development based on feedback from participating ELDP.

Workforce Knowledge and Competencies

Revisions to Oregon Workforce Knowledge and Competencies have received significant input from community college and university instructors, community based trainers and other professional development service providers. Oregon was fortunate to receive technical assistance from the National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center) and NAEYC to facilitate several intense work sessions. Initial revisions have been made and Oregon is preparing to conduct focus groups to ensure the Workforce Knowledge and Competencies are reflective and culturally responsive to the diversity of Early Childhood Educators in Oregon.

Kindergarten Assessment

The development and implementation of the Kindergarten Assessment has included significant stakeholder engagement. The Assessment in its current form was recommended by a stakeholder workgroup that evaluated various tools and clarified the intent of the measures.

After implementation, Early Learning staff held listening sessions about the Assessment around the state with key early learning stakeholder audiences, including the Oregon Association for the Education of Young Children, Parent Child Preschools Organization, and the Coalition of Oregon School Administrators. Prior to the release of the first year of data, a stakeholder interpretive panel was created to review the data and provide guidance on how the data should be used by state leaders, teachers and administrators, and early learning providers.

In Fall 2014, the Oregon Department of Education Assessment Team in partnership with the Early Learning Division, coordinated a Kindergarten Content and Assessment Committee to recommend interpretation of the 2014 Kindergarten Assessment results and suggest improvements to the 2015 Assessment. The committee will continue to meet through Spring 2016. This committee includes early learning researchers, kindergarten teachers, K-12 administrators, early learning program providers and other stakeholders.

To supplement the work of the Committee, the Early Learning Division also conducted a stakeholder survey to better understand perceptions of the Kindergarten Assessment and test messaging. The findings from the survey helped inform the tone of the messaging that accompanied the release of the 2014 Kindergarten Assessment results.

Early Years to Early Grades Conference

The Early Learning Division partnered with the Coalition of Oregon School Administrators, the Oregon Community Foundation and other early learning advocates to hold a conference focused on connecting and coordinating early learning and K-12 education. Participants included early learning providers, K-12 teachers and

administrators and advocacy organizations. The conference conveners are now working on a P-3 toolkit for communities to continue their alignment and systems-building work.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

For context, in July 2013, the Oregon Legislature passed House Bill 3234, creating an Early Learning Division within the Oregon Department of Education (ODE). This bill changed Oregon's RTT-ELCG Governance Structure by bringing together the Early Learning Council staff (formerly in the Governor's office), the Child Care Division (formerly a part of the Oregon Employment Department), and the Oregon Head Start Pre-Kindergarten program (previously within the ODE) into one division. The new Division functions under the direction and control of the Early Learning Council with the Early Learning System Director serving as the administrative officer. In this same session, the Legislature also passed House Bill 2013, which put in place the final pieces of statutory structure, timing and process for establishing Early Learning Hubs.

The implementation of Early Learning Hubs strengthens our local infrastructure to accomplish our RTT-ELCG goals and targets. The Early Learning Council and the Early Learning Division began implementation and launch of the Early Learning Hubs in the fall of 2013. Twelve Hubs have been established through contract and an additional four will be under contract by June 2015, completing full coverage of the state. A number of pieces of legislation that will support RTT-ELCG have been proposed for the 2015 legislative session. Senate Bill 213, introduced by request of former Governor Kitzhaber, gives the Early Learning Hubs permanent statutory status. The Early Learning Hubs were established in 2013 by House Bill 2013. House Bill 2013 established and Senate Bill 213 affirms that the Early Learning Hubs will:

- Coordinate the provision of early learning services to the community served by the Hub;
- Include service providers, parents, community members, county governments, school districts, and other stakeholders in the creation of the Hub;
- Align services coordinated by the Hub with the services provided by public schools;
- Align services coordinated by the Hub with services provided by Coordinated Care Organizations and county public health departments;
- Integrate efforts across health, K-12 education, human services, early education and the business community using coordinated and transparent budgeting and through a governing body with representation of each of the above sectors as well as parents of children using early learning services;
- Demonstrate an ability to improve results for at risk children;
- Leverage additional private and public funds - including in kind support; and
- Keep administrative overhead at 15% or lower.

In even years, such as 2014, the Oregon Legislature holds only an abbreviated month-long session. Major policy changes or initiatives are not typically launched during these short-sessions, and the focus of these years is more on implementing legislation from the previous session and policy development for the next. This was true of

early learning in 2014, where the focus was implementing the major initiatives that were passed in 2013, such as the Early Learning Hubs and developing proposals for 2015 session.

Senate Bill 213 also affirms the role of the Early Learning Council in establishing accountability metrics for the Early Learning Hubs. At its January meeting, the Early Learning Council adopted revised metrics for the Hubs, a number of which align with and reinforce goals in Oregon's RTT-ELCG plan. These metrics include:

- Increase in percentage of children receiving a child care subsidy in a 3, 4 or 5 tier TQRIS program.
- Increase in number of TQRIS providers serving “hot spots” and communities of color.
- Increase in percent of children who receive a developmental screen before the age of three.
- Increase in Kindergarten Assessment scores in each domain by demographic group.

House Bill 2015, introduced by the Speaker of the House and a legislative priority of the Governor, strengthens Oregon's child care subsidy program. In addition to taking steps to support Oregon's implementation of CCDF's new regulations, it also creates linkages between child care subsidy and the TQRIS. House Bill 2015 authorizes tiered reimbursement for families receiving a child care subsidy who voluntarily choose a program participating in the TQRIS. Families who choose a TQRIS program will have a reduced co-payment and the provider will receive an enhanced reimbursement. This system of tiered reimbursement would increase the number of low-income children enrolled in TQRIS programs, as well as provide a financial incentive for programs, particularly those serving low-income families, to participate in the TQRIS.

Decisions on Senate Bill 213 and House Bill 2015, as well as the Governor's Requested Budget, will be made during the 2015 legislative session, which began February 2nd and will continue through late June or early July.

The Governor's Requested Budget for the 2015-17 biennium includes \$135 million in new General Fund investments in early childhood programs that will support the RTT-ELCG. Key investments include:

- \$20 million for Early Learning Hubs.
- \$15 million for Early Intervention/Early Childhood Special Education.
- \$55 million for child care that would support expansion of child care subsidy, tiered reimbursement linking child care subsidy to TQRIS and support for Focused Child Care Networks to increase the number of providers from targeted communities participating in the TQRIS.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

There are no changes in participation or commitment by the Participating State Agencies in the State Plan. The Lead Agency for the RTT-ELCG continues to be the Early Learning Division of the Oregon Department of Education. The State Advisory Council continues to be the Early Learning Council. The Early Learning Division functions under the direction of the Early Learning Council with the Early Learning System Director as the administrative officer.

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application)

During the current year, has the State made progress in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards that include—

(1) Early Learning & Development Standards	
Yes or No	Yes
Early Learning & Development Standards that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(2) A Comprehensive Assessment System	
Yes or No	Yes
A Comprehensive Assessment System that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(3) Early Childhood Educator qualifications	
Yes or No	Yes
Early Childhood Educator qualifications that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS)
(Continued)

(4) Family engagement strategies	
Yes or No	Yes
Family engagement strategies that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(5) Health promotion practices	
Yes or No	Yes
Health promotion practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(6) Effective data practices	
Yes or No	Yes
Effective data practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

The State has made progress in ensuring that:	
TQRIS Program Standards are measurable	✓
TQRIS Program Standards meaningfully differentiate program quality levels	✓
TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children	✓
The TQRIS is linked to the State licensing system for Early Learning and Development Programs	✓

Describe progress made during the reporting year in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

Oregon began field-testing the Tiered Quality Rating and Improvement System (TQRIS) in January of 2013. In preparation for the field test, Oregon developed a statewide set of tiered Program Standards. The Early Learning Division incorporated Early Learning Guidelines, Workforce, and Competency Standards recognizing the importance of aligning these three sets of standards. Oregon's TQRIS Program Standards build upon the foundation of licensing standards and compliance history. The second tier is identified as a "Commitment to Quality" level which requires an initial TQRIS training and application, with additional "readiness standards" including licensing compliance history. The 3-5 star levels continue to reflect increased compliance standards as well as incremental standards of quality. Significant work was completed at the 3, 4, and 5 star level to ensure standards were culturally and linguistically responsive and articulated for both family and center based care. Additionally, Oregon completed a cost modeling analysis of standards to ensure the Program Standards were reasonable in terms of cost for small child care businesses and utilized existing state data from prior quality efforts to assist in determining achievable personal qualification thresholds and other important standards. This work resulted in a set of TQRIS Program Standards that focus on five distinct domains or sets of standards: Children's Learning & Development, Health & Safety, Personnel Qualifications, Family Partnerships, and Administration & Business Practices. The standards are based on research indicating a positive impact on young children's lives as well as national standards coupled with state data to establish an achievable quality threshold for ELDP. When ELDP apply for the initial Commitment to Quality designation, standards are verified through the licensing data system. If all standards are met the program receives a "Commitment to Quality" designation and gains access to supports including a resource website, access to a coach and financial supports to begin implementing and documenting 3, 4 and 5 star levels of quality. Programs determine the appropriate star level for their application using a self-assessment and Quality Improvement Plan.

In 2014, Oregon expanded the field test of its TQRIS from eight carefully selected counties based on diversity of ethnicity, languages, and urban/rural mix to the entire state.

Revisions and developments for the 2014 field test expansion include the following:

1. Revision of the materials for greater clarity and ease of use for providers and programs.
2. Revision of the initial gateway training to increase focus on quality improvement plans as a tool.
3. Addition of a pathway for providers who have obtained a Step 7 on Oregon's Professional Development Registry to meet the required 7.5 Step in Personnel Qualifications within the TQRIS Standards. This pathway allows programs to have professional development plan for practitioners to meet the standard.

4. Inclusion of a Curriculum Worksheet to assist programs in describing their curriculum use and allowing for greater consistency in evaluating a program's curriculum.
5. Requirement of the Ages and Stages Questionnaire as the screening tool to align with other statewide health promotion initiatives.
6. Continuation of the validation study to determine differentiation between tiers. Several submission bonuses were offered to increase the number of programs that were eligible for the validation study.
7. Addition of a licensing specialist to the TQRIS implementation team to strengthen the connection between TQRIS and licensing.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

In 2013, Oregon engaged ELDP across the eight field test counties in Oregon and stakeholders statewide to encourage participation in the TQRIS and solicit feedback. State staff delivered more than 25 presentations to communities and providers regarding TQRIS. A bimonthly TQRIS input session offered ongoing opportunities for stakeholders and ELDP to provide input and guidance as the TQRIS was developed and the field test began.

Child Care Resource and Referral staff who serve the eight field test counties utilized an array of strategies to promote participation and engage ELDP within their communities. These strategies included emails, postings on Facebook, newsletters, personalized letters to ELDP, direct personal calls, and the organization of ELDP cohorts. A TQRIS contractor delivered awareness trainings at state and regional conferences and continues to provide information and tools on the TQRIS website which can be found at: <http://www.wou.edu/tri/QQRIS/>.

Oregon's TQRIS is designed to incorporate both supports and incentives to ELDP to promote participation. ELDP that achieve a "Commitment to Quality" designation earn access to a rich resource website that offers information and materials to assist in implementing TQRIS Program Standards. Additionally, ELDP may request a coach from their local Child Care Resource and Referral agency to assist them in creating the required Quality Improvement Plan, which then gains them access to financial supports. Coaches continue to assist ELDP in meeting the goals outlined in the Quality Improvement Plan as continuous quality improvement support.

In addition to these ongoing strategies, state staff conducted three regional focus groups with ELDP and one with TQRIS coaches to gather information on what was working well, current challenges, and to obtain recommendations on how to improve Oregon's TQRIS. These focus groups provided a wealth of information, which was then combined with preliminary results from the process evaluation to inform changes and improvements as Oregon expands the field test statewide in 2014.

In 2014, Oregon expanded its TQRIS field test statewide making revisions based on input and feedback from 2013. It is important to note that while the field test was underway in eight of the 36 counties in Oregon, there was a substantial amount of work being done to bring statewide awareness and prepare ELDP for 2014.

During year two of the grant, Oregon became much more intentional in recruiting ELDP and was able to target recruitment based on "readiness" indicators associated with the TQRIS standards. Oregon used workforce data to identify ELDP that met or were close to meeting personnel and licensing data qualifications to ensure compliance standards were met. The State also targeted recruitment based on ELDP who demonstrated an interest in attending an informational session. Additionally, the state offered bonuses to ELDP in submitting a portfolio by a specified date. Oregon received 382 portfolios in the months of May and June which contributed to the sharp rise in ELDP achieving a star rating to receive these bonuses.

An additional strategy was implemented by the Head Start Collaboration and State Preschool Directors who were designated as Head Start specific coaches. Staff designed a process which allowed Head Start grantees to engage in the TQRIS as their various sites were licensed and/or submit portfolios for a star rating. Significant work to support Head Start Grantees included conducting TQRIS awareness trainings to almost 70% of Head Start Grantees. This involved four regional trainings that included the Migrant and Seasonal Head Start programs across the state and three online webinars to connect Head Start grantees with the Career Lattice Registry. To support Head Start sites to become licensed, the state's child care licensing system identified key staff to

support the Head Starts in their region to become licensed and offered ongoing technical assistance by the Head Start Collaboration and State Preschool Directors.

The coaching model was adjusted to target and focus on ELDP to participate in the TQRIS. The Coaches continue to assist ELDP in meeting the goals outlined in the Quality Improvement Plan as continuous quality improvement support. Oregon has identified special populations coaches focusing on ELDP that serve Teen Parents, Alcohol and Drug programs with child care programs, and ELDP that serve children with disabilities. These more specialized coaches work with Child Care Resource and Referral System coaches to support ELDP with professional development opportunities and enhanced supports and incentives for those programs to achieve a star rating. Oregon has also contracted with the state's Afterschool Network to provide coaches that support school-age only programs to participate in the TQRIS and achieve a star rating. The coaches meet monthly with their assigned TQRIS technical assistance person to problem solve and review progress. Additionally, there are monthly meetings for the coaches to connect and learn from each other about what is working and how they are addressing challenges.

Oregon has maintained the same tiered financial supports based on the licensing capacity of the ELDP, offering \$1,000, \$1,500 and \$2,000 in support funds to assist the ELDP in meeting TQRIS Standards. Once an ELDP achieves a star rating, they also receive financial rewards between \$500 and \$2,500 depending on their size and star rating awarded. Programs serving identified special populations are eligible to receive twice the support funds and financial rewards. Oregon has awarded over 566 ELDP support and financial rewards in the last year.

Oregon continues to recognize the importance of supporting staff that work in ELDP to implement the TQRIS Standards. Building upon the existing Oregon Registry Education Awards program, staff who work in a star rated program may earn an additional Education Award based on their step on the Oregon Registry. Oregon has awarded over 4,000 Education Awards.

As Oregon continues transformation efforts in early learning, the TQRIS has been identified as a key strategy to help ensure children's kindergarten readiness. Each Early Learning Hub is responsible for promoting participation in the TQRIS and is accountable for specific metrics associated with the TQRIS. A number of Early Learning Hubs have received funding to implement Focused Child Care Networks. These Networks work to support ELDP within targeted communities to increase the quality of care and education children experience in their care. The intent of these Networks is to increase the supply of existing child care within targeted underrepresented populations that serve Children with High Needs. Each Network has a dedicated staff person responsible to recruit ELDP and then convene the Network monthly to provide professional development and intensive coaching using the TQRIS as the framework for quality improvement efforts. Each Early Learning Hub is able to configure their Network based on the unique characteristics and needs of both the community and ELDP. Some communities have structured their Networks to be language specific and others have elected to have small Networks to accommodate for travel and geographical barriers. Currently there are 77 child care programs within the five Focused Child Care Networks that have targeted underrepresented populations. Oregon sees these strategies as key to meeting our targets by the end of the grant and continues to look for ways to ensure children in traditionally underrepresented populations have access to high quality learning experiences.

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Targets										
Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	70	27.00%	96	40.00%	193	80.00%	241	100.00%	241	100.00%
Early Head Start & Head Start ¹	72	30.00%	93	40.00%	186	80.00%	232	100.00%	232	100.00%
Programs funded by IDEA, Part C	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Programs funded by IDEA, Part B, section 619	-	0.00%	-	0.00%	3	9.00%	4	12.00%	5	14.00%
Programs funded under Title I of ESEA	-	0.00%	-	0.00%	1	25.00%	2	50.00%	3	75.00%
Programs receiving from CCDF funds	2,159	29.00%	2,490	33.00%	3,168	42.00%	3,470	46.00%	3,772	50.00%
Other 1	4,468	100.00%	4,493	100.00%	4,462	100.00%	4,462	100.00%	4,462	100.00%
Describe:	State Licensed									

¹ Including Migrant and Tribal Head Start located in the State.

Actuals									
Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	Baseline			Year 1			Year 2		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	263	70	27.00%	241	96	40.00%	231	141	66.00%
Specify:	Include sites that operate Oregon Head Start Prekindergarten and Early Head Start programs.								
Early Head Start & Head Start ¹	243	72	30.00%	232	98	42.00%	258	142	55.00%
Programs funded by IDEA, Part C	35	-	0.00%	35	-	0.00%	35	-	0.00%
Programs funded by IDEA, Part B, section 619	35	-	0.00%	35	-	0.00%	35	-	0.00%
Programs funded under Title I of ESEA	4	-	0.00%	9	-	0.00%	10	-	0.00%
Programs receiving from CCDF funds	7,544	2,159	29.00%	6,910	2,254	33.00%	6,879	3,259	47.30%
Other 1	4,468	4,468	100.00%	4,367	4,367	100.00%	4,286	4,286	100.00%
Describe:	State Licensed								

¹ Including Migrant and Tribal Head Start located in the State.

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool						
Specify:						
Early Head Start & Head Start ¹						
Programs funded by IDEA, Part C						
Programs funded by IDEA, Part B, section 619						
Programs funded under Title I of ESEA						
Programs receiving from CCDF funds						
Other 1						
Describe:						

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Participation in the TQRIS in Oregon includes licensing as the first level of quality, Commitment to Quality as the second level, and the 3, 4, and 5 star ratings.

Data Sources and Years for Performance Measure (B)(2)(c) table, in order of table rows:

- Office of Child Care licensing data are cross-referenced with the grantee report to ODE in Site and Service Workbooks. The data provided are actual figures, not estimates. The majority of Oregon's State Preschool blend federal Head Start resources with state preschool funding to provide services in compliance with Head Start Performance Standards. Data represented in State Funded Preschool, Head Start and Early Head Start numbers are highly duplicative because of the blended funding.
- Annual Progress Report, ODE, 2013.
- Annual Progress Report, ODE, 2013.
- ODE, Consolidated State Performance Report, 2013
- ACF-801 Report; un-duplicated numbers of licensed facilities and license-exempt programs receiving CCDF subsidy funds. Represents January-September 2014 data.
- Early Learning Division, CCRIS Statewide monthly report, December 2014.

Performance Measure (B)(2)(c) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

Head Start programs were included in the articulation process and a streamlined approach to support voluntary Head Start participation was developed. Efforts have gone extraordinarily well with 18 federal grantees completing the TQRIS introductory training to provide context and insight on participating in the state systems that are integrated within the TQRIS, including licensing and the Career Lattice System. This is an indicator that at least one site at each of these locations has become licensed.

This streamlined process provides an efficient strategy to align state and federal standards and we have learned that participation in state systems of licensing and the Career Lattice System require effort and time for Head Start grantees above and beyond the TQRIS streamlined process. To support programs in achieving TQRIS rating by the end of the grant period, we will be adding a targeted layer of technical assistance devoted to ensuring that programs can move quickly through these two components integrated into the TQRIS to support participation.

The goal of Oregon's Early Childhood Special Education (IDEA, Part B 619) program is to increase the number of children with disabilities receiving special education services in typical preschool or child care settings that are 3, 4, and 5 star-rated on the TQRIS.

Head Start programs were included in the articulation process and a streamlined approach to support voluntary Head Start participation was developed. Efforts have gone extraordinarily well with 18 federal grantees completing the TQRIS introductory training to provide context and insight on participating in the state systems that are integrated within the TQRIS, including licensing and the Career Lattice System. This is an indicator that at least one site at each of these locations has become licensed.

This streamlined process provides an efficient strategy to align state and federal standards and we have learned that participation in state systems of licensing and the Career Lattice System require effort and time for Head Start grantees above and beyond the TQRIS streamlined process.

There are twenty eight grantees who receive state funding for state preschool services. Twenty-one of these grantees also receive federal Head Start funding. The streamline process only applied to programs who had participated in a federal review.

Targets state pre-school were not met primarily because the streamlined process did not relieve programs of participation in state systems and the coordinating administrative effort related to:

- **Becoming licensed** as the first requirement of QRIS
- **Achieving accurate status for all director/teaching staff** in Oregon's Professional Development Registry.

While most programs have made significant effort towards participation, the process was not fully completed last year due to: capacity and competing priorities at the program level and state system glitches in the linking of two systems.

To support programs in achieving TQRIS rating by the end of the grant period, we will be adding a targeted layer of technical assistance devoted to ensuring that programs can move quickly through these two components integrated into the TQRIS to support participation.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application)

Has the State made progress during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that:

System for Rating & Monitoring	
Includes information on valid and reliable tools for monitoring such programs	Yes
Has trained monitors whose ratings have an acceptable level of inter-rater reliability	Yes
Monitors and rates Early Learning and Development Programs with appropriate frequency	Yes
Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)	Yes
Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs	Yes

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

Oregon's TQRIS assigns star ratings based on a portfolio model, which requires programs to provide evidence including pictures, policies, and examples of implementation that are evaluated by expert review teams. Inter-rater reliability has been established within review teams to develop and refine the scoring rubric. The TQRIS utilizes the workforce data system to ensure professional development qualification requirements are met.

Additionally, to achieve a 3, 4 and 5 star rating the TQRIS requires a family survey, which serves as evidence across multiple domains. ELDP that apply for a 5 star rating are required to receive a CLASS observation to ensure positive adult/child interactions are occurring in the program. Significant improvements have been made with the portfolio review process, including allowing programs to more easily submit missing information prior to review with the addition of a completeness check as well as refinements to the scoring rubric and workforce data system reports that allow for a more streamlined review and verification process. Moving forward, the data collected from the annual report and continued learning with the TQRIS rating process will inform the more intensive triennial review process.

The monitoring system of the TQRIS requires ELDP to submit an annual report to the TQRIS agency to ensure program standards are being maintained. Oregon relies heavily on existing data systems and licensing information to efficiently monitor the maintenance of these standards including the compliance history of the ELDP. Oregon's progress on its differential monitoring system for licensing has also been significant.

A differential monitoring system is a cost neutral method of monitoring programs based on 13 key indicators that have been statistically proven to indicate compliance in other areas.

Differential monitoring allows licensing specialists to spend more time and resources on programs that need additional technical assistance and monitoring to maintain basic health and safety.

For programs achieving star ratings, in addition to licensing monitoring, they must submit quality reports annually and full quality demonstration and reapplication triennially.

Oregon believes it is important to have a critical mass of quality rated programs prior to the launch of a robust website to inform parent decision-making. Oregon is also deeply committed to engaging with communities to ensure information and messaging align and resonate with the diversity of families in Oregon. A plan is also being implemented to analyze the extent to which the TQRIS is being operationalized through an equity lens. During this engagement process the State has “soft launched” a website with programs that have achieved a designation above licensing. The Child Care Resource and Referral system continues work on messaging quality to families and connecting them with the state’s compliance history website. Additionally, ELDP have been given marketing materials to promote and advertise the quality rating of their program. These materials include Facebook and Twitter templates, family letter templates, newsletter content, talking points specific to star rating, voice mail message script and window badge template.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application)

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating your State TQRIS through the following policies and practices?

Policies and Practices Supporting Program Quality	
Program and provider training	Yes
Program and provider technical assistance	Yes
Financial rewards or incentives	Yes
Higher, tiered child care subsidy reimbursement rates	
Increased compensation	

Number of tiers/levels in the State TQRIS
5

How many programs moved up or down at least one level within the TQRIS over the last fiscal year?

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	128	128	128	0	0	217	193
TQRIS Programs that Moved Down at Least One Level	0	0	0	0	0	3	1

Optional Notes - State TQRIS Tiers/Levels

Explain missing data. If program movement up or down is not tracked by program type in the TQRIS you can provide the Total Programs that Moved Up and Total Programs that Moved Down in this optional notes box.

Due to the blended nature of state and federal funds for Head Start, State Funded Preschool and Early Head Start each answer in the first question represents a combined total of programs moving at least one step.

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas?

High-Quality Benchmarks at the Highest Level(s) of the TQRIS	
Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)	Yes
Early Learning and Development Standards	Yes
A Comprehensive Assessment System	Yes
Early Childhood Educator qualifications	Yes
Family engagement strategies	Yes
Health promotion practices	Yes
Effective data practices	Yes
Program quality assessments	Yes

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

Oregon Standards are based on leading research focused on supporting kindergarten readiness. The intent and design of the TQRIS is to create intentional focus on children's learning and development in child care settings. Such a focus will lead to kindergarten readiness and children reading to learn by 3rd grade. In order to be successful, TQRIS must help ensure that children with high needs have access to high quality learning opportunities. Oregon has increased efforts to ensure Children with High Needs, particularly children of color, have access to these high quality learning experiences and is working to ensure the implementation of TQRIS is aligned with an inclusive vision of quality.

Standards Alignment: In 2012, Oregon adopted the Head Start Child Development Early Learning Framework as the state Early Learning Standards. A crosswalk of TQRIS Program Standards and Head Start Performance Standards has been completed to help determine where standards align and create a streamlined process for Oregon Prekindergarten and federal Head Start programs to participate in the TQRIS. This same process has been completed with National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC) and Association for Christian Schools International (ASCI) national accreditation standards and a modified introductory training and application materials have been developed and disseminated. These standards align with the TQRIS standards at the 3, 4 and 5 star tiers. Oregon continues to align with both state and federal preschool standards and progress has been made to increase the connections of these standards within ELDP participating in the TQRIS. Connecting the standards to the curriculum and assessments that are used to guide intentional teaching provides a clear mechanism for the implementation of the standards across the differing ELDP types.

A comprehensive assessment system: Oregon's TQRIS requires ELDP to use deeper levels of assessment as they reach higher tiers. This requirement is found in the Children's Learning and Development Domain and initially

requires developmental screening and a curriculum, which connects to early learning standards, and progresses to requiring a formative assessment used by the ELDP. Oregon's TQRIS has environmental standards woven throughout. Standards for positive adult/child interactions are evaluated at the 5 star tier through a Classroom Assessment Scoring System (CLASS) observation.

Oregon has made significant progress in both the screening and child assessment components of our comprehensive assessment system. The Early Learning Division has been working with the University of Oregon and the Oregon Health Authority to develop a shared approach for developmental screening and subsequent referrals across health, child care and other community-based settings.

Additionally, through a price agreement with Teaching Strategies GOLD ELDP that are participating in the TQRIS are eligible to access Teaching Strategies GOLD online at a reduced rate. The State has also increased training opportunities specific to Creative Curriculum and the Teaching Strategies Gold assessment system to ensure formative assessments are conducted reliably and used to inform individualized instruction.

Early childhood educator qualifications: Oregon's TQRIS integrates personnel qualifications within a domain of program standards. These standards were informed by a literature review of research and national best-practices, as well as by state-level early care and education workforce data. The workforce standards in the TQRIS are challenging for early childhood educators to achieve without assistance. Increased support and resources have been made available to assist early childhood educators in meeting the qualifications.

Family engagement strategies: Oregon's TQRIS infuses family engagement across the domains and incorporates the results of a Family Survey into the evidence required to meet standards. The domain on Family Partnerships defines quality practices to engage families in helping to inform program policy and practices and standards in providing information in a culturally responsive manner.

Health promotion practices:

TQRIS Standards have a Health and Safety domain, which sets health standards above and beyond the foundational licensing requirements. Work continues to support ELDP in meeting these standards and understanding how to implement them into their curriculum and practices. Health promotion practices are also incorporated in the Children's Learning and Development Domain by requiring that programs complete a development screening.

Effective data practices: The TQRIS is utilizing existing licensing and workforce data systems to efficiently coordinate the evidence of meeting TQRIS standards. New reports have been designed to assist both the ELDP and coaches in supporting continuous quality improvement and providing required documentation.

Program quality assessments: As part of the comprehensive assessment system, 4 and 5 star rated programs conduct a child-level assessment that aligns with Oregon's Early Learning Standards and directly links to the curriculum. ELDP at the 5 star level use a formative assessment to guide instruction.

Performance Measure (B)(4)(c)(1)

In the table, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of programs covered by the TQRIS	4,468	4,493	4,662	4,662	4,662	4,367	4,286	4,468	
Number of Programs in Tier 1	4,447	4,377	4,048	3,813	3,580	4,006	3,308	4,447	
Number of Programs in Tier 2	0	30	60	90	120	344	766	0	
Number of Programs in Tier 3	0	40	60	80	100	14	113	0	
Number of Programs in Tier 4	0	46	251	213	175	2	32	0	
Number of Programs in Tier 5	0	0	155	208	261	1	67	0	

Performance Measure (B)(4)(c)(1) Data Notes

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The data for Performance Measure (B)(4)(c)(1) were collected by Western Oregon University Oregon's TQRIS Administrator paired and linked with Early Learning Division, Office of Child Care licensing data.

Oregon has experienced a reduction in the number of family child care facilities over the last several years.

Performance Measure (B)(4)(c)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Oregon continues to develop and refine the TQRIS process. As of December 31, 2014 Oregon exceeded the number of ELDP that achieved the second "Commitment to Quality" tier, which is a required step in the TQRIS process. Workforce data also show that a significant number of the programs that are at the Commitment to Quality level have staff that meet or exceed TQRIS educational requirements. There is, therefore, a pipeline of programs prepared to submit their portfolio and able to achieve a star rating.

Oregon continues to support and provide technical assistance to Head Start grantees, State Funded Preschools, Migrant and Seasonal Head Start, NAEYC, NAFCC, and ASCI accredited programs to participate in the streamlined application processes for ELDP that have met these national standards.

To date, 766 ELDP have achieved the initial Commitment to Quality designation and are beginning the necessary work to apply for a star rating. Oregon has recognized the time it takes ELDP to increase the professional development of early learning practitioners and the additional time to participate in the state Career Lattice Registry. Oregon continues to learn and explore additional supports to help practitioners achieve required qualifications and implement quality practices. The following lists Oregon's strategies for supporting the attainment of star ratings. These strategies are based on the process evaluation and input from focus groups:

- Supporting Head Start Grantees in the streamlined process to achieve a star rating. This included a target outreach to allocate specific staff to assist programs in connecting to state systems and to provide a streamlined process for Head Start programs participating in TQRIS.
- Supporting nationally accredited programs in the streamlined process to achieve a star rating.
- Utilizing workforce data to identify and target ELDP with “ready staff” at TQRIS step level for Portfolio submission.
- Targeting outreach to special populations to participate in the TQRIS including family child care, ELDP in low income neighborhoods, inclusive EI/ECSE ELDP, Teen Parent, Alcohol & Drug, and school age programs.
- Continuing to waive the fee to apply for a Step on the Oregon Registry.
- Providing additional resources and supports to Spanish and Russian speaking ELDP to participate in the TQRIS.
- Establishing six Focused Child Care Networks in at-risk communities and offering additional supports and incentives to ELDP participating in these child care networks.
- Creating shared metrics for the TQRIS between the Early Learning Hubs and Child Care Resource and Referral System.
- Creating pathways for ELDP practitioners to increase professional qualifications through supported strategic investments to achieve TQRIS personnel qualifications.
- Providing individual access to the Career Lattice Registry to ease provider updates to individual Professional Development records.
- Developing an Equity project plan to ensure the TQRIS values racial, ethnic and linguistic diversity and prioritizes the needs of these communities.
- All blended and state Head Start programs have submitted timelines and plans to the Early Learning Division for participation in TQRIS by the end of 2014. For example, the existing government-to-government structure in Oregon has allowed for collaboration between the state and Tribes in connecting supports and resources around providing high-quality care and education.
- Ongoing development around inclusive strategies for Tribal programs which involves collaboration between Early Learning Division and ACF Indian Health Services.

The design for incorporating Head Start programs into the TQRIS program included providing trainings for multiple site grantees so long as at least one of their sites was licensed. In the past year we have conducted 18 of these grantee level trainings which reached 67% of our Oregon Prekindergarten and Head Start grantees representing an additional 134 sites that have been trained for TQRIS participation and are either moving towards or planning next steps in licensing. At the end of 2014, 19 sites were pending licensing.

Performance Measure (B)(4)(c)(2)

In the table, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

Targets										
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	-	0.00%	2,943	40.00%	5,886	80.00%	7,358	100.00%	7,358	100.00%
Early Head Start & Head Start ¹	-	0.00%	4,006	40.00%	9,434	80.00%	11,793	100.00%	11,793	100.00%
Programs funded by IDEA, Part C	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Programs funded by IDEA, Part B, section 619	-	0.00%	-	0.00%	30	0.40%	40	0.50%	50	0.70%
Programs funded under Title I of ESEA	-	0.00%	-	0.00%	-	0.00%	160	25.00%	320	50.00%
Programs receiving from CCDF funds	-	0.00%	579	4.00%	1,034	8.00%	1,754	12.00%	1,876	12.00%

¹ Including Migrant and Tribal Head Start located in the State.

Actuals									
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	7,358	-	0.00%	7,358	-	0.00%	7,840	637	8.00%
Specify:	Oregon Head Start Prekindergarten and state-funded Early Head Start programs.								
Early Head Start & Head Start ¹	10,014	-	0.00%	11,793	-	0.00%	11,143	996	9.00%
Programs funded by IDEA, Part C	2,989	-	0.00%	2,989	-	0.00%	3,302	-	0.00%
Programs funded by IDEA, Part B, section 619	7,261	-	0.00%	7,261	13	0.20%	7,339	306	4.20%
Programs funded under Title I of ESEA	638	-	0.00%	638	-	0.00%	-	-	0.00%
Programs receiving from CCDF funds	15,238	-	0.00%	15,238	48	0.32%	20,599	450	2.10%

¹ Including Migrant and Tribal Head Start located in the State.

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool						
Specify:						
Early Head Start & Head Start ¹						
Programs funded by IDEA, Part C						
Programs funded by IDEA, Part B, section 619						
Programs funded under Title I of ESEA						
Programs receiving from CCDF funds						

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2) Data Notes

Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Oregon has defined top tiers of the TQRIS as 3, 4, and 5 star ratings.

Office of Child Care licensing data are cross-referenced with grantee reports to ODE in Site and Service Workbooks. The data provided are actual figures, not estimates. The majority of Oregon's State Preschools blend federal Head Start resources with state preschool funding to provide services in compliance with Head Start Performance Standards. Data represented in State Funded Preschool, Head Start and Early Head Start numbers are highly duplicative because of the blended funding.

Source: Head Start Enterprise System Program Information Report 2014 and Oregon Prekindergarten-only reporting.

Methodology: A percentage of ACF and Non-ACF slots were applied to cumulative enrollment for blended slots, Oregon Prekindergarten only reporting was then added to Non-ACF counts.

An additional 15 programs representing 2,286 Head Start/Early Head Start funded children and 1461 state funded children, completed and submitted portfolios under the Head Start/TQRIS crosswalk, and are still in process connecting to the state systems of licensing and Career Lattice System.

Programs funded by IDEA, Part B, Section 619 year one data represented a cumulative number of children receiving special education services in TQRIS settings was reported. This year "point in time data (January 2015) data" were reported as those data more accurately represent the number of children receiving services in TQRIS.

Programs funded under Title 1 of ESEA, (annual December 1 count) data source is Annual Special Education Child Count, 2013.

Programs receiving CCDF funds data source is the ACF 801-October 2014 Report.

Program participation in the TQRIS is recorded by Oregon's TQRIS Administrator, Western Oregon University.

Performance Measure (B)(4)(c)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

Over the course of 2014, Oregon has made significant progress in implementing strategies to increase the supply of high quality ELDP. While Oregon has not met its targets for this table, given our progress and pipeline of programs, we feel confident that we will achieve these targets by the end of the grant period. Specifically the engagement and ongoing support of Head Start, State Preschool and Migrant and Seasonal Head Start grantees as well as work occurring with CCDF subsidy program to support low-income working families to have better access to affordable high quality care as Oregon continues to build a supply of top tiered programs.

Aside from meeting the quantity targets, Oregon is taking time to assess equity within the TQRIS and ensure that racially, ethnically and linguistically diverse child care providers, children and families are prioritized and supported in the TQRIS. The Early Learning Division has developed a plan to address specific equity concerns and ensure that equity is at the heart of the work in the future. Addressing equity within the TQRIS will entail deepening community engagement around quality early learning experiences, inviting greater representation from underserved communities onto TQRIS decision-making bodies, and evaluating the TQRIS standards with a focus on cultural responsiveness. Oregon will be implementing this plan over the remainder of the grant.

Validating the effectiveness of the State TQRIS (Section B(5) of Application)

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

The first Validation Study to determine if the tiers accurately differentiate levels of quality is currently underway. After delays due to a slow provider application submission rate during Year one, a large number of providers have submitted portfolios and moved forward with the TQRIS system. Oregon is currently nearing completion of the observational data collection for the Validation Study 1.

To date, Portland State University (PSU) has received contact information on 422 ELDP who submitted TQRIS portfolios and are thus potential participants in the Validation Study. Of these, contact has been made with 346 ELDP of whom 275 were eligible. The primary reason an ELDP is not eligible is that they only serve school age children. In total, 76 ELDP have not yet been contacted; 35 (13%) have declined; and 238 (87%) are eligible and have agreed to participate. Observations have been completed on 218 ELDP (92% of those who agreed to participate). A pool of "level 1" ELDP that meet basic licensing requirement is also being created, to ensure that the full range of quality is represented in the study.

As Oregon completes Validation Study 1 plans to finalize the research design and begin Study 2 are currently underway. Study 2 will examine child and family-related TQRIS outcomes, including child engagement with materials, peers, and adults in the early learning setting and family-provider relationships/engagement. These data, analyzed with CLASS and other TQRIS indicators will help us ensure that measureable progress is being made through the TQRIS Standards to support positive outcomes for young children.

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

Select the Focused Investment Areas addressed in your RTT-ELC State Plan. Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Focused Investment Areas

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Promoting Early Learning Outcomes

Early Learning Development Standards (Section C(1) of Application)

Has the State made progress in ensuring that it's Early Learning and Development Standards:

Early Learning and Development Standards	
Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers	Yes
Cover all Essential Domains of School Readiness	Yes
Are aligned with the State's K-3 academic standards	
Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities	Yes

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

There were no changes to the Early Learning Standards in 2014. Oregon's 2012 Early Childhood RTT-ELCG application focused on statewide training with early childhood education workforce and public school personnel to help ensure Early Learning and K-3 alignment. It also focused on smooth transitions for children between Early Learning and K-3 at the regional or local level through partnerships with Early Learning Hubs and the K-12 school system.

ODE continues to partner with state professional development organizations and associations to discuss professional development opportunities for early learning partners and Kindergarten personnel. In fall 2014 a team, consisting of state and school district leadership, was invited to attend the National P-3 Leadership Institute hosted by Kristie Kauerz from the University of Washington. The Institute provided time and resources to support the formation of a shared vision and collaborative work plan for Pre-K through 3 in Oregon. In November 2014, ODE partnered with the Confederation of Oregon School Administrators to host an Early Years to Early Grades Summit attended by almost 400 people from K-12 and early learning from across the state. Additionally, in collaboration with partners from the private sector, a PreK-3rd Grade alignment resource toolkit was assembled that provides resources to support community planning and implementation of P-3 strategies.

Oregon continues to engage in the K - grade 3 Consortium led by North Carolina, a nine state consortium that has been awarded a federal enhanced assessment grant. The standards alignment work completed through the consortium will continue to contribute to Oregon's process by linking early learning standards with the common core and aligning understanding and expectations for children ages 0 to 8.

Oregon is in the process of using what we have learned from the implementation of the Kindergarten assessment to inform our work. This project proposes several deliverables that will link Oregon's Early Learning Framework to Oregon's Academic Standards and align understanding and expectations for the learning and development of children ages three to kindergarten.

These deliverables are:

1. An expanded set of developmental progressions for pre-kindergarten children that address the domains and indicators in Oregon's Early Learning Framework, with explicit emphasis on language and literacy development across domain areas.
2. A set of core knowledge and skill indicators for children transitioning to kindergarten, with explicit emphasis on language and literacy development across domains and core academic standards;
3. Clear alignment of developmental progressions and expectations for learning in Oregon's Early Learning Framework and Oregon's Academic Standards.
4. An aligned set of standards and guidance related to English learners, from age three to kindergarten.
5. A set of tools and supports to assist early learning professionals and kindergarten teachers in the implementation of the aligned standards.

These deliverables will result in:

- Clear, comprehensive, and united objectives for early childhood professionals and kindergarten teachers to support continuity of practice across settings;
- A foundation for selection and implementation of high quality curriculum, instructional practices, and formative assessments to help all children meet grade-level expectations;
- A collective reference for administrators to develop aligned professional development strategies that lead to children becoming successful readers by the end of third grade; and
- A resource for educators, policy makers, families, and communities to promote a shared language and understanding of development and learning expectations for young children.

Health Promotion (Section C(3) of Application)

Has the State made progress in:

Child Health Promotion	
Establishing a progression of standards for ensuring children's health and safety	Yes
Ensuring that health and behavioral screening and follow-up occur	Yes
Promoting children's physical, social, and emotional development across the levels of your TQRIS Program Standards	Yes
Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards	Yes
Promoting healthy eating habits, improving nutrition, expanding physical activity	Yes
Leveraging existing resources to meet ambitious yet achievable annual targets	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Progress has been made in all areas of health promotion in the grant. Highlights of Oregon's progress include developmental screening trainings for child care providers, leveraging of existing grants to support the implementation of developmental screening, and greater coordination between early learning and health efforts. There has continued to be significant increases in the number of children receiving developmental screening compared to 2013, exceeding five year targets.

Within the last year Oregon has created and distributed a shared guidelines document for developmental screening that aligns statewide developmental screening training curriculum with TQRIS. A standardized 6-hour developmental screening workforce training curriculum that is standardized as an intermediate level training in the Career Lattice Registry has also been created. The curriculum is comprehensive, covering administration of the Ages & Stages Questionnaire, and strategies for engaging parents in response to results and referral.

The developmental screening training-of-providers (TOP) has been delivered to early learning developmental providers, home visitors, and other early childhood professionals. Three TOPs have been conducted in geographically diverse, high-needs areas of the state for a total of 101 trained providers thus far. The developmental screening training-of-trainer (TOT) has been delivered as well. 34 Master Trainers from OCCD Registry representing 14 of 36 counties have received certification to conduct TOPs thus far. Nine participants self-reported ability to conduct trainings in Spanish. Spanish translation of developmental screening curriculum and related resources has been completed.

The following state and local resources continue to be leveraged to achieve targets for developmental screening, including: Project LAUNCH grant, Early Childhood Comprehensive Systems (ECCS) grant, the State Innovation Model (SIM) grant, Maternal, Infant and Early Childhood Systems (MIECHV) grant, and the Title V Maternal Child Health (MCH) Block Grant. A second Needs Assessment Survey targeting home visitors has been completed, shedding more light on the use of developmental screening in Oregon.

The following strategies are underway and will continue through the grant period to ensure that measurable progress will be made through the grant period:

- Further work to provide and emphasize workforce training related to promoting healthy eating habits, improving nutrition and expanding physical activity are needed
- Schedule and conduct five TOPs and three TOTs through July with one TOP conducted in Spanish
- Explore need, location and dates for further TOPs beyond July
- Implementation of continuous quality improvement strategies and follow up trainer coaching and supports
- Completion of Spanish translation of curriculum and materials
- Exploration of interpreters for trainings as needs are identified
- Exploration of Spanish trainings and other languages as needs are identified
- Further exploration of collaboration with University of Oregon for enhanced ASQ Oregon web-based access to ASQ-3 screening
- Exploration of technical capacity for linking web-based developmental screening to primary medical provider health information systems
- Exploration of development of other curricula focused on social and emotional development

Performance Measure (C)(3)(d)

In the table, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Number of Children with High Needs screened	13,375	13,723	14,080	14,445	14,821	37,500	16,427		
Number of Children with High Needs referred for services who received follow-up/treatment	12,609	12,937	13,273	13,618	13,972	10,406	9,514		
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	314,062	314,062	314,062	314,062	314,062	339,315	267,143		
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	262,756	269,588	276,597	283,788	291,167	297,699	7,845		

Performance Measure (C)(3)(d) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

There are three Performance Measures within the (C)(3)(d) Performance Measures Table that have been readjusted due to limitations of the previously reported data source. Original reporting for all three Performance Measures (benchmarks/targets and 2013 APR) was based on data from the National Survey of Children's Health (NSCH; 2007 and 2011/12 data, respectively); this national survey will not be fielded again during our RTT grant period. For that reason, new data sources are reported for this report and will be continued to be used for remaining reports. Below are currently used data descriptions and sources by Performance Measure.

A. Number of Children with High Needs screened:

2014 APR Data Description and Source:

Percentage of children enrolled in Medicaid who were screened for risks of developmental, behavioral and social delays using standardized screening tools in the 12 months preceding their first, second or third birthday.

Source: Oregon's Health System Transformation 2014 Mid-Year Report, January 14, 2015; Measure period, July 2013-June 2014. Data are Medicaid billing for developmental screening for children up to three years old. <http://www.oregon.gov/oha/Metrics/Pages/measures.aspx>

Measure description: Percentage of children receiving Medicaid who were screened for risks of developmental, behavioral and social delays using standardized screening tools in the 12 months preceding their first, second or third birthday. CY 2011 baseline: 11,433 (21%); CY 2013: 6,039 (33%)

- B. Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care.

2014 APR Data Description and Source:

Percentage of children 1-19 years old enrolled in Medicaid who had a visit with a primary care provider.

Source: Oregon's Health System Transformation 2014 Mid-Year Report, January 14, 2015; Measure period, July 2013-June 2014. Data are Medicaid billing for any visit within Oregon's coordinated care organizations. <http://www.oregon.gov/oha/Metrics/Pages/measures.aspx>

Measure description: Percentage of children 1-19 years old receiving Medicaid who had a visit with a primary care provider. Year 2011 baseline: 197,424 (88.5%); Year 2013: 247,108 (87%).

- C. Of these participating children, number or percentage of children who are up-to-date in a schedule of well child care

2014 APR Data Description and Source:

Well Child Visits in the first 15 months: Percentage of children up to 15 months old receiving Medicaid who had at least 6 well child visits.

Source: Oregon's Health System Transformation 2014 Mid-Year Report, January 14, 2015; Measure period, July 2013-June 2014. Data are Medicaid billing for any visit within Oregon's coordinated care organizations. <http://www.oregon.gov/oha/Metrics/Pages/measures.aspx>

Measure description: Well Child Visits in the first 15 months: Percentage of children up to 15 months old receiving Medicaid who had at least six well-child visits with a health care provider; Year 2011 baseline: 29,385 (68%); Year 2013: 2,508 (61%).

Performance Measure (C)(3)(d) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

The target for the "Number of children with high needs referred for services who received follow-up was not met. The Baseline and Year One data were investigated for accuracy and found to be a duplicated count (the same children referred multiple times) of children. During Year Two of the grant the duplicate count issue was resolved. The number of children reported this year (Year Two) represent an "un-duplicated" count of children high needs referred for services who received follow-up. The un-duplicated count for the Baseline Year is 9,188; Year One is 9,120.

Our previous data source for measures #1, #3 and #4 above (for baseline and APR reporting) was the National Survey of Children's Health (NSCH 2007 and 2011/12, respectively), a survey conducted once every four years. This national survey will not be fielded again during our RTT grant period. To supply performance reporting for the current APR and moving forward, we changed our data source to Medicaid claims. This difference in data source precludes direct comparisons of Year Two data to previous reported data. However, we have provided data for our new measure source looking back to 2011 to allow retrospective comparisons. In addition, our

future APR reporting will also use our new measures based on Medicaid claims allowing for comparisons moving forward.

Measure #1 target notes: Oregon's developmental screening rates continue to exceed our targets. Comparing 2011 screening rates to 2014 Mid-Year data, developmental screening rates among the Medicaid population increased by 67% (2011 baseline 21%; July 2013 - June 2014 35%).

The new numerator (and denominator) counts reported from our new Medicaid claims data source (compared to past NSCH data), appears low due to differences in measure specifications. Specifically, our new developmental screening measure (consistent with CHIPRA measure specifications) requires that a child have had continuous, uninterrupted Medicaid coverage over the previous 12 months, which limits the number of children included in the rate calculation.

Measure #3 and #4 target notes. Similar to our developmental screening measure, both of these measures have smaller numerator/denominator counts due to measure specifications differences compared to NSCH data.

A small decline has been noted since 2011 in our percentage of children 1-19 years old who had a visit with their primary care provider. While this decline is minimal, the Oregon Health Authority is monitoring this closely in order to address any systemic factors that may be causing this change. Of note, Oregon has been undergoing significant health system transformation in the past several years, including expansion of health insurance for children as part of Oregon's 2009 Healthy Kids legislation, transition of most children enrolled in Medicaid from managed care organizations (MCOs) to coordinated care organizations (CCOs), and substantial influx of new Medicaid enrollees as part of the Affordable Care Act (ACA). We are monitoring closely to assure access is not impacted throughout these major system changes.

A more modest decline since 2011 has been noted in our well child visit rates among children 15 months of age. OHA is actively exploring our Medicaid data to understand changes in enrollment from MCOs to CCOs, may play a significant role. OHA's robust health analytics team, in coordination with our child policy experts, will be assessing possible responses to any confirmed declines once full 2014 data is available.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)

Has the State made progress in developing:

Workforce Knowledge and Competency Framework	
A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes	Yes
A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework	Yes

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Oregon continues to make progress on refining the Workforce Knowledge and Competency Framework. The work group completed an extensive assessment of the current Workforce Knowledge and Competencies, compared to the NAEYC personnel preparation standards with the guidance of a NAEYC and a Professional Development Systems and Workforce Initiatives specialist. The Workforce Knowledge and Competencies Framework was found to be well informed by national standards with minor enhancements recommended. Revisions are currently underway, guided by state level stakeholders. Work is progressing to align professional development opportunities to our state's Workforce Knowledge and Competency Framework. Specifically, Parent Education and Home Visiting are using the Workforce Knowledge and Competency Framework to serve as a core set of professional development knowledge standards to build needed competencies within each field.

A common progression of credentials and degree work began at Oregon's annual Articulation Summit in spring of 2012. Action plans were developed and progress has been made on those plans. Oregon's community colleges are working to ensure all coursework aligns with NAEYC national personnel standards which will automatically align with the Core Body of Knowledge. They are also working on a "one-year" certificate that would provide the same number of credits at all colleges and would link to the State Registry and be applicable towards a two-year Associate degree. This work continues with the convening of two Articulation Summits this year to focus on alignment of professional development for the early childhood workforce. The Articulation Summit focused on connecting credit for prior learning, creating supports for students and exploring a statewide certificate option.

Additional progress has been made in creating partnerships involving community colleges to create early childhood stackable and portable certificates, credentials, and degree programs that prepare more non-traditional, dual-language educators and that support more seamless transitions from high school to degree completion. Degree programs have been designed to be flexible in meeting the needs of the existing early childhood workforce and provide a comprehensive array of supports to individuals completing degrees in Early Childhood Education.

**Supporting Early Childhood Educators in improving their knowledge, skills, and abilities
(Section D(2) of Application)**

Has the State made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes:

Supporting Early Childhood Educators	
Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework	Yes
Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including:	Yes
<i>Scholarships</i>	Yes
<i>Compensation and wage supplements</i>	Yes
<i>Tiered reimbursement rates</i>	Yes
<i>Other financial incentives</i>	Yes
<i>Management opportunities</i>	Yes
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
<i>Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework</i>	Yes
<i>Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework</i>	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Oregon has a well-established professional development system with a Career Lattice Registry that connects with state licensing to track and document ongoing training requirements and degree attainment. The professional development system also has an established Trainer Program which utilizes the Workforce Knowledge and Competency Framework to offer training to the field.

Efforts have continued to increase the number of trainers within the Trainer Program. These efforts have been targeted towards increasing the number of trainers with the ability to train in languages other than English. Oregon currently has trained 40 trainers who are equipped to provide a literacy specific curriculum to Early Childhood Educators in Spanish, Russian, Vietnamese and Chinese. Oregon has also launched a math curriculum with 21 English only trainers, 10 English/Spanish trainers and 2 Spanish trainers. This curriculum supports ELDP to implement their curriculum and align with Oregon Early Learning Guidelines.

The Professional Development System continues to build connections across both program standards and early learning guidelines and connects them as trainers develop new training offerings. Oregon has a well-established

professional development system with a Career Lattice Registry that connects with state licensing to track and document ongoing training requirements and degree attainment. The professional development system also has an established Trainer Program which utilizes the Workforce Knowledge and Competency Framework to offer training to the field.

Efforts have continued to increase the number of trainers within the Trainer Program. These efforts have been targeted towards increasing the number of trainers with the ability to train in languages other than English. Oregon currently has trained 40 trainers who are equipped to provide a literacy specific curriculum to Early Childhood Educators in Spanish, Russian, Vietnamese and Chinese. In addition, Oregon has also launched a math curriculum in both English and Spanish.

The Professional Development System continues to build connections across both program standards and early learning guidelines and connects them as trainers develop new training offerings. This approach has elevated the field's awareness of how the standards work together and is facilitating more intentional connections between training content and quality practices.

The TQRIS has continued to offer Education Awards to individuals who work in programs that achieve star ratings. An Education Award is a financial incentive that rewards provider for educational achievements and encourages continued education. The award is provided to individuals and supervisors, who are working at least 20 hours a week with children under the age of 13. The award amount ranges from \$100-\$500 and is based on the professional development milestone an individual achieves on the Registry. Our goal is to continue to recognize and incentivize the workforce to implement quality standards within their programs. In 2014, Oregon awarded 3,020 Education Awards, of which 644 were secondary Education Awards to individuals working in a star rated program.

Oregon continues to see tremendous growth and has received 5,029 Career Lattice Registry applications over the last year. This is a 150.1% increase from 2013.

Oregon continues to offer statewide scholarships from philanthropic support and has launched a supplemental Race To the Top Scholarship Program designed to leverage existing resources and provide additional support for providers to achieve their Associates Degree. Oregon has awarded 67 supplemental scholarships that cover the full cost of tuition, fees and indirect costs. Recruitment and selection criteria were intentionally designed to reach underrepresented communities resulting in six recipients whose primary language is other than English and 22% of recipients reporting being non-white. Over 300 college credits have been supported in 2014.

Performance Measure (D)(2)(d)(1)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of "aligned" institutions and providers	12	12	12	13	13	12	12		
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	2,155	2,259	3,374	3,454	3,534	2,788	4,141		

Performance Measure (D)(2)(d)(1) Data Notes

The above table reflects the baselines, targets, and actuals for the following metric definitions.

- "Aligned institutions" is defined as community colleges
- "Total number of Early Childhood Educators credentialed by an 'aligned' institution or provider" is defined as achieving Step 7 - 9.5 on the Oregon Registry, a CDA or Oregon Registry Credential.

The data source for these metrics is the Oregon Registry.

Performance Measure (D)(2)(d)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Oregon exceeded 2014 targets and contributes this to the number of ELDP participating in the TQRIS which incorporates the Professional Development Registry within the domain of Personnel Qualifications.

Performance Measure (D)(2)(d)(2)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

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

Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline		Year 1		Year 2		Year 3		Year 4	
Progression: Low to High	#	%	#	%	#	%	#	%	#	%
Oregon Registry Steps 3-6 or higher	1,536	14.00%	1,601	11.00%	3,166	23.00%	3,226	23.00%	3,286	24.00%
Step 7 – 8.5/CDA or Oregon Registry Credential	1,900	14.00%	2,004	14.00%	2,060	15.00%	2,116	15.00%	2,172	16.00%
Step 9 – 9.5/Associate Degree	1,338	9.00%	1,338	9.00%	2,397	17.00%	2,421	17.00%	2,445	18.00%
Step 10/Bachelor Degree	2,381	17.00%	2,381	17.00%	3,056	22.00%	3,312	24.00%	3,568	26.00%

Actuals										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline		Year 1		Year 2		Year 3		Year 4	
Progression: Low to High	#	%	#	%	#	%	#	%	#	%
Oregon Registry Steps 3-6 or higher	1,536	14.00%	1,995	19.00%	2,654	16.00%				
Step 7 – 8.5/CDA or Oregon Registry Credential	1,900	14.00%	2,277	16.00%	3,277	20.00%				
Step 9 – 9.5/Associate Degree	1,338	9.00%	1,516	11.00%	1,979	12.00%				
Step 10/Bachelor Degree	2,381	17.00%	2,945	21.00%	3,834	23.00%				

Performance Measure (D)(2)(d)(2) Data Notes

Please describe the methodology used to collect the data, including any error or data quality information.

Data in this section represent the sum totals of data from the following sources:

- Oregon Registry
- Head Start PIR - 2013-14
- ODE special education staff position collection for the 2013-14 school year Data that is documented through the Oregon Registry.

Percentage represents number of participants with that credential related to total of Teacher, Head Teacher, Directors, and providers that are recorded in the Oregon Central Background Registry.

- 11,198 (CC- includes, Director's, site directors, Head teachers, teachers)
- 676 (CF providers)
- 2480 (RF providers)

Total: **13,870**

Data from Head Start PRI 2014*

- 1118 Classroom teachers
- 828 Assistant teachers
- 91 Home based visitors
- 24 Home based supervisors

Total: **2061**

Data extracted from the ODE special education staff position collection for the 13-14 school year: Total 753

- 338 Special Education Paraprofessionals
- 415 EI/ECSE Specialist with Bachelor degrees

Total: **753**

- **Total workforce Number is= 16,684**

OR. Registry Head Start ODE Special Ed.

Credential type 1: **2654**

Credential type 2: 2639 638

Credential type 3: 1502 477

Credential type 4: 2913 506 415

*Some of these positions will also be duplicated in the total workforce numbers, since Head Starts data does not separate licensed from unlicensed programs.

Performance Measure (D)(2)(d)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Oregon exceeded in two of the four credentialing types indicating Early Childhood Educators moved up the career lattice in higher numbers than anticipated. Therefore, in the two areas where targets were not met, the difference is realized within the higher level credentials.

Measuring Outcomes and Progress

Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)

Has the State made progress in developing a common, statewide Kindergarten Entry Assessment that:

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	
Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws	Yes
Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA)	Yes

Describe the domain coverage of the State’s Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

Oregon's Statewide Kindergarten Assessment includes measures in the domains of Early Literacy (letter names, letter sounds), Early Math (Numbers and Operations), and Approaches to Learning (which includes Self-Regulation and Social-Emotional Development).

We are in the process of exploring how to incorporate physical/ fine motor development into future iterations of the assessment. The literacy and math assessments are easyCBM measures. EasyCBM is an assessment system for kindergarten through 8th grade designed by researchers from the University of Oregon to provide 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. The administration conditions for the easyCBM measures were modified for the statewide Kindergarten Assessment, with input and permissions from the University of Oregon, to accommodate the needs of entering kindergarten students.

The statewide Kindergarten Assessment also includes the Child Behavior Rating Scale (CBRS) which is based on teacher observation of the student during regular classroom activities and routines. The items focus on a child's approaches to learning, self-regulatory skills and social-emotional development. The 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.

Beginning in the 2013-2014 school year, all students were administered the statewide Kindergarten Assessment. To accommodate staggered start dates throughout the state, the Oregon Department of Education establishes a statewide window from the middle of August through late October. Within that timeframe, schools are required to establish their own six week window to get a true picture of a child's learning and development at kindergarten entry.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

In 2012, the Oregon Legislature passed House Bill 4165 which directed the Early Learning Council and the Department of Education to jointly develop a Kindergarten Readiness Assessment to be piloted in the 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.

On March 8, 2013 the State Board of Education adopted into rule a directive that all school districts administer the Oregon Kindergarten Assessment to all students enrolled in kindergarten beginning with the 2013- 2014 school year. To help communicate to the field about the new Kindergarten Assessment, webpages were added to the Early Learning System Website for parents, early learning and development providers, and school districts/teachers.

A Kindergarten Assessment Resource page was added to the ODE website that includes test specifications, the test administration manual, training materials, and additional resources. Regional In-Person Trainings for administering the Kindergarten Assessment were provided from May through August, 2013. ODE also provided additional web-based training on assessment administration and data entry.

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. Approximately 95% of Oregon's kindergarten students participated in the first administration of the assessment.

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 K-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 includes the release of Student Roster and School Summary Reports to districts.

Recommendations made by the 2013 Interpretation panel resulted in changes to the 2014-2015 assessment instruments and improvements to administrator training and supporting resources. The Spanish literacy

assessment, Spanish letter names was implemented statewide. ODE provided guidance to support districts to identify Spanish-speaking English learners early in the school year and to locate Spanish bilingual assessors. Training for test administrators was streamlined and offered through remote, web-based modules that were also recorded and posted online. Improvements to data entry and quality assurance included web-based data entry training, a resource manual to facilitate data entry, and the addition of a review window to allow districts to review their data for accuracy.

The second administration of the statewide Kindergarten Assessment was completed in 2014-2015 and statewide data was released in January 2015. A Kindergarten Content and Assessment Advisory Committee has been formed to reflect on the 2014-2015 data, make recommendations on the content of future iterations of the Kindergarten Assessment and develop guidelines for Kindergarten Assessment reporting and interpretation. Specifically, the committee will: explore modifications of letter name and letter sound recognition measures to improve the validity of the literacy segment for accurate tracking of sub-group level changes in early literacy; consider adoption of additional measure(s) that address early language/vocabulary; and identify best practices for interpretation of the 2014 Kindergarten Assessment data at the hub, district, school, and student levels. The committee will also make recommendations regarding accommodations and extending testing needed for children with special needs and assessment benchmarking and interpretative schema.

Early Learning Data Systems (Section E(2) of Application)

Has the State made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that:

Early Learning Data Systems	
Has all of the Essential Data Elements	
Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs	
Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data	
Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making	
Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws	Yes

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Oregon is making significant progress on all of the above indicators. For Race to the Top, Oregon started this work at a disadvantage in that we are still responding to a legislative mandate consolidating early childhood services. Data systems are being moved from former host agencies to the Early Learning Division at the Oregon Department of Education. This necessitated the migration of all data source systems to the Microsoft SQL server back end and .NET web applications employed at ODE, or to new vendor hosted solutions.

Essential Data Elements

ODE is working toward provisioning its Secure Student Identifier (SSID), used in Prekindergarten through grade 12, for use in some of our early childhood data systems. ODE, in partnership with the Department of Human Services and Oregon Health Authority, is exploring the possibility for provisioning SSIDs for our universal developmental screening project, as well as other identity resolution options. When a child is screened with Oregon's universal developmental screening tool, the Ages and Stages Questionnaire, children will either be provisioned with an SSID or an identity match made using other identify resolution options. This will allow seamless linkage with K-21 records. ODE has worked with the largest early childhood online data system provider, ecCares, to authorize their transactional data system to provision SSIDs. As ODE migrates and consolidates other early childhood systems, stakeholders will evaluate whether to use SSIDs or establish robust record linkages with other Identity Resolution and Management systems, such as that being developed for Project ALDER, Oregon's Statewide Longitudinal Data System grant, or the new state funded continuation of that effort, the Oregon Education Investment Board Statewide Longitudinal Data System (OEIB-SLDS). Oregon has a unique worker/teacher identifier implemented in the systems that are being migrated, but not one that is yet

implemented in the statewide longitudinal data system for P-12. The aforementioned identity resolution systems will provide that robust linkage. Oregon has a unique program site identifier in place, and collects childhood and family demographic information. Stakeholders are in discussion about how to conform attributes - that is, define authoritative sources for each attribute when more than one candidate source is available. We are migrating our source system for Early Childhood Educator demographic information; it contains all of the listed data elements. The same is true for data on a program's structure, quality, staff retention, work environment and other TQRIS data elements. Oregon collects and manages child-level program participation data and some early childhood attendance data. Until we have our Identity Resolution and Management systems fully implemented, we won't have fully deduplicated data on program participation.

Data System Oversight Requirement: Governance

Oregon implemented a new comprehensive Data Governance structure approximately five months ago as a first step in the OEIB-SLDS. Two bodies govern the OEIB-SLDS: a Data Governance Committee, and a Steering Committee. The Data Governance Committee has three full members: Oregon's Chief Education Officer at OEIB, the Deputy Superintendent of Public Instruction at ODE (who represents early childhood), and the Executive Director of the Higher Education Coordinating Commission. This committee provides high level oversight and serves as a liaison to the state executive and legislative branches. The Steering Committee has a much broader membership with representatives from each state agency that has pledged cooperation and other agencies that will join our SLDS efforts in the future. Each partner agency maintains an internal data governance structure that fulfills all of the functionality required:

- identifies the elements that are collected and maintained;
- provides for training of system users in internal controls;
- establishes who will have access to the information and how the information may be used;
- sets appropriate internal controls to restrict access to only authorized users;
- sets criteria for determining the legitimacy of data requests;
- establishes processes that verify the accuracy, completeness, and age of the information elements maintained in the system;
- sets procedures for determining the sensitivity of each inventoried element and the risk of harm if that information was improperly disclosed (this is an emerging area); and
- establishes procedures for disclosure review and auditing (also emerging).

Data System Oversight Requirement: Transparency

Oregon convened a series of statewide meetings on privacy especially as it relates to public and private data systems. The data governance bodies associated with the OEIB-SLDS will continue to facilitate stakeholder conversations around transparency. ODE publishes file formats for defined data collections. As ODE works on the migration of systems from other agencies, it will define new appropriate mechanisms for transparency. Other K-12 data is collected on a well-defined schedule for state and federally mandated reporting purposes and file formats are published annually. Early childhood systems have other periodicities, reporting requirements and stakeholder populations beyond those of other K-12 collections. Parental consent is handled at the source system (i.e., transactional system) level.

Data Tables

Commitment to early learning and development

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

Table (A)(1)-1: Children from Low-Income families, by age

Table (A)(1)-1: Children from Low-Income ¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	23,287	51%
Toddlers ages 1 through 2	42,796	47%
Preschoolers ages 3 to kindergarten entry	42,711	46%
Total number of children, birth to kindergarten entry, from low-income families	108,794	47%

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

Data Table (A)(1)-1 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

Poverty rates based on 2013 American Community Survey and number of children birth to kindergarten entry from July 1, 2014 report from Oregon Office of Economic Analysis.

Table (A)(1)-2: Special Populations of Children with High Needs

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	10,641	4.6%
Are English learners ²	32,864	14.3%
Reside on "Indian Lands"	734	0.0%
Are migrant ³	1,674	0.7%
Are homeless ⁴	1,674	0.7%
Are in foster care	5,479	2.3%

¹For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

²For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.

³For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁴The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Data Table (A)(1)-2 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

Children who are English language learners based on 2013 American Community Survey percentage of households who speak a language other than English (14.3%) applied to total number of children in state ages birth to kindergarten entry from July 1, 2014 Oregon Office of Economic Analysis (229,820).

Homeless: *This count is limited to homeless children in SY 2013-14 who were

- ages 3-5 enrolled in Oregon public preschools and Head Start (all 197 districts)
- ages 0-2 in 25 out of 197 districts only.

To corroborate, in 2011 the state one-night homeless count recorded 1,697 children ages 0-5 living in shelters or on the streets.

**Percent calculated using US Census total of 223,005 children ages 0-5. For the school age population, the state percent homeless is 3.5%.

Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	35	99	7,705	7,840
Specify:	Includes state-funded Early Head Start and Oregon Head Start Prekindergarten.			
Data Source and Year:	ODE State enrollment numbers, 2013-2014 program year.			
Early Head Start & Head Start¹	879	2,433	8,826	12,138
Data Source and Year:	2014 PIR report (Region X, Region XI American Indian Head Start, Region XII Migrant/Seasonal Head Start excluding non-ACF).			
Programs funded by IDEA, Part C and Part B, section 619	548	2,754	7,339	10,641
Data Source and Year:	Annual Special Education Child Count, 2013.			
Programs funded under Title I of ESEA	-	-	350	350
Data Source and Year:	Consolidated State Performance Final Report, 2013.			
Programs receiving funds from the State's CCDF program	981	5,028	8,934	14,943
Data Source and Year:	ACF-801, July 2013-June 201			
Other 1	7,512	3,881	669	12,062
Specify:	Home Visiting -- public health programs, Healthy Families Oregon, MIECHV			
Data Source and Year:	Oregon Health Authority, Public Health Division, Office of Family Health, 2014 report of 2012 data..			
Other 2	892	1,342	1,314	3,548
Specify:	Relief Nurseries			
Data Source and Year:	Self report by each nursery to Oregon Association of Relief Nurseries (OARN) by calendar year 2014.			
Other 3	568	532	1,019	2,119
Specify:	TANF			
Data Source and Year:	Department of Human Services provider pay claims and claims history January 1, 2014 – December 31, 2014.			
Other 4	1,794	2,420	6,228	10,442
Specify:	Employment-Related Day Care (ERDC)			
Data Source and Year:	Department of Human Services Provider pay claims and claims history, January 1, 2014 December 31, 2014.			

¹ Including Migrant and Tribal Head Start located in the State.

Data Table (A)(1)-3a Data Notes

Enter text here to clarify or explain any of these data if needed.

1. Source: Head Start and Early Head Start Program Information Report 2014 and Oregon PreK-only reporting and Maternal, Infant, and Early Childhood Home Visiting data from Oregon Health Authority.

Methodology: A percentage of ACF and Non-ACF slots was applied to cumulative enrollment for blended slots, Oregon Prekindergarten only reporting was then added to Non ACF counts. Data regarding children in Early Head Start home-visiting was obtained from federal Office of Head Start and included in the federal Early Head Start and Head Start counts.

2. The number of children in Title-IA of ESEA preschools continues to decrease as schools use other sources to fund preschool programs.
3. Employment Related Day Care numbers are highly duplicative to numbers identified under Programs receiving CCDF funding programs.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	3,403	289	143	438	59	676	5,291
Specify:	Includes state-funded Early Head Start and state funded Oregon Prekindergarten slots.						
Early Head Start & Head Start ¹	5,445	648	181	704	98	708	6,518
Early Learning and Development Programs funded by IDEA, Part C	726	41	95	74	22	131	2,231
Early Learning and Development Programs funded by IDEA, Part B, section 619	1,827	96	191	216	96	228	4,746
Early Learning and Development Programs funded under Title I of ESEA	150	17	13	26	5	12	126
Early Learning and Development Programs receiving funds from the State's CCDF program	5,096	476	268	2,075	290	168	12,562
Other 1	837	159	10	110	22	375	2,368
Describe:	Relief Nurseries						

¹ Including Migrant and Tribal Head Start located in the State.

Data Table (A)(1)-3b Data Notes

Enter text here to clarify or explain any of these data if needed.

1. Head Start Enterprise System - Program Information Report 2014 and Oregon Prekindergarten-only reporting and MIECV data from Oregon Health Authority.

Methodology: A percentage of ACF and Non-ACF slots was applied to cumulative enrollment for blended slots, Oregon Prekindergarten only reporting was then added to Non-ACF counts. Data regarding children in Early Head Start home-visiting was obtained from the federal Office Head Start and included in the federal Early Head Start and Head Start counts.

2. Title 1 does not collect data by race/ethnicity for children under school age. These numbers are extrapolated from the school age numbers. Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count) data source is Annual Special Education Child Count, 2013.

Programs funded under Title 1 of ESEA, (annual December 1 count) data source is Annual Special Education Child Count, 2013.

3. Programs receiving CCDF funds data source is Department of Human Services provider pay claims and claims history, January 1, 2014 - December 31, 2014. Please note there are some children who do not fall into any category because the parent/caretaker did not provide the information, which is purely voluntary.

Table (A)(1)-4: Data on funding for Early Learning and Development

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	Baseline	Year 1	Year 2	Year 3	Year 4
Supplemental State spending on Early Head Start & Head Start¹	\$752,006	\$754,653	\$762,770		
State-funded preschool	\$61,069,890	\$62,437,835	\$63,361,629		
Specify:	Oregon Prekindergarten				
State contributions to IDEA, Part C	\$11,737,518	\$13,787,983	\$14,623,788		
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$44,155,427	\$52,872,711	\$55,018,299		
Total State contributions to CCDF²	\$31,313,274	\$31,051,232	\$31,204,708		
State match to CCDF Exceeded / Met / Not Met	Exceeded	Exceeded	Exceeded		
<i>If exceeded, indicate amount by which match was exceeded</i>	\$7,863,951	\$7,428,186	\$7,110,554		
TANF spending on Early Learning and Development Programs³	\$984,432	\$2,817,838	\$4,439,501		
Other State contributions 1	\$2,824,690	\$4,360,843	\$3,209,349		
Specify:	22 Relief Nurseries serving birth to age 6, therapeutic classrooms, parent education, home visiting.				
Other State contributions 2	\$1,161,786	\$1,475,362	\$2,270,921		
Specify:	Department of Human Service state contribution to CCDF				
Other State contributions 3	\$666,667	\$666,667	\$666,667		
Specify:	Child Care Contribution Tax Credit				
Other State contributions 4	\$6,216,448	\$3,952,999	\$4,020,679		
Specify:	Local government Portland Children’s Levy – early childhood birth to 5 contributions				
Total State contributions:	\$160,882,138	\$174,179,123	\$182,249,364		

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.
² Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.
³ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Data Table (A)(1)-4 Data Notes

Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

Updated baseline figures include:

- "Total contributions to CCDF" - estimated figures were provided in our application
- "TANF spending on ELDP" - the amount to-date was provided in our application
- "Other State Contributions 2" (Department of Human Service state contribution to CCDF) - estimated figures were provided in our application
- Early Head Start data source is the state's 2013-15 legislatively adopted budget and the state fiscal year (Jul 1 - Jun 30).
- Oregon Head Start Prekindergarten data source is the state's 2013-15 legislatively adopted budget and state fiscal year (Jul 1 - Jun 30).
- Relief Nurseries data source is the state's 2013-15 legislatively adopted budget and the state fiscal year (Jul 1 - Jun 30).
- Child Care Contribution Tax Credit data source is the state's 2013-15 legislatively adopted budget and the state fiscal year (Jul 1 - Jun 30).
- State contributions to CCDF data source is the ACF-696 CCDF report plus DHS data and are based on the federal fiscal year (Oct 1 - Sept 30).
- State Match to CCDF data source is the ACF-696 CCDF report plus DHS and are based on the federal fiscal year (Oct 1 - Sept 30).
- TANF spending on Early Learning and Development Programs data source is DHS provider pay claims and is based on the federal fiscal year (Oct 1 - Sept 30).
- DHS state contribution to CCDF - data source is DHS and is based on the federal fiscal year (Oct 1 - Sept 30).

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program¹			
Type of Early Learning and Development Program	Baseline	Year 1	Year 2
State-funded preschool (annual census count; e.g., October 1 count)	7,358	7,358	7,840
Specify:	Oregon Head Start PreKindergarten and state-funded Early Head Start		
Early Head Start and Head Start² (funded enrollment)	10,014	11,793	11,433
Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count)	10,250	10,585	10,641
Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)	638	525	350
Programs receiving CCDF funds (average monthly served)	15,238	16,481	16,278
Other 1	3,390	3,136	3,548
Describe:	Relief Nurseries		
Other 2	20,625	12,717	12,062
Describe:	Home visiting		
¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.			
² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.			

Data Table (A)(1)-5 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

1. Source: Head Start and Early Head Start Program Information Report 2014 and Oregon Prekindergarten only reporting and Maternal, Infant, Early Childhood Home Visiting data from Oregon Health Authority.

Methodology: A percentage of ACF and Non-ACF slots was applied to cumulative enrollment for blended slots, Oregon Prekindergarten only reporting was then added to Non-ACF counts. Data regarding children in Early Head Start home-visiting was obtained from the federal Office Head Start and included in the federal Early Head Start and Head Start counts.
2. Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count) data source is Annual Special Education Child Count, 2013.

3. Programs funded under Title 1 of ESEA, (annual December 1 count) data source is Annual Special Education Child Count, 2013.
4. Programs receiving CCDF funds data source is the ACF 801-October 2014 Report.
5. Self-report by each nursery to Oregon Association of Relief Nurseries (OARN) by calendar year 2014.
6. Source: Oregon Health Authority, Public Health Division, Office of Family Health, and Oregon Department of Education, Early Learning Division Year 2013, direct communication. Data include Babies First, CaCoon less than 5 years old, Maternity Care Management, and Health Families Oregon home visiting programs.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards

Check marks indicate the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	✓	✓	✓
Cognition and general knowledge (including early math and early scientific development)	✓	✓	✓
Approaches toward learning	✓	✓	✓
Physical well-being and motor development	✓	✓	✓
Social and emotional development	✓	✓	✓

Data Table (A)(1)-6 Data Notes

Enter text to explain or clarify information as needed.

No changes have occurred since submission of the application.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Check marks indicate where an element of a Comprehensive Assessment System is currently required.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	✓	✓	✓	✓	
Specify:					
Early Head Start & Head Start ¹	✓	✓	✓	✓	
Programs funded by IDEA, Part C	✓	✓			
Programs funded by IDEA, Part B, section 619	✓	✓			
Programs funded under Title I of ESEA	✓	✓		✓	
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements (Specify by tier)					
Tier 1					
Tier 2					
Tier 3	✓		✓		
Tier 4	✓	✓	✓		
Tier 5	✓	✓	✓	✓	
State licensing requirements					
Other 1	✓	✓	✓	✓	
Describe:	Home Visiting Programs funded by the Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program				
¹ Including Migrant and Tribal Head Start located in the State.					

Data Table (A)(1)-7 Data Notes

Enter text here to clarify or explain any of the data, if necessary.

Not applicable.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category

Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

Budget Summary Table

Budget Summary Table					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$153,799.00	\$796,742.51	\$0.00	\$0.00	\$950,541.51
2. Fringe Benefits	\$80,147.00	\$361,661.06	\$0.00	\$0.00	\$441,808.06
3. Travel	\$691.00	\$56,367.60	\$0.00	\$0.00	\$57,058.60
4. Equipment	\$616.00	\$16,894.86	\$0.00	\$0.00	\$17,510.86
5. Supplies	\$7,718.00	\$43,648.92	\$0.00	\$0.00	\$51,366.92
6. Contractual	\$62,727.00	\$457,503.38	\$0.00	\$0.00	\$520,230.38
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$4,018.37	\$0.00	\$0.00	\$4,018.37
9. Total Direct Costs (add lines 1-8)	\$305,698.00	\$1,736,836.70	\$0.00	\$0.00	\$2,042,534.70
10. Indirect Costs	\$22,563.00	\$272,922.54	\$0.00	\$0.00	\$295,485.54
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$1,342,325.00	\$3,503,253.24	\$0.00	\$0.00	\$4,845,578.24
12. Funds set aside for participation in grantee technical assistance	\$9,023.00	\$23,183.41	\$0.00	\$0.00	\$32,206.41
13. Total Grant Funds Requested (add lines 9-12)	\$1,679,609.00	\$5,536,195.89	\$0.00	\$0.00	\$7,215,804.89
14. Funds from other sources used to support the State Plan	\$357,731,587.00	\$41,173,810.00	\$0.00	\$0.00	\$398,905,397.00
15. Total Statewide Budget (add lines 13-14)	\$359,411,196.00	\$46,710,005.89	\$0.00	\$0.00	\$406,121,201.89

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Summary Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Personnel and Fringe Benefits: Expenses were lower than budgeted due to staff turn over, delays in hiring qualified staff and in grant management, request for payment for job rotation employee was not made before December 31, 2014 accounting month close.

Travel: Expenditures higher than budgeted. Two key decisions lead to Oregon being over budget: decision to send team to Seattle for ECE-K3 conference and the decision to provide technical assistance to Early Learning Hub coordination and set up.

Equipment: Expenditures continue to be lower than budgeted as the best solution for TQRIS data project is still being analyzed.

Other: Expenditures were lower than budgeted as the original plan to implement Project 9 has been reviewed and modified. Two staff were hired in late December to implement this work. Oregon will request a budget change from Other category to Personnel/Fringe Benefits to accurately reflect expenditures for Project 9.

Indirect Costs: Though expenditures were lower than anticipated, the indirect rate charged to the grant was approved by the Department of Education at a significantly higher rate than budgeted. Effective July 2014, the Department of Education approve indirect rate is 22.9% -- up from 11.9% originally budgeted. Budget for years 3 and 4 will be modified to reflect higher rate.

Contractual: Lower than budgeted as Project 6 continues to work towards the most effective data solution. Budget adjustments will be requested for years 3 and 4.

Funds distributed to localities and partner programs: lower than budgeted; significant progress has been made in getting agreements/contracts in place and work began. Many of the organizations are on a quarterly basis and the December 31, 2014 accounting month closed before invoices were received and processed.

Budget Summary Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Early Learning Division anticipates a few changes in year 3 and 4 budgets:

Adjust all project budgets in year 3 and 4 to reflect lower than anticipated expenditures in year 2.

Adjust travel budgets to reflect hands-on technical assistance and support.

Project 9: adjust budget from Other to Personnel, Fringe benefits and supplies to account for staff hired to implement project.

Adjust indirect rate budget estimates to account for higher approved rate of 22.9%.

Budget Table: Project 1 – Grant Management

Budget Table: Project 1					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$49,861.00	\$181,692.19	\$0.00	\$0.00	\$231,553.19
2. Fringe Benefits	\$25,003.00	\$75,935.58	\$0.00	\$0.00	\$100,938.58
3. Travel	\$0.00	\$1,622.93	\$0.00	\$0.00	\$1,622.93
4. Equipment	\$413.00	\$0.00	\$0.00	\$0.00	\$413.00
5. Supplies	\$2,691.00	\$5,945.75	\$0.00	\$0.00	\$8,636.75
6. Contractual	\$60,506.00	\$101,296.98	\$0.00	\$0.00	\$161,802.98
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$217.00	\$0.00	\$0.00	\$217.00
9. Total Direct Costs (add lines 1-8)	\$138,474.00	\$366,710.43	\$0.00	\$0.00	\$505,184.43
10. Indirect Costs	\$4,607.00	\$73,082.54	\$0.00	\$0.00	\$77,689.54
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$9,023.00	\$23,183.41	\$0.00	\$0.00	\$32,206.41
13. Total Grant Funds Requested (add lines 9-12)	\$152,104.00	\$462,976.38	\$0.00	\$0.00	\$615,080.38
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$152,104.00	\$462,976.38	\$0.00	\$0.00	\$615,080.38

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 1 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Personnel and Fringe Benefits: Lower than budgeted: invoice for employee on job rotation not received before December 2014 accounting close; and hiring of position vacant by employee resignation continues.

Contractual: Lower than budgeted: Payments to vendors not processed before December 2014 accounting close.

Indirect Costs: Though expenditures were lower than anticipated, the indirect rate charged to the grant was approved by the Department of Education at a significantly higher rate than budgeted. Effective July 2014, the Department of Education approve indirect rate is 22.9% -- up from 11.9% originally budgeted. Budget for years 3 and 4 will be modified to reflect higher rate.

Project 1 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Year 3 and 4 budgets will be adjusted to maximize grant funds and to account for higher indirect rate.

Budget Table: Project 2 – TQRIS Validation Study

Budget Table: Project 2					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$283.45	\$0.00	\$0.00	\$283.45
9. Total Direct Costs (add lines 1-8)	\$0.00	\$283.45	\$0.00	\$0.00	\$283.45
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$69,003.00	\$158,867.95	\$0.00	\$0.00	\$227,870.95
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$69,003.00	\$159,151.40	\$0.00	\$0.00	\$228,154.40
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$69,003.00	\$159,151.40	\$0.00	\$0.00	\$228,154.40

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 2 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Expenditures were lower than budgeted due to longer than anticipated project startup as well as quarter payment for October 2014 through December 2014 not processed by December 2014 accounting close.

Project 2 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Year 3 and 4 budgets will be adjusted to maximize grant funds.

Budget Table: Project 3 – Increase Participation of ELDP of TQRIS

Budget Table: Project 3					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$12,587.00	\$101,749.65	\$0.00	\$0.00	\$114,336.65
2. Fringe Benefits				\$7,286.00	\$55,801.10
3. Travel	\$9.00	\$10,615.71	\$0.00	\$0.00	\$10,624.71
4. Equipment	\$0.00	\$1,693.14	\$0.00	\$0.00	\$1,693.14
5. Supplies	\$675.00	\$3,439.18	\$0.00	\$0.00	\$4,114.18
6. Contractual	\$2,221.00	\$0.00	\$0.00	\$0.00	\$2,221.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$300.00	\$0.00	\$0.00	\$300.00
9. Total Direct Costs (add lines 1-8)	\$22,778.00	\$173,598.78	\$0.00	\$0.00	\$196,376.78
10. Indirect Costs	\$1,748.00	\$34,719.00	\$0.00	\$0.00	\$36,467.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$953,856.00	\$1,920,959.06	\$0.00	\$0.00	\$2,874,815.06
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$978,382.00	\$2,129,276.84	\$0.00	\$0.00	\$3,107,658.84
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$978,382.00	\$2,129,276.84	\$0.00	\$0.00	\$3,107,658.84

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 3 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Personnel and Fringe Benefits: Lower than budgeted. Recruitment of highly skilled staff continues.

Travel: Higher than budgeted as staff spend more time in communities.

Funds to Localities: Expenditures were lower than budgeted due to longer than anticipated project startup as well as quarter payment for October 2014 through December 2014 not processed by December 2014 accounting close.

Contract: Expenditures lower than budgeted. A contract to assist with project plan is in place; however no payments have been made.

Project 3 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Year 3 and 4 budgets will be adjusted to maximize grant funds and to account for higher indirect rate.

Budget Table: Project 4 – Workforce Build Capacity

Budget Table: Project 4					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$1,387.00	\$101,744.27	\$0.00	\$0.00	\$103,131.27
2. Fringe Benefits				\$554.00	\$43,154.80
3. Travel	\$0.00	\$24,154.14	\$0.00	\$0.00	\$24,154.14
4. Equipment	\$0.00	\$4,814.62	\$0.00	\$0.00	\$4,814.62
5. Supplies	\$0.00	\$24,142.01	\$0.00	\$0.00	\$24,142.01
6. Contractual	\$0.00	\$240,721.65	\$0.00	\$0.00	\$240,721.65
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$3,217.92	\$0.00	\$0.00	\$3,217.92
9. Total Direct Costs (add lines 1-8)	\$1,941.00	\$441,949.41	\$0.00	\$0.00	\$443,890.41
10. Indirect Costs	\$240.00	\$45,245.00	\$0.00	\$0.00	\$45,485.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$319,466.00	\$1,358,537.58	\$0.00	\$0.00	\$1,678,003.58
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$321,647.00	\$1,845,731.99	\$0.00	\$0.00	\$2,167,378.99
14. Funds from other sources used to support the State Plan	\$271,272,072.00	\$0.00	\$0.00	\$0.00	\$271,272,072.00
15. Total Statewide Budget (add lines 13-14)	\$271,593,719.00	\$1,845,731.99	\$0.00	\$0.00	\$273,439,450.99

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 4 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Travel: Expenditures higher than projected. Higher than budgeted travel to assist communities with Hub start-up, QRIS implementation and community engagement.

Contracts: Funds were budgeted as localities/partners; however at time of contract/agreement, it was determined they were contracts as opposed to funds to be distributed. Year 3 and 4 budget will be adjusted to reflect accounting/procurement guidelines.

Funds to be distributed to localities, etc.: Lower than anticipated. Longer than anticipated time to get agreements in place for Hubs; longer than anticipated project startup as well as quarter payment for October 2014 through December 2014 not processed by December 2014 accounting close.

Project 4 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Year 3 and 4 budgets will be adjusted to maximize grant funds as well as adjust between contractual/funds to be distributed per accounting/procurement guidelines and increased indirect rate.

Budget will be adjusted to account for personnel and fringe benefits for 4 coordinators to provide technical assistance and support to Hubs and communities.

Budget Table: Project 5 – Improve Rates of Developmental Screening at Regular Intervals

Budget Table: Project 5					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits				\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$85,449,072.00	\$41,173,810.00	\$0.00	\$0.00	\$126,622,882.00
15. Total Statewide Budget (add lines 13-14)	\$85,449,072.00	\$41,173,810.00	\$0.00	\$0.00	\$126,622,882.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
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Project 5 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Lower than budget expenditures. Time to implement agreement between Early Learning Division and Oregon Health Authority took longer than anticipated. Payment for work performed in the fall 2014, was not processed by December 2014 accounting close.

Project 5 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Year 3 and 4 budgets will be adjusted to maximize grant funds.

Budget Table: Project 6 – TQRIS Data

Budget Table: Project 6					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$82,765.00	\$223,143.77	\$0.00	\$0.00	\$305,908.77
2. Fringe Benefits				\$45,283.00	\$115,832.06
3. Travel	\$682.00	\$4,490.25	\$0.00	\$0.00	\$5,172.25
4. Equipment	\$203.00	\$5,548.42	\$0.00	\$0.00	\$5,751.42
5. Supplies	\$4,352.00	\$2,269.12	\$0.00	\$0.00	\$6,621.12
6. Contractual	\$0.00	\$53,016.00	\$0.00	\$0.00	\$53,016.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$133,285.00	\$404,299.62	\$0.00	\$0.00	\$537,584.62
10. Indirect Costs	\$15,150.00	\$75,257.00	\$0.00	\$0.00	\$90,407.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$64,888.65	\$0.00	\$0.00	\$64,888.65
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$148,435.00	\$544,445.27	\$0.00	\$0.00	\$692,880.27
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$148,435.00	\$544,445.27	\$0.00	\$0.00	\$692,880.27

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
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Project 6 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Equipment and Contractual: lower than budgeted. Project solution continues to be reviewed and business case is being created to request State of Oregon IT and legislative approval to move forward with solution.

Project 6 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Year 3 and 4 budgets will be adjusted to maximize grant funds, to account for higher indirect rate and project implementation.

Budget Table: Project 7 – Public Access

Budget Table: Project 7					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$29,828.76	\$0.00	\$0.00	\$29,828.76
2. Fringe Benefits				\$0.00	\$8,888.25
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$2,167.07	\$0.00	\$0.00	\$2,167.07
5. Supplies	\$0.00	\$5,469.10	\$0.00	\$0.00	\$5,469.10
6. Contractual	\$0.00	\$62,468.75	\$0.00	\$0.00	\$62,468.75
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$108,821.93	\$0.00	\$0.00	\$108,821.93
10. Indirect Costs	\$0.00	\$6,953.00	\$0.00	\$0.00	\$6,953.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$115,774.93	\$0.00	\$0.00	\$115,774.93
14. Funds from other sources used to support the State Plan	\$1,010,443.00	\$0.00	\$0.00	\$0.00	\$1,010,443.00
15. Total Statewide Budget (add lines 13-14)	\$1,010,443.00	\$115,774.93	\$0.00	\$0.00	\$1,126,217.93

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
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Project 7 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Personnel and Fringe Benefits: Lower than anticipated. One staff person hired during the summer and recruitment of additional highly skilled staff has taken longer than anticipated. Recruitment process continues.

Equipment: Lower than anticipated as best approach for implementation of project/grant is being reviewed.

Contractual: Procurement guidelines prevented the contract with vendor to assist with implementation of program to go forward. Early Learning Division is working on strategy for years 3 and 4

Project 7 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Year 3 and 4 budgets will be adjusted to maximize grant funds and to account for higher indirect rate.

Budget Table: Project 8 – Aligned ECE to K-3 Teaching and Learning

Budget Table: Project 8					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$7,199.00	\$143,878.82	\$0.00	\$0.00	\$151,077.82
2. Fringe Benefits				\$2,021.00	\$57,884.32
3. Travel	\$0.00	\$15,484.57	\$0.00	\$0.00	\$15,484.57
4. Equipment	\$0.00	\$2,671.61	\$0.00	\$0.00	\$2,671.61
5. Supplies	\$0.00	\$2,383.76	\$0.00	\$0.00	\$2,383.76
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$9,220.00	\$222,303.08	\$0.00	\$0.00	\$231,523.08
10. Indirect Costs	\$818.00	\$33,345.00	\$0.00	\$0.00	\$34,163.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$10,038.00	\$255,648.08	\$0.00	\$0.00	\$265,686.08
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$10,038.00	\$255,648.08	\$0.00	\$0.00	\$265,686.08

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
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Project 8 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Travel: Higher than budgeted. Early Learning Division sent a team to Seattle to represent Oregon at the ECE to K-3 conference. The travel to this conference utilized all funds for the life of the grant.

Contractual: Lower than anticipated as the conference budgeted for did not take place during year 2 of grant.

Project 8 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Year 3 and 4 budgets will be adjusted to maximize grant funds and to account for higher indirect rate.

Budget Table: Project 9 – Oregon Kindergarten Assessment

Budget Table: Project 9					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$14,705.05	\$0.00	\$0.00	\$14,705.05
2. Fringe Benefits				\$0.00	\$4,164.95
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$18,870.00	\$0.00	\$0.00	\$18,870.00
10. Indirect Costs	\$0.00	\$4,321.00	\$0.00	\$0.00	\$4,321.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$23,191.00	\$0.00	\$0.00	\$23,191.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$23,191.00	\$0.00	\$0.00	\$23,191.00

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 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 9 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Lower than anticipated expenditures and after reviewing and discussion project work, Early Learning Division elected to recruit and higher two staff to implement project.

Project 9 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Year 3 and 4 budgets will be adjusted to maximize grant funds and budget adjusted to move from Other to Personnel, Fringe Benefits, Supplies and indirect costs