

Scope of Work			
2013 - Oregon Office of the Governor, Early Learning Council			
PR Award #: S412A130030			
Project Plan Version: Version (1/27/2014 6:09:42 PM)			
Effective Date: 1/27/2014			
Code	Project and Task Name	Start Date	End Date
<b>Project 1: Grant Management</b>			
<b>Narrative:</b> The Council will work with all Public State Agencies(PSA)s in developing a new delivery system for early learning and development programs in Oregon. The Council responsibilities include: providing an organization structure for managing the grant, the work plan and the work contributed across PSAs, working with and through regional Hubs and the K-12 education sytem to ensure coordination of services, implementing a statewide, culturally appropriate social marketing campaign to reach all Oregon populations with a focus on families of children with high needs, and ensuring the coordination of data systems.			
<b>Selection Criterion Addressed:</b> Aligning and Coordinating Early Learning and Development Across the State			
<b>1</b>	<b>Grant Management</b>	<b>1/1/2013</b>	<b>12/31/2016</b>
1.1	Establish Operational Team	1/1/2013	12/31/2016
1.1.1	Hire and Assign Managing Director	2/1/2013	12/31/2016
1.1.2	Assign System Consultant	2/1/2013	12/31/2016
1.1.3	Assign Reporting Analyst (OPA 4)	1/1/2013	12/31/2016
1.1.4	Assign Executive Support Specialist	1/1/2013	12/31/2016
1.1.5	Identify leads from each PSA	4/1/2013	6/30/2013
1.1.6	PSA leads will be convened at least quarterly	4/1/2013	1/31/2014
1.1.7	Establish Race To The Top work team purpose, lead responsibilities and ongoing operations	4/1/2013	6/30/2013
1.1.8	Access and incorporate federal and other organization's TA resources	2/1/2013	12/31/2016
1.1.9	Conduct ongoing monitoring of grant activities, provide regular updates to the Early Learning Council, and use monitoring data to adjust implementation strategies as needed	2/1/2013	12/31/2016
1.2	Engage Stakeholders	1/1/2013	12/31/2016
1.2.1	Develop stakeholder engagement strategy	2/1/2013	12/31/2013
1.2.2	Identify stakeholder groups	4/1/2013	12/30/2013
1.2.3	Engage with stakeholders bi-monthly through the Council community forum	9/2/2013	12/31/2016
1.3	Reporting on RTT-ELC	2/1/2013	12/31/2016
1.3.1	Prepare RTT-ELC grant reports according to federal guidelines and regulations	2/1/2013	12/13/2016
1.3.2	Submit reports to US DOED and US DHHS according to federal guidelines and regulations	2/1/2013	12/31/2016
<b>Project 2: TQRIS Validation Studies</b>			
<b>Project Goals/Desired Outcomes:</b> Conduct a rigorous validation of the quality ratings in differentiating levels of program quality, and systematic evaluation of the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.			
<b>Narrative:</b> This project focuses on completing two validation studies. The first study looks at program-level outcomes and the second study validates at the child-outcome level.			
<b>Key Performance Measures:</b> Validation Studies are completed			
<b>Selection Criterion Addressed:</b> "(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System."			
<b>Cross-reference to other projects:</b> Project 3: Will inform and guide TQRIS standards and model revisions.			
<b>2</b>	<b>TQRIS Validation Studies</b>	<b>2/1/2013</b>	<b>12/31/2016</b>
2.1	Validation Study 1	2/1/2013	6/30/2014
2.1.1	Develop field test database	2/1/2013	6/30/2013
2.1.2	Finalize validation study 1 design	2/1/2013	6/30/2013
2.1.3	Submit Study 1 to the Internal Review Board	3/1/2013	6/30/2013
2.1.4	Hire and train data collectors	4/1/2013	9/30/2013
2.1.5	Collect validation study data	7/1/2013	6/30/2014
2.1.7	Coordinate with TQRIS and Professional Development system leads for data collection and management	2/1/2013	6/30/2014
2.1.8	Ensure that all data needed for complete field test database enters the database	7/1/2013	6/30/2014
2.1.9	Review Process Evaluation results on delivery of technical assistance.	9/9/2013	3/31/2014
2.1.10	Identify and prioritize revisions based on process evaluation findings	9/9/2013	1/31/2014
2.2	Validation Study 2	2/1/2013	12/31/2016
2.2.1	Design validation study 2	2/1/2013	6/30/2015
2.2.2	Submit Study 2 to the Internal Review Board	3/1/2015	6/30/2015
2.2.3	Hire and train data collectors	3/1/2015	6/30/2015
2.2.4	Collect data	7/1/2015	6/30/2016
2.2.5	Coordinate with TQRIS and Professional Development system lead, and other key personnel for data collection and management	2/1/2013	6/30/2016
2.2.6	Ensure that all data needed for complete field test database enters the database	7/1/2015	12/31/2016

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2.3	Analysis, reporting, and dissemination of findings	7/1/2014	12/31/2016
2.3.1	Analyze data study 1 and summarize results	7/1/2014	12/31/2014
2.3.2	Revise TQRIS based on implications of Study 1	1/1/2015	6/30/2015
2.3.3	Update TQRIS Standards and TA based on validation and evaluation results	7/1/2014	1/31/2016
2.3.4	Update all materials as needed	7/1/2014	3/31/2015
2.3.5	Review Validation findings and recommendations with advisory board	1/1/2015	2/28/2015
2.3.6	Identify and prioritize revisions based on Validation Study 1 findings	2/1/2015	3/31/2015
2.3.7	Analyze data study 2 and summarize results	7/1/2016	12/31/2016
2.3.8	Revise TQRIS based on implications of Study 2	7/1/2016	12/31/2016
2.4	Update TQRIS standards and supports based on validation and evaluation results as a part of continuous quality improvements	10/1/2015	12/31/2016
2.4.1	Review Process Evaluation results on delivery of TA	10/1/2015	12/31/2015
2.4.2	Identify and prioritize revisions based on process review findings	11/1/2015	12/31/2015
2.4.3	Review Validation findings and recommendations with advisory board	11/1/2016	12/31/2016
2.4.4	Identify and prioritize revisions based on findings from Study 2	11/1/2016	12/31/2016
2.4.5	Update all materials as needed based on Study 2	11/1/2016	12/31/2016
<b>Project 3: Increase Participation of ELDP on the TQRIS</b>			

**Project Goals/Desired Outcomes:**

1. Revise Oregon's current three-tiered system into an adopted five-level Tiered Quality Rating Improvement System based on a statewide set of tiered Program Standards.
2. Define indicators of quality within the TQRIS Standards that are measurable and that differentiate the quality of programs within the levels of the TQRIS.
3. Align state licensing health and safety regulation and Head Start Oregon Pre-Kindergarten requirements and develop a shared monitoring system.
4. Statewide participation across all ELDPs in Oregon's Tiered Quality Rating Improvement System.
5. Policies and practices that support access to high-quality ELDP for families of Children with High Needs.
6. Refine and enhance Oregon's TQRIS to include progressive levels of monitoring as programs increase their level of quality.
7. Enhance and expand policies and practices that provide support and incentives for ELDP to continuously improve.
8. Provide supports to help working families who have Children with High Needs access to high-quality ELDP for children that meet those needs.
9. Achieve high levels of participation of ELDP in TQRIS and high levels of enrollment for Children with High Needs in ELDP at the higher tiers.
10. Review the licensing and inspection system and/or regulatory standards that cover all ELDP that are not otherwise regulated by the State and that regularly care for two or more unrelated children in a provider setting to determine any changes that may be considered.
11. Develop regulatory standards and/or create a licensing and inspection system that covers all ELDP that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting."

**Narrative:** [Briefly describe ... This project is focused on increasing the number of participants within TQRIS. The field tests Oregon's TQRIS mOregon Department of Education across various ELDP. A critical component of this project is to look for opportunities to articulate monitoring across several national standards and create a streamlined process for applying. Additionally, this project will focus on support ELDP to achieve, maintain and increase their level of quality.

**Key Performance Measures:** See tables B2C, B4c1, B4c2

**Selection Criterion Addressed:** "(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System.

(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System.

(B)(3) Rating and monitoring Early Learning and Development Programs.

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

Priority 2: Competitive Preference Priority - Including all ELDP in the TQRIS."

**Cross-reference to other projects:** "Project 2: Will inform and guide TQRIS standards.

Project 6: Supports participation through a web-based application.

Project 7: Provides information to improved public access and consumer outreach."

<b>3</b>	<b>Increase Participation of ELDP on the TQRIS</b>	<b>1/1/2013</b>	<b>12/31/2016</b>
3.1	Field Test the TQRIS in 4 regions (8 counties)	1/1/2013	2/28/2014
3.1.1	Develop a self-assessment tool based on the standards to be used by programs to design their Quality Improvement Plan	1/1/2013	2/28/2014
3.1.2	Develop an application and application process for programs to apply to the TQRIS	1/1/2013	4/30/2013
3.1.3	Revise portfolio materials as needed to align with new, tiered standards	1/1/2013	4/30/2013
3.1.4	Develop a TQRIS informational training for use in field test regions	1/1/2013	4/30/2013
3.1.5	Develop and implement the TQRIS Portfolio Review process	3/1/2013	8/30/2013
3.1.6	Develop policies and procedures with needed support materials for ELDPs implementing and maintaining the TQRIS	1/1/2013	2/28/2014
3.1.7	Collaborate with Professional Development System to develop the format and training protocol for developing professional development plans	1/1/2013	6/30/2013
3.1.8	Develop the system/process for providing TA to ELDPs in regards to Portfolio development	1/1/2013	6/30/2013
3.1.9	Design a field test process evaluation	1/1/2013	4/30/2013
3.1.10	Field test all tiers, the application, Standards, self-assessment, QIP, portfolio development, submission, and scoring, and the support system for the Oregon TQRIS	2/1/2013	12/31/2013
3.1.11	Implement the system/process for providing TA to ELDP's in regards to Portfolio development	3/1/2013	6/30/2013
3.1.12	Analyze the field test process data	7/1/2013	12/31/2013
3.2	Develop an awareness training to be used across all ELDP sectors	2/1/2013	12/31/2016

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3.2.1	Identify key messages for cross sector statewide use	2/1/2013	3/31/2013
3.2.2	Develop a Toolkit for non-field test regions to use during the field-test period	3/1/2013	12/31/2016
3.3	Provide updated TQRIS materials and general instructions on a state branded resource website	2/1/2013	12/31/2016
3.3.1	Provide Oregon specific information and materials to be posted on website.	2/1/2013	12/31/2016
3.3.2	Update and manage information and materials	7/1/2013	12/31/2016
3.3.3	Manage user access	3/1/2013	12/31/2016
3.4	Develop policies and priorities across agencies and programs that help ensure the developmental needs of children are supported and that Children with High Needs are able to access the upper tiered programs.	5/1/2013	6/30/2016
3.4.1	Facilitate learning sessions with key leaders in communities with an increased populations of Children with High Needs	5/1/2013	12/31/2015
3.4.2	Review findings and identify any policy and/or procedure revisions	1/1/2014	3/31/2014
3.4.3	Refine policies and procedures	4/1/2014	6/30/2016
3.4.4	Connect with Accountability "Hubs" to target communities with increase populations of Children with High Needs to help align services	1/1/2014	6/30/2015
3.4.5	Create an ongoing venue to ensure Children with High Needs are accessing upper tiered programs	7/1/2014	6/30/2016
3.5	Recruit ELDP to participate in the TQRIS field test in 4 regions across the state prioritizing to serving Children with High Needs	1/1/2013	3/31/2014
3.5.1	Analyze location of child care programs in relation to various at-risk factors	4/1/2013	3/31/2014
3.5.2	Work with marketing firm to develop a messaging platform	1/1/2013	10/31/2013
3.5.3	Provide a tool kit of information from flyers and social media messages for specialists and licensing specialists use	1/1/2013	12/31/2013
3.5.4	Meet with community leaders to understand recruitment strategies	5/1/2013	9/30/2013
3.5.5	Review findings and identify any policy and/or procedure revisions	10/1/2013	12/31/2013
3.5.6	Establish additional supports and incentives for programs serving Children with High Needs	7/1/2013	12/31/2013
3.6	Implement QRIS Statewide	9/1/2014	12/31/2016
3.6.1	Determine any changes to QRIS Process, Requirements, and Materials based on Validation Study 1 and Process Evaluation	9/1/2014	10/1/2014
3.6.2	Refine all Materials	10/1/2014	3/31/2015
3.6.3	Update Training Materials	10/1/2014	3/31/2015
3.6.4	Train Coaches	1/1/2015	12/31/2015
3.6.5	Provide Awareness Training to Stakeholders	1/1/2015	12/31/2015
3.6.6	Facilitate regular meetings with critical partners	1/1/2015	12/31/2016
3.7	Recruit ELDP to participate statewide in the field test	11/1/2013	6/30/2014
3.7.1	Work with marketing firm to refine messaging platform	11/1/2013	6/30/2014
3.7.2	Implement a marketing campaign	1/1/2014	6/30/2014
3.7.3	Track participation rates via training, coaching logs and portfolio submission quarterly	1/1/2014	6/30/2014
3.7.4	Convene quarterly recruitment meetings with coaches	1/1/2014	6/30/2014
3.7.5	Ongoing evaluation of recruitment strategies	3/1/2014	6/30/2014
3.8	Deliver training to existing early childhood professional development conferences and training sessions.	7/1/2013	12/31/2016
3.8.1	Engage key leaders of ELDP to inventory professional development opportunities	7/1/2013	12/31/2016
3.8.2	Identify critical meetings and conferences to disseminate information on the TQRIS	7/1/2013	12/31/2016
3.8.3	Present information at cross sector state level professional development conferences	7/1/2013	12/31/2016
3.9	Develop and implement a coaching model for ELDP	1/1/2013	12/31/2016
3.9.1	Train 4 field test regions in the coaching model	1/1/2013	2/28/2014
3.9.2	Develop capacities of field-test regions to provide a coordinated and locally accessible system of TQRIS program supports	2/1/2013	9/30/2013
3.9.3	Support field test specialists to recruit participation from child care programs	2/1/2013	12/31/2013
3.9.4	Implement the coaching model in four regions	2/1/2013	2/28/2014
3.9.5	Analyze and review field test findings on the coaching model	9/1/2013	2/28/2014
3.9.6	Present recommendations to an advisory group	10/31/2013	12/31/2013
3.9.7	Refine coaching model and update all materials	11/1/2013	4/1/2014
3.9.8	Train current and additional specialists on the refined coaching model	1/1/2014	3/31/2014
3.9.9	Support coaches to recruit participation from child care programs	3/1/2014	12/31/2016
3.9.10	Implement the coaching model statewide	3/1/2014	12/31/2016
3.9.11	Ongoing evaluation of coaching model	3/1/2014	12/31/2016
3.10	Connecting ELDP to progress to a higher tier on the TQRIS	7/1/2013	6/30/2016
3.10.1	Identify strategies to support programs to continue quality improvement efforts	7/1/2013	12/31/2014
3.10.2	Provide ongoing support to programs as they achieve a star rating	7/1/2013	6/30/2016
3.10.3	Evaluate programs ongoing participation and identify any barriers or challenges	7/1/2013	6/30/2016
3.11	Create a pool of trained CLASS observers	1/1/2013	6/30/2016
3.11.1	Connect and build upon Head Starts existing capacity to support the CLASS	1/1/2013	6/30/2014
3.11.2	Identify CLASS resources across Head Start, PreK and Child Care	2/1/2013	12/31/2014
3.11.3	Identify shared training needs in the state	1/1/2013	12/31/2013
3.11.4	Train assessors in the CLASS Observation Tools for field test	5/1/2013	8/31/2013
3.11.5	Monitor annual inter-rater reliability certification of CLASS assessors	7/1/2013	6/30/2016
3.11.6	Train field test specialists in CLASS strategies to support program improvements	5/1/2013	12/31/2013
3.11.7	Create a cadre of CLASS trainers to provide ongoing support and TA	3/1/2013	6/30/2016

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3.11.8	Evaluate additional state training needs	11/1/2013	12/31/2015
3.11.9	Train assessors in the CLASS Observation Tool for statewide implementation.	1/1/2014	12/31/2015
3.11.10	Train specialists in CLASS strategies to support program improvements for statewide implementation	1/1/2014	12/31/2015
3.11.11	Utilize the CLASS to support program quality improvement efforts	5/1/2013	6/30/2016
3.11.12	Ongoing evaluation of the CLASS as a rating and technical assistance tool	7/1/2015	6/30/2016
3.12	Finalize TQRIS policies and procedures that ensure appropriate monitoring and verified data.	1/1/2013	12/31/2016
3.12.1	Ensure data entry meets data management principles	1/1/2013	6/30/2014
3.12.2	Approval by final decision-makers	7/1/2014	12/31/2014
3.12.3	Develop materials to disseminate	9/1/2014	12/31/2015
3.12.4	Provide ongoing training and support	9/1/2014	12/31/2016
3.13	Revise child care regulation to align across monitoring system types of ELDP and as appropriate elements of the TQRIS	1/1/2013	12/31/2014
3.13.1	Review existing Oregon Administrative Rules	7/1/2013	6/30/2014
3.13.2	Review current monitoring systems for non-licensed ELDPs	1/1/2013	6/30/2014
3.13.3	Create a set of recommendations for aligning monitoring systems	1/1/2014	6/30/2014
3.13.4	Draft revised rules based on recommendations	7/1/2014	10/30/2014
3.13.5	Finalize rule revision through the rule making process	11/1/2014	12/31/2014
3.14	Incorporate strategies and streamlined monitoring across sectors using existing monitoring systems.	7/1/2013	12/31/2015
3.14.1	Examine Head Start and PreK monitoring systems in relation to state licensing	7/1/2013	2/28/2014
3.14.2	Identify commonalities and differences between federal and state monitoring systems	7/1/2013	2/28/2014
3.14.3	Establish an ad hoc committee to develop a set of recommendations to streamline monitoring systems	10/1/2013	6/30/2014
3.14.4	Present final recommendations to the Early Learning leadership team for input and guidance	5/1/2014	6/15/2014
3.14.5	Field test monitoring system	9/1/2014	4/30/2015
3.14.6	Evaluate and refine monitoring system.	5/1/2015	6/30/2015
3.14.7	Draft rule and/or policy revisions	7/1/2015	10/30/2015
3.14.8	Develop an implementation and training plan for changes in the cross sector monitoring systems	11/1/2015	12/31/2015
3.15	Explore policies and state laws to recognize each agencies monitoring process as evidence of meeting quality program standards with the TQRIS	3/1/2013	12/31/2016
3.15.1	Establish an advisory board to provide guidance and direction to articulate process, procedures and policies for programs who meet recognized quality standards	3/1/2013	8/31/2013
3.15.2	Complete an analysis of TQRIS Program Standards evidence in alignment with monitoring for Head Start Performance measures	3/1/2013	10/31/2013
3.15.3	Create a streamlined process for Oregon Head Start programs to apply for a rating	5/1/2013	9/30/2013
3.15.4	Complete an analysis of TQRIS Program Standards evidence in alignment with nationally accredited programs	3/1/2013	8/30/2013
3.15.5	Create a streamlined process for nationally accredited programs	5/1/2013	9/30/2013
3.15.6	Articulate Oregon Programs of Quality onto the revised TQRIS system	3/1/2013	8/30/2013
3.15.7	Materials developed for programs who have met articulated quality standards	10/1/2013	2/28/2014
3.15.8	Recruitment of programs who share monitoring processes to apply for a rating on the TQRIS	1/1/2014	12/31/2016
3.16	Use contracts and/or higher payment rates to ensure Children with High Needs access to top tiered ELDP	1/1/2013	6/30/2016
3.16.1	Field Test Contracted Slots with OPQ Programs	1/1/2013	6/30/2014
3.16.2	Evaluate the contracted slots strategy across OPQ and Head Start Contracts (how is the program working for the family)	1/1/2013	6/30/2014
3.16.3	Analyze findings	7/1/2014	12/31/2014
3.16.4	Refine policies and procedures	4/1/2014	6/30/2016
3.16.5	Contract with top tiered programs to facilitate family access	7/1/2014	6/30/2016
3.17	Incorporate various incentives for ELDP to progress on the TQRIS	1/1/2013	12/31/2016
3.17.1	Create a model for incentivizing programs to apply for the highest tier level	1/1/2013	6/30/2013
3.17.2	Ensure incentives are delivered at both the program and practitioner level	4/1/2013	12/31/2016
3.17.3	Provide information and materials to programs and practitioners on supports and incentives available to them.	4/1/2013	12/31/2016
3.17.4	Create policies that support continuous ongoing improvement and advancement on the tiers	4/1/2013	12/31/2014
3.17.5	Annual fiscal and impact evaluation of incentive program	1/1/2014	12/31/2016
3.18	Establish a performance target for the percentage of subsidy dollars delivered via contracted slots to help ensure low-income children have access to quality ELDP.	1/1/2014	6/30/2015
3.18.1	Review findings from contracted slots evaluation	1/1/2014	6/30/2014
3.18.2	Explore and analyze possible performance targets for contracted slots	7/1/2014	12/31/2014
3.18.3	Develop a set of recommendations to present to key stakeholders and policy makers	1/1/2015	6/30/2015
3.18.4	Present recommendations to Early Learning Council for input and approval	1/1/2015	6/30/2015
3.19	Review Oregon's current laws and rules on minimum threshold and licensing practices.	1/1/2014	12/30/2015
3.19.1	Complete a historical review	1/1/2014	6/30/2014
3.19.2	Complete a review of other states licensing threshold	1/1/2014	6/30/2014
3.19.3	Identify level of authority within licensing practices	1/1/2014	6/30/2014
3.19.4	Analyze process for investigating illegal care	1/1/2014	6/30/2014
3.19.5	Compile research and information for a report to the Early Learning System Director outlining benefits and disadvantages of reducing licensing threshold to 2 or more children.	1/1/2015	6/30/2015

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3.20	As directed by the Early Learning Council, Child Care Division to draft legislation proposing a new licensing threshold of 2 or more children in unlicensed care.	1/1/2016	6/30/2016
3.20.1	Review the proposed legislation with stakeholder input	1/1/2016	6/30/2016
3.20.2	Review feedback with Early Learning Council for guidance on drafting legislation	4/1/2016	6/30/2016
3.21	Create "Focused Networks" to support professional development learning collaboration in targeted communities to increase ELDP QRIS participation in at-risk communities in Oregon	1/1/2014	12/31/2016
3.21.1	Establish criteria for communities to receive funds to create Focused Networks	1/1/2014	6/30/2014
3.21.2	Develop guidance documents on research-based practices for Focused Networks	1/1/2014	6/30/2014
3.21.3	Complete an analysis on engaging culturally diverse populations	4/1/2014	6/30/2014
3.21.4	Provide technical assistance to communities in establishing Focused Networks	4/1/2014	12/31/2016
3.21.5	Engage a diversity specialist to assist in recruitment of ELDP within identified communities	4/1/2014	6/30/2014
3.21.6	Identify supports needed for programs to increase their quality	7/1/2014	9/30/2014
3.21.7	Contract Focused Networks	7/1/2014	12/31/2016
3.21.8	Evaluate the effectiveness of Focused Networks	4/1/2014	12/31/2016
<b>Project 4: Workforce Build Capacity</b>			
<p><b>Project Goals/Desired Outcomes:</b> "1. Build upon the well-developed and fully implemented Workforce Knowledge and Competency Framework, the Core Body of Knowledge, to better integrate the EI/ECSE competencies and to ensure that the standards are inclusive of all Early Childhood Educators (center based and family child care, infant and toddler specialists, early intervention specialists, early childhood special education specialists, Head Start staff, Early Head Start staff, early childhood mental health practitioners, home visitors, Relief Nursery staff, residential providers and foster care providers) to support program quality as defined in the TQRIS.</p> <p>2. Increase the number of high-quality Early Childhood Educators, especially in Oregon's low-income, rural areas who access Oregon's progression of credentials aligning with the Workforce Knowledge and Competency Framework.</p> <p>3. Increase engagement and alignment of Oregon postsecondary institutions with the early childhood Workforce Knowledge and Competency Framework.</p> <p>4. Provide and expand access to effective professional development opportunities that are aligned with Oregon's Workforce Knowledge and Competency Framework and that are targeted to those professionals serving Oregon's Children with High Needs.</p> <p>5. Incorporate more opportunities for Early Childhood Educators to receive quality training and coaching supports that would enhance professional development planning and implementation of skills learned in training. "</p> <p><b>Narrative:</b> This project will build on Oregon's current Workforce Knowledge and Competency Framework to better integrate cross sector representation and to ensure standards are informed by the latest national information. Partners will collaborate to increase the number of high quality Early Childhood Educators who access Oregon's progression of credentials by working to increase engagement of our postsecondary institutions aligning to the Core Body of Knowledge. This project will also provide and expand access to effective professional development opportunities that are linked to the Core Body of Knowledge including quality training and coaching supports that will lead to implementation of skills.</p> <p><b>Key Performance Measures:</b> See Tables D2d1, D2d2</p> <p><b>"Selection Criterion Addressed:</b>            "(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."</p> <p><b>"Cross-reference to other projects:</b>            "Project 3: Increase participation of ELDP in the TQRIS - Provide professional development to ELDP workforce.            Project 5: Build infrastructure and capacity - Connect screening professional development options and verify required training.            Project 6: Build and link an Early Learning data system - Connect workforce data system to TQRIS Data System.            Project 8: Align Early Learning and K-12 System - Provide professional development on early learning guidelines."</p>			
<b>4</b>	<b>Workforce Build Capacity</b>	<b>1/1/2013</b>	<b>12/31/2016</b>
4.1	Continue efforts to enhance the seamless progression of credentials through increased engagement of Community Colleges and Universities that align with the workforce knowledge and competency framework.	3/1/2013	5/31/2016
4.1.1	Work with National Professional Development Workforce Center to plan and conduct 2013 Grand Articulation Summit to begin work of reviewing current workforce knowledge and competency framework and the credentials, certificates and degrees that will align with it.	3/1/2013	9/30/2013
4.1.2	Build identified 2013 Grand Articulation Summit activities into the existing articulation work group and quality assurance workgroup to create smooth professional development pathways (including certificates, credentials and degrees) for practitioners aligned with the workforce knowledge and competency framework.	3/1/2013	6/30/2015
4.1.3	Ensure that community college and university representatives continue to be engaged at the annual Grand Articulation Summit and participate on the articulation and quality assurance workgroups.	3/1/2013	6/30/2015
4.1.4	Plan and conduct an annual Grand Articulation Summit to continue work of reviewing current workforce knowledge and competency framework and the credentials, certificates and degrees that will align.	3/1/2014	5/31/2016
4.1.5	Report annual progress made at the Grand Articulation Summit which is hosted each year to celebrate successes and address articulation issues.	7/1/2014	5/31/2016
4.2	Create Website linkages between the Oregon Center for Career Development & colleges and universities to increase access to information for Early Childhood Educators.	3/1/2013	12/31/2015
4.2.1	Identify web contacts for all Oregon colleges and universities who are connected to Oregon's Core Body of Knowledge.	3/1/2013	6/30/2014

## Scope of Work

**2013 - Oregon Office of the Governor, Early Learning Council**

**PR Award #: S412A130030**

**Project Plan Version:** Version (1/27/2014 6:09:42 PM)

**Effective Date:** 1/27/2014

Code	Project and Task Name	Start Date	End Date
4.2.2	Develop message and visual to help practitioners to access credentials and include on webpage.	3/1/2013	6/30/2014
4.2.3	Create collaborative website page.	3/1/2013	12/31/2015
4.3	Target marketing efforts including incentive information to ECE in areas of Oregon with high numbers of children with High Needs to increase involvement in credentialing system.	3/1/2013	6/30/2016
4.3.1	Identify communities with high numbers of children with high needs using a mapping process.	4/1/2013	6/30/2016
4.3.2	Create specialized materials to communicate Education Award incentive information.	3/1/2013	3/31/2014
4.3.3	Process Oregon Registry Step applications to meet the increased targets of TQRIS and Race To the Top and to meet the requirements to receive the Education Award incentive.	3/1/2013	6/30/2016
4.3.4	Distribute individual incentive dollars in the form of Education Awards as ECE achieve Oregon Registry Steps and programs achieve TQRIS Star levels.	3/1/2013	6/30/2016
4.4	Publish and disseminate revised Workforce Knowledge and Competency Framework into a user-friendly format to all professional development providers including Oregon College and University programs.	3/1/2013	12/31/2016
4.4.1	Work with National Professional Development and Workforce Center to research and compare other state models, NAEYC standards, Head Start standards, EI/ECSE standard to the current Workforce Knowledge and Competency Framework, the Core Body of Knowledge.	3/1/2013	3/31/2014
4.4.2	Ensure that the Quality Assurance Subcommittee has broad cross sector and higher education representation.	4/1/2013	3/31/2014
4.4.3	Work with the existing Quality Assurance Subcommittee to review the information gathered above and identify what revisions should be made to the Core Body of Knowledge.	6/1/2013	3/31/2014
4.4.4	Make revisions to Core Body of Knowledge.	1/1/2014	6/30/2014
4.4.5	Solicit feedback from broad stakeholder group.	3/1/2014	6/30/2014
4.4.6	Publish Core Body of Knowledge.	7/1/2014	12/31/2014
4.4.7	Disseminate Core Body of Knowledge.	1/15/2015	12/31/2016
4.5	Establish and train regional professional development advisors to increase participation in Oregon's credentialing & degree system.	1/1/2013	6/30/2016
4.5.1	Identify regional professional development advisors.	1/1/2013	6/30/2014
4.5.2	Develop curricula and conduct training which will include how to use the statewide professional development tool with participants.	3/1/2013	6/30/2016
4.5.3	Evaluate effectiveness of professional development advisors in increasing participation in Oregon's credentialing & degree system as indicated in the Oregon Registry numbers.	3/1/2013	6/30/2016
4.6	Increase involvement of trainers across sectors (Child Care, Head Start, Early Intervention/Early Childhood Special Education, Relief Nurseries, Home Visitor Programs, and Health/Mental Health Consultants) in the Trainer Program.	7/1/2013	6/30/2016
4.6.1	Conduct inventory of current trainers.	7/1/2013	3/31/2014
4.6.2	Create a targeted recruitment plan.	8/1/2013	3/31/2014
4.6.3	Develop recruitment materials.	1/1/2014	12/31/2015
4.6.4	Conduct recruitment activities.	1/1/2014	6/30/2016
4.7	Build on the current Oregon Registry Trainer Program offerings by encouraging certified trainers to offer trainings and technical assistance that help cross sector ELDP meet TQRIS standards.	1/1/2013	6/30/2016
4.7.1	Develop crosswalk of TQRIS domains/standards to the Core Body of Knowledge (CBK) standards so trainers can see relationship between TQRIS program standards and workforce knowledge and competency (CBK) standards.	3/1/2013	1/31/2014
4.7.2	Incorporate TQRIS program information into existing CBK training requirements.	3/1/2013	6/30/2014
4.7.3	Provide training and ongoing support to trainers on developing trainings that link CBK standards to TQRIS program standards.	1/1/2014	6/30/2016
4.8	Work with partners to revise and update and/or develop standardized curricula to encourage and support advancement on Oregon's TQRIS (for example in literacy, child development, screening, adult child interactions, business management).	1/1/2013	6/30/2016
4.8.1	Conduct inventory of current standardized curricula.	1/1/2013	12/31/2013
4.8.2	Identify needed revisions and/or developments.	1/1/2013	1/31/2014
4.8.3	Ensure training is available to ELDP workforce on developmental screening and referral.	8/1/2013	12/31/2014
4.8.4	Make revisions.	1/1/2013	12/31/2015
4.8.5	Identify gaps and solicit input from TQRIS advisory committee on curricula to be developed.	1/1/2014	6/30/2014
4.8.6	Develop curricula to meet identified gaps.	1/1/2014	3/31/2016
4.8.7	Conduct Training of Trainers as needed.	4/1/2014	6/30/2016
4.9	Work with and through the accountability Hubs and the K-12 school system to ensure the coordination of early childhood services through accountability Hubs.	7/1/2013	12/31/2016
4.9.1	Align the Hubs with the Race To the Top activities and shared outcomes.	7/1/2013	12/31/2016
4.9.2	Develop and implement technical assistance for communities interested in submitting an RFA to be certified as a HUB	7/1/2013	8/31/2013
4.9.3	Draft and Release an RFA for HUB Certification	7/1/2013	9/30/2013
4.9.4	Review RFA's and certify up to 7 HUBS	10/1/2013	12/31/2013
4.9.5	Identify, develop and implement technical assistance for HUBS	10/1/2013	1/10/2015
4.9.6	Develop and release round two of an RFA to certify up to 9 additional HUBS	7/1/2014	9/30/2014
4.9.7	Revise and implement technical assistance for round two applicants	6/2/2014	8/31/2014
4.9.8	Monitor data from accountability Hubs that connect to Race To The Top projects outcomes.	1/1/2014	12/31/2016
4.10	Administer scholarships for AA degrees	1/1/2014	12/31/2016

<b>Scope of Work</b>			
<b>2013 - Oregon Office of the Governor, Early Learning Council</b>			
<b>PR Award #: S412A130030</b>			
<b>Project Plan Version:</b> Version (1/27/2014 6:09:42 PM)			
<b>Effective Date:</b> 1/27/2014			
Code	Project and Task Name	Start Date	End Date
4.10.1	Survey existing community college scholarship programs structure, criteria, and possible leveraging	1/1/2014	6/30/2014
4.10.2	Convene stakeholders to help identify scholarship criteria	1/1/2014	6/30/2014
4.10.3	Outreach to target audiences to apply for scholarships	4/1/2014	9/30/2014
4.10.4	Award scholarships annually	7/1/2014	9/30/2016
4.10.5	Collect evaluation of scholarship program annually	10/1/2014	12/31/2016
4.11	Provide incentives for programs completing developmental screenings	1/1/2014	12/31/2016
4.11.1	Identify mechanism, in coordination with QRIS administrator, to offer screen incentives for early learning development programs	9/1/2014	12/31/2014
4.11.2	Coordinate with healthcare partners on completion of screenings in rated early learning development programs	10/1/2014	12/31/2016
4.11.3	Distribute incentives to identified early learning development programs that complete screenings and referrals.	10/1/2014	12/31/2016
4.12	Early Learning Hubs	1/1/2014	12/31/2016
4.12.1	Advise and provide technical assistance to Hubs on improvement practices for early learning service coordination and delivery	3/1/2014	6/30/2015
4.12.2	Increase cross sector collaboration and workforce education/ability to achieve outcomes	1/1/2014	6/30/2015
4.12.3	Support Early Learning Hub implement local strategies focused on improving quality and outcomes from early learning programs and workforce	2/1/2014	6/30/2015
4.13	Create pathways to professional credentials	1/1/2014	12/31/2016
4.13.1	Define the various sectors workforce requirements and goals	1/1/2014	6/30/2014
4.13.2	Survey existing professional development structures	4/1/2014	6/30/2014
4.13.3	Develop a cross sector strategic plan and immediate tactics to support workforce development at all levels to support the Governor's 40-40-20 vision	7/1/2014	12/31/2014
4.13.4	Implement the plan and tactics, review annually	1/1/2015	12/31/2016
<b>Project 5: Improve Rates of Developmental Screening at Regular Intervals</b>			
<b>Project Goals/Desired Outcomes:</b> Improve rates of screening for family well-being, and child health, behavioral, and developmental screenings at standard intervals; improve linkages to appropriate care as early as possible.			
<b>Narrative:</b> Advance strategies to increase use of standardized screening tools in 4 developmental domains.			
<b>Key Performance Measures:</b> See Table (C)(3)(d). Number of children with high needs screened; number of children with high needs screened at regular intervals; number of providers completing training; number of appropriate, diverse settings completing screenings.			
<b>Selection Criterion Addressed:</b> Identifying and addressing the health, behavioral, and developmental needs of children with high needs to improve school readiness.			
<b>Cross-reference to other projects:</b> "Project 1: A (3) Aligning & coordinating EL & Dev across the state; Project 3: B (2) Promoting participation in TQRIS; B (4) Promoting access to high quality ELDP for children with high needs; Project 4: D (1) Workforce knowledge and competency framework; D (2) Supporting EC educators in improving knowledge & skills; Project 6: E (2) Building/enhancing EL data system; Project 9: E (1) Understanding the status of children's learning & dev at kindergarten entry."			
<b>5</b>	<b>Improve rates of developmental screening at regular intervals</b>	<b>1/1/2013</b>	<b>12/31/2016</b>
5.1	Establish Screening Policies	1/1/2013	12/31/2014
5.1.1	Identify process for determining family well-being and risk factors screening tool	1/1/2013	12/31/2014
5.1.2	Determine appropriate means and setting for use of screening tools	1/1/2013	12/31/2013
5.1.3	Determine system-wide adoption of specific screening tools and coordination through ELC & OHPB joint meetings	1/1/2013	12/31/2013
5.1.4	Assure alignment of screening tools with TQRIS, and kindergarten assessment, and Head Start framework	1/1/2013	9/30/2014
5.1.5	Adopt screening tools for statewide use	1/1/2013	12/31/2013
5.2	Build capacity for implementation	1/1/2013	12/31/2016
5.2.1	Identify knowledge and skill sets needed for delivery of high quality screening services	6/1/2013	9/30/2014
5.2.1.1	Conduct surveys, interviews, and ad hoc work groups to gain consensus on skill sets needed among screeners to provide culturally competent developmental screening	9/1/2013	9/30/2014
5.2.2	Identify training needs for those who work with young children and their families to assure alignment with TQRIS implementation and kindergarten entry assessment	8/1/2013	3/1/2014
5.2.3	Develop or evaluate existing training curriculum to be aligned with TQRIS implementation and kindergarten readiness assessment tool	8/1/2013	9/30/2014
5.2.4	Develop scope of work for process evaluation	8/1/2013	2/28/2014
5.2.5	Develop referral protocols through shared agreements among partners to establish optimal referral pathways and efficient service triage	9/1/2013	3/1/2014
5.2.6	Assess capacity and resources in each community ELC Hub for developmental screening (ASQ)	1/1/2014	12/31/2016

**Scope of Work**  
**2013 - Oregon Office of the Governor, Early Learning Council**  
**PR Award #: S412A130030**

**Project Plan Version:** Version (1/27/2014 6:09:42 PM)  
**Effective Date:** 1/27/2014

Code	Project and Task Name	Start Date	End Date
5.2.7	Recruit trainers and launch ongoing training	3/1/2014	12/31/2014
5.2.8	Set incremental timeline for developing community capacity to undertake screening beginning in areas with disproportionate numbers of high needs children	9/1/2014	12/31/2014
5.2.9	Identify potential data elements to be included for screening and referral data collection	9/1/2014	12/31/2014
5.2.10	Incorporate developmental screening training data for early care and education providers into the Oregon Registry Online and pursue options to add other early childhood related specialists receiving training into data base	10/1/2014	3/31/2015
5.3	Launch public awareness and outreach campaign	1/1/2014	12/31/2016
5.3.1	Identify strategies to engage families and communities to increase awareness regarding the importance of screening	1/1/2015	12/31/2016
5.4	Establish community of shared learning for statewide screening	1/1/2014	12/31/2016
5.4.1	Establish Early Learning TA support regarding screening	1/1/2014	9/30/2014
5.4.2	Design cross-sector communication plan between early learning and health sectors	1/1/2014	9/30/2014
5.4.3	Develop cross-sector, shared learning plan relating to screening	1/1/2014	9/30/2014
5.4.4	Engage providers in shared learning experiences related to screening and coordination of services for at risk children	9/1/2014	12/31/2016
5.4.5	Evaluate effectiveness of shared learning	9/1/2014	12/31/2016
5.5	Enhance System of Statewide Screening	1/1/2014	12/31/2016
5.5.1	Define core attributes of online screening system	1/1/2014	3/31/2014
5.5.2	Convene stakeholder input regarding online screening system	1/1/2014	9/30/2014
5.5.3	Establish online developmental screening system	6/1/2014	12/31/2016
5.5.4	Develop evaluation plan for developmental screening system	6/1/2014	12/31/2016

**Project 6: TQRIS Data**

**Project Goals/Desired Outcomes:** "1. Create a comprehensive TQRIS web-based data system that provides access to ELDP, ECE and PSA.  
2. Assign unique child identifiers to Children with High Needs participating in publicly funded ELDP and receiving child care subsidies.  
3. Coordinate the TQRIS data system towards linking with the development of the SLDS."

**Narrative:** Create a web-based portfolio to capture and track quality improvement across ELDP and explore how to connect Children with High Needs in publicly funded programs within a coordinated SLDS.

**Key Performance Measures:** TQRIS web-based data system implemented.

**Selection Criterion Addressed:** "(B)(3) Rating and monitoring Early Learning and Development Programs.  
(B)(4) Promoting access to high-quality Early Learning Development Programs for Children with High Needs.  
(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services and policies."

**Cross-reference to other projects:** "Project 2: Add tiers to the TQRIS and align funding - Coordinates with Field Test Database.  
Project 3: Increase participation of ELDP in the TQRIS - Streamline the process for documenting quality level.  
Project 7: Improve public access - Provide quality level information for consumer education.  
Project 9: Implement Kindergarten Assessment - Information connected to SLDS."

Code	Project and Task Name	Start Date	End Date
<b>6</b>	<b>TQRIS Data</b>	<b>2/1/2013</b>	<b>12/31/2016</b>
6.1	Enhance data system to capture, document and track program progression, supports and incentives accessed.	3/1/2013	10/31/2015
6.1.1	Gather business and functional requirements.	3/1/2013	6/30/2013
6.1.2	Develop a comprehensive Business Case.	3/1/2013	10/31/2015
6.1.3	Establish an approval change request process.	3/1/2013	10/31/2015
6.1.4	Incorporate additional data elements based on refinements of the TQRIS	7/1/2013	2/28/2014
6.2	Create a web-based portfolio for ELDP to document evidence of meeting TQRIS standards and serve as a tool for TA support.	3/1/2013	6/30/2016
6.2.1	Define quality measure functionality as a critical report requirement.	3/1/2013	12/31/2013
6.2.2	Develop report criteria.	3/1/2013	12/31/2013
6.2.3	Finalize business rules (how and when this report is used).	3/1/2013	12/31/2013
6.2.4	Develop system (who, where, and why) for providing ongoing follow up and support.	3/1/2013	12/31/2013
6.2.5	Evaluate system for additional revisions.	7/1/2013	6/30/2016
6.3	Revise the existing TQRIS data system, including the Central Repository, Oregon Registry Online and the Child Care Regulatory Information System (CCRIS) with additional data fields and connect with the web-based system.	5/1/2013	12/31/2014
6.3.1	Analyze needed functionality to connect systems.	5/1/2013	6/30/2014
6.3.2	Define interface needs and requirements.	5/1/2013	6/30/2014
6.3.3	Interface with existing cross agency data collaborative team.	5/1/2013	12/31/2014
6.4	Expand TQRIS data system to include environmental and process indicators of quality.	2/1/2013	6/30/2014
6.4.1	Develop a Field Test Database.	2/1/2013	6/30/2013

<b>Scope of Work</b>			
<b>2013 - Oregon Office of the Governor, Early Learning Council</b>			
<b>PR Award #: S412A130030</b>			
<b>Project Plan Version:</b> Version (1/27/2014 6:09:42 PM)			
<b>Effective Date:</b> 1/27/2014			
Code	Project and Task Name	Start Date	End Date
6.4.2	Facilitate merging of existing data elements with TQRIS Standards.	3/1/2013	6/30/2013
6.4.3	Establish a comprehensive set of data definitions and standards.	3/1/2013	6/30/2014
6.5	Develop an interface or portal for ELDP to access via the web program self-assessment, Quality Improvement Plan and portfolio system.	3/1/2013	6/30/2016
6.5.1	Identify requirements needed	4/1/2013	12/31/2013
6.5.2	Design system interface	10/1/2013	2/28/2014
6.5.3	Test interface	1/1/2014	2/28/2014
6.5.4	Implement interface	2/1/2014	6/30/2014
6.5.5	Provide ongoing training and TA	1/1/2014	6/30/2016
6.5.6	Evaluate functionality of the system	1/1/2014	12/31/2015
6.5.7	Revise system based on evaluation findings	4/1/2015	12/31/2015
6.6	Develop an interface for coaches and other TA personal to track supports and incentives for ELDP.	4/1/2013	6/30/2016
6.6.1	Identify requirements needed	4/1/2013	12/31/2013
6.6.2	Design system interface	3/3/2014	6/30/2014
6.6.3	Test interface	5/3/2014	6/30/2014
6.6.4	Implement interface	1/1/2015	6/30/2016
6.6.5	Provide ongoing training and TA	1/1/2014	6/30/2016
6.6.6	Evaluate functionality of the system	1/1/2014	12/31/2015
6.6.7	Revise system based on evaluation findings	4/1/2015	12/31/2015
6.7	Explore how other states have assigned unique child identifiers	7/1/2013	6/30/2014
6.7.1	Identify issuing agencies	7/1/2013	12/31/2013
6.7.2	Compile record linking methodologies	7/1/2013	6/30/2014
6.8	Develop a data link with the SLDS to link Oregon's children participating in the CCDF subsidy system and/or in publicly funded ELDP.	7/1/2014	6/30/2015
6.8.1	Develop requirements	7/1/2014	9/30/2014
6.8.2	Develop business plan	10/1/2014	6/30/2015
6.9	Connect Project ALDER (SLDS) to include the use of a standardized Pre-K summative assessment and with ELDP at the top tiers of the TQRIS.	7/1/2014	6/30/2015
6.9.1	Develop requirements for reports	7/1/2014	9/30/2014
6.9.2	Stakeholder acceptance of reports and data integration	10/1/2014	6/30/2015
6.10	Coordinate with the SLDS to ensure alignment and establish interoperability.	7/1/2014	6/30/2015
6.10.1	Adopt governance structure	7/1/2014	6/30/2015
6.10.2	Conduct a gap analysis with CEDS 3.0	7/1/2014	6/30/2015
6.11	Ensure privacy protection and meeting of relevant security practices and policies towards compliance with federal and state laws and regulations.	6/1/2013	6/30/2016
6.11.1	Security review of architecture	6/1/2013	12/30/2015
6.11.2	Test system for vulnerabilities.	3/1/2014	1/30/2016
6.11.3	Early Learning Council's data committee reviews and agrees to security policies	1/1/2014	6/30/2016
6.11.4	Establish interagency agreements on privacy policies.	1/1/2014	6/30/2016
6.11.5	Establish procedures that demonstrated alignment with prevailing information security standards and best practices.	1/1/2014	6/30/2016
<b>Project 7: Public Access</b>			
<p><b>Project Goals/Desired Outcomes:</b> Provide rating and licensing information to parents in an easy to understand format. Implement a parent engagement campaign on the importance of quality care and education for Oregon's children.</p> <p><b>Narrative:</b> A priority of the Early Learning Council is to develop a comprehensive parent engagement campaign statewide, especially parents of Children with High Needs. The campaign will include a focus on providing quality rating and licensing information.</p> <p><b>Key Performance Measures:</b> Improve public access to information on quality programs and resources and increase parent engagement and transparency.</p> <p><b>Selection Criterion Addressed:</b> B3 Improve public access to information on quality programs and resources and increase consumer outreach.</p> <p><b>Cross-reference to other projects:</b> "Project 3: Increase participation in the TQRIS.  Project 5: Screening (to inform parents and stakeholders about screening and resources).  Project 8: Aligning ECE and early elementary school.  Project 9: Kindergarten Readiness Assessment (to inform parents and stakeholders what children need to be successful in kindergarten.)"</p>			
<b>7</b>	<b>Public Access</b>	<b>1/1/2013</b>	<b>12/31/2016</b>
7.1	Identify strategies (including social marketing) to engage communities, partners and families to increase awareness of the importance of high quality early childhood services	9/1/2013	7/1/2014
7.1.1	Identify target audiences	9/1/2013	12/30/2013

**Scope of Work**  
**2013 - Oregon Office of the Governor, Early Learning Council**  
**PR Award #: S412A130030**

**Project Plan Version:** Version (1/27/2014 6:09:42 PM)

**Effective Date:** 1/27/2014

Code	Project and Task Name	Start Date	End Date
7.1.2	Identify desired outcomes related to the parent engagement; TQRIS, screening, and KRA	9/1/2013	12/30/2013
7.1.3	Identify engagement strategies with special attention to meeting the needs of Children with High Needs	9/1/2013	12/30/2013
7.1.4	Create outreach materials to engage communities, partners and families to increase awareness of the importance of high quality early childhood services, TQRIS, Screening, KRA.	1/1/2014	6/30/2014
7.2	Work with a marketing firm to develop and implement approaches and strategies that support the State's early learning system	3/1/2013	12/31/2016
7.2.1	Identify and contract with qualified firm to develop and implement strategies that engage communities, partners and families to increase awareness of the important of high quality early childhood services.	3/1/2013	3/15/2014
7.2.2	Identify desired outcomes and statement of work for the contracted marketing firm.	7/1/2013	1/15/2014
7.2.3	Implement and monitor statement of work with contracted marketing firm.	12/2/2013	12/31/2016
7.3	Develop a website for families to access information on care and education for their child, KRA, Screening and TQRIS.	1/1/2014	7/1/2014
7.3.1	Complete an analysis of the best mechanism to provide information to families for parents to access information and support services	1/1/2014	3/1/2014
7.3.2	Review with key stakeholders	3/1/2014	7/1/2014
7.3.3	Hire website/social media personnel	1/1/2014	3/1/2014
7.3.4	Hire communications personnel	1/1/2014	3/1/2014
7.4	Initiate engagement campaign in targeted communities focused on raising awareness of importance of high quality child care and the QRIS, with an emphasis on changing specific behaviors of both providers and consumers.	3/1/2014	6/30/2016
7.4.1	Conduct focus groups of sub-set of priority stakeholders in targeted communities to vet engagement strategy(ies)	4/1/2014	6/30/2016
7.4.2	Create in-person and on-line processes and structures to facilitate ongoing engagement, exchange of information, and two-way communication with key stakeholder groups	1/1/2014	6/30/2016
7.4.3	Evaluate effectiveness of QRIS engagement campaign using both quantitative and qualitative measures	1/1/2015	6/30/2016
7.5	Contract with a resource, referral and community connector entity that can support the QRIS public access campaign by providing families with direct connections to resources and by increasing families' awareness of high quality child care options	1/1/2014	6/30/2014

**Project 8: Aligned ECE to K-3 teaching and learning**

**Project Goals/Desired Outcomes:** Align early learning and development programs and the K-12 education system using the Head Start Child Development & Early Learning Framework (HSCD&ELF) and Common Core State Standards (CCSS).

**Narrative:** In 2012, Oregon adopted the Head Start Child Development Early Learning Framework and the Common Core State Standards. Oregon intends to build on the standards alignment work completed by other states and organizations so it can focus on training early childhood educators and K-3 teachers to align teaching and learning practices for children and help ensure a smooth transition to school.

**Key Performance Measures:** Early Childhood Education (ECE) workforce and K-3 teachers have aligned teaching and learning practices for children.

**Selection Criterion Addressed:** Developing and using statewide, high-quality Early Learning and Development Standards.

**Cross-reference to other projects:** "Project 3: Add to TQRIS requirements.  
 Project 4: Build workforce capacity.  
 Project 7: Improved information for parents on care and education of their child.  
 Project 9: Kindergarten Readiness Assessment."

Code	Project and Task Name	Start Date	End Date
<b>8</b>	<b>Aligned ECE to K-3 teaching and learning .</b>	<b>2/1/2013</b>	<b>12/31/2016</b>
8.1	Coordinate statewide training with ECE workforce and public school personnel to help ensure ECE & K-3 alignment.	2/1/2013	12/31/2016
8.1.1	Participate on Common Core State Standards (CCSS) Stewardship team to represent ECE	2/1/2013	12/31/2016
8.1.2	Develop and maintain an Early Childhood Toolkit on the CCSS website	2/1/2013	4/1/2013
8.1.3	Work with K-3 state personnel and ECE state personnel to develop collaborative training opportunities including the Oregon Reads Initiative	9/1/2013	6/1/2014
8.2	Coordinate smooth transitions for children between ECE and K-3 at the regional or local level through partnerships with HUBs and the K-12 school system.	9/1/2013	12/31/2016
8.2.1	Update existing ECE to K transition materials (such as "Ready Schools"), and conduct literature review to identify useful practices/materials to facilitate ECE to school transition	9/1/2013	9/1/2014
8.2.2	Facilitate focus groups (regional meetings) to understand ECE to school transition issues and differences between teaching and learning practices	9/1/2013	9/1/2014
8.2.3	Develop training materials, agenda and training delivery model	1/1/2014	9/1/2014
8.2.4	Provide regional training and follow-up technical assistance to ECE workforce and public school personnel	9/1/2014	12/31/2016

## Scope of Work

**2013 - Oregon Office of the Governor, Early Learning Council**

**PR Award #: S412A130030**

**Project Plan Version:** Version (1/27/2014 6:09:42 PM)

**Effective Date:** 1/27/2014

Code	Project and Task Name	Start Date	End Date
<b>Project 9:</b>	<b>Oregon Kindergarten Assessment</b>		

**Project Goals/Desired Outcomes:** Oregon will use a single kindergarten assessment system to assess child readiness for school.

**Narrative:** The ELC and the Oregon Department of Education (ODE) adopted a Kindergarten Readiness Assessment and piloted it in fall 2012. The assessment will be implemented statewide in fall 2013. ODE will provide training and technical assistance to schools to implement the assessment.

**Key Performance Measures:** Oregon's children enter kindergarten ready to learn

**Selection Criterion Addressed:** Statewide implementation of a Kindergarten Readiness Assessment

**Cross-reference to other projects:** "Project 5: Improving rates of developmental screening

Project 6: Coordinated data systems

Project 7: Improved information for parents on the care and education of their children

Project 8: Aligned ECE and school teaching and learning"

<b>9</b>	<b>Oregon Kindergarten Assessment</b>	<b>1/1/2013</b>	<b>11/1/2016</b>
9.1	Plan for statewide rollout of Kindergarten Assessment	1/1/2013	3/1/2014
9.1.1	Develop and implement an Oregon Kindergarten Assessment communication plan	3/1/2013	9/1/2013
9.1.2	Design acceptable student accommodations/requirements for students with disabilities to participate in the assessment	4/1/2013	3/1/2014
9.1.3	Design English Language Learner requirements for children who are English Language Learners to participate in the assessment.	3/1/2013	3/1/2014
9.1.4	Complete assessment technical activities	3/1/2013	3/1/2014
9.1.5	Train district test coordinators and test administrators to conduct the assessment and to train others to conduct the assessment.	3/1/2013	10/1/2013
9.2	Implement statewide rollout of Kindergarten Assessment	3/1/2013	11/1/2016
9.2.1	Establish Oregon Kindergarten Assessment in state regulation	3/1/2013	3/25/2013
9.2.2	Implement rollout in fall 2013	8/15/2013	11/1/2013
9.2.3	Report state data	1/15/2014	4/1/2014
9.2.4	Conduct Oregon Kindergarten Assessment each fall	8/15/2014	11/1/2016