

**OREGON RACE TO THE TOP – EARLY CHILDHOOD CHALLENGE
PHASE II APPLICATION**

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SECTION III: LIST OF PARTICIPATING STATE AGENCIES

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
*Early Learning Council (ELC)	Pages 122-150	<ul style="list-style-type: none"> • Official State Advisory Council on the Education and Care for Children • Healthy Families Oregon/Healthy Start Home Visiting Program • Fund Relief Nurseries • Basic capacity of the local Commission on Children and Families • Great Start
Department of Education	Pages 122-127	<ul style="list-style-type: none"> • State Education Agency • Head Start Collaboration Grant • State-funded Pre-Kindergarten (State Pre-K) • Oregon Early Head Start • IDEA Part C (birth to age 3) • IDEA Part B, 619 (age 3 to kindergarten entry) • Title I - ESEA
Employment Department	Pages 133-138	<ul style="list-style-type: none"> • Child Care Development Fund (CCDF) • TQRIS • State’s Child Care Licensing
Department of Human Resources	Pages 139-145	<ul style="list-style-type: none"> • Temporary Assistance for Needy Families (TANF) • CCDF-funded child care subsidies • ARRA Grant • Children’s Wraparound Initiative
Oregon Health Authority	Pages 128-132	<ul style="list-style-type: none"> • Maternal and Child Health Block Grant Title V and Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant
State Library	Pages 146-150	<ul style="list-style-type: none"> • Ready to Read

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

(c) The State must have submitted in FY 2010 an updated Maternal, Infant, and Early Childhood Home Visiting (MIECHV) State plan and FY 2011 Application for formula funding under the MIECHV 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)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

SECTION IV: APPLICATION – PART I: STATE PLAN OVERVIEW

A. Provide an executive summary of the State’s Phase 2 RTT-ELC plan. Please include an explanation of why the State believes the activities in its Phase 2 plan will have the greatest impact on advancing its overall statewide reform plan.

Governor John Kitzhaber, the Oregon Legislature, and a host of dedicated stakeholders have, over the last 18 months, created a robust yet achievable State Plan to redefine the beginning of a child’s education as starting at birth. This vision for the state’s future is changing not only the way the State and its partners do business, but how families expect and experience quality education opportunities from birth to college and career.

In March 2012, the Oregon Legislature passed House Bill 4165, which established the Early Learning Council as the single body charged with guiding Early Learning and Development Programs in Oregon. The Council, housed in the Governor’s Office, is responsible for carrying out the activities outlined in the Phase 2 RTT-ELC application. The Council organizes the policies, administration and planning for all commissions and agencies governing early childhood programs. As a result of these changes in Oregon statute and the Governor’s leadership around early childhood education, the Early Learning Council will be the “lead agency” for the RTT-ELC grant.

Building on its 2011 Race to the Top – Early Learning Challenge Plan, Oregon is already making progress in several areas, including total quality improvement, workforce development, kindergarten readiness assessment, and alignment with K-12. These four projects together with three others, all described below, frame the Phase 2 approach to its Early Learning Challenge.

These projects will have the greatest impact on advancing the overall Oregon reform plan because, when implemented over the next four years, they will increase exponentially the number of Children with High Needs participating in excellent early learning and development programs throughout the state. The impact will be seen by project in the following ways:

Project 1: Add tiers to the Tiered Quality Rating and Improvement System for all early learning and development programs and align funding (mainly subsidies) to the tiers.

Impact: This is critical to the success and integrity of the TQRIS for statewide implementation.

Project 2: Increase participation of early learning and development programs in the Tiered Quality Rating and Improvement System and increase the tier rating of programs.

Impact: The statewide rollout of the TQRIS with a competent early childhood workforce remains a critical priority because of long-term impacts on

children across geographic areas.

Project 3: Build infrastructure and capacity among providers and early learning and development programs through workforce framework implementation and Health Promotion (developmental screening).

Impact: Increase opportunities for Oregon's workforce to progress along a professional development pathway leading to higher quality services; statewide health screening will link every child and family with appropriate level of care as early as possible.

Project 4: Build and link and early learning data system to the Statewide Longitudinal Data System.

Impact: With this opportunity through RTT-ELC to capture competent data across the early childhood system, Oregon will have information to analyze child outcomes, to drive the continuous quality improvement of programs and teachers, and to answer critical state policy questions.

Project 5: Improve public access to information on quality programs and resources and increase consumer outreach and transparency.

Impact: The activities around consumer education are prioritized to ensure families have access to information about the quality of ELDP as reflected in the TQRIS ratings, and to information and services that support children's preparedness for school success. Families share a common value in wanting to ensure their children are prepared for school, and Oregon is committed to capitalizing on this opportunity to engage parents.

Project 6: Align early learning and development programs and the K-12 education system using the Head Start Child Development & Early Learning Framework and the Common Core Standards.

Impact: A smooth transition between ELDP and K-3 system remains essential to a child's success in school, especially Children with High Needs. Further, connecting content to approaches to teaching and learning can be of direct benefit to children.

Project 7: Implement a kindergarten readiness assessment.

Impact: The results of the Kindergarten Readiness Assessment will help local educators support their students' strengths and meet their educational and instructional needs. The assessment will also assist educators to identify needed resources and community partnerships that will strengthen children's readiness to learn.

There is great excitement and anticipation in Oregon around education reform, in particular early learning and care. Sectors are aligned and energized. RTT-ELC funding will launch a new phase of system change that will further develop and implement key elements of the early learning system and help Oregon reach more Children with High Needs faster. At a time when budgets are extremely bare bones yet spirits are high, this resource infusion is greatly appreciated.

PART 2: SUMMARY TABLE FOR PHASE 2 PLAN

Please indicate which selection criteria are addressed in the State’s Phase 2 application.

	Addressed in 2011 application	Addressed in Phase 2 application
Race to the Top-Early Learning Challenge		
A. Successful State Systems		
(A)(1) Demonstrating past commitment to early learning and development.	X	X
(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals.	X	
(A)(3) Aligning and coordinating work across the State	X	X
(A)(4) Developing a budget to implement and sustain the work	X	
B. High-Quality, Accountable Programs		
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	X	X
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	X	X
(B)(3) Rating and monitoring Early Learning and Development Programs	X	X
(B)(4) Promoting access to high-quality Early Learning and Development Programs	X	X
(B)(5) Validating the State’s Tiered Quality Rating and Improvement System	X	X
C. Promoting Early Learning and Development Outcomes for Children		
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards	X	X
(C)(2) Supporting effective uses of Comprehensive Assessment Systems		
(C)(3) Identifying and addressing health, behavioral, and developmental needs	X	X
(C)(4) Engaging and supporting families		
D. A Great Early Childhood Education Workforce		

	Addressed in 2011 application	Addressed in Phase 2 application
Race to the Top-Early Learning Challenge		
(D)(1) Developing Workforce Knowledge and Competency Framework and a progression of credentials	X	X
(D)(2) Supporting Early Childhood Educators	X	X
E. Measuring Outcomes and Progress		
(E)(1) Understanding the status of children at kindergarten entry	X	X
(E)(2) Building or enhancing an early learning data system	X	X
Competitive and Invitational Priorities		
Competitive Priority 2: Including all Early Learning and Development Programs in the TQRIS	X	X
Competitive Priority 3: Understanding status of learning and development at Kindergarten Entry		
Invitational Priority 4: Sustaining Program Effects in the Early Elementary Grades		
Invitational Priority 5: Encouraging Private-Sector Support	X	X

PART 3: NARRATIVE

Selection Criterion – (A)(1)(c) Demonstrating Past Commitment to Early Learning and Development – Existing Early Learning and Development Legislation, Policies, or Practices
Page References from State’s FY 11 Application – Pages 13-15
<p>Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</p> <p>1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)</p> <p>Status Update – In March 2012, the Oregon Legislature adopted House Bill 4165. This legislation which passed with by-partisan margins of 51-9 in the Oregon House and 26-4 in the Oregon Senate, eliminated the Oregon Commission on Children and Families and the Oregon Commission for Child Care and established the Early Learning Council as the State Advisory Council on Early Childhood Education and Care as defined in the Improving Head Start for School Readiness Act of 2007. Governor Kitzhaber further clarified and streamlined Oregon’s governance structure by amending Executive Order 10-6 to dissolve the Early Childhood Matters</p>

Advisory Council thereby establishing the Early Learning Council as the single governance body charged with implementing Oregon's Early Learning agenda. The ELC is now organizing the policies, administration, and planning for the various commissions and agencies governing early childhood programs. By streamlining the efforts and placing them under a central council, the State is improving accountability and coordination to ensure children are prepared to enter school ready to learn. One of the initial acts of the ELC was to adopt Oregon's FY 11 Race to the Top – Early Learning Challenge State Plan as a critical component of implementing an integrated early learning system. **A copy of the Governor's Executive Order eliminating the Early Childhood Matters Advisory Committee and making the Early Learning Council the Head Start Advisory Committee can be found in Appendix A on page 151. A copy of House Bill 4165 can be found in Appendix B on page 152.** The Early Learning Council is streamlining and strengthening more than two dozen state programs for children from birth to age six so that resources can be targeted more effectively to help children most at risk for school failure. Strategies include local oversight, incentives for improving the quality of services, and improved accountability.

House Bill 4165 codified the following six priorities to the ELC:

1. Promotion of outcomes based on collaboration, competition and local creativity – the new system requires:
 - Broad-based local oversight
 - Documented participation from government and non-government partners
 - Stakeholder decision-making regarding service area designation
 - Provider-neutral RFP process
 - Shared outcome that children are ready for kindergarten and leave 1s grade reading at grade level

2. Integration with Head Start, Oregon Pre-K, Early Intervention and Early Childhood Special Education:
 - Maintain Oregon's Pre-K program alignment with federal rules for Head Start Include Head Start, OPK programs in local coordinated system
 - Adopt Head Start and Child Development Early Learning Framework and align with Common Core State Standards for K-12
 - Engage in a joint planning process for Early Intervention and Early Childhood Special Education to determine how best to integrate services for children in need
 - Fulfill all Head Start Act requirements for an advisory body through the ELC

3. Consistent screening and readiness:
 - Select screening tools that can be used in a variety of settings
 - Implement a Statewide Kindergarten Readiness Assessment

4. Incentives for Quality and Tools for Parent Choice in Childcare:
 - Implement the TQRIS
5. Accountability and Legislative Oversight:
 - Report to the Oregon Legislature during 2012 interim hearing periods and prepare recommendations for 2013 legislative consideration
6. Description of a New Budget Approach
 - Describe a financial model for a Comprehensive Children's Budget
 - Focus on an integrated array of services to produce desired outcomes
 - Arrive at funding, payment, and contracting structures tied to child outcomes, service outcomes and system outcomes

Governor John Kitzhaber's 2011-2013 recommended budget grouped early learning related investments across agencies in order to begin approaching the goal of an integrated, strategic investment with common outcomes. The creation of the Early Learning Council under the Oregon Education Investment Board (OEIB) aligns with this goal – looking across line items and silos towards the outcome of kindergarten readiness. The Early Learning Council works in tandem with The Oregon Education Investment Board's recommendations for the 2013-2015 Legislative Session in following four areas:

1. Developing a Representative Corps of Professional Educators: recruiting and training excellence in teaching and learning for teachers, child care and other education professionals.
2. Oregon Reads: developing reading proficiency by 3rd grade.
3. Supporting Students and Families: strategies will engage Oregon families in their child's education in early learning and assist with transitions into kindergarten ready for school.
4. Essential Skills for Global Success: a P-14 strategy adopting Essential Skills in the Common Core Standards, New Oregon Diploma.

These areas are designed to achieve the State's 40-40-20 plan by 2015, when:

- 40 percent of adults will have earned a bachelor's degree or higher.
- 40 percent of adults will have earned an associate degree or post-secondary credential.
- 20 percent of adults will have earned a high school diploma, modified high school diploma or the equivalent of a high school diploma.

The OEIB also recommended that the State's goals would create the following community level conditions:

- Education institutions must be learner centered.
- Educators must be supported to be effective.
- Families and learners must be supported.
- A culture of on-going learning must be fostered.

Selection Criterion – (A)(3) Aligning and Coordinating Early Learning and Development Across the State

Page References from State’s FY 11 Application – Pages 68-75

Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure

(1) Organizational Structure – Since the FY11 Early Learning Challenge Grant application, the 2012 Oregon legislature passed House Bill 4165 further clarifying and codifying the State’s commitment and approach to early childhood education as a part of a broader, aligned 0-20 educational system. A few specifics from HB 4165 relevant to organizational and governance structure include:

- Establishing without sunset the Early Learning Council (see Roles and Responsibilities below);
- Ending the State Commission on Children and Families (as of June 30, 2012) with funds transferring to the Early Learning Council and the Youth Development Council;
- Ending the Oregon Commission for Child Care; and
- Directing the Child Care Division (at the Oregon Employment Department) to initiate development of a Tiered Quality Rating and Improvement System.

In addition to this legislation, Governor Kitzhaber dissolved the Early Childhood Matters Advisory Council.

For Oregon’s Phase 2 RTT-ELC application, the governance structure for early learning anticipated in the Phase I application is now in place. Accordingly, the Governor’s Office through the Early Learning Council (housed at the Governor’s Office will serve as the “Lead Agency” for the purposes of the grant. The Commission on Children and Families is no longer a state agency and hence will not be a Participating State Agency.

Funding to the Department of Human Services (DHS) has shifted to a zero balance in the Phase 2 application; however, the State is still including DHS as a Participating State Agency with a Memorandum of Understanding because of its critical role in administering child care subsidy to help assure that Children with High Needs are accessing quality care. The State is including the State Library as a Participating State Agency because of its critical alliance in helping ensure early literacy development and parent engagement.

The Phase 2 application specifically asks for a description in how the state intends to implement the activities of the grant described in Core Area B. HB 4165 directs the Child Care Division at the Oregon Employment Department to initiate development of the Tiered Quality Rating and Improvement System (TQRIS) and Oregon's Legislature in 2012 authorized \$1 million of discretionary Child Care and Development Funds (CCDF) towards its development. The Administrator of the Child Care Division has established a Quality Improvement Manager to oversee the establishment of the TQRIS. Oregon's Education and Quality Investment Partnership (EQUIP) Advisory Committee had overseen and advised the use of ARRA dollars in quality improvement activities foundational to the TQRIS. EQUIP continues to serve as an advisory body to the TQRIS with committee representation including the Governor's Office, the Early Learning Council, the Head Start Collaboration Director, a key representative from Migrant Head Start, the lead of the early childhood professional development system, the Child Care Administrator, the Resource and Referral Network Director, the lead of Oregon's Early Learning Funding Circle (private investment), a key representative from the after school network, and the academic institution serving as the administrative lead on the TQRIS (Western Oregon University). Further, the Child Care Administrator provided regular updates on the TQRIS to the Early Learning Council and meets regularly with the Early Learning Council Staff at the Governor's Office to ensure timely input and alignment of policies and practices.

The Child Care Division is implementing the TQRIS by building upon the existing child care system and structures under the direction of the Early Learning Council and with specific advisory input from EQUIP. The Child Care Division has existing contracts with Portland State University (early childhood professional development system), Western Oregon University (lead for rating program quality), and the local Resource and Referral agencies and other contractors (coaching support and training delivery). Child Care Division contracts are being aligned to support performance relevant to the TQRIS and to help ensure Children with High Needs can access quality care.

- (2) Roles and Responsibilities – HB 4165 expanded the membership of the Early Learning Council to better align with the requirements of the Improving Head Start Act for School

Readiness Act of 2007. The Early Learning Council was established to assist the Oregon Education Investment Board in overseeing a unified system of early learning services for the purpose of ensuring that children enter school ready to learn by:

- Serving as the state’s advisory council for purposes of the federal Head Start Act;
- Implementing and overseeing a system that coordinates the delivery of early learning services; and
- Overseeing the Oregon Early Learning System.

As the Early Learning Council’s comprehensive role was established in Oregon statute in 2012, the Governor’s Office, with the Early Learning System Director, have determined that the Early Learning Council shall serve as the Lead Agency for the Early Learning Challenge Grant; the Department of Human Services is no longer needed to serve as the Lead Agency or the fiscal agent for the grant.

Since the State’s FY11 application, an Early Learning System Director has been hired by Governor Kitzhaber. She is leading the implementation of broad changes that will align and integrate the early learning system and early childhood services.

To best manage the day-to-day activities called for in this grant, Oregon has included an Early Learning Managing Director position that will report to the Early learning System Director. The Early Learning System Director and Managing Director will be assisted by an Operation and Policy Analyst as well as an Executive Support Specialist. These positions are critical to ensure performance and reporting on the grant as well as aligning the scope of work in the grant with the establishment of an integrated, early learning system. The Early Learning System Director will be accountable to the Governor and the Early Learning Council for the performance of this grant.

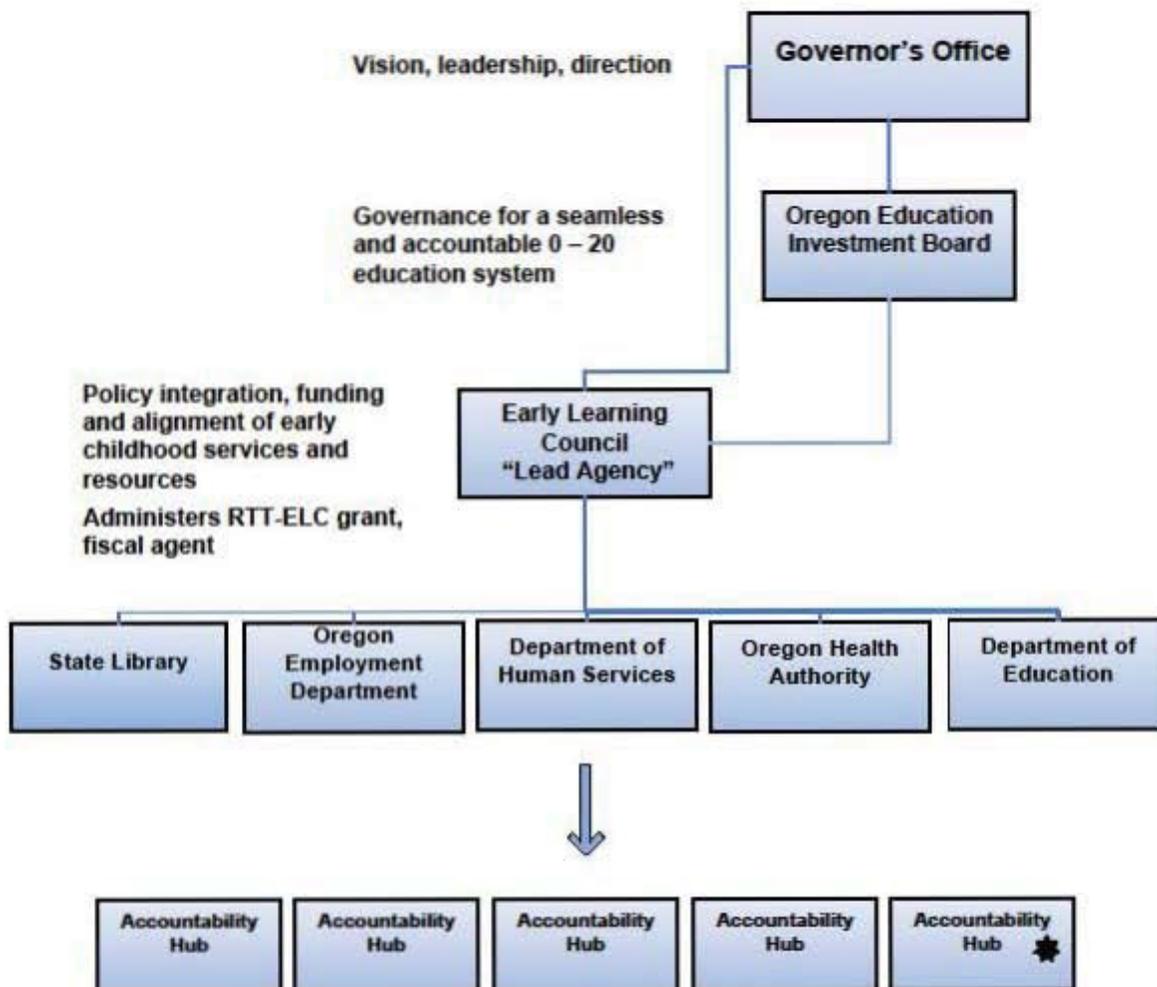
- (3) Method and process for making decisions – Policy decisions will be made by the Early Learning Council and operational decisions made by the Early Learning System Director and the Early Learning Managing Director. The Early Learning Managing Director will work with the agency and operational leads identified in the High Quality Plans to ensure performance and gathering of requisite data and information. The Governor’s existing authority as state CEO, along with the commitments codified in Memoranda of Understanding, will provide the operational direction and guidelines for delivery of results. Dispute resolution within state government will occur within the executive branch under the authority of the Governor and the Early Learning Council.
- (4) Plan for Involvement – The Early Learning Council has established a unique meeting structure for its first year of operations as it meets at differing locations across the state. Early Learning Council members have traveled a day early to visit with communities, meet the providers of early childhood service and programs, and conduct an open

community forum to engage and inform the design, delivery, and continuous improvement of the early childhood system. As part of the business agenda, the Council conducts hearings and accepts public comments. The Early Learning System Director will continue to solicit ideas, feedback and recommendations from Head Start Policy Councils, Head Start Governing bodies, and other locally-based early learning governance committees on behalf of the Early Learning Council and the Governor. Children with High Needs remain a critical focus for the Early Learning Council.

Early childhood educators and stakeholders will continue to be engaged via the EQUIP advisory committee guiding the TQRIS and period public input forums as well as through state collective bargaining relationships with Oregon American Federation of State, County and Municipal Employees (AFSCME) Council 75 representing certain licensed Family Child Care Providers and Service Employees International Union (SEIU) Local 503 representing unlicensed family child care providers receiving government subsidies. Other key stakeholders and delivery partners include the emerging community-based coordinators of early learning services, (referred to previously as “Accountability Hubs”) and the Coordinated Care Organizations (CCOs) responsible for Oregon’s Medicaid transformation efforts under the Affordable Care Act. Both the “Accountability Hubs” and the CCOs will be engaged for input on integrating systems and services for families and Children with High Needs. The system of community-based coordinators of early learning services (“Accountability Hubs”) has not been rolled out in Oregon but is called for in HB 4165. The community-based delivery and local governance structure will roll out statewide no later than January 1, 2014, as called for in legislation.

See Organization Chart on the next page.

Oregon Early Childhood Learning and Development System Governance and Grant Management



Accountability Hub Functions:

- Family Service Management
- Quality Service Delivery
- Public Information and Transparency
- Accountability
- Capacity Building

★ Number of Accountability Hubs is yet to be determined

Selection Criterion – (B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System.

Page References from State’s FY 11 Application – Pages 85-96

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – Oregon has continued to use the plan outlined in the Race To the Top proposal to revise and adopt a Tiered Quality Rating and Improvement System. The TQRIS has been adopted by the Early Learning Council and supported in House Bill 4165, which put into statute the TQRIS and allocated \$1 million to support the initiation of Oregon’s TQRIS. Over the last year, Oregon has revised, updated and tiered program standards and further defined specific monitoring processes, which will be tested during the validation study. The State has continued to develop a model for providing supports and incentives to programs to achieve higher tier levels on the TQRIS. Through this work, Oregon is poised to begin a large scale field test in 2013 and complete the remaining activities in the High Quality Plan with modified timelines.

The following goals continue to be key for Oregon:

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.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2013	Field Test the TQRIS regionally.	Employment Department TQRIS Manager, Early Learning	A large scale field test of the TQRIS will begin in 4 regions.

		Council	
2014	Revise child care regulation to align across monitoring system, types of ELDP and as appropriate elements of the TQRIS	OED, Child Care Licensing Manager	Timeline adjusted based on grant start date
2014-2016	Implement the TQRIS statewide.	Employment Department TQRIS Manager	Activity adjusted to reflect state readiness.
2015	Update TQRIS Standards and TA based on validation and evaluation results.	Employment Department TQRIS Manager	Timeline adjusted based on grant start date.
2015	Incorporate and implement strategies and streamlined monitoring across sectors using existing monitoring systems.	OED, Child Care Administrator, ODE, Early Childhood Director, ODE, Head Start Collaboration Director	Timeline adjusted based on grant start date.
2016	Update TQRIS standards and supports based on validation and evaluation results as a part of continuous quality improvement	Employment Department TQRIS Manager	Timeline adjusted based on grant start date.

Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

Selection Criterion – (B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System.

Page References from State’s FY 11 Application – Pages 97 - 109

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – Through Oregon’s commitment to aligning ELDP, the State has successfully placed into law the TQRIS to promote broad participation across ELDP with particular attention to serving Children with High Needs. Based on that support, the State is poised to begin working with ELDP in 2013 and is prepared for a statewide rollout in 2014. The field test is focused on targeting and recruiting ELDP that serve low-income and diverse children and families to ensure cultural appropriateness for when Oregon begins the statewide rollout in 2014.

The following goals continue to be key for Oregon:

1. Statewide participation across all Early Learning and Development Programs in Oregon’s Tiered Quality Rating Improvement System.
2. Policies and practices that support access to high-quality ELDP for families of Children with High Needs.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2013	Recruit ELDP to participate in the TQRIS Field test in 4 regions across the state prioritized to serving Children with High Needs	Employment Department, TQRIS Manager	Activity adjusted to reflect the large-scale field test to ensure a reliable and accurate process evaluation and validation study.
2014 - ongoing	Recruit ELDP to participate statewide in the	Employment Department, TQRIS Manager	Activity adjusted to reflect new targets and additional knowledge of the TQRIS

	TQRIS.		process.
2014	Develop an awareness training to be used across all ELDP sectors.	Employment Department, Child Care, TQRIS Manager, Oregon Department of Education, Pre-K Specialist, Head Start Collaboration Director	Timeline adjusted based on grant start date.
2014-2016	Deliver training on existing early childhood professional development opportunities.	Employment Department, Child Care, TQRIS Manager, Oregon Department of Education, Pre-K Specialist, Head Start Collaboration Director	Timeline adjusted based on grant start date.
2014	Explore policies and state laws to recognize each agencies monitoring process as evidence of meeting quality program standards with the TQRIS.	Employment Department, Child Care Administrator, Oregon Department of Education, Early Childhood Director, Head Start Collaboration Director	Based on initial work completed in 2011, the State needs to explore key policies and laws to work towards an aligned monitoring system. Timeline adjusted based on grant start date.
2014 and ongoing	Use contracts and/or higher payment rates to ensure Children with High Needs access to top tiered ELDP.	Employment Department, Child Care Administrator; Department of Human Services	Currently field testing; anticipate expanding more broadly to the field test programs in 2014.

Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

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

Page References from State’s FY 11 Application – Pages 110 - 118

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – Oregon continues to work on developing a rating and monitoring system that is both efficient and valid. The ongoing work ensures that evidence submitted towards meeting quality standards is valid and reliable. Validation between Environmental Rating Scales and Oregon’s portfolio process produced a high correlation. In addition, the workforce data system is populated with all individuals working in licensed programs. This information provides verified evidence that training and education standards are met and maintained. Efforts towards a robust data system provides the State with an efficient and reliable method to rate and monitor programs as well as data to assist in refining strategies used to support and incentivize ELDP.

A priority of the Early Learning Council is to develop a comprehensive consumer education campaign that engages with parents statewide, especially parents of Children with High Needs. The campaign will include a focus on providing quality rating and licensing information.

Goals for this section are:

1. Refine and enhance Oregon’s Tiered Quality Rating Improvement System to include progressive levels of monitoring as programs increase their level of quality.
2. Provide rating and licensing information to parents in an easy to understand format.
3. Implement a consumer education campaign on the importance of quality care and education for Oregon’s children.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2013 & 2014	Create a pool of trained CLASS observers	OED TQRIS Manager, Head Start	Timeline adjusted to reflect grant start date as well

		Collaboration Director	as an increase understanding of the field test and statewide roll out from the initial application.
2014	Enhance data system to capture, document and track program progression, supports and incentives accessed.	Employment Department TQRIS Manager	Timeline adjusted based on grant start date.
2014	Develop and implement a coaching model for ELDP.	OED QRIS Manager, Head Start Collaboration Director	Timeline adjusted to reflect grant start date as well as an increased understanding of the delivery of coaching across the tiers.
2014	Identify marketing strategies to engage communities, partners and families to increase awareness of the importance of high quality early childhood services.	ELC – Early Learning System Consultant	Timeline adjusted based on grant start date and with a broader focus on community engagement for High Need Children.
2014	Work with a firm to develop and implement social marketing and marketing that support the State’s early learning system.	ELC- Early Learning System Consultant	Timeline adjusted based on grant start date and connected marketing materials across the early learning system.
2015	Incorporate additional data elements based on refinement of the TQRIS	Employment Department, TQRIS Manager	Timeline adjusted based on grant start date.
2015	Finalize TQRIS policies and procedures that ensure	Employment Department,	Timeline adjusted based on grant

	appropriate monitoring and verified data.	TQRIS Manager	start date.
2016	Explore the development of a website for families to access information on care and education for their child.	Employment Department, QRIS Manager, ELC – Early Learning System Director; ELC – Early Learning System Consultant	Timeline adjusted based on grant start date.

Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

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

Page References from State’s FY 11 Application – Pages 119 - 137

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – Oregon has made substantial progress in expanding policies and practices, including a current field test delivering child care subsidy dollars via contracted slots into high quality ELDP. The Employment Department - Child Care Division has contracted with a Targeted Populations Quality Improvement Coordinator to provide targeted consultation and coaching as well as quality improvement grants to certain programs serving Children with High Needs including, Teen Parents, A&D, Migrant and Seasonal Farm Workers and Children with Special Needs to be expanded to include children in Foster Care, in Tribal programs and other programs as per input of the ELC.

The goals for this section are:

1. Enhance and expand policies and practices that provide support and incentives for ELDP to continuously improve.

2. Provide supports to help working families who have Children with High Needs access high-quality ELDP for Children that meet those needs.
3. Achieve high levels of participation of ELDP in TQRIS and high levels of enrollment of Children with High Needs in ELDP at the higher tiers.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2013-ongoing	Provide updated TQRIS materials and general instructions on a state branded quality website.	Employment Department, TQRIS Manager	Have adjusted timeline to reflect Oregon’s current investment in developing a branded website and the need for continued support to update and maintain.
2013-ongoing	Implement a coaching model for ELDP.	Employment Department, TQRIS Manager	Adjusted to reflect Oregon’s readiness to implement a coaching model.
2013-ongoing	Incorporate various incentives for ELDP to progress on the TQRIS	Employment Department, TQRIS Manager	Adjusted to reflect Oregon’s field test and statewide rollout.
2014-ongoing	Connecting ELDP to progress to a higher tier on the TQRIS.	Employment Department, TQRIS Manager	Have adjusted timeline to reflect the field test and statewide rollout.
2014	Create a web-based portfolio for ELDP to document evidence of meeting TQRIS standards and serve as a tool for TA support.	Employment Department, TQRIS Manager	Adjusted timeline to reflect not only the grant start date but also the importance of having an electronic mechanism for ELDP to submit evidence towards meeting quality indicators.
2014	Develop policies and priorities across agencies and programs that help ensure the developmental needs of children are	ELC, Early Learning Systems Director, OED, Child Care Administrator;	Adjusted timeline to reflect the grant start date.

	supported and that Children with High Needs are able to access the upper tiered programs	Department of Human Services – Employment Related Day Care, TANF-JOBS	
2015	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.	ELC – Early Learning System Director; OED – Child Care Division; Department of Human Services – Employment Related Day Care, TANF-JOBS	Adjusted timeline to reflect the grant start date.

Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

Selection Criterion – (B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.

Page References from State’s FY 11 Application – Pages 139 - 150

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – The overall approach of the validation study remains quite similar. The Phase 1 application included Part A and Part B (1-3). In round 2 this has been modified so that there are two key studies: Study 1 (psychometric properties and validation to program-level outcomes) and Study 2 (validation to child-level outcomes).

The key goal for this section is:

1. Conduct a rigorous validation of the quality ratings in differentiating levels of program quality, and a systematic evaluation of the extent to which changes in quality ratings are related to progress in children’s learning, development, and school readiness.

The only change in goals of the study from Phase 1 to Phase 2 due to reduced budget is the State will not examine the effect of *changes* in quality ratings on children’s learning, development and school readiness. Rather, Study 2 (child level-outcomes) will examine effects of attending programs with varying quality ratings on children’s outcomes, controlling for a variety of child and family characteristics. It is no longer feasible to follow children longitudinally as they experience *changes* in quality ratings of facilities in which they are enrolled.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2015	Validation Study 1	Child Care Division TQRIS Manager; Independent research team	Small revision to the timeline, research questions, and design
2016	Validation Study 2	Child Care Division TQRIS Manager, Independent research team	Small revision to the timeline, research questions, and design
2016	Analysis, reporting, and dissemination of findings	Child Care Division TQRIS Manager; Independent research team	

Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

Selection Criterion – (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
Page References from State’s FY 11 Application – Pages 152 - 170
Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – Oregon’s FY 11 RTT-ELC application included goals for developing and using statewide, high-quality Early Learning and Development Standards by aligning the newly adopted Head Start Child Development Early Learning Framework and the National K-12 Common Core State Standards. In 2012, House Bill 4165 adopted the Head Start Child Development and Early Learning Framework for children 3-5. Other states and organizations are now completing most of the alignment activities identified by Oregon in its last application.

Oregon intends to build on the standards alignment work completed by others and focus more on the *implementation of standards* through training. To avoid a disconnect between ELDP and K-3, training early childhood educators and K-3 teachers can better align teaching and learning practices for children and help ensure a smooth transition.

The key goal for this section is:

- Help ensure a smooth transition for young children in ELDP to K-3 via statewide training and coordination

These areas of focus have been reduced and revised as shown in the following plan.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2014 – 2016	Coordinate statewide training with ECE workforce and public school personnel to help ensure ECE & K-3 alignment.	ELC- Transition Coordinator; ELC – Early Learning System Director; ODE Early Childhood Director; , Head Start Collaboration Director; Center for Career Development - Director	Adjusted based on the completed alignment of the Common Core to the HSCD Early Learning Framework being completed by other states
2014-2016	Coordinate smooth transitions for children between	ELC – Early Learning System Director; ELC	Adjusted based on the completed alignment of the

	ELDP and K-3 at the regional and/or local level through partnerships with Accountability Hubs and the K-12 school system.	Transition Coordinator; ODE Early Childhood Director; Head Start Collaboration Director	Common Core to the HSCD Early Learning Framework being completed by other states
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Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

Selection Criterion – (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness

Page References from State’s FY ’11 Application – Pages 170-194

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – Oregon’s 2011 Race to the Top application took a comprehensive approach to identifying and addressing the health, behavioral, and developmental needs of children with high needs to improve school readiness. Over the past year, steady progress has been made. Specifically, the state has expanded home visiting services as a result of a successful bid for Maternal, Infant, and Early Childhood Home Visiting (MIECHV) competitive dollars. Oregon has been able to begin expansion work of evidenced-based prenatal, child development, and family support models in underserved regions of the state.

Oregon home visiting program stakeholders continue to work collaboratively in the design and implementation of an efficient, outcomes-driven statewide service system to maximize the number of families enrolled in programs best suited to their needs. Home visiting programs in Oregon reinforce the use of standard developmental screening tools and referral protocols, ‘no wrong door’ for program access, curriculum alignment and cross-training with other early learning service providers, and linkages with an integrated, longitudinal data system.

In keeping with ELC priorities, Oregon will use Phase 2 RTT-ELC funds to increase the use standardized screening within four developmental domains. Funding will be dedicated to

advance strategies necessary for the adoption and implementation of developmental screening tools in a variety of settings with an emphasis on high need areas and populations.

The goal for Phase 2 of RTT-ELC is:

1. Improve rates of family risk, health, oral health, and developmental screening at standard intervals.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2013	Forward recommendations to the ELC from the Child ELC’s Care and Early Learning Workgroup to determine how to implement screening across ELDP.	Early Learning Systems Director and ELC staff	Activity added to ensure screening tools recommended are appropriate to be implemented across ELDP.
2013	Determine appropriate means and setting for use of screening tools	ELC Early Learning Systems Director and ELC staff; OHA – Child Health Director; Cross-Sector workgroup appointed by ELC and Health Policy Board	Activity added to ensure screening tools recommended are appropriate to be implemented across ELDP.
2014	Identify training needs and curriculum for target audiences who will administer screening tools.	ELC Early Learning Systems Director and ELC staff; Project Manager; PSU – Center for Career Development; OHA Child Health Director	Activity added to support ELC
2014	Assess community capacity and resources in each accountability hub area for developmental	ELC Staff; OHA – Child Health Director; Accountability Hubs	Activity added to support ELC

	screening implementation		
2014	Develop referral protocols for follow-up to screening	Cross-sector workgroup appointed by ELC and Health Policy Board; ELC Early Learning Systems Director, OHA Child Health Director	Activity added to support ELC
2015 - ongoing	Utilize the Oregon Registry Online to document completion of developmental screening training	PSU – Center for Career Development	Activity added to support ELC

Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

Selection Criterion – (D)(1) Developing a Workforce Knowledge and Competency Framework and a Progression of Credentials.

Page References from State’s FY 11 Application – Pages 196 - 208

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – Oregon’s professional development system has continued to move forward on enhancing its Workforce Knowledge and Competency Framework, as well as establishing a clear progression of credentials using the Race to the Top proposal outlined in the State’s first submission as a guide. Oregon’s Employment Department Child Care (OED) Administrator coordinated a cross-sector work day to begin the process towards a more integrated professional development system. Activities were also included in the Oregon Center for Career Development in Childhood Care and Education (OCCD) 2012-13 contract.

The following goals continue to be key for Oregon:

1. Build upon the well-developed and fully implemented Workforce Knowledge and

Competency Framework, the Core Body of Knowledge (CBK), to better integrate the EI/ECSE competencies and to ensure that the standards are inclusive of all ECE (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.

2. Increase the number of high-quality Early Childhood Educators (ECE), especially in Oregon’s low-income, rural areas who access Oregon’s progression of credentials aligning with the Workforce Knowledge and Competency Framework.
3. Increase engagement and alignment of Oregon postsecondary institutions with the early childhood Workforce Knowledge and Competency Framework.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2013, 2014 & 2015 on an annual basis	Continue efforts to enhance the seamless progression of credentials through increased engagement of Community Colleges and Universities.	ELC – Early Learning Managing Director; OCCD Director; OAEYC Executive Director	Timeline adjusted based on grant start date.
2013	Create Website linkages between the OCCD & colleges and universities to increase access to information for ECE.	OCCD Director; OAEYC	Timeline adjusted based on grant start date.
2013- 2016	Target marketing efforts and incentive information to ECE in areas of Oregon with high numbers of Children with High	OCCD Director; OED – QRIS Manager	Timeline adjusted based on grant start date.

	Needs to increase their involvement in credentialing system.		
2014-2016	Publish into a user-friendly format and disseminate revised Workforce Knowledge and Competency Framework to all professional development providers including Oregon college and university programs.	ELC – Early Learning Managing Director; OCCD Director; Oregon Association for the Education of Young Children (OAEYC) Executive Director	Timeline adjusted based on grant start date.

Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

Selection Criterion – (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Page References from State’s FY 11 Application – Pages 209 - 220

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update –Oregon’s professional development system has continued to move forward on enhancing and expanding access to professional development opportunities evidenced by the tremendous growth that can be seen in Oregon Registry numbers. The following table illustrates the growth that occurred since the last submission of this proposal.

	2011	2012	% of increase
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Credential Type 1 <i>Specify: Oregon Registry Steps 3-6 or higher</i>	*977	1536	57 %
Credential Type 2 <i>Specify: Step 7 – 8.5/CDA or Oregon Registry Credential</i>	*950	*1337	*57 %
Credential Type 3 <i>Specify: Step 9-9.5/Associate Degree</i>	*454	*818	*41%
Credential Type 4 <i>Specify: Step 10/Bachelor Degree</i>	*945	*1484	*80%

*** Oregon Registry data as of June 30, 2012**

The following goals continue to be key for Oregon:

1. 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.
2. Incorporate more opportunities for Early Childhood Educators (ECE) to receive quality training and coaching supports that would enhance professional development planning and implementation of skills learned in training.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2013 - ongoing	Establish and train regional professional development advisors to increase participation in Oregon’s credentialing & degree system.	OCCD Director, OED – TQRIS Manager; OAEYC	Timeline adjusted based on grant start date. Work has begun on developing a common professional development tool.
2013-2016	Increase involvement of trainers across sectors (Child Care, Head Start, Early Intervention/ Early Childhood Special	ELC – Early Learning System Director and Early Learning Managing	Timeline adjusted based on grant start date. Target was decreased based on budget limits.

	Education, Relief Nurseries, Home Visitor Programs and Health/Mental Health Consultants) in the Trainer Program.	Director; OCCD Director; OED – TQRIS Manager	
2013-2016	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.	OCCD Director, OED, ODE	An analysis of existing training offerings to identify gaps where TQRIS information is not addressed is part of the current OCCD contract with CCD.
2013- 2016	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).	OCCD Director, OED, ODE	Timeline adjusted based on grant start date and the development of new curricula. Some of this work has started; therefore this activity was adjusted to not only address the decreased funding, but to be more targeted to the TQRIS needs.

Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

Selection Criterion – (E)(1) Understanding the status of children’s learning and development at kindergarten entry.

Page References from State’s FY 11 Application – Pages 223 - 234

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – Oregon has made significant progress towards the implementation of a statewide kindergarten entry assessment. In November 2011, the Early Learning Council (ELC) assembled a team to develop a plan for the selection and implementation of a statewide Kindergarten Readiness Assessment (KRA). This team worked with university researchers and local stakeholders to identify existing assessments, explore how results can be used, and examine other states’ kindergarten assessments. A survey was distributed to all Oregon school district superintendents to understand the assessment tools used by districts in the early elementary grades and how the information was used. Additional stakeholder input was solicited through five focus groups and seven community forums across Oregon. In Spring of 2012, school districts nominated schools as pilot sites for the assessment approach. Sixteen schools were chosen through a lottery-style process designed to ensure representation of diverse racial and ethnic populations, English Language Learners, children with special needs, geographic and economic diversity, half-day and full-day kindergarten, and large and small elementary schools.

In 2012, the ELC selected a composite assessment approach for the pilot. The composite approach includes measures in the domains of early literacy, early math, self-regulation, social-emotional development and approaches to learning.

In late summer and fall of 2012, pilot schools were trained through a series of live webinars and online training modules designed to accommodate the schedules of teachers and staff. All entering kindergarten students in the pilot schools were assessed and pilot data will be submitted to the Oregon Department of Education (ODE) in November 2012. Portland State University is conducting a pilot process evaluation that includes surveys, interviews, site visits and observations; as well as, a review of training materials, resources and assessment forms. The final report, describing trends and making recommendations for statewide implementation, will be shared with the ELC in Spring 2013. The kindergarten readiness assessment will be implemented statewide in fall of 2013 and results from the assessment will be included in the Statewide Longitudinal Data System at ODE.

The following goals continue to be key for Oregon:

1. Review findings from the fall 2012 pilot to expand and improve training and resources for statewide implementation.
2. Integrate the kindergarten readiness assessment with the Longitudinal Data System, TQRIS, and healthcare and human services data efforts.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2013	Planning for statewide rollout of KRA	ODE	This activity will be continued.
2014	Statewide implementation of KRA	ODE	This activity will be continued.

Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

Selection Criterion – (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Page References from State’s FY 11 Application – Pages 234 - 247

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – Oregon’s Early Learning Council has accepted a set of recommendations from a Data Workgroup to prioritize a conceptualized data system that will ensure existing data systems are interoperable. Additionally, the Early Learning Council Systems Director is working closely with OEIB. The OEIB will create a P-20 Information Council and the Council will develop a set of operational rules and interoperable systems statewide to support children, families and departments.

The State has begun work to review existing ELDP workforce and facility level databases and establish a data governance structure to prepare for the development of the TQRIS data system to ensure uniformed system is designed.

The following goals continue to be key for Oregon:

1. Create a comprehensive TQRIS web-based data system that provides access to ELDP, ECE and Participating State Agencies.

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 State Longitudinal Data System.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2014	Revise the existing TQRIS data system, including the CR, Oregon Registry Online and the Child Care Regulatory Information System (CCRIS) with additional data fields and connect with the web-based system.	Employment Department, TQRIS Data System Manager	Timeline adjusted based on grant start date.
2014	Expand TQRIS data system to include environmental and process indicators of quality.	Employment Department, TQRIS Data System Manager	Timeline adjusted based on grant start date.
2014	Develop an interface or portal for ELDP to access via the web program self-assessment, Quality Improvement Plan and portfolio system.	Employment Department, TQRIS Data System Manager	Timeline adjusted based on grant start date.
2014	Develop an interface for coaches and other TA personal to track supports and incentives for ELDP.	Employment Department, TQRIS Data System Manager	Timeline adjusted based on grant start date.
2015	Explore how other states have assigned unique child identifiers.	Employment Department- TQRIS Data System Manager; DOE – Data Visualization Specialist, Data	Timeline adjusted based on grant start date.

		Specialist; ELC Data Coordinator	
2016	Develop a data link with the SLDS to link Oregon’s children participating in the CCDF subsidy system and/or in publicly funded ELDP.	Employment Department- TQRIS Data System Manager; ELC Data Coordinator; ODE – Data Visualization Specialist; DHS – ERDC	Timeline adjusted based on grant start date.
2016	Connect Project ALDER to include the use of a standardized Pre-K summative assessment and with ELDP at the top tiers of the TQRIS.	Employment Department- TQRIS Data System Manager; DOE – Data Visualization Specialist, Data Specialist; ELC Data Coordinator	Timeline adjusted based on grant start date.
2016	Coordinate with the SLDS to ensure alignment and establish interoperability	Employment Department- TQRIS Data System Manager; DOE – Data Visualization Specialist, Data Specialist; ELC Data Coordinator	Timeline adjusted based on grant start date.
2016	Ensure privacy protection and meet relevant security practices and policies towards compliance with federal and state laws and regulations.	ELC Systems Director; ELC Data Coordinator; Office of the Attorney General	Timeline adjusted based on grant start date.

Budget details can be found on pages 90, 93-95, 97, 103, 110, 112, and 117.

Selection Criterion – Priority 2: Competitive Preference Priority – Including all Early Learning

and Development Programs in the Tiered Quality Rating and Improvement System.

Page References from State's FY 11 Application – Pages 249-257

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

1. Status update & Goals (What significant changes, if any, have occurred since the 2011 Application in regard to this activity?)

Status update – Since the 2011 application, the Child Care Division received the final Executive Report from national consultants on child care licensing analyzing Oregon's current licensing regulations. While there was no specific recommendation in the final report to reduce the threshold under which licensing begins, the state intends to develop a report to submit to the Early Learning System Director outlining options for increased standards based on research-based practices and experience from other states. The Early Learning System Director will determine next steps.

There is no change in the budget for this section as the state will absorb costs of the activities. According to the "Child Care Aware - State of Family Child Care Home Licensing" 2012 report, Oregon's threshold for licensing (licensing when more than three unrelated children) is considered an area of weakness.

The following goals continue to be key for Oregon:

1. 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.
2. 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.

Early learning advocates, national research, and best practice standards for early care and education, agree that a strong licensing system supports children's early learning and readiness for school. In a national ranking study (NACCRRA) of state standards for small family child care homes, Oregon's threshold for licensing in family child care settings at four or more unrelated children contributes to its ranking of 35th in the country. Informing policy makers of

the importance of a lower threshold for licensing may help sway public opinion in the state.

2. High quality plan revised

TIMELINE	ACTIVITY	RESPONSIBLE PARTIES	PHASE 2 ADJUSTMENT
2014	Review Oregon’s current laws and rules on minimum threshold required for licensing.	OED Child Care Division Legal & Compliance Manager, Licensing Manager	Date change, clarify language
2014	Review current licensing practices and authority to address and penalize illegal care.	OED Child Care Division Licensing Manager, Legal & Compliance Manager	Date change, clarify language
2015	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.	OED Child Care Division – Licensing Manager	Date change, content change from stakeholder and expert based to research based, stakeholder input follows
2016	As directed by the ELC, CCD to draft legislation proposing a new licensing threshold of 2 or more children in unlicensed care.	ELC Early Learning System Director and staff	Date and language
2016	Review the proposed legislation with stakeholder input.	Early Learning Council	

There is no grant budget impact for the non-legislative changes in this section.

Selection Criterion – Priority 5 – Invitational Priority – Encouraging private-sector support

Page References from State’s FY 11 Application – Pages 258-264

Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

Status update – Oregon’s foundations continue to partner with the State as work has moved forward on key elements of its RTT-ELC plan.

Significant private sector investments related to Phase 2 projects in 2012:

Building capacity (workforce)

- The Oregon Community Foundation (OCF) invested an additional \$275,000 in two statewide Betty Gray Early Childhood Scholarship Programs. (One scholarship program provides financial assistance for pursuit of community-based training and professional development steps such as achievement of credentials and accreditations; the other removes financial barriers for individuals seeking degrees and certificates in early childhood education at the state’s community colleges.)

Alignment with K-12

This is an area that is garnering increasing attention from the state’s foundations, in view of its promise for increasing the likelihood that young children are ready for success in school, that transitions into kindergarten are smoother, that schools are ready for children, that early childhood gains are sustained, and that parents are prepared to be engaged in their children’s K-12 education.

- OCF awarded the first of a potential three years of grant funding to the nonprofit Children’s Institute to support implementation “Early Works,” a P-3 alignment demonstration project at an elementary school in suburban Portland. (\$50,000 in 2012)
- The Ford Family Foundation has entered into a partnership with the Children’s Institute to replicate the “Early Works” project in a rural location, at Yoncalla Elementary School in Douglas County in southern Oregon. (\$150,000 in 2012)
- The Meyer Memorial Trust has committed \$225,000 over three years to the Children’s Institute to support its P-3 alignment work around the state.

Kindergarten Readiness Assessment

- The Ford Family Foundation is funding a process evaluation of the state’s new Kindergarten Readiness Assessment in the pilot phase during which teachers at 16 schools will receive training and will conduct the assessments with all incoming kindergarteners. The process evaluation will capture lessons learned and help the state improve the process prior to full roll-out in the 2013-2014 school year. (\$50,000 in 2012)

Anticipated future investment and activity may include:

TQRIS Expansion

- The Ford Family Foundation is in the process of funding a grant to Family Connections CCR&R to launch the first Douglas County Child Care Network. This work aligns with and compliments the state’s implementation of TQRIS. The goal is to improve the quality of home and center-based child care in more rural settings. The grant will improve professional mentor-coaching similar to the state’s plan, but with more one-on-one support to child care providers and additional technical assistance and support on the business side of child care. (\$50,000 in 2013 and \$50,000 in 2014)

Building capacity (workforce)

- The Oregon Community Foundation (OCF) expects to invest an additional \$250,000 in its two scholarship programs in 2013. Future amounts are unknown, but this is likely to continue to be a high priority for OCF.

Alignment with K-12

- Expected future grant awards from OCF for the “Early Works” demonstration site are \$40,000 in 2013 and \$30,000 in 2014.
- OCF has announced a “P-3 Alignment Learning Community” project, and is seeking 10 school districts statewide to receive \$5,000 planning grants for use in exploring P-3 strategies such as professional development of K-12 and early childhood staff, kindergarten transition activities, and curriculum purchase. Total investment in 2013: \$100,000; the program will likely be continued in 2014, at \$100,000 per year.

The Ford Family Foundation has budgeted \$150,000 for the Yoncalla P-3 Alignment demonstration site in 2013, and \$150,000 in 2014.

Other related private sector investments in 2012

Parenting Education and Engagement

- Four of the state’s leading foundations – The Oregon Community Foundation, The Ford Family Foundation, The Collins Foundation and the Meyer Memorial Trust – together

contributed \$1,415,182 in support of their Oregon Parenting Education Collaborative. The initiative includes 11 regional parenting education “Hubs” reaching 19 of Oregon’s 36 counties and nine Small Grants supporting expanded access to evidence-based parenting education programs for parents of children prenatal to age 6. The Hubs can be expected to collaborate with the state and the child care resource and referral agencies to connect parents with information about the TQRIS.

Early Literacy and Language Development

- The Oregon Community Foundation, the Kelley Family Foundation, and Knowledge Universe together provided \$189,500 to the Oregon Pediatric Society in 2012 for a new statewide “Reach Out and Read” program. In addition, the program benefited from in-kind donations of children’s books from local pediatrics and family practice clinics and the national Reach Out and Read Program.

PART 4: TABLES AND PERFORMANCE MEASURES

Table (A)(1)-1: Children from Low-Income¹ 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	23,633	51.4% (23,633/45,978)
Toddlers ages 1 through 2	47,267	51.4% (47,267/91,960)
Preschoolers ages 3 to kindergarten entry	49,362	51.4% (49,362/96,034)
Total number of children, birth to kindergarten entry, from low-income families	120,262	51.4% (120,262/233,972)
<i>Data Source and Year: Population and poverty data provided by the Senior Demographer, Office of Economic Analysis, Oregon Department of Administrative Service, Population based on Single Years of Age and Sex: July 1, 2012 data. Poverty rate is from American Community Survey 2011.</i>		
<i>The 2012 poverty percentages for specific age groups were not available as of October 2012. The most current age group data was calculated in 2010. The Senior Demographer recommended using the 2011 percentage of children under age 6 living at or below 200% of poverty level and applying it across age groups.</i>		

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

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

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.

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 delays² <i>Data Source and Year: Annual Special Education Child Count, 2011</i>	10,250	4.3% (10,250/233,972)
Are English learners³ <i>Data Source and Year: American Community Survey 1-Year Estimates of Household Language, 2011</i>	33,458 (calculated by 14.3% of the total number of children – 233,972)	14.3% (calculated by using the number of households in Oregon with home language other than English)
Reside on “Indian Lands” <i>Data Source and Year: Census Data provided by the Senior Demographer at Office of Economic Analysis, Oregon Department of Administrative Services, 2010</i>	795	0.3% (795/233,972)
Are migrant⁴ <i>Data Source and Year: Estimate of all migrant children birth to kindergarten provided by Oregon Development Coalition, statewide provider of Migrant Seasonal Head Start, based on 2010 data. Updated data not available as of October 2012.</i>	4,520	1.9% (4,520/233,972)

² For purposes of this application, 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).

³ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

⁴ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of “migratory child” in ESEA section 1309(2).

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

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.

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...
<p>Are homeless⁵</p> <p><i>Data Source and Year: Annual Point-in-time Homeless Count, Oregon Housing & Human Services Department, January 2012</i></p>	1,442	0.62% (1,442/233,972)
<p>Are in foster care</p> <p><i>Data Source and Year: Department of Human Services, Child Welfare Foster Care, July 1, 2010 – June 30, 2011</i></p>	5,025	2.15% (5,025/233,972)
<p>Other as identified by the State</p> <p>Describe: Urban Native American/Alaska Native birth to 5 in Portland Metro area (Clackamas, Multnomah, Washington Counties)</p> <p><i>Data Source and Year: Coalition of Communities of Color, Portland Oregon, 2010.</i></p>	2,845	1.2% (2,845/233,972)

⁵ The 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)).

Table (A)(1)-3: 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.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<p>State-funded preschool: Includes state funded Early Head Start and state funded Oregon Prekindergarten slots.</p> <p><i>Data Source and Year: Oregon Department of Education enrollment data, 2012</i></p>	68		7,290	7,358
<p>Early Head Start and Head Start⁶</p> <p><i>Data Source and Year: Region X Office of Head Start (2012), Region XI American Indian Head Start (2012 estimate), and Region XII Migrant/Seasonal Head Start (2012). The data also includes 111 EHS slots funded by City of Portland & Multnomah County funds and 4 HS slots funded by Portland Public Schools (2012).</i></p>	2,048		7,966	10,014
<p>Programs and services funded by IDEA Part C and Part B, section 619</p> <p><i>Data Source and Year: Annual Special Education Child Count, 2011</i></p>	354	2,635	7,261	10,250
<p>Programs funded under Title I of ESEA</p> <p><i>Data Source and Year: Consolidated State Performance Final Report, 2011</i></p>	50 (birth through 2)		588	638

⁶ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: 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.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
License-exempt receiving CCDF subsidy via a voucher <i>ACF-801, July 2011-June 2012</i>	5,517	8,840	28,756	43,113
Licensed receiving CCDF subsidy via a voucher <i>ACF-801, July 2011-June 2012</i>	5,500	9,091	38,339	52,930
Licensed receiving CCDF subsidy via a contracted slot (Head Start and Top Tiered Programs) <i>ACF-801, July 2011-June 2012</i> Note: Contracted Slots with OPQ Child Care are based on estimates (111)	87	513	1,486	2,086
License-exempt programs receiving CCDF subsidy via Special Populations Subsidy (Teen Parent, A&D, Migrant/Seasonal and Special Needs) <i>ACF-801, July 2011-June 2012</i>	406	383	878	1,667
Licensed programs receiving CCDF subsidy via Special Populations Subsidy (Teen Parent, A&D, Migrant/Seasonal and Special Needs) <i>ACF-801, July 2011-June 2012</i>	1,152	1,240	1,540	3,932
Total Programs described above receiving CCDF Subsidy <i>ACF-801, July 2011-June 2012</i>	12,662	20,067	70,999	103,728

Table (A)(1)-3: 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.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other <i>Specify: Home Visiting⁷</i> <i>Data Source and Year: Oregon Health Authority, Public Health Division, Office of Family Health, Home Visiting Needs Assessment, 2011⁸</i>	16,408	5,654	3,549	25,612
Other <i>Specify: Relief Nurseries, 15 Relief Nurseries serving birth to age 6, therapeutic classrooms, parent ed., home visiting</i> <i>Data Source and Year: Self report by each nursery, October 2012</i>	741	1,031	1,618	3,390
Other <i>Specify: TANF</i> <i>Data Source and Year: Department of Human Services provider pay claims and claims history, September 2011 – August 2012</i>	66	262	347	675

⁷The Home Visiting Needs Assessment was completed in partnership with the Oregon Health Authority, Oregon DHS, Oregon Center for Children and Youth with Special Health Needs; Oregon Head Start Prekindergarten, Early Head Start, Healthy Start-Healthy Families, Early Intervention/Early Childhood Special Education; and Oregon Health Authority Family Net – ORCHIDS data for Babies First, CaCoon, and Maternity Case Management. Data limited to children under age five.

⁸The data reported last year were preliminary and are now final.

Table (A)(1)-3: 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.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other <i>Specify: Employment Related Day Care (ERDC)</i> <i>Data Source and Year: Department of Human Services provider pay claims and claims history, September 2011 – August 2012</i> <i>Note: Numbers are highly duplicative to numbers identified under Programs receiving CCDF funding programs.</i>	1,137	3,774	4,576	9,487

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

Type of investment	Funding for each of the Past 6 Fiscal Years					
	2007	2008	2009	2010	2011	2012
Supplemental State spending on Early Head Start and Head Start⁹ <i>Data Source and Year: Oregon Early Head Start Legislatively Approved Budgets for each year</i>	0	0	\$238,428	\$715,291	\$752,006	\$752,006

⁹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

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

Type of investment	Funding for each of the Past 6 Fiscal Years					
	2007	2008	2009	2010	2011	2012
<p>State-funded preschool</p> <p><i>Data Source and Year: Oregon Prekindergarten Legislatively Approved Budgets for each year</i></p> <p><i>Amounts may be duplicated in Total State Contributions to CCDF.</i></p>	\$42,384,266	\$52,035,524	\$54,897,579	\$50,090,706	\$61,069,890	\$61,069,890
<p>State contributions to IDEA Part C</p> <p><i>Data Source and Year: Oregon Early Intervention Legislatively Approved Budgets for each year</i></p>	\$10,962,003	\$10,678,176	\$11,394,630	\$10,900,883	\$11,860,429	\$11,737,518
<p>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</p> <p><i>Data Source and Year: Oregon Early Childhood Special Education Legislatively Approved Budgets for each year</i></p>	\$41,238,009	\$40,170,282	\$42,865,511	\$41,008,083	\$44,617,802	\$44,155,427
<p>Total State contributions to CCDF¹⁰</p> <p><i>Data Source and Year: Employment Department, 2012</i></p>	\$23,988,224	\$25,481,780	\$27,675,877	\$28,540,223	\$28,266,500	\$27,972,995 estimated

¹⁰ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

Table (A)(1)-4: Historical data on funding for Early Learning and Development						
Type of investment	Funding for each of the Past 6 Fiscal Years					
	2007	2008	2009	2010	2011	2012
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i> <i>Data Source and Year: Department of Human Services, 2011</i> <i>Amounts are included in Total State Contributions to CCDF</i>	Exceeded \$2,786,751	Exceeded \$4,289,405	Exceeded \$4,206,964	Exceeded \$4,939,576	\$4,791,951	\$4,699,409 estimated
TANF spending on Early Learning and Development Programs¹¹ <i>Data Source and Year: Department of Human Services provider pay claims and claims history files, FFY 2007 – 2011 and FFY YTD for 2012</i>	\$2,925,083	\$4,722,376	\$4,197,280	\$4,003,524	\$3,540,124	\$213,929
Other State contributions <i>Specify: 15 Relief Nurseries serving birth to age 6, therapeutic classrooms, parent education, home visiting</i> <i>Data Source and Year: Legislatively Adopted Budget (LAB), General Fund and other, for each year.</i>	\$1,706,510	\$2,404,851	\$2,404,852	\$2,354,851	\$2,354,851	\$2,824,690

¹¹ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development						
Type of investment	Funding for each of the Past 6 Fiscal Years					
	2007	2008	2009	2010	2011	2012
Other State contributions <i>Specify: Department of Human Service state contribution to CCDF</i> <i>Data Source and Year: Department of Human Services provider pay claims and claims history files, FFY 2007 through 2011 and FFY YTD for 2012</i>	\$1,695,671	\$1,779,916	\$1,813,133	\$1,881,798	\$1,886,718	\$1,734,686
Other State contributions <i>Specify: Child Care Contribution Tax Credit 12</i> <i>Note: Employment Department, Child Care Division; contributions received each tax year</i> <i>Amounts may be duplicated in Total State Contributions to CCDF</i>	\$666,667	\$666,667	\$666,667	\$666,667	\$630,178	\$666,667

¹² Some of the Child Care Contribution Tax Credit funds may be duplicated in the Total State Contributions to CCDF.

Table (A)(1)-4: Historical data on funding for Early Learning and Development						
Type of investment	Funding for each of the Past 6 Fiscal Years					
	2007	2008	2009	2010	2011	2012
Other contributions-local government Portland Children's Levy – early childhood birth to 5 contributions <i>Data Source and Year: Budgets for Children's Levy grant annual contracts in which services are directed to children ages 5 and younger. Levy revenues decreased between FY11 and FY12 resulting in reduced grant budgets</i>	\$4,621,129	\$5,528,196	\$6,196,242	\$6,572,162	\$6,679,109 ¹³	\$6,216,448
Total State contributions: 14	\$130,187,562	\$143,467,768	\$152,111,771	\$146,018,897	\$160,905,601	\$156,592,250

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State						
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>						
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years¹⁵					
	2007	2008	2009¹⁶	2010	2011	2012
State-funded preschool (includes state funded Early Head Start) <i>Data Source and Year: Annual October census count, for each year.</i>	5,218	6,544	6,554	5,948	7,290	7,358
Early Head Start and Head Start¹⁷	8,697	8,926	9,224	9,873	10,225	10,014

¹³ Data corrected. The amount reported in the 2011 grant submission was incorrect.

¹⁴ Totals do not include the State Match to CCDF; it is already included in the Total State Contributions to CCDF.

¹⁵ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹⁶ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

¹⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

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

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

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁵					
	2007	2008	2009 ¹⁶	2010	2011	2012
<p><i>(funded enrollment)</i></p> <p><i>Data Source and Year: ODE annual data collection from Region X Head Start, Region XI American Indian Head Start, Region XII Migrant/Seasonal Head Start, for each year</i></p> <p><i>2011 data was estimated in the 2011 grant application. The number has now been finalized and adjusted in this table.</i></p>						
<p>Programs and services funded by IDEA Part C and Part B, section 619</p> <p><i>Data Source and Year: Annual Special Education Child Count, for each year</i></p>	8,758	9,142	9,315	9,869	10,250	Available after 12/2012
<p>Programs funded under Title I of ESEA</p> <p><i>Data Source and Year: Oregon Department of Education, Consolidated State Performance Report, for each year</i></p>	1,576	1,561	783	816	638	Not available
<p>License-exempt receiving CCDF subsidy via a voucher</p> <p><i>ACF 801-January 2012</i></p>	12831	12989	14171	11988	10254	7318
<p>Licensed receiving CCDF subsidy via a voucher</p>	8255	8651	10208	10215	9268	6585

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

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

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁵					
	2007	2008	2009 ¹⁶	2010	2011	2012
<i>ACF 801-January 2012</i>						
Licensed receiving CCDF subsidy via a contract slot (Head Start and Top Tiered Programs)	573	643	440	135	123	404
<i>ACF 801-January 2012</i>						
License-exempt programs receiving CCDF subsidy via Special Populations Subsidy (Teen Parent, A&D, Migrant/Seasonal and Special Needs)	222	198	156	135	165	168
<i>ACF 801-January 2012</i>						
Licensed programs receiving CCDF subsidy via Special Populations Subsidy (Teen Parent, A&D, Migrant/Seasonal and Special Needs)	984	1028	882	523	518	763
<i>ACF 801-January 2012</i>						
Total Programs described above receiving CCDF Subsidy	22,865	23,509	25,857	22,996	20,328	15,238
<i>ACF 801-January 2012</i>						
<i>Note: The 2011 grant application numbers for "Programs receiving CCDF funds" used targeted population numbers only and did not include the broader voucher subsidies.</i>						
Other: Home Visiting ^{**} <i>Describe: Data Source and Year: Oregon Health Authority, Public Health Division, Office of Family Health, Home Visiting Needs Assessment, 2011</i>	23,340	24,099	25,795	25,789	25,612	Not Available

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

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

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁵					
	2007	2008	2009 ¹⁶	2010	2011	2012
<p>Other: Portland Children’s Levy <i>Describe: Variety of Early Learning and Development Programs. Raising a Reader serves over 3,000 annually.</i></p> <p><i>Data Source and Year: Scope of service obligations in Children’s Levy grant annual contracts in which services are directed to children ages 5 and younger. Changes in funding for Raising a Reader resulted in changes in numbers served between FY10 –FY12</i></p>	5,574	4,721	5,121	5,662	6,782	5,941
<p>Other: Relief Nurseries <i>Describe: 15 Relief Nurseries serving birth to 6, therapeutic classrooms, parent education, home visiting.</i></p> <p><i>Data Source and Year: Self-report by each nursery for each year</i></p>	1,624	1,675	1,970	2,255	2,573	3,390
<p><i>*Due to budget reductions in 2009 and 2010, school districts elected to move funds from preschool to K-12.</i></p> <p><i>** The Home Visiting Needs Assessment was completed in partnership with the Oregon Health Authority, Oregon DHS, Oregon Center for Children and Youth with Special Health Needs; Oregon Head Start Prekindergarten, Early Head Start, Healthy Start-Healthy Families, Early Intervention/Early Childhood Special Education; and Oregon Health Authority Family Net – ORCHIDS data for Babies First, CaCoon, and Maternity Case Management. Data limited to children under age five. The numbers reported last year did not include all home visiting programs. The numbers have been amended in the 2012 application to reflect the actual of children receiving home visiting services.</i></p>						

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

Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X
Oregon will revise the Early Childhood Foundations standards for children birth through age two. Oregon adopted the Head Start Child Development Early Childhood Framework for children ages three to five.			

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

Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

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 <i>Specify:</i>	X (Developmental, social emotional, vision, hearing, health and dental)	X (Teaching Strategies Gold and Galileo)	X	X (CLASS during monitoring)	
Early Head Start and Head Start ¹⁸	X (Developmental, social emotional, vision, hearing, health and dental)	X (Teaching Strategies Gold and Galileo)	X	X (CLASS during monitoring)	

¹⁸ Including Migrant and Tribal Head Start located in the State.

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

Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

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
Programs funded under IDEA Part C	X (Developmental, vision, hearing, health)	X (Assessment, Evaluation & Programming System – AEPS)			
Programs funded under IDEA Part B, section 619	X (Developmental, vision, hearing, health, social emotional)	X (Assessment, Evaluation & Programming System – AEPS)			
Programs funded under Title I of ESEA	X (Developmental, vision, hearing, dental, social, emotional)	X (PALS Pre-K, PPVT-III, and TVIP)		X (Interactive Literacy Activities)	
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>				X Tier 5 CLASS Assessment	
State licensing requirements					

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
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
Other <i>Describe: Home Visiting Programs funded by the Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program</i>	X (Developmental, physical, mental, social, emotional)	X (Ounce, ASQ)	X Child Injury Prevention	X (HOME)	

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>Specify</i>	X	X	X	X	
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C	X	X	X	X	

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State

Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
Programs funded under IDEA Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA	X	X	X	X	
License-exempt Programs receiving CCDF funds (DHS listed)	X		X	X	
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	X All Tiers	X Tier 3	X All Tiers	X All Tiers	
State licensing requirements	X		X		
Other <i>Describe: Home Visiting Programs funded by the Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program</i>	X	X	X	X	

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<p>State-funded preschool <i>Specify:</i></p>	<p>Provide opportunities for parents to develop and implement individualized family partnership agreements that identify family goals, strengths, and necessary services and supports. Programs must coordinate with other agencies to support accomplishment of goals in preexisting plans.</p> <p>Work with parents to foster positive parent-child relationships and provide opportunities to promote the learning of their children at home through conferences, home visits, and volunteer opportunities.</p> <p>Support parents in developing positive social connections within their community and provide leadership opportunities at the local, state and national level.</p> <p>Provide opportunities for parents to enhance their parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children.</p> <p>Assist parents in becoming their children’s advocate as they transition into Head Start and to elementary school. Programs assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children’s education.</p>
<p>Early Head Start and Head Start</p>	<p>Provide opportunities for parents to develop and implement individualized family partnership agreements that identify family goals, strengths, and necessary services and supports. Programs must coordinate with other agencies to support accomplishment of goals in preexisting plans.</p> <p>Work with parents to foster positive parent-child relationships and provide opportunities to promote the learning of their children at home through conferences, home visits, and volunteer opportunities.</p> <p>Support parents in developing positive social connections within their community and provide leadership opportunities at the local, state and national level. Provide opportunities for parents to enhance their parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children.</p> <p>Assist parents in becoming their children’s advocate as they transition into Head Start and to elementary school. Programs assist parents to communicate</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	with teachers and other school personnel so that parents can participate in decisions related to their children’s education.
Programs funded under IDEA Part C	<p>Explain and provide procedural safeguards under the Individuals with Disabilities Act (IDEA) the first time a child is referred to the program, once a year, any time requested and if the family files a complaint or requests a due process hearing.</p> <p>Identify family resources, priorities, concerns, goals and services related to enhancing the development of their child. Include these services on the child’s Individualized Family Service Plan (IFSP).</p> <p>Provide information and training to parents at least 90 days prior to the child’s third birthday, regarding future services, placements and other matters related to the child’s transition to Part B or other services.</p>
Programs funded under IDEA Part B, section 619	<p>Explain and provide of procedural safeguards under the Individuals with Disabilities Act (IDEA) the first time a child is referred to the program, once a year, any time requested and if the family files a complaint or requests a due process hearing.</p> <p>Identify family resources, priorities, concerns, goals and services related to enhancing the development of their child. Include these services on the child’s Individualized Family Service Plan (IFSP).</p> <p>Provide information and training to parents to determine steps to support the child’s transition from ECSE to public schooling or other educational setting.</p>
Programs funded under Title I of ESEA	<p>Provide information to and measure families increased knowledge of community resources.</p> <p>Provide information to and measure families improved life skills.</p> <p>Work with families to set written goals for themselves and their children; document progress toward goals.</p> <p>Work with families to empower the support the educational growth of their children.</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	Work with families to increase the amount of time they engage in literacy activities with their children.
License-exempt Programs receiving CCDF funds	None
<p>Current Quality Rating and Improvement System requirements</p> <p><i>Specify by tier (add rows if needed):</i></p>	<p>Tier 5 –</p> <ul style="list-style-type: none"> • Families serve on advisory groups and/or attending family meetings to provide input on program and policy decisions. • The program provides forms and essential program information in a manner that is accessible to all families in the program regardless of differences in language, literacy, and/or ability. • The program encourages all families to share their cultural backgrounds, traditions, beliefs, home language, interests and abilities by requesting families to assist or lead in planning and conducting special activities. • The program provides current information about educational opportunities for families available in the community. <p>Tier 4 –</p> <ul style="list-style-type: none"> • The program collects information on an ongoing basis to make program and policy decisions using email, suggestion box, notebooks, etc. • Families are consulted about their child’s interests and preferences, informed about their child’s progress, and encouraged to contribute to educational goals at least annually. • The program learns about all families’ cultural backgrounds, traditions, beliefs, home language, and interests and requests ideas and/or suggestions from families for activities. • The program helps families in locating and accessing specific community resources as needed. <p>Tier 3 –</p> <ul style="list-style-type: none"> • The program surveys families annually and uses their input in making program and policy decisions. • The program collects information from families upon enrollment and provides a means to communicate changes. This includes: Work

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>schedules, primary caregivers, other caregivers, parent or child health issues, and family members living in the home.</p> <ul style="list-style-type: none"> • Program personnel greet families during arrival and/or departure on a daily basis. • The program encourages all families to observe and participate in activities at any time. • The program provides basic information about resources in the community including health, mental health, services for children with disabilities and social services <p>Tier 2 –</p> <ul style="list-style-type: none"> • Commitment to Quality: Self-assessment and Quality Improvement Plan <p>Tier 1 –</p> <ul style="list-style-type: none"> • Licensing—foundation, see below.
State licensing requirements	<p>State regulations require that all licensed providers give parents access to the program during the hours their children are in care. Licensed certified facilities must notify parents of communicable disease outbreak in the program; provide parents with information on the guidance and discipline policy, the current week’s menus, and a description of the general routine.</p>
Other: Department of Human Services Self-Sufficiency TANF program	<p>Family Support and Connections (FS&C) is funded by the Community-Based Child Abuse Prevention grant and TANF federal funds and provides front-end support and interventions to at-risk TANF families. The goal is to reduce the number of TANF children entering the foster care system.</p> <p>Self-Sufficiency, in partnership with Child Welfare, local contractors and other community partners, collaborates to provide FS&C services in all Oregon counties. These short-term interventions include home visits, strengths/needs based family assessments, advocacy, individualized interventions and joint outcome based case planning. They are designed to increase parental protective factors and decrease the risk factors of child abuse and neglect.</p>
Other: Department of Human Services Child Welfare	<p>Oregon is committed to keeping children safely at home whenever possible. Efforts to support collaborations between the Child Welfare agency, families and community resources for the safety, permanency and well-being of</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>children include: (1) The adoption of the Oregon Safety Model coupled with the Department’s commitment to design and implement a Differential Response System, both of which are founded upon family engagement, collaboration and empowerment; (2) Expansion of the definition of “relative” to persons not traditionally related, but seen as relatives by the family with priority given to relatives as placement resources when children cannot remain safety in their own homes and active collaboration with families in case and safety planning throughout child welfare cases including at two required meetings, the Child Safety Meeting and the Oregon Family Decision Meetings; (3) Strengthening, Preserving and Reunifying Families, which requires increased agency/community collaborations in support of families in the child welfare system; and (4) Safe and Equitable Foster Care Reduction project: A partnership between the Youth Development Council, Oregon DHS, Casey Family Programs, Oregon Judicial Department, Oregon counties, and Tribal Indian Child Welfare Programs.</p>

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁹ currently available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
State approved Oregon Registry Infant	Yes	11	<1%	Newly rolled out in late 2009

¹⁹ Includes both credentials awarded and degrees attained.

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁹ currently available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Toddler Professional Credential				Data from Oregon Registry
State approved Oregon Registry Director Credential	Yes	9	<1%	Newly rolled out in late 2009 Data from Oregon Registry
National CDA	Yes	OR -389 HS-563	OR 2% HS- 22%	OR = Oregon Registry data HS = HS data
Associate's Degree in ECE	Yes, mostly	OR-647 HS-520	OR- 3.6% HS- 21%	OR = Oregon Registry data HS = HS data
Bachelor's Degree in Elementary Ed/ECE	No, not consistently	OR-1499 HS-578	OR- 8.4% HS - 23%	OR = Oregon Registry data HS = HS data
Advanced Degree in Elementary Ed/ECE	Not Available	OR-561 HS-173	OR- 3% HS- 7%	OR = Oregon Registry data HS = HS data
TSPC Teacher Licensure Early Intervention/Special Education	No	EI/ECSE- 202	63%	EI/ECSE Educators with TSPC Licensure/endorsement (as of 12/1/2011). Data were extracted from the ODE Staff Position collection for the 2011-12 school year.

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁹ currently available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
ODE Authorization for EI/ECSE	No	EI/ECSE- 117	37%	EI/ECSE Educators with ODE Authorization (as of 10/3/2012) Data were extracted from the ODE Authorization database.
<p>Head Start (HS) data drawn from the 2010-2011 Federal Program Information Report for Oregon, aggregating data from all OHS Pre-K programs, including state only funded programs. Total number of ECE staff in OHS Pre-K reported in the PIR: 2534 Total number of ECE staff with CDA, AA, BA or Advanced degrees reported in the PIR: 1834 (72% of OHS Pre-K ECE Workforce) Note: As of September 30, 2011, all lead teachers need to have at least an AA degree.</p> <p>Oregon Registry (OR) data as of June 30, 2012. Reflects degrees/credentials that are recorded on the Oregon Registry and that were most often used to achieve a Step. These numbers were updated to reflect more current Oregon Registry numbers. Total workforce numbers gathered from Child Care Division's Criminal Records Registry (CBR), 2009-11. Total CBR workforce number =17,880 which was used to determine percent of workforce who have a degree/credential based on Oregon Registry data.</p> <p>TSPC Teacher Licensure EI/ECSE data were extracted from the ODE Staff Position collection for the 2011-12 school year. EI/ECSE Educators with ODE Authorization (as of 10/3/2012) Data were extracted from the ODE Authorization database. The number of EI/ECSE Educators with ODE Authorization is decreasing as these specialists retire, no longer work for the EI/ECSE program, move or receive TSPC licensure. Newly hired specialists tend to have TSPC licensure and do not require authorization.</p>				

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/ Not Available)
<p>Career Development in Childhood Care and Education-Portland State University *State Approved Credentials, portfolio based, modeled after CDA: ○ Infant Toddler Professional ○ Director</p> <p>Newly rolled out in 2009</p>	<p>11 IT Prof. 9 Director</p>	<p>Yes, aligns with the state's Core Body of Knowledge Standards.</p>
<p>Blue Mountain Community College</p> <ul style="list-style-type: none"> ● AAS ECE ● 45 cr ECE Certificate (2010) <p>To come in 2012-13:</p> <ul style="list-style-type: none"> ● 16 credit ECE Certificate 	<p>11 AAS in ECE 1 ECE Certificate</p>	<p>Yes, aligns with Oregon's Core Body of Knowledge Standards, Oregon Department of Education Skill Sets, and NAEYC Program Outcomes.</p>
<p>Central Oregon community College</p> <ul style="list-style-type: none"> ● AAS ECE 	<p>3 AAS degrees awarded in 2010-2011</p>	<p>Yes, the program aligns with the state's Core Body of Knowledge Standards as well as the NAEYC standards for preparation at the AA level.</p>
<p>Chemeketa Community college</p> <ul style="list-style-type: none"> ● AAS ECE ● Early Childhood Certificate ● Infant Toddler Certificate ● Preschool Certificate 	<p>24 AAS degrees awarded in 2011-2012 4 Certificates</p>	<p>Yes</p>
<p>Clackamas Community college</p> <ul style="list-style-type: none"> ● AAS ECE 	<p>18 AAS degrees ECE&FS (2 year) 13 ECE & FS Certificates (1 yr) 10 Family Dev. Certificates (2010-2011 SY)</p>	<p>Yes, the program aligns with the Core Body of Knowledge Standards – as well as NAEYC's Standards for Preparation of Teachers at AA level.</p>
<p>Klamath Community College</p>	<p>4-AAS</p>	<p>Yes</p>

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/ Not Available)</i>
<ul style="list-style-type: none"> • Education AAS • One year certificate • Career pathways Certificate 	1 – 1yr certificate 4 – career pathways certificates	
Lane Community College <ul style="list-style-type: none"> • AAS ECE • One year certificate 	31 – AAS 1-1yr. certificate	Yes
Linn-Benton Community College <ul style="list-style-type: none"> • AAS CFS • 1 year certificate 	4 – AAS Child & Family Studies 1 – 1yr.certificate 1- Working with families certificate 1- Early literacy certificate 2 – Childhood care and education certificated 1 – Child care director certificate	Yes, the program aligns with the state’s Core Body of Knowledge Standards and NAEYC’s professional preparation competencies.
Mt Hood Community College <ul style="list-style-type: none"> • AAS ECE • Certificate 	15 AAS in ECE 1 1-year certificate	Yes, the program aligns with the state’s Core Body of Knowledge Standards and NAEYC’s professional preparation competencies.
Portland Community College*** <ul style="list-style-type: none"> • AAS in Early Education and Family Studies. • 1-year certificate of 34 credits. 	23 AAS in EEFS	Yes, the program aligns with the state’s Core Body of Knowledge Standards as well as the NAEYC standards for preparation at the AA level.
Rogue Community College <ul style="list-style-type: none"> • AAS ECE • AS in Early Childhood Dev. 	4 – AS in ECD 11 – AS Elem. Ed 10 – 1 yr. certificate	Yes, the program aligns with the state’s Core Body of Knowledge Standards as well as the NAEYC standards for preparation at

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

<p>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</p>	<p>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</p>	<p>Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/ Not Available)</p>
<p>(articulated with SOU)</p> <ul style="list-style-type: none"> AS Elementary Ed. ECE Certificate (1 yr) ECE Basic Career Pathways Certificate ECE Intermediate Career Pathways Certificate 	<p>26 – ECE Basic Career Pathways Certificate 14 – Intermediate Career Pathways Certificate</p>	<p>the AA level.</p>
<p>Southwestern Oregon Community College ***</p> <ul style="list-style-type: none"> AAS CE (Childhood Ed.) & FS (Family Studies) AS CE&FS 18 credit certificate CE&FS 30 credit certificate CE&FS 50 credit certificate CE&FS 18 credit certificate Infant Toddler Development 20 credit certificate Parenting Education/ECE Home Visitor 	<p>8 -AAS 1 -AS 6 - certificates</p>	<p>Yes, aligns with Oregon’s Core Body of Knowledge, NAEYC ECADA standards, CDA competency Areas and ODE skill sets.</p>
<p>Tillamook Bay Community College</p> <ul style="list-style-type: none"> AAS ECE Early Childhood Certificate 	<p>NA</p>	<p>* Degree awarded through PCC so numbers reflected above.</p>
<p>Treasure Valley Community College</p> <ul style="list-style-type: none"> AAS ECE Para-educator bilingual assistant - AS transferable degree Therapeutic Interventions certificate (0-6) 	<p>26 – AAS ECE 10 - AS 32 – TI Certificates</p>	<p>Our program is aligned with Idaho standards.</p>

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

<p>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</p>	<p>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</p>	<p>Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials?</p> <p><i>(Yes/No/ Not Available)</i></p>
<p>Umpqua Community College</p> <ul style="list-style-type: none"> • AAS ECE’ • Early Childhood Certificate 	<p>3 - AAS 5 – 1 yr. certificate</p>	<p>Yes</p>
<p>OSU Cascades Campus:</p> <ul style="list-style-type: none"> • MAT with licensure in ECE/ELE 	<p>22 MAT</p>	<p>Yes</p>
<p>Concordia University</p> <ul style="list-style-type: none"> • UG and MAT credentialing in ECE • Grad <ul style="list-style-type: none"> ○ Addition of an Early Childhood authorization level to any Initial or Continuing License (Also to a standard or Basic) ○ Specialization strand in Early Childhood in M.Ed. program 	<p>24 UGs 45 MATS 1 MED</p>	<p>No for Core Body of Knowledge Yes--Aligns with Oregon State Standards (TSPC)</p>
<p>Corban University</p> <ul style="list-style-type: none"> • BS Elem/ECE 	<p>20 BS 3 Graduate teaching license</p>	<p>No, the program is not aligned with the Workforce Knowledge and Competency Framework. All elementary teacher candidates complete at least two field experiences in early childhood and earn licensure in ECE/ELEM. All coursework is aligned with the TSPC program approval rules and the ECE/Elem authorization areas.</p>
<p>Eastern Oregon</p> <ul style="list-style-type: none"> • BS Liberal Studies – Early Childhood Education Concentration 	<p>5 BS</p>	<p>No, the program is not aligned with the Workforce Knowledge and Competency Framework. [Please send a link for alignment consideration.]</p>
<p>Linfield</p> <ul style="list-style-type: none"> • BS Elem/ECE 	<p>Unknown</p>	<p>Unknown</p>
<p>Marylhurst University</p> <ul style="list-style-type: none"> • Psych/Human Studies, 	<p>Unknown</p>	<p>Unknown</p>

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/ Not Available)</i>
Association Montessori International		
NW Christian University • Teacher Ed/EC	Unknown	Unknown
Oregon State University Corvallis Campus: • BS HDFS Early Childhood Development & Education CE/Child Development • MS – HDFS/ECE • PhD – HDFS/ECE	101 BS HDFS/ECDE 2 MS with EC focus 2 PhD with EC focus	Yes. Curriculum for the OSU Early Childhood Development & Education option – now called Child Development – includes all core competencies from the framework. Students have the option to take a double degree in Teacher Education – completing the credits needed to earn qualifications for the initial teaching license. HDFS at OSU in Corvallis, offers a practicum student teaching course in the Child Development Lab in which students complete a TSPC approved Work Sample in Demonstration of Effectiveness of Teaching in the early childhood age group. OSU feels this is a valuable contribution to those pursuing the ECE/ELEM teaching certificate as students conduct 10 weeks of full-time student teaching with the prekindergarten (age 3-5) age group – more experience with this part of the EC age group than most teacher ed. programs that offer the ECE license coursework.
OSU Corvallis Campus: BA or BS, or MAT in ECE/ELE Teacher Education program College of Education – graduates qualify for teaching license	35 BA/BS ECE/ELE 36 MAT ECE/ELE	Yes. The 35 undergrads are called “double degree” students in that all have completed the ECE/ Child Development option in HDFS as well as the Teacher Ed courses which qualifies them for TSPC licensure
Pacific University • Ed & Learning	26	Unknown
Portland State University Child and Family Studies (CFS) a Program within the School of Social Work • BS or a BA in CFS should	27 students who graduated from CFS in 2010-11 in either ECE, EI Ed, or Early	Yes

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/ Not Available)</i>
with the potential specializations that are related to ECE.	Intervention/Early Childhood Special Education	
Portland State University Graduate School of Education <ul style="list-style-type: none"> • ECE Certificate of Completion • EI/ECSE License • Infant/Toddler Mental Health Graduate Certificate • Special Education Master’s only program 	30 students 8 graduates 20 graduates 1 Master’s in Special Ed	Yes, in some programs Sp. Ed. Master's only program that is completed by some students who have a license in SPED from the undergrad level or for students who determine they want a master's in SPED, but do not want a license.
Southern Oregon University <ul style="list-style-type: none"> • ECE 	10 - BS degree	The program is based on NAEYC professional preparation competencies.
University of Portland <ul style="list-style-type: none"> • Elem/ECE 	Unknown	Unknown
University of Oregon <ul style="list-style-type: none"> • Ed Foundations with EC focus 	Unknown	Unknown
Warner Pacific College <ul style="list-style-type: none"> • Elem/ECE, HDFS 	Unknown	Unknown
Western Oregon University <ul style="list-style-type: none"> • Elem/ECE 	Unknown	Unknown
<p>*All Oregon Community Colleges offering an Associate’s degree in ECE articulate CDA and Step 7 of the Oregon Registry into their ECE programs for credit.</p> <p>** Data collected through e-mail request to early childhood contacts at each college/university.</p> <p>*** Southwestern Oregon and Portland Community College are the only two NAEYC Associate Degree Accredited programs on the west coast.</p>		

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/ Not Available)
Highlighted items reflect updated 11-12 numbers.		

Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment²⁰

State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	Y	Y	Y	N	Y
Domain aligned to Early Learning and Development Standards? (Y/N)	Y	Y	Y	N	Y
Instrument(s) used? (Specify)	easyCBM Literacy	easyCBM Math	Child Behavior Rating Scale	N/A	Child Behavior Rating Scale
Evidence of validity and reliability? (Y/N)	Y	Y	Y	N	Y
Evidence of validity for English learners? (Y/N)	Y	N	Y	N	Y
Evidence of validity for children with disabilities? (Y/N)	Y	Y	Y	N	Y
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	Fall 2012 Pilot; Fall 2013 Implemented Statewide	Fall 2012 Pilot; Fall 2013 Implemented Statewide	Fall 2012 Pilot; Fall 2013 Implemented Statewide	N	Fall 2012 Pilot; Fall 2013 Implemented Statewide

²⁰ Many elements of Table (A)(1)-(12) have been updated from the 2011 application due to selection and pilot of a KRA in fall 2012. These updates are detailed in the (E)(1) Selection Criteria narrative.

State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Results included in Statewide Longitudinal Data System? (Y/N)	N ²¹	N	N	N	N

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an “X” for each Essential Data Element (refer to the definition) included in each of the State’s data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Alder Project: Advancing Longitudinal Data for Educational Reform	X	X	X	X	X	X	X
ALERT Immunization Information System	X	X	X	X	X	X	X
CaCoon Care Coordination for Children w/Special Healthcare Needs	X	X	X	X	X	X	X
Early Childhood Cares for Early Intervention and Special Education	X	X	X	X		X	X
Early Hearing Detection and Intervention Program	X	X	X	X	X	X	X
Electronic Health Records	X	X	X	X	X	X	X
Employment Related Day Care for Subsidized Child care	X	X	X	X	X	X	X
Child Care Regulator Information System		X	X			X	

²¹ Results from the Kindergarten Readiness Assessment will be included in the SLDS upon statewide implementation in fall 2013.

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Medicaid Management Information System	X	X	X	X	X		
OR-Kids Project for Child Welfare	X	X		X	X	X	X
ORCHIDS Home Visiting System	X	X	X	X	X	X	X
Oregon Head Start Pre-K Collection	X	X	X	X		X	X
Oregon Registry Online – ECE Workforce		X	X		X	X	
Oregon Vital Events Registration System	X	X	X	X	X	X	X
Quality Indicator Project		X	X		X	X	X
WIC Supplemental Nutrition for Women, Infants & Children	X	X	X	X	X	X	X

The performance measures for Core Area B are required for all applicants.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target- end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
State and federally funded (Head Start) preschool (including Migrant and Tribal Head	286	92	32%	114	40%	286	100%	286	100%	286	100%

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target- end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
Start). Programs receive state and federal funding and do not distinguish between funding sources. Data Source and Year: Grantee reports to ODE, Migrant and Tribal Head Start data collected via phone calls, 2011 ²² .											
Early Head Start ²³ These numbers are combined state and federal Early Head numbers. Programs that receive state and federal funding do not distinguish between state and federal funding. Data Source and	43	42	98%	42	98%	43	100%	43	100%	43	100%

²² These are actual numbers based on the total number of state and federally funded preschool sites in the state. Some sites have more than one classroom.

²³ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target- end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
Year: Grantee reports to ODE; Migrant and Tribal Head Start data collected via phone calls, 2011 ²⁴ .											
Programs funded by IDEA, Part C EI services are provided to families in their home. Data Source and year: Annual Progress Report, ODE, 2011	0	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619 Data Source and year: Annual Progress Report, ODE, 2011 ²⁵ .	35	0	0%	0	0%	3	9%	4	12%	5	14%

²⁴ These are actual numbers based on the total number of state and federally funded EHS sites in the state.

²⁵ The goal is to provide services to children with disabilities in typical settings with their peers. This will decrease the number of self-contained special education classrooms that could participate in TQRIS.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target- end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
Programs funded under Title I of ESEA	4	0	0%	0	0%	1	25%	2	50%	3	75%
Programs receiving from CCDF funds ²⁶	7,544	2,159	29%	2,490	33%	3,68	42%	3,470	46%	3,772	50%
Other: State Licensed <i>Data Source and Year: Employment Department, CCRIS Statewide Monthly Report, September 2012.</i>	4,468	4,468	100%	4,493	100%	4,462	100%	4,462	100%	4,462	100%
<i>[Please 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.]</i>											

²⁶ Data Source and Year: ACF-800 Report; unduplicated numbers of licensed facilities and license-exempt programs receiving CCDF subsidy funds. Represents January-September 2012 numbers

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015	Target- end of calendar year 2016
Total number of programs covered by the Tiered Quality Rating and Improvement System	4,468	4,493	4,662	4,662	4,662
Number of Licensed Programs	4,447	4,228	4,048	3,813	3,580
Number of Commitment to Quality Programs		30	60	90	120
Number of 3 Star Programs		40	60	80	100
Number of 4 Star Programs	21	46	251	213	175
Number of 5 Star Programs			155	208	261
<p>2012- Number of licensed programs is based on actuals from September in the licensing database and number of programs who have achieved the 4 Star Tier in the TQRIS pilot.</p> <p>2013 – It is estimated that 25 Head Start sites will become licensed and all come in at a 4 Star Tier.</p> <p>2014 – Child Care numbers are based on targeted numbers identified within the validation study and the estimates in achieving target numbers by June 30, 2014. It is estimated that 169 Head Start sites will become licensed.</p> <p>2015 – It is estimated that the Head Start Distribution will reflect 1/2 of all Oregon Head Start and Migrant Head Start Programs at both the 4 Star Tier and 5 Star Tier. Additional numbers at the tiers are based on incremental growth at each tier.</p> <p>2016 - It is estimated that Head Start Distribution will reflect 1/3 of all Oregon Head Start and Migrant Head Start Programs at a 4 Star Tier and 2/3 at a 5 Star Tier. Additional numbers at the tiers are based on incremental growth at each tier.</p>					

Performance Measures for (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 Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target-end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
State and federally funded (Head Start) preschool (including Migrant and Tribal Head Start). Programs receive state and federal funding and do not distinguish between funding sources. Data Source and Year: Oregon Department of Education enrollment data, 2012 ²⁷ .	15,256	4,882	32%	6,102	40%	15,256	100%	15,256	100%	15,256	100%
State and federally funded Early Head Start ²⁸ Data Source and Year: Region X Office of Head Start (2012), Region XI American Indian Head Start (2012 estimate), and Region XII Migrant/Seasonal Head Start (2012). The data also includes	1,036	988	95%	988	95%	1,036	100%	1,036	100%	1,036	100%

²⁷ The data were estimated using the total number of children in site based programs and the percentage of programs in the TQRIS (Table (B)(4)(c)(2)). Tiers 4 and 5 were included as “top tiers”.

²⁸ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Performance Measures for (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 Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target-end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
111 EHS slots funded by City of Portland & Multnomah County funds.											
Early Learning and Development Programs funded by IDEA, Part C ²⁹ Data Source and Year: Annual Special Education Child Count, 2011	2,989	0	0%	0	0%	0	0%	0	0%	0	0%
Early Learning and Development Programs funded by IDEA, Part B, Section 619 ³⁰ Data Source and Year: Annual Special Education Child Count, 2011	7,261	0	0%	0	0%	30	0.4%	40	0.5%	50	0.7%
Programs funded under Title I of ESEA <i>Data Source and</i>	638	0	0%	0	0%	0	0%	160	25%	320	50%

²⁹ Early Intervention services are provided to families in their home.

³⁰ The goal is to provide services to children with disabilities in typical settings with their peers. This will decrease the number of self-contained special education classrooms that could participate in TQRIS.

Performance Measures for (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 Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target-end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
<i>Year: Consolidated State Performance Report, Final 2011 data)</i>											
Early Learning and Development Programs receiving funds from the State's CCDF program <i>Data Source and Year: AFCF-800 Report, January 2012-September 2012.</i>	15,238	404	3%	579	4%	1,034	8%	1,754	12%	1,876	12%

Oregon has identified top tiers as TQRIS 3 Star, 4 Star and 5 Star.

For CCDF Programs the state calculated from subsidy data an average 3.5 children receive CCDF Subsidies per program and then used the programs identified in Performance Measure for (B)(4)(c)(1) to calculate the average number of children at the top tiers.

There is duplication between Children with High Needs identified in CCDF based on existing partnerships and contracts with Head Start and Migrant Head Start.

**Note: The State is considering adopting a Performance Target for statewide subsidy being delivered by contracted slots.*

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015	Target for end of calendar year 2016
Number of Children with High Needs screened	13.7% (est. 13,375) of children age 10 months-5 years with household incomes 199% FPL or less who received a developmental screen during a health care visit ³¹	16.3% (est. 13,723) of children age 10 months-5 years with household incomes 199% FPL or less who received a developmental screen during a health care visit	18.9% (est. 14,080) of children age 10 months-5 years with household incomes 199% FPL or less who received a developmental screen during a health care visit	21.6% (est. 14,445) of children age 10 months-5 years with household incomes 199% FPL or less who received a developmental screen during a health care visit	24.2% (est. 14,821) of children age 10 months-5 years with household incomes 199% FPL or less who received a developmental screen during a health care visit

³¹National Survey of Children’s Health. NSCH 2007. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved [09/21/2011] from www.childhealthdata.org. Targets based on the upper range of the confidence interval for Question 4.16, NSCH 2007, Oregon, estimated at about 2.6% increase per year. All numbers are weighted estimates of the population at the time of the survey.

Number of Children with High Needs referred for services who received follow-up/treatment	76.4% (12,609) of children ages 0-5 years (all incomes) who were referred and received a screen or evaluation or has an IFSP ³²	79.0% (est. 12,937) of children ages 0-5 years (all incomes) who were referred and received a screen or evaluation or has an IFSP	81.6% (est.13,273) of children ages 0-5 years (all incomes) who were referred and received a screen or evaluation or has an IFSP	84.3% (est.13,618) of children ages 0-5 years (all incomes) who were referred and received a screen or evaluation or has an IFSP	86.9% (est. 13,972) of children ages 0-5 years (all incomes) who were referred and received a screen or evaluation or has an IFSP
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	91% (est. 314,062) of children ages birth to 17 with household incomes of 199% FPL or less have a usual source of care ³³	91% (est. 314,062) of children ages birth to 17 with household incomes of 199% FPL or less have a usual source of care	91% (est. 314,062) of children ages birth to 17 with household incomes of 199% FPL or less have a usual source of care	91% (est. 314,062) of children ages birth to 17 with household incomes of 199% FPL or less have a usual source of care	91% (est. 314,062) 91% of children ages birth to 17 with household incomes of 199% FPL or less have a usual source of care
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	77.2% (est. 262,756) of children ages birth to 17 with household incomes of 199% FPL or less saw a doctor, nurse, or other health care provider for preventive medical care such as a physical exam or	79.8 % (est. 269,588) of children ages birth to 17 with household incomes of 199% FPL or less saw a doctor, nurse, or other	82.5% (est. 276,597) of children ages birth to 17 with household incomes of 199% FPL or less saw a doctor, nurse, or	85.1% (est. 283,788) of children ages birth to 17 with household incomes of 199% FPL or less saw a doctor, nurse, or	87.7% (est. 291,167) of children ages birth to 17 with household incomes of 199% FPL or less saw a doctor, nurse, or

³² Oregon Department of Education, Part C Early Intervention/Early Childhood Special Education, SECC Baseline numbers for the period 9/1/2010-8/31/2011. Numerator: All EI/ECSE referrals ages 0-5, who received an evaluation; Denominator: All EI/ECSE referrals ages 0-5. Targets calculated at 2.6% increase per year (see footnote 1)

³³ National Survey of Children’s Health. 2007. Ibid. Data is available for either ages 0-3, all incomes, or 0-17, 199% or less incomes, but not both variables. Oregon trend is higher than nationwide rate of 88.3% and it is unlikely this rate will change significantly over four years. Targets at 2.6% increase per year (see footnote 1). All numbers are weighted estimates of the population at the time of the survey.

	well-child checkup during the last 12 months ³⁴ .	health care provider for preventive medical care such as a physical exam or well-child checkup during the last 12 months.	other health care provider for preventive medical care such as a physical exam or well-child checkup during the last 12 months.	other health care provider for preventive medical care such as a physical exam or well-child checkup during the last 12 months.	other health care provider for preventive medical care such as a physical exam or well-child checkup during the last 12 months.
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Performance Measures for (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 (Today)	Target - end of calendar year 2013	Target - end of calendar year 2014	Target - end of calendar year 2015	Target – end of calendar year 2016
Total number of “aligned” institutions and providers	12 Oregon Community Colleges aligned	12 Oregon Community Colleges aligned	12 Oregon Community Colleges aligned	13 (all) Oregon Community Colleges aligned	13 (all) Oregon Community Colleges aligned
	587 trainers (those in trainer program) align their course work/ trainings	Increase trainers to 598	Increase trainers to 610	Increase trainers to 628	Increase trainers to 646 (10% increase over 4 years)

³⁴ National Survey of Children’s Health. 2007. Ibid. Data is available for either ages 0-3, all incomes, or 0-17, 199% or less incomes, but not both variables. Targets are 2.6% increase per year (see footnote 1). All numbers are weighted estimates of the population at the time of the survey.

	with the Core Body of Knowledge (CBK).				
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	1,337 Oregon Registry Step 7 – 8.5/CDA or Oregon Registry Credential	Increase by 104	Increase by 56	Increase by 56	Increase by 56
	818 Oregon Registry Step 9 – 9.5/Associate Degree	Increase by 0	Increase by 1059	Increase by 24	Increase by 24

Specify: Baseline data on aligned institutions are estimated based on data collected from college partners when surveyed (Oct. 2012). Not all colleges and universities responded to the survey.

Credential baseline data is from the Oregon Registry (the only credential data verified as aligned with the Workforce Knowledge and Competency Framework).

Baseline numbers were adjusted to reflect current data. Targets were adjusted to address the decrease in funding and to align with the TQRIS targets for this proposal. University baseline and targets were deleted because of the decrease in funding.

Performance Measures for (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.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline and Annual Targets -- 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									
	Baseline (Today)		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify: Oregon Registry Steps 3-6 or higher</i>	*1536	14%	1601 (+65)	11%	3166 (+1565)	23%	3226 (+60)	23%	3286 (+60)	24%
Credential Type 2 <i>Specify: Step 7 – 8.5/CDA or Oregon Registry Credential</i>	1900 *1337 **563	14% 12% 22%	2004 (+104)	14%	2060 (+56)	15%	2116 (+56)	15%	2172 (+56)	16%
Credential Type 3 <i>Specify: Step 9 – 9.5/Associate Degree</i>	1338 *818 **520	9% 8% 21%	1338 (+0)	9%	2397 (+1059)	17%	2421 (+24)	17%	2445 (+24)	18%
Credential Type 4 <i>Specify: Bachelor Degree</i>	2381 *1484 **578 ***319	17% 14% 23%	2381 (+0)	17%	3056 (+675)	22%	3312 (+256)	24%	3568 (+256)	26%

Performance Measures for (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.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- 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 (Today)		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016	
	#	%	#	%	#	%	#	%	#	%

* Data that is documented through the Oregon Registry. Percentage represents number of participants with that credential related to total of Teachers, Head teachers, Directors and providers that are recorded in the Oregon Child Care Division’s Criminal Background Registry - total is 10,755

- 7244 (CC-includes, Director's, Head Teachers, Teachers)
- 615 (CF-providers)
- 2896 (RF-providers)

** Data gathered from Head Start PIR 2010-11 – total is 2534 and represents the following positions:

- Classroom teachers
- Assistant teachers
- Home-based visitors
- Family child care providers
- Child development supervisors
- Home-based supervisors

*** Data extracted from the ODE special education staff position collection for the 11-12 school year: total 665

- Special Education Paraprofessionals: 346
- EI/ECSE Specialists with Bachelor degrees: 319

Baseline numbers were updated based on most current available data and targets were set to align with the TQRIS targets identified in this proposal.

BUDGET

BUDGET PART I: SUMMARY

BUDGET PART I -TABLES

Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category					
(Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	253,197	546,120	666,416	613,255	2,078,988
2. Fringe Benefits	130,381	286,904	348,568	314,185	1,080,038
3. Travel	9,450	10,000	10,000	10,000	39,450
4. Equipment	220,000	205,000	5,000	0	430,000
5. Supplies	8,375	12,875	10,800	9,600	41,650
6. Contractual	1,223,579	1,406,250	1,856,250	1,730,705	6,216,784
7. Training Stipends	0	0	0	0	0
8. Other	100,000	100,000	100,000	100,000	400,000
9. Total Direct Costs (add lines 1- 8)	1,944,982	2,567,149	2,997,034	2,777,746	10,286,910

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
10. Indirect Costs*	74,640	118,590	116,578	109,704	419,513
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,860,341	2,581,880	2,501,880	2,458,380	9,402,479

12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	3,979,963	5,367,618	5,715,491	5,445,830	20,508,902
14. Funds from other sources used to support the State Plan	278,835,803	280,311,116	282,575,743	285,629,314	1,127,351,976
15. Total Statewide Budget (add lines 13-14)	282,815,766	285,678,734	288,291,234	291,075,144	1,147,860,878

Line 14. With the initiative to change Oregon’s delivery system of ELD programs, other funds in Oregon’s budget for early learning and development programs are included in implementing the State Plan.

Budget Table I-2: Budget Summary by Participating State Agency – *The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.*

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Early Learning Council	999,989	1,574,066	2,017,153	1,837,347	6,428,556
Employment Department	69,837,515	70,350,478	69,963,831	69,982,392	280,134,216
Department of Human Services	30,001,749	31,603,127	34,147,869	37,076,866	132,829,611
Department of Education	100,100,000	100,232,792	100,235,372	100,100,000	400,668,165
Oregon Health Authority	81,876,513	81,918,271	81,927,009	82,078,538	327,800,331

Total Statewide Budget	282,815,766	285,678,734	288,291,234	291,075,144	1,147,860,878
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Note: With the transition to a new early childhood program delivery system as outlined in the State Plan, all funding related to early learning programs is included in the State Plan. In Participating State Agency Level Budget Table II-1 for the Department of Education, line 14 cells were restricted to \$100,000,000. The table is completed with the capped amount, however \$641 million over the grant period is the correct total funding. The above table only accounts for the \$100,000,000 total resources included in the State Plan.

Budget Table I-3: Budget Summary by Project--The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	1,170,000	1,450,000	1,395,000	1,370,000	5,385,000
Add tiers to TQRIS	190,969	202,500	302,500	352,500	1,048,469
Build system capacity	1,293,803	1,823,857	1,676,068	1,698,673	6,492,402
Data System Development	1,162,191	1,399,876	1,143,154	1,021,706	4,726,927
Public Access	63,000	270,000	970,000	770,000	2,073,000
Align Early Learning and K-12	0	121,385	128,769	132,950	383,104
K entry Assessment	100,000	100,000	100,000	100,000	400,000
Total Statewide Budget	3,979,963	5,367,618	5,715,491	5,445,830	20,508,902

BUDGET PART I – SUMMARY NARRATIVE

Overall Structure of State’s budget for implementing the State Plan

Early Learning Council (Governor’s Office) – The Council will work with all Participating State Agencies in developing a new delivery system for early learning and development programs in Oregon. The Council’s responsibilities include: providing an organizational structure for managing this grant, the work plan and the work contributed across Participating State Agencies, working with and through Accountability Hubs and the K-12 education system to ensure the coordination of early childhood 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.

The Council will also contract with a social marketing firm to design and run a social marketing campaign. This campaign will be aimed at increasing awareness among families of the importance of preparing children to enter school and it will raise awareness of the Tiered Quality Rating and Improvement System (TQRIS). Additionally, the campaign will disseminate information about the various resources and services available to assist families with preparing their children to be successful in school.

Employment Department – Responsibilities include: Implementing the newly developed tiers for the State’s Tiered Quality Rating and Improvement System (TQRIS) by placing programs in the correct tiers; increasing participation in the TQRIS; developing a quality child care workforce; and building a TQRIS data system to link to the Department of Education’s Statewide Longitudinal Data System.

The Department will provide needed assistance to support the statewide effort to make a cohesive early learning and development system for children and families. They will do this by administering contracts and providing needed assistance for the above proposed projects to be funded by the grant. At the same time, the Department will continue its current projects of improving access to quality child care and licensing child care programs. The Department in partnership with the Department of Human Services will continue to administer the child care subsidy programs in Oregon.

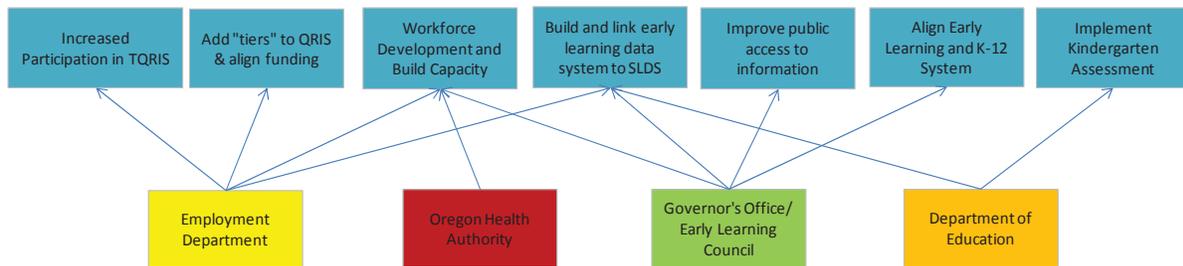
Department of Education - Responsibilities include: implementing a common statewide Kindergarten Readiness Assessment; and working with the Employment Department and the Early Learning Council to link the new TQRIS data system to the State Longitudinal Data System to ensure that target outcomes and progress are measured.

The Department will administer contracts to implement a statewide Kindergarten Readiness Assessment. The Department will also provide needed assistance to support the statewide effort to make a cohesive early learning and development system for children and families. Additionally, the Department will work with the Employment Department to link the TQRIS data system to the Statewide Longitudinal Data System.

Oregon Health Authority - Responsibilities include: working with the Early Learning Council in establishing a screening system that will identify children and their families considered at risk and refer to appropriate services and/or Family Support Managers.

The OHA will partner with the Early Learning Council, as well as administer contracts and provide needed assistance to support the statewide effort to make a cohesive early learning and development system for children and families.

A list of projects and a description of how these projects taken together will result in full implementation of the State Plan



Note: The Department of Human Services and the Oregon State Library are both Participating State Agencies, but are not included in the boxes above because they will not be receiving any of the RTT-ETC Phase 2 funding.

Oregon’s plan to implement a system that moves early learning and development programs (ELDP) to higher standards of quality and enables more Children with High Needs to access these quality programs will be implemented by focusing on seven key projects:

1. Add tiers to the Tiered Quality Rating and Improvement System for all early learning and development programs and align funding (mainly subsidies) to the tiers.
2. Increase participation of early learning and development programs in the Tiered Quality Rating and Improvement System and increase the tier rating of programs.
3. Build infrastructure and capacity among providers and early learning and development programs through workforce framework implementation and Health Promotion (developmental screening).

4. Build and link an early learning data system to the Statewide Longitudinal Data System.
5. Improve public access to information on quality programs and resources and increase consumer outreach and transparency.
6. Align early learning and development programs and the K-12 education system using the Head Start Child Development & Early Learning Framework and the Common Core Standards.
7. Implement a Kindergarten Readiness Assessment.

With the completion of the above seven projects, supported by a statewide early learning data system, Oregon will be better positioned to help families prepare their children enter kindergarten ready to learn, leave kindergarten ready to read, and reading by third grade. In order to prepare children, Oregon will work to ensure access to a supply of quality ELDP and will prepare a quality workforce to address the needs of very young children. Family Support Managers will connect families with needed services via a service delivery model. Lastly, information will be available to guide parents' decision making and inform policy makers through the integrated data system moving forward.

The designation of the selection criterion or competitive preference priority the project addresses; and an explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities.

Projects:

1. Add tiers to the Tiered Quality Rating and Improvement System for all early learning and development programs and align funding (mainly subsidies) to the tiers – Selection Criteria B-1 through B-5.

The Employment Department has developed additional tiers and a set of standards for the TQRIS. The Department will administer a contract for a validation study and make any tier refinements needed after the validation study is complete. Additionally, the Department will administer a contract for the development of a database that tracks and verifies evidence of where programs are in the tiers. This database will be designed to connect with the Early Learning Data System.

2. Increase participation of early learning and development programs in the Tiered Quality Rating and Improvement System and increase the tier rating of programs – Selection Criteria B-1 through B-5.

The Employment Department will work through intermediary organizations to recruit ELDP across the state serving Children with High Needs to participate in the TQRIS in

meeting quality standards. The Department will make quality supports and incentives available to the ELDP.

Since the FY 2011 RTT-ELC grant submittal, the Employment Department has contracted with a Targeted Populations Quality Improvement Coordinator to provide targeted consultation and coaching as well as quality improvements to certain programs serving Children with High Needs.

- 3(a). Build infrastructure and capacity among providers and early learning and development programs through workforce framework implementation – Selection Criteria A-3, D-1 and D-2.

This project provides the organizational structure at the Early Learning Council to manage the grant, the work plan, and the overall reform agenda of the ELC. Further it supports the ELC to work with and through Accountability Hubs and the K-12 school system to ensure the coordination of early childhood services and the integration of quality program standards in Early Childhood and Development Programs. This project also allows Oregon's workforce to meet the needs of Children with High Needs within a more efficient and higher quality system. Early childhood educators will be trained on improving the quality of their programs and services, as well as learning how to transition children from ELDP to elementary school.

- 3(b) Build infrastructure and capacity among providers and early learning and development programs through strengthening Health Promotion – Selection Criteria C-3.

The Oregon Health Authority, Public Health Division, will work in partnership with the Early Learning Council, the Center for Career Development, the Health Policy Board and other organizations to promote the use of standard screening throughout the state. Specific efforts will include facilitating workforce training and developing referral and follow-up protocols to ensure families and children receive appropriate and ongoing services.

4. Build and link an early learning data system to the Statewide Longitudinal Data System – Selection Criteria E-2.

Working closely with the Early Learning Council, the ELC Data Committee, and the Employment Department to develop the TQRIS data system in alignment with the early learning data system and the Statewide Longitudinal Data System. The system will be designed to link with the Statewide Longitudinal Data System to create a resource for the State to track information and outcomes in P-12.

5. Improve public access to information on quality programs and resources and increase consumer outreach – Selection Criteria B-3.

The Early Learning Council will administer a contract with a firm to design and implement a statewide campaign. The social media campaign will be aimed at providing meaningful information from the TQRIS to parents and to increase family engagement, with a focus on providing information to and engaging rural and low-income families in a culturally appropriate manner.

6. Align early learning and development programs and the K-12 education system using the Head Start Child Development & Early Learning Framework and the Common Core Standards – Selection Criteria C-1.

The Early Learning Council will coordinate with ELDP to transition children into the K-12 education system. One staff person will support efforts to optimize the transition of children between ELDP and kindergarten.

7. Implement a Kindergarten Readiness Assessment – Selection Criteria E-1.

The Department of Education has worked with researchers and stakeholders to adopt a research-based and valid Kindergarten Readiness Assessment. As called for in HB 4165, Oregon is currently piloting the assessment in 16 schools and will roll out the assessment statewide in fall 2013. The Department will provide training and technical assistance to schools during the statewide implementation.

BUDGET PART II: PARTICIPATING STATE AGENCY

BUDGET PART II -TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--*The State must include the Participating State Agency’s budget totals for each budget category for each year of the grant.*

Early Learning Council					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	143,109	262,021	350,170	370,127	1,125,427
2. Fringe Benefits	73,527	148,061	200,924	201,825	624,337
3. Travel	4,500	6,000	6,000	6,000	22,500
4. Equipment	7,500	2,500	2,500	0	12,500
5. Supplies	2,700	4,800	6,000	6,000	19,500
6. Contractual	58,000	265,000	965,000	765,000	2,053,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	289,336	688,382	1,530,594	1,348,952	3,857,264
10. Indirect Costs*	28,134	47,338	61,559	63,395	200,426
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	350,000	325,000	325,000	1,000,000

12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	417,470	1,185,720	2,017,153	1,837,347	5,457,691
14. Funds from other sources used to support the State Plan	582,519	388,346	0	0	970,865
15. Total Statewide Budget (add lines 13-14)	999,989	1,574,066	2,017,153	1,837,347	6,428,556

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Early Learning Council					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	0	0	0	0	0
Add tiers to TQRIS	0	0	0	0	0
Workforce Framework	354,470	794,335	796,039	810,189	2,755,032
Data System Development	0	0	122,346	124,209	246,554
Public Access	63,000	270,000	970,000	770,000	2,073,000
Align Early Learning and K-12	0	121,385	128,769	132,950	383,104
K Assessment	0	0	0	0	0
Total Statewide Budget	417,470	1,185,720	2,017,153	1,837,347	5,457,691

BUDGET PART II - EARLY LEARNING COUNCIL NARRATIVE

The Early Learning Council will be serving as the Lead Agency for the RTT-ELC Phase 2 application. The Early Learning Council was established to assist the Oregon Education Investment Board in overseeing a unified system of early learning services for the purpose of ensuring that children enter school ready to learn. The State Plan in the FY 2011 RTT-ELC application and the revised RTT-ELC Phase 2 application represents work integral to the Early Learning Council's mission of implementing and overseeing the Oregon Early Learning System and a system that coordinates the delivery of early learning services. The Council will work closely with the other Participating State Agencies in achieving the goals of the State Plan. The Council provides both the governance structure for the early learning system and the organizational structure for managing the RTT-ELC Phase 2 work plan.

Budgeted activities of the Early Learning Council specific to the RTT-ELC Phase 2 grant include:

- a) Providing the organizational structure for managing the grant, the work plan and the work contributed across Participating State Agencies (Build Capacity);
- b) Working with and through Accountability Hubs and the K-12 school system to ensure the coordination of early childhood services and the integration of quality program standards in Early Childhood Learning and Development Programs (Build Capacity);
- c) Coordinating data across early childhood programs and service providers into an early learning data system (Data System);
- d) Developing and implementing a broad consumer education campaign that uses social marketing to inform and engage families with young children (Public Access); and
- e) Helping ensure smooth transitions between ELDP and entrance into Kindergarten and the early grades (Align Early Learning and K-12).

Why did Oregon select these activities? How will these activities have the greatest impact?

A strong organizational structure for the RTT-ELC grant and for Oregon's Early Learning system is mission-critical to the Early Learning Council's ability to implement and oversee the Oregon Early Learning System and help ensure Children with High Needs can access quality ELDP. Furthermore, as Oregon is intending to establish Accountability Hubs to ensure the coordination of early childhood services at the local level, Accountability Hubs as well as school systems need to be closely linked to the development of a supply of quality ELDP regionally. By pushing funding or support to the local and regional level, the Early Learning Council is helping ensure Accountability Hubs and/or school systems are empowered to help develop a

supply of quality ELDP and deliver quality early childhood services in their respective geographic regions.

Oregon has maintained the original data system activities of the FY 2011 RTT-ELC proposal recognizing the importance of a data system to collect and integrate early childhood data into a TQRIS data system that links with the Statewide Longitudinal Data System. With this opportunity through RTT-ELC to capture competent data across the early childhood system, Oregon will have information to analyze child outcomes, to drive the continuous quality improvement of programs and teachers, and to answer critical state policy questions.

The activities around consumer education were also prioritized to ensure families have access to information about the quality of ELDP as reflected in the TQRIS ratings, and to information and services that support children's preparedness for school success. Families share a common value in wanting to ensure their children are prepared for school, and Oregon is committed to capitalizing on this opportunity to engage parents.

Lastly, activities related to aligning early learning programs and the K-12 system have remained a priority. A smooth transition between ELDP and K-3 remains essential to a child's success in school, especially Children with High Needs. Further, connecting content to approaches to teaching and learning can be of direct benefit to children.

What adjustments will be made as the result of funding reductions?

In order to reduce the budget, certain targeted activities were removed while keeping capacity to develop an aligned, statewide system of early learning and quality improvement that can expand and improve over time. The statewide rollout of the TQRIS with a competent early childhood workforce remains a critical priority in the grant.

Early Learning Council funding related to a strong organizational structure has been enhanced in the grant according to its expanded and defined role in the state to coordinate early learning into an integrated system. Oregon retained strong funding for the data system and has applied for a federal planning grant for the development of a broader early learning data system.

Reductions, however, needed to be made. Oregon had in the original application committed significant funding to consumer education via social marketing. The State has reduced this budget significantly; social marketing evaluations have been removed and the scope of activities was reduced for a more targeted consumer education strategy. The State anticipates engaging the philanthropic sector in Oregon which has expressed great interest in early childhood issues, specifically interest around parent engagement and parent education. Lastly, the activities under Aligning Early Learning and K-12 have been reduced as Oregon intends to use training materials and the alignment of standards being currently completed by other states and organizations.

1) Personnel –

Build Infrastructure & Capacity among Providers and Programs through a Workforce Framework

- Early Learning Managing Director, Principle Exec Manager F - \$88,404 annually
- Operations and Policy Analyst 4 - \$66,804 annually
- Executive Support Specialist 2 - \$35,604 annually

The above positions will work with all agencies and engage stakeholders to ensure that the plan has been vetted and expectations are clear. This will help in building a strong early learning system to ensure its success in the future.

Build and Link an Early Learning Data System

- Data System Coordinator, Operations and Policy Analyst 3, \$65,844 annually

The above position will provide support to the work that the Employment Department is completing around developing the TQRIS data system. Once the data system is developed, this position will support the linking of the TQRIS and the Statewide Longitudinal Data System. This will allow Oregon to track outcomes and progress at student, program, region, and state levels.

Align Early Learning Development and the K-12 Education System

- Coordinator, Operations and Policy Analyst 3, \$59,760 annually

This position will work with peer agencies and coordinate the transition of early learning programs to the K-12 education system.

2) Fringe Benefits - 40% of salary, Fringe was calculated with Oregon's 2013 budget build estimates - \$1,272 per month of health insurance benefits, 19.73% for retirement contributions, and 7.65% for Social Security.

3) Travel - Travel reflects an estimation that trips would occur within the state approximately once every other month for stakeholder engagement. This includes funding for ground transportation to reach all of the Oregon's populations and remote areas, along with overnight stays. Travel would be necessary to ensure ample stakeholder engagement. Additionally these trips would allow the employee to understand the different programs around the state.

4) Equipment - Computer, monitors, phone, general office equipment, budgeted at \$2,500 per employee to fully equip an office space with the needed computer etc.

5) Supplies - Office Supplies estimated at \$100 per month for each employee.

6) Contractual - Social Marketing Firm and consultant services, renewed annually or at progress points, with a total cost of \$2.0 million. The social marketing contract will increase awareness of the importance that children are ready for kindergarten, as well as allow for families to access resources easier. A consultant will be hired as a liaison between communications/social marketing firm and the Early Learning Council's initiatives.

7) Training Stipends – None

8) Other - None

9) Total Direct Costs - \$3,857,264

10) Indirect Costs - Oregon has capped its indirect cost rate at 10% which is also the authorized rate for states that do not have an Indirect Cost Rate Agreement approved by the federal government. As the lead agency, the Early Learning Council does not have an approved methodology; however Oregon wishes to maintain the 10% for this grant.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

- Work with Accountability Hubs to ensure the coordination of early childhood services at the local level. Accountability Hubs as well as school systems need to be closely linked to the development of a supply of quality ELDP regionally. By pushing funding or support to the local and regional level, the Early Learning Council is helping ensure Accountability Hubs and/or school systems are empowered to help develop a supply of quality ELDP and deliver quality early childhood services in their respective geographic regions. - \$1,000,000.

12) Funds set aside for participation in grantee technical assistance - \$100,000 per grant year.

13) Total Funds Requested - \$5,457,691

14) Other Funds Allocated to the State Plan – Early Childhood Matters, an ARRA grant received in October of 2010, \$970,865. With the transition to a new early childhood program delivery system as outlined in the State Plan, other funding related to early learning programs is included in the State Plan.

15) Total Budget - \$6,428,556

BUDGET PART II -TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Employment Department					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	70,812	148,705	232,558	243,128	695,203
2. Fringe Benefits	34,652	71,243	109,466	112,361	327,723
3. Travel	0	0	0	0	0
4. Equipment	210,000	200,000	2,500	0	412,500
5. Supplies	1,200	2,400	3,600	3,600	10,800
6. Contractual	1,074,829	1,100,000	850,000	900,000	3,924,829
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,391,493	1,522,349	1,198,124	1,259,089	5,371,055
10. Indirect Costs*	39,166	49,735	42,312	43,409	174,623
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,860,341	2,231,880	2,176,880	2,133,380	8,402,479
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	3,291,000	3,803,963	3,417,316	3,435,877	13,948,156

14. Funds from other sources used to support the State Plan*	66,546,515	66,546,515	66,546,515	66,546,515	266,186,060
15. Total Statewide Budget (add lines 13-14)	69,837,515	70,350,478	69,963,831	69,982,392	280,134,216

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Employment Department					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	1,170,000	1,450,000	1,395,000	1,370,000	5,385,000
Add tiers to TQRIS	190,969	202,500	302,500	352,500	1,048,469
Build capacity	767,841	884,380	834,380	815,880	3,302,479
Data System	1,162,191	1,267,084	885,436	897,498	4,212,208
Public Access	0	0	0	0	0
Align Early Learning and K-12	0	0	0	0	0
K Assessment	0	0	0	0	0
Total Statewide Budget	3,291,000	3,803,963	3,417,316	3,435,877	13,948,156

BUDGET PART II – OREGON EMPLOYMENT DEPARTMENT NARRATIVE

The Oregon Employment Department will work closely with the Early Learning Council and other Participating State Agencies to achieve the goals of the State Plan. Current staff will continue their work while new staff will be added to the Child Care Division to conduct the work set out in the RTT-ELC Phase 2 application.

The Employment Department will take the lead on projects related to the TQRIS, licensing and monitoring of child care providers, and developing an early learning and development workforce. Additionally, the Department will develop a TQRIS data system for ELDP and their position within the TQRIS.

Budgeted activities of the Oregon Employment Department specific to the RTT-ELC Phase 2 grant include:

- a) Completing a two phased validation study and TQRIS process evaluation (Add Tiers to the TQRIS);
- b) Ensuring a supply of coaches across the state to recruit and support ELDP to meet increased quality standards within the TQRIS (TQRIS Expansion);
- c) Providing training and technical assistance to coaches in supporting ELDP in meeting quality standards (TQRIS Expansion and Build Capacity);
- d) Ensuring the administration of the TQRIS by specialists in the field of early childhood who provide the rating and monitoring of ELDP participating on the TQRIS (TQRIS Expansion);
- e) Providing Professional Development Advising to the early childhood workforce in meeting quality standards with the TQRIS (Build Capacity);
- f) Developing and delivering multiple training curriculums specific to state quality standards and offered in multiple languages (Build Capacity); and
- g) Creating a comprehensive TQRIS web-based data system with the capacity to align with additional state data systems (Data System).

Why did Oregon select these activities? Why will these activities have the greatest impact?

The statewide rollout of the TQRIS with a competent early childhood workforce remains a critical priority in the grant because of long-term impacts on children across geographic areas. The selected activities in Oregon's RTT-ELC Phase 2 application are in response to the current status of Oregon's TQRIS and the goal of providing a supply of quality ELDP for children,

including Children with High Needs. Oregon has prioritized the funding of the validation study to ensure differentiation between the upper and lower tiers and to examine the impact of quality ELDP on child outcomes. The Department has also prioritized recruitment efforts for ELDP that are well-positioned to serve Children with High Needs.

Another key priority funded is the establishment of coaches across the state to support and build a supply of high quality ELDP. Lessons learned from other states as well as current coaching efforts in Oregon highlight the importance of providing high-quality training and support to coaches that in turn help ELDP achieve high quality standards.

Further, key professional development activities for the workforce have been selected to ensure the research-based practices identified in the quality standards are understood and implemented in the ELDP. Professional Development Advising to the workforce specific to these quality standards will increase the workforce skills in educating and preparing Oregon's youngest children for Kindergarten. Various training curriculums will be developed to support this and made available in several languages to ensure access to all ELDP. Oregon views this strategy as critical to ensuring Children with High Needs have access to high-quality ELDP within the context of their culture and home language.

In addition, the creation of a TQRIS data system is essential to the success of the TQRIS and initial activities identified in the FY2011 RTT-ELC application and have remained in this Phase 2 application. With an eye towards efficiency and sustainability, Oregon intends to build its TQRIS data system upon existing data systems to 1) efficiently monitor and track ELDP progression on the tiers; 2) document and track coaching activities; 3) provide an interface for ELDP to submit evidence towards meeting quality standards; and 4) have the capacity to align and link with additional state data systems. Data is critical to Oregon's state plan.

What adjustments will be made as the result of funding reductions?

A critical approach when faced with reduced funding is ensuring you are building an efficient and sustainable system. When Oregon received ARRA dollars for child care, the State identified core values for the quality improvement activities as sustainability and efficiency. Accordingly, Oregon built upon its existing investments in the early childhood professional development system, the Child Care Resource and Referral System, and a system of licensure to model a quality improvement system that could be sustainable. Facing reductions in the RTT-ELC grant funding available to Oregon, CCDF funding was targeted more explicitly around the development of the TQRIS. The Employment Department has identified TQRIS outcomes and goals and is adjusting contracts to better allocate existing federal CCDF funding to align around these shared goals and outcomes. This has enabled us to ensure certain infrastructure is in place to support the activities identified in the FY 2011 RTT-ELC application in a cost efficient way.

Concurrently, the Early Learning Council adopted Oregon's FY 2011 RTT-ELC proposal and the Legislature allocated \$1 million of federal CCDF funding in 2012 towards the development of the TQRIS. The Department is also utilizing Oregon's Child Care Contribution Tax Credit dollars towards direct supports and incentives for ELDP towards achieving and maintaining higher tiers on the TQRIS. To build on this momentum, the Department is introducing a Policy Option Package for consideration by the Legislature in 2013 that would allocate CCDF funding for the TQRIS in the 2013-15 biennium as well as future biennia to ensure sustainable funding of the TQRIS.

Oregon has completed the tiered program standards using the above mentioned funding allowing us to significantly reduce the funding in this project area. The funding above has also been used to contract with a Targeted Populations Quality Improvement Coordinator. Accordingly, the State has included reductions in the activities related to targeted populations in the TQRIS Expansion project area.

The workforce knowledge and competency activities have been adjusted to reflect work completed and/or work redefined in existing contracts including updating the Workforce Knowledge and Competency Framework to ensure alignment to the TQRIS. The State has made further reductions in marketing Oregon's Education Awards to programs and in eliminating a potential loan forgiveness program for early learning and development professionals who achieve an associate's degree in ECE. The State anticipates conversations with the Oregon Education Investment Board over the next many years to understand how Oregon's 0-20 education alignment can improve the quality of early learning teachers and professionals.

1) Personnel

Build and Link an Early Learning Data System

- Project Manager, Project Manager 3, \$69,072 annually
- Data Security Specialist, Information Systems Specialist 7, \$69,792 annually
- Data Development and Quality Management Analyst, Operations and Policy Analyst 4 \$72,552 annually

2) Fringe Benefits - 40% of salary, Fringe was calculated with Oregon's 2013 budget build estimates - \$1,272 per month of health insurance benefits, 19.73% for retirement contributions, and 7.65% for Social Security.

3) Travel - None

4) Equipment - Hardware and Software estimated at \$412,500. Equipment needed to build and link a TQRIS data system.

5) Supplies - Office Supplies estimated at \$100 per month for each employee.

6) Contractual – Contracts and their budgeted amounts include:

- Developing a network to track programs and verify evidence in the TQRIS - \$776,000.
- Conduct a validation study of the TQRIS - \$990,000. This is a phased study to review the newly implemented tiers in the TQRIS, to determine that programs are rated correctly and to determine the effect on child outcomes.
- Refine newly implemented tiers in the TQRIS once a validation study is complete - \$50,000.
- Translation services for all training materials developed - \$275,000 to ensure that all cultures and populations have access to the updated training materials.
- Build a web-based TQRIS data system with a balanced approach of using staff and contractors to help ensure timely project delivery schedules are met and project scope is maintained - \$2,600,000.

7) Training Stipends – None

8) Other – None

9) Total Direct Costs – 5,371,055

10) Indirect Costs - Oregon has capped its indirect cost rate at 10% which is also the authorized rate for states that do not have an Indirect Cost Rate Agreement approved by the federal government. As the lead agency, the Early Learning Council does not have an approved methodology; however Oregon wishes to maintain the 10% for this grant.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

- Developing curricula for workforce development of early childhood educators estimated at approximately \$1.7 million. These newly developed trainings focus on moving programs up tiers in the TQRIS (as outlined in Section D-1 and D-2) and how to successfully transition a child from ELDP to the elementary school system. Once developed, the curricula will be published and Train-the-Trainers trainings will be conducted so trainers can deliver the training throughout Oregon - \$1,700,000.
- Organizations around Oregon will support the trainers as they deliver training to the workforce and provide advice on professional development planning - \$1,400,000.
- Convene stakeholder groups around Oregon to increase community engagement and align policies for targeted populations - \$160,000.
- Investments in the Resource and Referral infrastructure and training for Resource and Referral Coaches - \$5,225,000.

12) Funds set aside for participation in grantee technical assistance – None

13) Total Funds Requested - \$13,948,156

14) Other Funds Allocated to the State Plan – Child Care and Development Fund, and state contributions to CCDF, \$266,186,060. With the transition to a new early childhood program delivery system as outlined in the State Plan, other funding related to early learning programs is included in the State Plan.

15) Total Budget - \$280,134,216

BUDGET PART II - TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--*The State must include the Participating State Agency’s budget totals for each budget category for each year of the grant.*

Department of Human Services					
-					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0

2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	0	0	0	0	0
14. Funds from other sources used to support the State Plan	30,001,749	31,603,127	34,147,869	37,076,866	132,829,611
15. Total Statewide Budget (add lines 13-14)	30,001,749	31,603,127	34,147,869	37,076,866	132,829,611

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Department of Human Services

Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	0	0	0	0	0
Add tiers to TQRIS	0	0	0	0	0
Build Capacity	0	0	0	0	0
Data System	0	0	0	0	0
Public Access	0	0	0	0	0
Align Early Learning and K-12	0	0	0	0	0
K Assessment	0	0	0	0	0
Total Statewide Budget	0	0	0	0	0

BUDGET PART II - DEPARTMENT OF HUMAN SERVICES NARRATIVE

As Oregon has now established the Early Learning Council (ELC) as the lead agency for phase 2 of the RTT-ELC grant, the Department of Human Services (DHS) will serve as a Participating State Agency to help achieve the goals of the State Plan. The Department will also continue its ongoing relationship and collaboration with the ELC and the Employment Department around administering child care subsidy and subsidy policy. While no specific funding is being allocated to DHS from the second phase of this grant, their role is critical in helping ensure that the developmental needs of children are supported and that Children with High Needs are able to access the upper tiered programs.

Non-budgeted activities of the Department of Human Services specific to the RTT-ELC Phase 2 grant include:

- a) Developing 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 (TQRIS)
- b) Establishing a performance target for the percentage of subsidy dollars delivered via contracted slots to help ensure low-income children have access to quality ELDP (TQRIS)

14) Other Funds Allocated to the State Plan – Employment Related Day Care subsidy funding and some funding from Temporary Assistance for Needy Families, \$132,829,611. With the transition to a new early childhood program delivery system as outlined in the State Plan, other funding related to early learning programs is included in the State Plan.

15) Total Budget - \$132,829,611

BUDGET PART II - TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--*The State must include the Participating State Agency’s budget totals for each budget category for each year of the grant.*

Department of Education					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	79,884	83,688	0	163,572
2. Fringe Benefits	0	37,136	38,178	0	75,314
3. Travel	0	0	0	0	0
4. Equipment	0	2,500	0	0	2,500
5. Supplies	0	1,200	1,200	0	2,400
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	100,000	100,000	100,000	100,000	400,000

9. Total Direct Costs (add lines 1-8)	100,000	220,720	223,066	100,000	643,786
10. Indirect Costs*	0	12,072	12,307	0	24,379
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	100,000	232,792	235,372	100,000	668,165
14. Funds from other sources used to support the State Plan*	100,000,000	100,000,000	100,000,000	100,000,000	400,000,000
15. Total Statewide Budget (add lines 13-14)	100,100,000	100,232,792	100,235,372	100,100,000	400,668,165

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Department of Education					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	0	0	0	0	0
Add tiers to TQRIS	0	0	0	0	0

Build capacity	0	0	0	0	0
Data System	0	132,792	135,372	0	268,165
Public Access	0	0	0	0	0
Align Early Learning and K-12	0	0	0	0	0
K Assessment	100,000	100,000	100,000	100,000	400,000
Total Statewide Budget	100,000	232,792	235,372	100,000	668,165

BUDGET PART II - DEPARTMENT OF EDUCATION NARRATIVE

The Department of Education will work closely with the Early Learning Council and the other Participating State Agencies to achieve the goals of the State Plan. Specifically, the Department is responsible to implement the Kindergarten Readiness Assessment and work to connect the TQRIS data system to children in the top tiered ELDP. A new staff person created in this grant will work closely with current Department of Education staff and the Early Learning Systems Director.

Budgeted activities of the Early Learning Council specific to the RTT-ELC Phase 2 grant include:

- a) Rolling out a Statewide Kindergarten Readiness Assessment (Kindergarten Assessment)
- b) Connecting a child level data system to children in the top tiers of the TQRIS. (Data System)

Why did Oregon select these activities? Why will these activities have the greatest impact?

Oregon selected these activities to ensure that a statewide Kindergarten Readiness Assessment is implemented. The Assessment will provide important information to teachers to help improve instruction and practices in ELDPs and Kindergarten classrooms. The Kindergarten Readiness Assessment is also important to inform state decision makers and improve teaching practices to ensure Oregon’s children enter kindergarten ready to learn, leave kindergarten ready to read and are reading by third grade.

These activities are essential as Oregon works to integrate the child level data system with the facility level data system (Child Care Resource Information System) to children in top tiered

private and publicly funded ELDPs. The data system will link with the Department's K-12 data system providing impactful information at both the pre-k and early elementary grades which will align with the State's Longitudinal Data System guided by the ELC.

What adjustments will be made as the result of funding reductions?

Funding reductions have been made based on completed activities, which include the selection of a validated Kindergarten Readiness Assessment tool and the current pilot test within several communities across Oregon. Costs to fully implement the Kindergarten Readiness Assessment were adjusted based on updated estimates through reviewing similar projects and contracts. Reductions to the Department's funding for the data system were made due to the use of existing staff as subject matter experts and by building capacity at the Early Learning Council to ensure alignment of data systems.

1) Personnel

Develop and link an Early Learning Data System to the Statewide Longitudinal Data System

- Data Visualization Specialist, Information Systems Specialist 7, \$76,080 annually

The above position will provide support to the work that the Employment Department is completing around developing the facility level data system including the TQRIS components and then supporting the linking of the two systems. This will allow Oregon to track outcomes and progress at student, program, region, and state level.

2) Fringe Benefits - 40% of salary, Fringe was calculated with Oregon's 2013 budget build estimates - \$1,272 per month of health insurance benefits, 19.73% for retirement contributions, and 7.65% for Social Security.

3) Travel – None

4) Equipment - Computer, monitors, phone, general office equipment, budgeted at \$2,500 per employee to fully equip an office space with the needed equipment.

5) Supplies - Office Supplies estimated at \$100 per month for each employee.

6) Contractual – None

7) Training Stipends – None

8) Other – Training and technical assistance during the statewide rollout of the Kindergarten Readiness Assessment.

9) Total Direct Costs - \$643,786

10) Indirect Costs - Oregon has capped its indirect cost rate at 10% which is also the authorized rate for states that do not have an Indirect Cost Rate Agreement approved by the federal government. As the lead agency, the Early Learning Council does not have an approved methodology; however Oregon wishes to maintain the 10% for this grant.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

- None

12) Funds set aside for participation in grantee technical assistance – None

13) Total Funds Requested - \$668,165

14) Other Funds Allocated to the State Plan – IDEA, Part B, Section 611; IDEA, Part B, Section 619; IDEA, Part C; Project ALDER, Statewide Longitudinal Data System, Early Intervention/Early Childhood Special Education, State funded Early Head Start, and Oregon Pre-Kindergarten - \$640,614,616

With the transition to a new early childhood program delivery system as outlined in the State Plan, other funding related to early learning programs is included in the State Plan. NOTE: In Participating State Agency Level Budget Table II-1 for the Department of Education, line 14 cells were restricted to \$100,000,000. The table is completed with the capped amount; however the \$641 million above is the correct total funding.

15) Total Budget - \$641,282,781

BUDGET PART II - TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Oregon Health Authority					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	39,276	55,510	0	0	94,786
2. Fringe Benefits	22,202	30,463	0	0	52,664
3. Travel	4,950	4,000	4,000	4,000	16,950
4. Equipment	2,500	0	0	0	2,500
5. Supplies	4,475	4,475	0	0	8,950
6. Contractual	90,750	41,250	41,250	65,705	238,955
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	164,153	135,698	45,250	69,705	414,806
10. Indirect Costs*	7,340	9,445	400	2,900	20,085
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	171,493	145,143	45,650	72,605	434,891

14. Funds from other sources used to support the State Plan*	81,705,020	81,773,128	81,881,359	82,005,933	327,365,441
15. Total Statewide Budget (add lines 13-14)	81,876,513	81,918,271	81,927,009	82,078,538	327,800,331

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Oregon Health Authority					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS Expansion	0	0	0	0	0
Add tiers to TQRIS	0	0	0	0	0
Build capacity	171,493	145,143	45,650	72,605	434,891
Data System	0	0	0	0	0
Public Access	0	0	0	0	0
Align Early Learning and K-12	0	0	0	0	0
K Assessment	0	0	0	0	0
Total Statewide Budget	171,493	145,143	45,650	72,605	434,891

BUDGET PART II - OREGON HEALTH AUTHORITY NARRATIVE

The Oregon Health Authority will work closely with the Early Learning Council and the other Participating State Agencies to achieve the goals of the State Plan. Specifically, the Authority is responsible for screening, under the guidance of the Early Learning Council. Screening represents a crucial link in the state's alignment and design of early childhood health, education

and social services; however, the state lacks resources to fully develop this aspect of the early learning system. The Early Learning Council recently accepted a report outlining a suite of developmental screening tools for children starting prenatally through age five.

Budgeted activities of the Oregon Health Authority specific to the RTT-ELC Phase 2 grant includes:

- a) Providing project management to help implement statewide roll out of screening tools approved by the Early Learning Council (Build Capacity); and
- b) Supporting and funding appropriate training sessions for developmental screenings established in partnership with the Portland State University Career Development Center (Build Capacity).

Why did Oregon select these activities? How will these activities have the greatest impact?

Screening in ELDP, done in partnership with families, is critical to ensuring children are receiving needed services and educational support. The coordinated use of common screening tools across health, education, and social services is a priority of the Early Learning Council. Oregon selected activities that support the implementation of screening tools in up to four domains: maternal health/mental health, general development, behavior/psychosocial (relational), and family well-being.

The implementation of a suite of developmental screening tools will impact Children with High Needs by identifying their strengths and needs at an early age. Statewide screening tools are a critical step to link children and their families with the appropriate level of care, attention and support needed to remain on a trajectory for lifelong success. Statewide screening contributes to a seamless system with appropriate referrals made to link children and families to resources as early as possible.

What adjustments will be made as the result of funding reductions?

Oregon is using available funds from the RTT-ELC grant to more comprehensively address the goal of improving the rates of developmental screening, including screening in the context of ELDP. Significant adjustments were made in this area of health-related goals. Oregon has,

however, made steady progress in the last year over the health-related goal areas including a successful bid for Maternal, Infant and Early Childhood Home Visiting (MIECHV) funding.

The expansion of a Parent Help Line and a statewide referral number to increase parent and caregiver access to information and support is not being pursued in this application.

1) Personnel

Build Capacity among Providers, Programs, Infrastructure

- Program Analyst, Operations and Policy Analyst 2, \$52,368 annually

The above position will support the process of implementing the use of the screening tools accepted by the Early Learning Council, including assessment of workforce and community capacity in targeted areas of the state, identification of training needs, and development of training curriculum and referral protocols.

2) Fringe Benefits - 40% of salary, Fringe was calculated with Oregon's 2013 budget build estimates - \$1,272 per month of health insurance benefits, 19.73% for retirement contributions, and 7.65% for Social Security.

3) Travel - Travel reflects an estimation that trips would occur within the state approximately once every other month. These trips would be for stakeholder engagement or facilitating meetings among project staff. This includes ground transportation and overnight stays to reach all of Oregon's population and remote areas.

4) Equipment - Computer, monitors, phone, general office equipment, budgeted at \$2,500 per employee to fully equip an office space with the needed equipment.

5) Supplies - Office Supplies estimated at \$100 per month for each employee.

6) Contractual – None

7) Training Stipends – None

8) Other – None

9) Total Direct Costs - \$414,806

10) Indirect Costs - Oregon has capped its indirect cost rate at 10% which is also the authorized rate for states that do not have an Indirect Cost Rate Agreement approved by the federal government. As the lead agency, the Early Learning Council does not have an approved methodology; however Oregon wishes to maintain the 10% for this grant.

11) Funds for Health Promotion Activities distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

- None

12) Funds set aside for participation in grantee technical assistance – None

13) Total Funds Requested - \$434,891

14) Other Funds Allocated to the State Plan – Title V Maternal Child Health Block Grant, Other Promote Health Grants (Early Childhood Comprehensive Systems - ECCS, Linking Actions for Unmet Needs in Children’s Health - LAUNCH), Women Infants and Children (Supplemental Nutrition Assistance Program - SNAP) and Babies First.

With the transition to a new early childhood program delivery system as outlined in the State Plan, other funding related to early learning programs is included in the State Plan.

15) Total Budget - \$327,800,331

BUDGET: INDIRECT COST INFORMATION

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

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

YES

NO

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

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

From: ___/___/_____ To: ___/___/_____

Approving Federal agency: ___ED ___HHS ___Other

(Please specify agency): _____

**MODEL PARTICIPATING STATE AGENCY
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Governor’s Office Early Learning Council (“Lead Agency”) and the Oregon Department of Education (“Participating State Agency”). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top – Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State’s application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top – Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top – Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top – Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top – Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlines in the State Plan;
- 3) Abide by the Participating State Agency’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State’s Race to the Top – Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top – Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency’s Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency’s Budget, as identified in section VIII of the State’s application;
- 3) Provide feedback on the Participating State Agency’s status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State’s Race to the Top – Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top – Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and the governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State’s Race to the Top – Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency’s Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY’S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

III. MODIFICATIONS

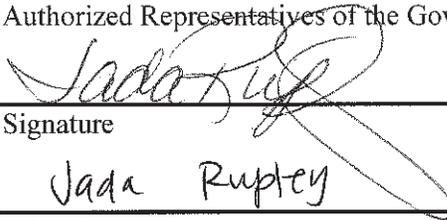
This Memorandum of Understanding may be amended only by written agreement by each of the parties involved, in consultation with ED and the Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top – Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top – Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representatives of the Governor's Office Early Learning Council:

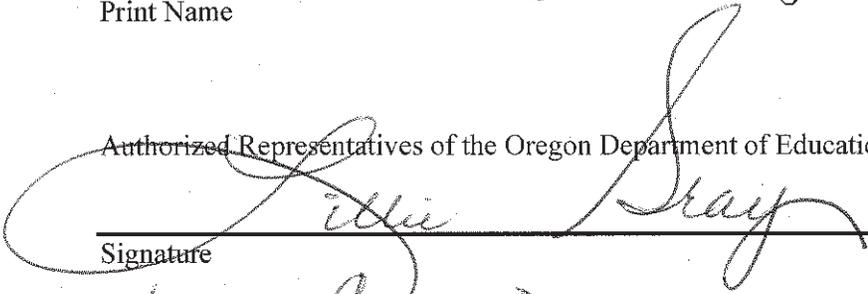


Signature 10/22/12
Date

Jada Ruptey Early Learning System Director

Print Name Title

Authorized Representatives of the Oregon Department of Education:



Signature 10-17-2012
Date

Lillie Gray, DPO

Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

Department of Education

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA Part B & C</i> • 	A representative of DOE serves on the TQRIS Advisory Committee (EQUIP) that helps inform a common, statewide TQRIS.
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA Part B & C</i> 	The participating party will recruit ELDP to participate in the TQRIS.
(B)(3) Rating and monitoring Early Learning and Development Programs	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA Part B & C</i> • 	A representative will collaborate with the Child Care Division to connect and streamline participation of state-funded pre-K and other ELDP.
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA Part B & C</i> • 	A representative serves on the TQRIS Advisory Committee (EQUIP) to help families who have Children with High Needs access high-quality ELDP.
(B)(5) Validating the effectiveness of the State TQRIS		

Selection Criterion	Participating Party	Type of Participation
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA Part B & C</i> • <i>K-12 leadership re: the Common Core</i> 	Representatives from the parties will provide professional development to assist ECE workforce and public school personnel to align their approaches to teaching and learning.
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA Part B & C</i> 	Representatives will work with the ELC to implement recommended standard tools and referral protocols for health; behavioral health, and developmental screening. Representatives will partner with OHA and/or ELC to develop strategies to increase the number of children screened for developmental delays.
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency framework	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA Part B & C</i> 	The parties will participate in a cross-sector workgroup led by the Center for Career Development to expand the professional development system for early childhood across early childhood sectors.
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA Part B & C</i> 	The parties will use the Center for Career Development professional development system to document their workforce training and education and build into the Oregon Registry Trainer Program.
(E)(1) Understanding the status of children's learning and development at kindergarten entry.	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA Part B & C</i> 	Parties will partner with the Early Learning Council to plan and implement statewide rollout of the Kindergarten Entry Assessment.

Selection Criterion	Participating Party	Type of Participation
(E)(2) Building early learning data system	<ul style="list-style-type: none"> • <i>State-funded Pre-K</i> • <i>IDEA Part B & C</i> • <i>Project Alder leadership</i> 	Parties participate in the data team convened by the Early Learning Council to help identify data sets, address security issues, and recommend a unified data solution and implement.


10/22/12

 Signature (Authorized Representative of Lead Agency) Date


10-17-2012

 Signature (Authorized Representative of Participating State Agency) Date

**MODEL PARTICIPATING STATE AGENCY
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Governor’s Office Early Learning Council (“Lead Agency”) and the Oregon Health Authority (“Participating State Agency”). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top – Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State’s application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top – Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top – Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top – Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top – Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlines in the State Plan;
- 3) Abide by the Participating State Agency’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State’s Race to the Top – Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top – Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency’s Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency’s Budget, as identified in section VIII of the State’s application;
- 3) Provide feedback on the Participating State Agency’s status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State’s Race to the Top – Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top – Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and the governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State’s Race to the Top – Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency’s Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY’S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

III. MODIFICATIONS

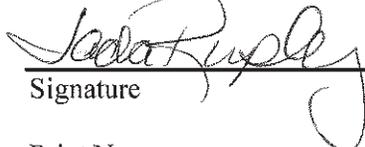
This Memorandum of Understanding may be amended only by written agreement by each of the parties involved, in consultation with ED and the Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top – Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top – Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representatives of the Governor’s Office Early Learning Council:

	<u>10/22/12</u>
Signature	Date
Print Name	Title
Jada Ruptey	Early Learning System Director

Authorized Representatives of the Oregon Health Authority:

	<u>10/17/12</u>
Signature	Date
Print Name	Title
Jean O'Connor, JD, DrPH	Deputy Director, Oregon Health Authority, Public Health Division

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>Oregon Health Authority (OHA)/Public Health Division – Maternal and Child Health Nurse Consultant</i> 	Coordinate with the TQRIS manager to align child development, health, mental health and safety standards and tiers cross-sectors.
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>OHA/Public Health Division – Maternal and Child Health Nurse Consultant</i> 	Through regular contact with the ELC and Early Learning System Director support recruitment of ELDP into TQRIS.
(B)(3) Rating and monitoring Early Learning and Development Programs	<ul style="list-style-type: none"> • <i>OHA/Public Health Division – Early Childhood Policy Analyst and Maternal and Child Health Nurse Consultant</i> 	
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	<ul style="list-style-type: none"> • <i>OHA/Public Health Division – Maternal and Child Health Nurse Consultant</i> 	
(B)(5) Validating the effectiveness of the State TQRIS	<ul style="list-style-type: none"> • <i>OHA/Public Health Division – Maternal and Child Health Nurse Consultant and Research Analyst</i> 	
(C)(1) Developing and using statewide, high-quality Early Learning and Development	<ul style="list-style-type: none"> • <i>Oregon Health Authority/Public Health Division – Maternal and Child Health Nurse Consultant and Home Visiting Coordinator</i> 	The parties will work with the Early Learning Council to align early learning standards cross-sector, specifically with the Home Visiting system.

Selection Criterion	Participating Party	Type of Participation
Standards		
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> OHA/Public Health Division Screening Project Manager, Early Childhood Policy Analyst, Maternal and Child Health Nurse Consultant, Oral Health Manager, Home Visiting Coordinator MCH Systems and policy specialist 	Parties will staff implementing screening tools including assessment of workforce, community capacity, and training needs; development of training curriculum and referral protocols.
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency framework	<ul style="list-style-type: none"> OHA/Public Health Division – Maternal and Child Health Nurse Consultant 	Staff will participate in a cross-sector workgroup led by the Center for Career Development to expand the professional development system for early childhood across sectors.
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	<ul style="list-style-type: none"> OHA/Public Health Division Maternal and Child Health Nurse Consultant 	Staff will participate in a cross-sector workgroup led by the Center for Career Development, will identify strategies to increase the knowledge and skills of the workforce to serve children with high needs and increase certified trainers to offer cross-sector trainings and TA to help programs meet TQRIS standards.
(E)(1) Understanding the status of children's learning and development at kindergarten entry.	OHA/Public Health Division Early Childhood Policy Analyst	Staff will participate in a cross-sector workgroup led by the Oregon Department of Education
(E)(2) Building early learning data system	<ul style="list-style-type: none"> OHA/Public Health Division Early Childhood Policy Analyst and Maternal and Child Health Informaticist 	Staff representatives participate in the data team convened by the Early Learning Council.


Signature (Authorized Representative of Lead Agency)

10/22/2012
Date


Signature (Authorized Representative of Participating State Agency)

10/18/12
Date

**MODEL PARTICIPATING STATE AGENCY
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Governor’s Office Early Learning Council (“Lead Agency”) and the Oregon Employment Department (“Participating State Agency”). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top – Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State’s application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top – Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top – Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top – Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top – Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State’s Race to the Top – Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top – Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency’s Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency’s Budget, as identified in section VIII of the State’s application;
- 3) Provide feedback on the Participating State Agency’s status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State’s Race to the Top – Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top – Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and the governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State’s Race to the Top – Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency’s Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY’S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

III. MODIFICATIONS

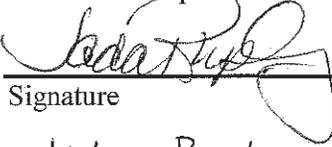
This Memorandum of Understanding may be amended only by written agreement by each of the parties involved, in consultation with ED and the Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top – Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top – Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representatives of the Governor’s Office Early Learning Council:

	<i>10/22/2012</i>
Signature	Date
<i>Jada Ruple</i>	<i>Early Learning System Director</i>
Print Name	Title

Authorized Representatives of the Oregon Employment Department:

	<i>10/17/12</i>
Signature	Date
Laurie A. Warner	Director
Print Name	Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

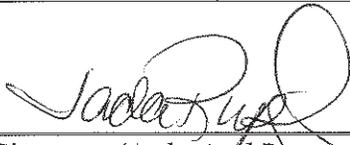
Child Care Division of the Oregon Employment Department

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	The TQRIS manager is responsible for leading the program and engaging stakeholders to implement a common, statewide TQRIS.
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • 	Representatives of participating agencies sit on the TQRIS advisory committee and will recruit ELDP into TQRIS. The state licensing unit will promote participation at the higher levels of the TQRIS.
(B)(3) Rating and monitoring Early Learning and Development Programs	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • 	Representatives sit on the TQRIS Advisory Committee and will oversee policies to ensure appropriate monitoring and valid data is collected.
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • 	Representatives from participating agencies sit on the TQRIS Advisory Committee and identify supports and incentives for ELDP to continuously improve and to help working families who have Children with High Needs access high-quality ELDP. The Child Care Division of the Employment Department will work with the Early Learning Systems Director to establish a performance target for contracted slots to help ensure Children with High Needs to increase access to high

Selection Criterion	Participating Party	Type of Participation
		quality ELDP. This agency will work with the ELC and help ensure targets are achieved.
(B)(5) Validating the effectiveness of the State TQRIS	<ul style="list-style-type: none"> • <i>TQRIS Program</i> 	This agency will contract with an independent research team to complete the current and ongoing validation work for evaluation. The team will recruit participants, collect and analyze data, and disseminate findings.
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	The agency will contract with the Center for Career Development to embed the HSCD in the Core Body of Knowledge. In partnership with other participating agencies, OED will work with the Center for Career Development, child care resource and referral entities and TQRIS operating entity to develop training materials and implement statewide training and coaching for early childhood workforce.
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	Representatives will work with the ELC to implement recommended standard tools and referral protocols for health; behavioral health, and developmental screening. Representatives will partner with OHA and/or ELC to develop strategies to increase the number of children screened for developmental delays.
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency framework	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	OED contracts with the Center for Career Development to form a cross-sector workgroup. Identify expertise and research to expand into a broad early childhood professional development system, and update and publish the workforce framework.
(D)(2) Supporting Early Childhood Educators in improving their knowledge,	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> • 	OED contracts with the Center for Career Development who will help target programs serving Children with High Needs and increase the advancement of professional development and credentials in the early childhood workforce.

Selection Criterion	Participating Party	Type of Participation
skills, and abilities.		
(E)(1) Understanding the status of children's learning and development at kindergarten entry.	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	Representatives from the parties will participate as needed with the Early Learning Council and ODE.
(E)(2) Building early learning data system	<ul style="list-style-type: none"> • <i>TQRIS Program</i> • <i>State licensing of child care</i> 	Participants from the parties will link existing data system of ELDP workforce and programs to the TQRIS data and participate in the data team convened by the ELC that identify data sets, address security issues, recommend a unified data solution and implement.



10/22/12

Signature (Authorized Representative of Governor's Office/Early Learning Council) Date



10/17/12

Signature (Authorized Representative of Oregon Employment Department) Date

**MODEL PARTICIPATING STATE AGENCY
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Governor’s Office Early Learning Council (“Lead Agency”) and the Department of Human Services (“Participating State Agency”). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top – Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State’s application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top – Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top – Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top – Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top – Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlines in the State Plan;
- 3) Abide by the Participating State Agency’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State’s Race to the Top – Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top – Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency’s Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency’s Budget, as identified in section VIII of the State’s application;
- 3) Provide feedback on the Participating State Agency’s status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State’s Race to the Top – Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top – Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and the governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State’s Race to the Top – Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency’s Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY’S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

III. MODIFICATIONS

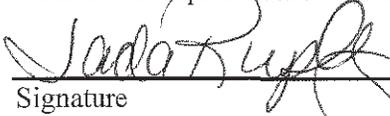
This Memorandum of Understanding may be amended only by written agreement by each of the parties involved, in consultation with ED and the Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top – Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top – Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representatives of the Governor’s Office Early Learning Council:

	10/22/12
Signature	Date
Jada Rupley	Early Learning System Director
Print Name	Title

Authorized Representatives of the Department of Human Services:

	10-17-12
Signature	Date
Erin Kelley Siel	DHS Director
Print Name	Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

Department of Human Services

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

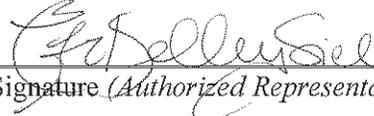
Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	<i>Child Care and Refugee Program responsible for ERDC subsidy</i>	A representative serves on the TQRIS Advisory Committee (EQUIP) that helps inform a common, statewide TQRIS.
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System	<i>Child Care and Refugee Program responsible for ERDC subsidy</i>	The party will work to align policies and practices to support participation in the TQRIS.
(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	<ul style="list-style-type: none"> • <i>Child Care and Refugee Program responsible for ERDC subsidy</i> • <i>TANF representative for TANF-funded child care subsidies</i> • <i>Foster care / Child welfare representative</i> 	The party will work to align policies and practices to support promoting child access to quality programs on the TQRIS. The party will increase the use of contracted slots to ensure Children with High Needs access to ELDP on the TQRIS at the higher tiers. The party will help ensure families using vouchers are making informed choices.
(B)(5)		

Selection Criterion	Participating Party	Type of Participation
Validating the effectiveness of the State TQRIS		
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards		
(C)(2)	NA	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness	<ul style="list-style-type: none"> • <i>Child Care and Refugee Program responsible for ERDC subsidy</i> • <i>TANF representative for TANF-funded child care subsidies</i> • <i>Foster care / Child welfare representative</i> 	Representatives will work with the ELC to implement recommended standard tools and referral protocols for health, behavioral health, and developmental screening. Representatives will partner with OHA and/or ELC to develop strategies to increase the number of children screened for developmental delays.
(C)(4)	NA	
(D)(1) Developing a workforce knowledge and competency framework		
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	<ul style="list-style-type: none"> • <i>TANF representative for TANF-funded child care subsidies</i> • <i>Foster care / Child welfare representative</i> 	The party will work with the Professional Development System upon request to help identify strategies to increase the knowledge and skills of the workforce to serve Children with High Needs.
(E)(1) Understanding the status of children's learning and development at		

Selection Criterion	Participating Party	Type of Participation
kindergarten entry.		
(E)(2) Building early learning data system	<ul style="list-style-type: none"> • <i>Child Care and Refugee Program responsible for ERDC subsidy</i> • <i>TANF representative for TANF-funded child care subsidies</i> • <i>Foster care / Child welfare representative</i> 	The party and/or key DHS data personnel will work with ELC and Participating State Agencies's to help link data about children and subsidy with the TQRIS data system and/or ELD child level data system.


10/22/12

 Signature (Authorized Representative of Lead Agency) Date


10-17-12

 Signature (Authorized Representative of Participating State Agency) Date

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement by each of the parties involved, in consultation with ED and the Oregon Early Learning Council.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top – Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top – Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representatives of the Governor’s Office Early Learning Council:

Jada Ruple _____ 10/22/12
 Signature Date

Jada Ruple _____ *Early Learning System Director*
 Print Name Title

Authorized Representatives of the Oregon State Library:

Shawn E. Range _____ 10/17/12
 Signature Date

Shawn Range for MaryKay Dahlgreen, state Librarian _____ *Business Manager*
 Print Name Title 10/17/12

**MODEL PARTICIPATING STATE AGENCY
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Governor’s Office Early Learning Council (“Lead Agency”) and the Oregon State Library (“Participating State Agency”). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top – Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the Early Learning Challenge State Plan (State Plan) indicated in Exhibit I Scope of Work, if the State’s application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top – Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work, through an Interagency Agreement, only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top – Early Learning Challenge Grant, this MOU, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top – Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top – Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this MOU;
- 2) Abide by the governance structure outlines in the State Plan;
- 3) Abide by the Participating State Agency’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State’s Race to the Top – Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this MOU;
- 2) Through an Interagency Agreement, timely award the portion of Race to the Top – Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency’s Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency’s Budget, as identified in section VIII of the State’s application;
- 3) Provide feedback on the Participating State Agency’s status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State’s Race to the Top – Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top – Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, and subsequent Interagency Agreement, consistent with the State Plan and the governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State’s Race to the Top – Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency’s Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY’S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Concerns, issues or corrective actions shall be addressed in consultation with the Oregon Early Learning Council.

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The State Library

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

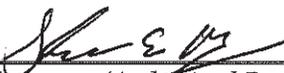
Selection Criterion	Participating Party	Type of Participation
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System		
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System		
(B)(3) Rating and monitoring Early Learning and Development Programs	<ul style="list-style-type: none"> • <i>State Library Early Literacy</i> 	The State Library will participate with the ELC in a statewide social marketing plan around early literacy in families, including targeted efforts around families of Children with Special Needs.
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs	<ul style="list-style-type: none"> • <i>State Library Early Literacy</i> 	The State Library will explore using the library system to promote early literacy for Children with High Needs in the care of informal care providers, among children of parents in alcohol & drug treatment, and other focused populations, building upon the success of the Ready To Read program.
(B)(5)		

Selection Criterion	Participating Party	Type of Participation
Validating the effectiveness of the State TQRIS		
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards		
(C)(2)	N/A	
(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness		
(C)(4)	N/A	
(D)(1) Developing a workforce knowledge and competency framework	<ul style="list-style-type: none"> • <i>State Library Early Literacy</i> 	A state representative will participate in a cross-sector workgroup with OED and the Center for Career Development to identify expertise and research towards expanding into a cross-sector professional development system.
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.	<ul style="list-style-type: none"> • <i>State Library Early Literacy</i> 	State library will partner with OED, the Center for Career Development and the CCR&R system to support, as needed, translating early literacy materials into multiple languages. The library system will explore making available translated early literacy materials to ELDP in the State.
(E)(1) Understanding the status of children's learning and development at		

Selection Criterion	Participating Party	Type of Participation
kindergarten entry.		
(E)(2) Building early learning data system		


10/22/12

 Signature (Authorized Representative of Lead Agency) Date

 for Mary Kay Dahlgren, State Librarian 10/17/12

 Signature (Authorized Representative of Participating State Agency) Date



EXECUTIVE ORDER 12-09

**AMENDS EXECUTIVE ORDER NO. 10-06 REGARDING
ESTABLISHMENT OF THE EARLY CHILDHOOD MATTERS
ADVISORY COUNCIL**

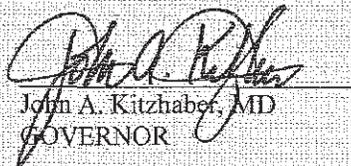
IT IS HEREBY DIRECTED AND ORDERED:

1. Executive Order No. 10-06 established the Early Childhood Matters Advisory Council. The duties of the Early Childhood Matters Advisory Council have been assumed by the Early Learning Council established by the Head Start Act (2012 House Bill 4165).
2. Section 11 of Executive Order 10-06 is amended to state as follows:

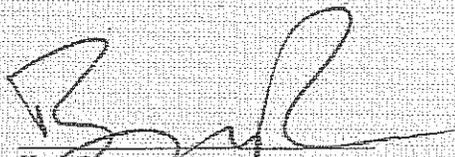
"This Order shall expire June 15, 2012."

Done at Salem, Oregon, this 13 day of June, 2012.




John A. Kitzhaber, MD
GOVERNOR

ATTEST:


Kate Brown
SECRETARY OF STATE

House Bill 4165

Introduced and printed pursuant to House Rule 12.00. Pre-session filed (at the request of Governor John A. Kitzhaber for Early Learning Council, Oregon Education Investment Board)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**.

Removes sunset on Early Learning Council. Establishes Early Learning Council Fund. Expands oversight of Early Learning Council. Establishes goals and timelines for Early Learning Council to complete specified projects. Changes name of Early Childhood System Director to Early Learning System Director.

Establishes Youth Development Council to oversee unified system that provides services to children and youth in manner that supports academic success and reduces criminal involvement. Establishes goals and timelines for Youth Development Council to complete specified projects.

Abolishes Juvenile Crime Prevention Advisory Committee. Transfers functions of committee to Youth Development Council.

Abolishes State Commission on Children and Families. Transfers functions of commission to Early Learning Council and Youth Development Council.

Abolishes local commissions on children and families.

Abolishes Commission for Child Care. Transfers functions to Early Learning Council.

Declares emergency, effective on passage.

A BILL FOR AN ACT

1
2 Relating to children; creating new provisions; amending ORS 131A.360, 131A.365, 169.090, 181.715,
3 181.725, 182.515, 315.259, 329.145, 329.150, 329.155, 329.156, 329.175, 329.190, 329.195, 343.475,
4 343.495, 343.499, 343.507, 417.705, 417.710, 417.725, 417.727, 417.728, 417.788, 417.790, 417.793,
5 417.795, 417.799, 417.850, 417.855, 417.857, 418.751, 418.975, 419A.170, 419B.005, 419C.453, 420.017,
6 423.565, 430.241, 430.242, 430.420, 430.630, 431.385, 458.525, 609.652, 657A.010, 657A.180, 657A.310,
7 657A.490, 657A.700, 657A.992 and 805.205 and section 16, chapter 418, Oregon Laws 2011, and
8 sections 4, 10 and 11, chapter 519, Oregon Laws 2011; repealing ORS 417.730, 417.733, 417.735,
9 417.740, 417.745, 417.747, 417.750, 417.760, 417.765, 417.770, 417.775, 417.777, 417.780, 417.785,
10 417.787, 417.797, 417.830, 417.833, 417.836, 417.839, 417.842, 417.845, 419A.047, 657A.600, 657A.610,
11 657A.620, 657A.630 and 657A.640; appropriating money; and declaring an emergency.

12 **Be It Enacted by the People of the State of Oregon:**

EARLY LEARNING COUNCIL

13
14
15
16 **SECTION 1.** Section 10, chapter 519, Oregon Laws 2011, is amended to read:

17 **Sec. 10.** [*Sections 1 to 7 of this 2011 Act*] **Sections 1, 2, 3, 5, 6 and 7, chapter 519, Oregon**
18 **Laws 2011,** are repealed on March 15, 2016.

19 **SECTION 2.** Section 11, chapter 519, Oregon Laws 2011, is amended to read:

20 **Sec. 11.** (1) On March 15, 2016, the Chief Education Officer of the Oregon Education Investment
21 Board shall deliver to the Chancellor of the Oregon University System all records and property
22 within the jurisdiction of the Chief Education Officer that relate to the duties, functions and powers
23 of the Oregon Education Investment Board. The Chancellor of the Oregon University System shall
24 take possession of the records and property.

NOTE: Matter in boldfaced type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted. New sections are in boldfaced type.

1 (2) On March 15, 2016, the [*Early Childhood System Director*] **Chief Education Officer** shall
 2 deliver to the [*Superintendent of Public Instruction*] **Early Learning System Director** all records
 3 and property within the jurisdiction of the [*Early Childhood System Director*] **Chief Education Of-**
 4 **ficer** that relate to the duties, functions and powers of the Early Learning Council. The [*Super-*
 5 *intendent of Public Instruction*] **Early Learning System Director** shall take possession of the
 6 records and property.

7 (3) The Governor shall resolve any dispute between the Chief Education Officer and the
 8 Chancellor of the Oregon University System, or the **Chief Education Officer and the Early**
 9 **[Childhood] Learning System Director** [*and the Superintendent of Public Instruction*], relating to
 10 transfers of records and property under this section, and the Governor's decision is final.

11 **SECTION 3.** Section 4, chapter 519, Oregon Laws 2011, is amended to read:

12 **Sec. 4.** (1) The Early Learning Council is established. The council shall function under the di-
 13 rection and control of the Oregon Education Investment Board established by section 1 [*of this 2011*
 14 *Act*], **chapter 519, Oregon Laws 2011.**

15 (2) The council is established [*for the purpose of assisting*] **to assist** the board in overseeing a
 16 unified system of early [*childhood services, including the funding and administration of those*
 17 *services*] **learning services for the purpose of ensuring that children enter school ready to**
 18 **learn. The Early Learning Council shall ensure that children enter school ready to learn by:**

19 (a) **Serving as the state advisory council for purposes of the federal Head Start program,**
 20 **as provided by section 7 of this 2012 Act.**

21 (b) **Implementing and overseeing a system that coordinates the delivery of early learning**
 22 **services, as described in section 10 of this 2012 Act.**

23 (c) **Overseeing the Oregon Early Learning System created by ORS 417.727.**

24 (3)(a) The council consists of nine **voting** members who are appointed by the Governor **for a**
 25 **term of four years** and serve at the pleasure of the Governor. **A person appointed under this**
 26 **subsection may not be appointed to serve more than two consecutive full terms as a council**
 27 **member.**

28 (b) When determining [*who*] **whom** to appoint to the council **under this subsection**, the Gov-
 29 ernor shall:

30 (A) Ensure that at least one of the members is an appointed member of the Oregon Education
 31 Investment Board;

32 (B) Ensure that each congressional district of this state is represented by at least one member
 33 of the council;

34 (C) For a member who is not an appointed member of the Oregon Education Investment Board,
 35 ensure that the member meets the following qualifications:

36 (i) Demonstrates leadership skills in civics or the member's profession;

37 (ii) To the greatest extent practicable, contributes to the council's representation of the ge-
 38 ographic, ethnic, gender, racial and economic diversity of this state; [*and*]

39 (iii) Contributes to the council's expertise, knowledge and experience in early childhood devel-
 40 opment, early childhood care, early childhood education, family financial stability, populations dis-
 41 proportionately burdened by poor education outcomes and outcome-based best practices; and

42 (iv) **Is not a state officer or employee; and**

43 (D) Solicit recommendations from the Speaker of the House of Representatives for at least two
 44 members and from the President of the Senate for at least two members.

45 (4) **In addition to the members appointed under subsection (3) of this section, the Gov-**

1 **ernor shall appoint nonvoting, ex officio members who represent the state agencies or other**
 2 **entities that are required to be represented on a state advisory council for purposes of the**
 3 **federal Head Start program.**

4 [(4)] (5) The activities of the council shall be directed and supervised by the Early [Childhood]
 5 Learning System Director, who is appointed by the Governor and serves at the pleasure of the
 6 Governor.

7 (6) In accordance with applicable provisions of ORS chapter 183, the council may adopt
 8 rules necessary for the administration of the laws that the council is charged with adminis-
 9 tering.

10 **SECTION 4.** Notwithstanding section 4 (3), chapter 519, Oregon Laws 2011, the members
 11 serving on the Early Learning Council on the effective date of this 2012 Act shall determine
 12 by lot the length of their terms such that:

13 (1) Four shall serve a term expiring on July 1, 2013; and

14 (2) Five shall serve a term expiring on July 1, 2015.

15 **SECTION 5.** Section 4, chapter 519, Oregon Laws 2011, as amended by section 3 of this 2012
 16 Act, is amended to read:

17 **Sec. 4.** (1) The Early Learning Council is established. [*The council shall function under the di-*
 18 *rection and control of the Oregon Education Investment Board established by section 1, chapter 519,*
 19 *Oregon Laws 2011.*]

20 (2) The council is established to [*assist the board in overseeing*] oversee a unified system of early
 21 learning services for the purpose of ensuring that children enter school ready to learn. The Early
 22 Learning Council shall ensure that children enter school ready to learn by:

23 (a) Serving as the state advisory council for purposes of the federal Head Start program, as
 24 provided by section 7 of this 2012 Act.

25 (b) Implementing and overseeing a system that coordinates the delivery of early learning ser-
 26 vices, as described in section 10 of this 2012 Act.

27 (c) Overseeing the Oregon Early Learning System created by ORS 417.727.

28 (3)(a) The council consists of nine voting members who are appointed by the Governor for a term
 29 of four years and serve at the pleasure of the Governor. A person appointed under this subsection
 30 may not be appointed to serve more than two consecutive full terms as a council member.

31 (b) When determining whom to appoint to the council under this subsection, the Governor shall:

32 [(A) *Ensure that at least one of the members is an appointed member of the Oregon Education*
 33 *Investment Board;*]

34 [(B)] (A) Ensure that each congressional district of this state is represented by at least one
 35 member of the council;

36 [(C)] (B) [*For a member who is not an appointed member of the Oregon Education Investment*
 37 *Board,*] Ensure that [*the*] **each** member meets the following qualifications:

38 (i) Demonstrates leadership skills in civics or the member's profession;

39 (ii) To the greatest extent practicable, contributes to the council's representation of the ge-
 40 ographic, ethnic, gender, racial and economic diversity of this state;

41 (iii) Contributes to the council's expertise, knowledge and experience in early childhood devel-
 42 opment, early childhood care, early childhood education, family financial stability, populations dis-
 43 proportionately burdened by poor education outcomes and outcome-based best practices; and

44 (iv) Is not a state officer or employee; and

45 [(D)] (C) Solicit recommendations from the Speaker of the House of Representatives for at least

1 two members and from the President of the Senate for at least two members.

2 (4) In addition to the members appointed under subsection (3) of this section, the Governor shall
3 appoint nonvoting, ex officio members who represent the state agencies or other entities that are
4 required to be represented on a state advisory council for purposes of the federal Head Start pro-
5 gram.

6 (5) The activities of the council shall be directed and supervised by the Early Learning System
7 Director, who is appointed by the Governor and serves at the pleasure of the Governor.

8 (6) In accordance with applicable provisions of ORS chapter 183, the council may adopt rules
9 necessary for the administration of the laws that the council is charged with administering.

10 **SECTION 6. The amendments to section 4, chapter 519, Oregon Laws 2011, by section 5**
11 **of this 2012 Act become operative on March 15, 2016.**

12 **SECTION 7. (1) As the state advisory council for purposes of the federal Head Start**
13 **program, the Early Learning Council shall:**

14 (a) Conduct a periodic statewide needs assessment concerning the quality and availability
15 of early childhood education and development programs and services for children from birth
16 to school entry, including an assessment of the availability of high-quality prekindergarten
17 services for low-income children in this state.

18 (b) Identify opportunities for, and barriers to, collaboration and coordination among
19 federally-funded and state-funded child care and early childhood education and development
20 programs and services, including collaboration and coordination among state agencies re-
21 sponsible for administering those programs and services.

22 (c) Develop recommendations for increasing the overall participation of children in ex-
23 isting federal, state and local early childhood education and development programs and ser-
24 vices, including outreach to underrepresented and special populations.

25 (d) Develop recommendations for establishing a unified data collection system for public
26 early childhood education and development programs and services throughout this state.

27 (e) Develop recommendations regarding statewide professional development and career
28 advancement plans for providers of early childhood education and development programs and
29 services in this state.

30 (f) Assess the capacity and effectiveness of two-year and four-year public and private
31 institutions of higher education in this state in supporting the development of early child-
32 hood educators, including the extent to which the institutions have articulation agreements,
33 professional development and career advancement plans, and internships or other training
34 opportunities that allow students to spend time with students enrolled in the federal Head
35 Start program or another prekindergarten program. The assessment conducted under this
36 paragraph shall be conducted in coordination with appropriate higher education governance
37 bodies, as determined by the Oregon Education Investment Board.

38 (g) Make recommendations for improvements in state early learning standards and
39 undertake efforts to develop high-quality comprehensive early learning standards when ap-
40 propriate.

41 (2) The council shall hold public hearings and provide an opportunity for public comment
42 in relation to the actions described in subsection (1) of this section.

43 (3) The council shall submit an annual statewide strategic report addressing the activities
44 described in subsection (1) of this section to the director of state operations of the federal
45 Head Start program, the Oregon Education Investment Board, the Legislative Assembly and

1 **the Governor.**

2 **SECTION 8.** Section 7 of this 2012 Act is amended to read:

3 **Sec. 7.** (1) As the state advisory council for purposes of the federal Head Start program, the
4 Early Learning Council shall:

5 (a) Conduct a periodic statewide needs assessment concerning the quality and availability of
6 early childhood education and development programs and services for children from birth to school
7 entry, including an assessment of the availability of high-quality prekindergarten services for low-
8 income children in this state.

9 (b) Identify opportunities for, and barriers to, collaboration and coordination among federally-
10 funded and state-funded child care and early childhood education and development programs and
11 services, including collaboration and coordination among state agencies responsible for administer-
12 ing those programs and services.

13 (c) Develop recommendations for increasing the overall participation of children in existing
14 federal, state and local early childhood education and development programs and services, including
15 outreach to underrepresented and special populations.

16 (d) Develop recommendations for establishing a unified data collection system for public early
17 childhood education and development programs and services throughout this state.

18 (e) Develop recommendations regarding statewide professional development and career ad-
19 vancement plans for providers of early childhood education and development programs and services
20 in this state.

21 (f) Assess the capacity and effectiveness of two-year and four-year public and private institutions
22 of higher education in this state in supporting the development of early childhood educators, in-
23 cluding the extent to which the institutions have articulation agreements, professional development
24 and career advancement plans, and internships or other training opportunities that allow students
25 to spend time with students enrolled in the federal Head Start program or another prekindergarten
26 program. The assessment conducted under this paragraph shall be conducted in coordination with
27 appropriate higher education governance bodies, *as determined by the Oregon Education Investment*
28 *Board*.

29 (g) Make recommendations for improvements in state early learning standards and undertake
30 efforts to develop high-quality comprehensive early learning standards when appropriate.

31 (2) The council shall hold public hearings and provide an opportunity for public comment in
32 relation to the actions described in subsection (1) of this section.

33 (3) The council shall submit an annual statewide strategic report addressing the activities de-
34 scribed in subsection (1) of this section to the director of state operations of the federal Head Start
35 program, [*the Oregon Education Investment Board,*] the Legislative Assembly and the Governor.

36 **SECTION 9.** The amendments to section 7 of this 2012 Act by section 8 of this 2012 Act
37 become operative March 15, 2016.

38 **SECTION 10.** (1) As used in this section, "community-based coordinator of early learning
39 services" means counties, cities, school districts, education service districts, community
40 colleges, public universities, private educational institutions, faith-based organizations,
41 nonprofit service providers, for-profit service providers, labor organizations and any other
42 entity that meets the minimum criteria to be a community-based coordinator of early
43 learning services, as determined by the Early Learning Council.

44 (2) The Early Learning Council shall implement and oversee a system that coordinates
45 the delivery of early learning services to the communities of this state through the use of

- 1 community-based coordinators of early learning services.
- 2 (3) The system implemented and overseen by the council must ensure that:
- 3 (a) Providers of early learning services are accountable;
- 4 (b) Services are provided in a cost efficient manner; and
- 5 (c) The services provided, and the means by which those services are provided, are fo-
- 6 cused on the outcomes of the services.
- 7 (4) An entity may become a community-based coordinator of early learning services by
- 8 submitting to the council an application that demonstrates the following:
- 9 (a) The entity is able to coordinate the provision of early learning services to the com-
- 10 munity that will be served by the entity.
- 11 (b) The services coordinated by the entity will be in alignment with the services provided
- 12 by the public schools of the community that will be served by the entity.
- 13 (c) The services coordinated by the entity will be in alignment with the services provided
- 14 by the county or counties in which the community that will be served by the entity is lo-
- 15 cated.
- 16 (d) The entity will be able to form partnerships with the county or counties in which the
- 17 community that will be served by the entity is located.
- 18 (e) The entity has a governing body or an advisory body that:
- 19 (A) Has the authority to initiate audits, recommend the terms of a contract and provide
- 20 reports to the public and to the Early Learning Council on the outcomes of the provision of
- 21 early learning services to the community served by the entity.
- 22 (B) Has members selected through a transparent process.
- 23 (C) Has members who would not have any monetary incentive or other inappropriate
- 24 conflict of interest related to the provision of early learning services coordinated by the en-
- 25 tity.
- 26 (f) The entity will collaborate on documentation related to coordinated services with
- 27 public and private entities that are identified by the Early Learning Council as providers of
- 28 services that advance the early learning of children.
- 29 (g) The entity will serve a community that is based on the population and service needs
- 30 of the community.
- 31 (h) The entity is able to raise significant funds from public and private sources to support
- 32 services coordinated by the entity.
- 33 (i) The entity meets any other qualifications established by the Early Learning Council.
- 34 (5) When determining whether to designate an entity as a community-based coordinator
- 35 of early learning services, the Early Learning Council shall balance the following factors:
- 36 (a) The entity's ability to engage the community and be involved in the community.
- 37 (b) The entity's ability to produce outcomes that benefit children.
- 38 (c) The entity's resourcefulness.
- 39 (d) The entity's use, or proposed use, of evidence-based practices.
- 40 (6) The Early Learning Council may alter the lines of the territory served by a
- 41 community-based coordinator of early learning services only to ensure that all children of
- 42 this state are served by a community-based coordinator of early learning services.
- 43 (7) An entity designated as a community-based coordinator of early learning services may
- 44 not use more than 15 percent of the moneys received by the entity from the Early Learning
- 45 Council to pay administrative costs of the entity.

1 **SECTION 11.** The Early Learning Council shall establish a process for designating enti-
 2 ties as community-based coordinators of early learning services that allows the entities to
 3 begin functioning as community-based coordinators of early learning services no later than
 4 July 1, 2012.

5 **SECTION 12.** ORS 417.705 is amended to read:

6 417.705. As used in ORS 417.705 to 417.800:

7 [(1) "Community mobilization" means government and private efforts to increase community
 8 awareness and facilitate the active participation of citizens and organizations in projects and issues
 9 that will have positive impact on the well-being of children, families and communities.]

10 [(2) "Efficiency" means a measurable indicator of the amount of resources required to produce an
 11 output.]

12 [(3) "High-level outcome" means the Oregon benchmarks adopted by the Oregon Progress Board
 13 and any other measurable indicators of societal well-being.]

14 [(4) "Intermediate outcome" means a measurable indicator of the effort by an agency or other entity
 15 toward achieving a high-level outcome target.]

16 [(5) "Local commission" means a local commission on children and families established pursuant
 17 to ORS 417.760.]

18 [(6) "Local coordinated comprehensive plan" or "local plan" means a local coordinated compre-
 19 hensive plan for children and families that is developed pursuant to ORS 417.775 through a process
 20 coordinated and led by a local commission and that consists of:]

21 [(a) A community plan that identifies the community's needs, strengths, goals, priorities and strat-
 22 egies for:]

23 [(A) Creating positive outcomes for children and families;]

24 [(B) Community mobilization;]

25 [(C) Coordinating programs, strategies and services for children who are 0 through 18 years of age
 26 and their families among community groups, government agencies, private providers and other parties;
 27 and]

28 [(D) Addressing the needs of target populations; and]

29 [(b) The service plans listed in ORS 417.775 (6) that designate specific services for the target pop-
 30 ulations identified in the community plan.]

31 **(1) "Community-based coordinator of early learning services" means an entity designated**
 32 **under section 10 of this 2012 Act.**

33 [(7)] **(2) "Outcome" means the measure of a desired result.**

34 [(8) "Output" means the amount or frequency of products or services delivered by an agency or
 35 other entity.]

36 [(9) "Performance measure" includes outcomes, outputs and efficiencies that indicate how well an
 37 agency or other entity is carrying out its mission and achieving its goals.]

38 [(10)] **(3) "Services for children and families" does not include services provided by the Depart-**
 39 **ment of Education or school districts that are related to curriculum or instructional programs.**

40 [(11) "State commission" means the State Commission on Children and Families established under
 41 ORS 417.730.]

42 [(12)] **(4) "Target" means a specific level of achievement desired for a specific time, expressed**
 43 **numerically.**

44 **SECTION 13.** ORS 417.710 is amended to read:

45 417.710. Subject to the availability of funds therefor and the specific provisions of ORS 417.705

1 to 417.800 and 419A.170, it is the purpose of ORS 417.705 to 417.800 and 419A.170 to:

2 (1) Authorize the [*State Commission on Children and Families*] **Early Learning Council** to set
 3 statewide guidelines for the planning, coordination and delivery of services for children and families
 4 in conjunction with other state agencies and other planning bodies;

5 (2) Vest in [*local commissions on children and families*] **community-based coordinators of**
 6 **early learning services** the authority to distribute state and federal funds allocated to the [*local*
 7 *commissions to supervise services or to purchase*] **community-based coordinators for the purpose**
 8 **of coordinating the delivery of** services for children and families in the local area [*and to supervise*
 9 *the development of the local coordinated comprehensive plan*];

10 (3) Provide a process for comprehensive local planning for services for children and families to
 11 provide local services that are consistent with statewide guidelines;

12 (4) Retain in the state the responsibility for funding of services for children and families through
 13 a combination of local, state and federal funding, including the leveraging of public and private
 14 funds available under ORS 417.705 to 417.800 and 419A.170; and

15 (5) Retain state supervision of child protection and other services that should be uniform
 16 throughout the state and that are necessarily the state's responsibility.

17 **SECTION 14.** ORS 417.725 is amended to read:

18 417.725. (1) Key elements of the service system developed and implemented under ORS 417.705
 19 to 417.800 and 419A.170 are:

- 20 (a) A two-to-seven-year incremental implementation process with measurable outcomes;
- 21 (b) An implementation process resulting in a voluntary system based on nurturing human de-
 22 velopment; and

23 (c) A service continuum based on promoting wellness for the children of Oregon whose parents
 24 have given their express written consent. Family resource centers and community learning centers
 25 as defined in ORS 329.007 are a viable, but not the exclusive, structure for delivering a service
 26 continuum.

27 (2) If a system of family resource centers and community learning centers is selected by a [*local*
 28 *commission on children and families established pursuant to ORS 417.760*] **community-based coor-**
 29 **dinator of early learning services** to deliver services, the centers:

30 (a) May serve as the prevention arm of the voluntary delivery system and may link and inte-
 31 grate neighborhood-based services with the intent that services be available to all families who have
 32 given their express written consent to promote their children's wellness;

33 (b) Shall involve parents in the care and education of their children;

34 (c) Shall involve the local community in developing and overseeing family resource center pro-
 35 grams and community learning center programs; **and**

36 [(d) *Shall be consistent with the local coordinated comprehensive plan; and*]

37 [(e)] (d) Shall incorporate the requirements specified for community learning centers under ORS
 38 329.156.

39 **SECTION 15.** ORS 417.727 is amended to read:

40 417.727. Based on the findings expressed in ORS 417.708, there is created the Oregon Early
 41 [*Childhood*] **Learning System**. The goals of the system are to:

- 42 (1) Prevent child abuse and neglect;
- 43 (2) Improve the health and development of young children;
- 44 (3) Promote bonding and attachment in the early years of a child's life;
- 45 (4) Support parents in providing the optimum environment for their young children;

1 (5) Link and integrate services and supports in the voluntary statewide early [childhood]
 2 **learning** system pursuant to ORS 417.728;

3 [(6) Link and integrate services and supports in the voluntary local early childhood system pursu-
 4 ant to ORS 417.777;]

5 [(7)] (6) Ensure that children are entering school ready to learn; and

6 [(8)] (7) Ensure that children receive quality child care.

7 **SECTION 16.** ORS 417.728 is amended to read:

8 417.728. (1) [*The State Commission on Children and Families, the Department of Education, the*
 9 *Employment Department, the Department of Human Services and the Oregon Health Authority*] **The**
 10 **Early Learning Council** shall lead a joint effort with other state and local early childhood partners
 11 to establish the policies necessary for a voluntary statewide early [childhood] **learning** system [*that*
 12 *shall be incorporated into the local coordinated comprehensive plan*].

13 (2) The voluntary statewide early [childhood] **learning** system shall be designed to achieve:

14 (a) The appropriate [*early childhood benchmarks jointly identified by the State Commission on*
 15 *Children and Families, the Department of Education, the Employment Department, the Department of*
 16 *Human Services and the Oregon Health Authority,*] **outcomes identified by the Early Learning**
 17 **Council** with input from early childhood partners[, *as the appropriate benchmarks*]; and

18 (b) Any other early childhood benchmark or [*intermediate outcome jointly identified by the State*
 19 *Commission on Children and Families, the Department of Education, the Employment Department, the*
 20 *Department of Human Services and the Oregon Health Authority,*] **outcome that demonstrates**
 21 **progress toward meeting a target and that is identified by the Early Learning Council** with
 22 input from early childhood partners[, *as an appropriate benchmark or outcome*].

23 (3) The voluntary statewide early [childhood] **learning** system shall include the following com-
 24 ponents:

25 (a) A process to identify as early as possible children and families who would benefit from early
 26 [childhood] **learning** services;

27 (b) A plan to support the identified needs of the child and family that coordinates case man-
 28 agement personnel and the delivery of services to the child and family; and

29 (c) Services to support children who are zero through [*eight*] **five** years of age and their families
 30 who give their express written consent, including:

31 (A) Screening, assessment and home visiting services pursuant to ORS 417.795;

32 (B) Specialized or targeted home visiting services;

33 (C) Community-based services such as relief nurseries, family support programs and parent ed-
 34 ucation programs;

35 (D) High quality child care, as defined by the [*Commission for Child Care*] **Early Learning**
 36 **Council**;

37 (E) Preschool and other early education services;

38 (F) Health services for children and pregnant women;

39 (G) Mental health services;

40 (H) Alcohol and drug treatment programs that meet the standards promulgated by the Oregon
 41 Health Authority pursuant to ORS 430.357;

42 (I) Developmental disability services; and

43 (J) Other state and local services.

44 [(4) *The State Commission on Children and Families, the Department of Education, the Employ-*
 45 *ment Department, the Department of Human Services and the Oregon Health Authority shall jointly:*]

(4) The Early Learning Council shall:

(a) Consolidate administrative functions relating to the voluntary statewide early [childhood] learning system, to the extent practicable, including but not limited to training and technical assistance, planning and budgeting. This paragraph does not apply to the administrative functions of the Department of Education relating to education programs[;].

(b) Adopt policies to establish training and technical assistance programs to ensure that personnel have skills in appropriate areas, including screening, family assessment, competency-based home visiting skills, cultural and gender differences and other areas as needed[;].

(c) Identify research-based age-appropriate and culturally and gender appropriate screening and assessment tools that would be used as appropriate in programs and services of the voluntary statewide early [childhood] learning system[;].

(d) Develop a plan for the implementation of a common data system for voluntary early childhood programs as provided in section 7, chapter 831, Oregon Laws 2001[;].

(e) Coordinate existing and new early childhood programs to provide a range of community-based supports[;].

(f) Establish a common set of quality assurance standards to guide local implementation of all elements of the voluntary statewide early [childhood] learning system, including voluntary universal screening and assessment, home visiting, staffing, evaluation and community-based services[;].

(g) Ensure that all plans for voluntary early [childhood] learning services are coordinated and consistent with federal and state law, including but not limited to plans for Oregon prekindergarten programs, federal Head Start programs, early childhood special education services, early intervention services and public health services[;].

(h) Identify how the voluntary statewide early [childhood] learning system for children who are zero through [eight] five years of age will link with systems of support for older children and their families[;].

[(i) Contract for an evaluation of the outcomes of the voluntary statewide early childhood system; and]

[(j)] (i) During January of each odd-numbered year, report to the Governor and the Legislative Assembly on the voluntary statewide early [childhood] learning system. [The report shall include the evaluation described in paragraph (i) of this subsection.]

(5) *[The State Commission on Children and Families,]* The State Board of Education, the Employment Department, the Department of Human Services and the Oregon Health Authority when adopting rules to administer voluntary early childhood programs under their individual authority shall adopt rules that are consistent with the requirements of the voluntary statewide early [childhood] learning system created under this section **and with the direction of the Early Learning Council.**

(6) Information gathered in conjunction with the voluntary comprehensive screening and assessment of children and their families may be used only for the following purposes:

- (a) Providing services to children and families who give their express written consent;
- (b) Providing statistical data that are not personally identifiable;
- (c) Accomplishing other purposes for which the family has given express written consent; and
- (d) Meeting the requirements of mandatory state and federal disclosure laws.

SECTION 17. (1) The Early Learning Council Fund is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Early Learning Council Fund shall be credited to the fund.

- 1 (2) Moneys in the Early Learning Council Fund consist of:
 2 (a) Amounts donated to the fund;
 3 (b) Moneys transferred to the fund from the federal government, state agencies or local
 4 governments;
 5 (c) Amounts appropriated or otherwise transferred to the fund by the Legislative As-
 6 sembly;
 7 (d) Investment earnings received on moneys in the fund; and
 8 (e) Other amounts deposited in the fund from any source.

9 (3) Moneys in the fund are continuously appropriated to the Early Learning Council es-
 10 tablished in section 4, chapter 519, Oregon Laws 2011, for the purpose of fulfilling the
 11 council's duties, functions and powers.

12 (4) The council may establish accounts and subaccounts within the fund when the council
 13 determines that accounts or subaccounts are necessary or desirable and may credit any in-
 14 terest or income derived from moneys in the fund to any account or subaccount in the fund.

15 SECTION 18. By September 30, 2012, the Early Learning Council established by section
 16 4, chapter 519, Oregon Laws 2011, and the State Interagency Coordinating Council created
 17 by ORS 343.499 shall jointly submit a report to the Oregon Education Investment Board. The
 18 report shall describe the unique complexities of providing early childhood special education
 19 and early intervention programs and shall make recommendations for possible ways to better
 20 coordinate and improve the delivery of those services.

21 SECTION 19. (1) By September 30, 2012, the Early Learning Council established by section
 22 4, chapter 519, Oregon Laws 2011, shall submit a report to the Oregon Education Investment
 23 Board that describes a financial model that provides a global budget for funding early
 24 learning services and that may be used to design a budget for early learning services for the
 25 2013-2015 biennium.

26 (2) As used in this section:

27 (a) "Early learning services" means programs and services for children zero through five
 28 years of age that address language and literacy development, cognition and general knowl-
 29 edge, learning approaches, physical health and well-being, motor development and social and
 30 emotional development.

31 (b) "Global budget" means a budget for the total amount identified by the Early Learning
 32 Council as being necessary to deliver, manage and coordinate quality early learning services
 33 for children to ensure that children enter school ready to learn.

34 SECTION 20. By September 30, 2012, the Early Learning Council established by section
 35 4, chapter 519, Oregon Laws 2011, shall submit a report to the Oregon Education Investment
 36 Board that describes the availability, resources and functions of persons who act as family
 37 support managers, as described in section 5 (3)(b), chapter 519, Oregon Laws 2011.

38 SECTION 21. By September 30, 2012, the Early Learning Council established by section
 39 4, chapter 519, Oregon Laws 2011, shall submit a report to the Oregon Education Investment
 40 Board that describes a process for aligning the policies and outcomes of statewide support,
 41 including subsidies and support that may be limited in quantity, to assist at-risk children in
 42 accessing quality care and education services.

43 SECTION 22. By December 15, 2012, the Early Learning Council established by section
 44 4, chapter 519, Oregon Laws 2011, shall submit a report to the Oregon Education Investment
 45 Board and to the interim legislative committees on education, human services and ways and

1 means. The report shall:

2 (1) Make any necessary updates to the information provided to the Oregon Education
3 Investment Board and the interim legislative committees on education under sections 5 and
4 6, chapter 519, Oregon Laws 2011.

5 (2) Make recommendations involving the programs listed in section 5 (2), chapter 519,
6 Oregon Laws 2011, including identifying which programs may be integrated with other pro-
7 grams.

8 **SECTION 23.** (1) The Early Learning Council and the Department of Education shall
9 jointly develop a process that allows for an assessment of children to determine their read-
10 iness for kindergarten.

11 (2) By November 1, 2012, the process described in subsection (1) of this section must be
12 made available to school districts that have been selected to be part of a pilot program for
13 the implementation of the process. The council and department shall select the participating
14 school districts from school districts that volunteer to be part of the pilot program and in
15 a manner that achieves the greatest possible diversity of school districts across this state.

16 (3) By November 1, 2013, the process described in subsection (1) of this section must be
17 made available to all school districts for implementation.

18 **SECTION 24.** By June 30, 2013, the Early Learning Council established by section 4,
19 chapter 519, Oregon Laws 2011, shall work with the Department of Education and other state
20 agencies to:

21 (1) Adopt a Head Start Child Development Early Learning Framework for children three
22 through five years of age; and

23 (2) Revise the early childhood foundation standards for children zero through three years
24 of age to align the standards with the framework described in subsection (1) of this section.

25 **SECTION 25.** (1) By June 30, 2013, the Department of Education shall align Common Core
26 State Standards with Oregon Early Learning System outcomes and the Head Start Child
27 Development Early Learning Framework adopted under section 24 of this 2012 Act.

28 (2) Beginning April 1, 2012, the department shall report quarterly to the Early Learning
29 Council and the Oregon Education Investment Board on the state's progress toward meeting
30 the goal identified in subsection (1) of this section.

31 **SECTION 26.** ORS 329.195 is amended to read:

32 329.195. (1) The State Board of Education shall adopt rules for the establishment of the Oregon
33 prekindergarten program. Rules specifically shall require *[the Oregon prekindergarten program to*
34 *provide for parental involvement and]* performance standards **and operating standards that are** at
35 a level no less than *[that provided]* **the level required** under the federal Head Start program
36 guidelines. Federal Head Start program guidelines shall be considered as guidelines for the Oregon
37 prekindergarten program.

38 (2) In developing rules for the Oregon prekindergarten program, the board shall consult with the
39 advisory committee established under ORS 329.190 and shall consider such factors as coordination
40 with existing programs, the preparation necessary for instructors, qualifications of instructors,
41 training of staff, adequate space and equipment and special transportation needs.

42 (3) The Department of Education shall review applications for the Oregon prekindergarten pro-
43 gram received and designate those programs as eligible to commence operation by July 1 of each
44 year. When approving grant applications, to the extent practicable, the board shall distribute funds
45 regionally based on percentages of unmet needs as identified in the voluntary local early childhood

1 system plans that are part of the local coordinated comprehensive plans developed under ORS
 2 417.775 for the county or region.

3
 4 **YOUTH DEVELOPMENT COUNCIL**

5
 6 **SECTION 27.** (1) The Youth Development Council is established. The council shall func-
 7 tion under the direction and control of the Oregon Education Investment Board established
 8 by section 1, chapter 519, Oregon Laws 2011.

9 (2) The council is established for the purpose of assisting the board in overseeing a uni-
 10 fied system that provides services to children and youth 6 through 20 years of age in a
 11 manner that supports academic success, reduces criminal involvement and is integrated,
 12 measurable and accountable.

13 (3) The council consists of no fewer than 15 members who are appointed by the Governor.
 14 The Governor shall ensure that membership of the council satisfies any federal requirements
 15 for membership of a state advisory committee on juvenile justice.

16 (4) The council shall:

17 (a) Prioritize funding for prevention and intervention services related to gang violence
 18 and gang involvement.

19 (b) Determine the means by which services to children and youth may be provided ef-
 20 fectively and efficiently across multiple programs to improve the academic and social out-
 21 comes of children and youth.

22 (c) Assess state programs and services related to youth development and training, and
 23 identify methods by which programs and services may be coordinated or consolidated.

24 (d) Establish common academic and social indicators to support attainment of goals es-
 25 tablished by the Oregon Education Investment Board.

26 (e) Establish common program outcome measurements and coordinate data collection
 27 across multiple programs and services.

28 (f) Ensure implementation of best practices that:

29 (A) Are evidence based;

30 (B) Are culturally, gender and age appropriate;

31 (C) Address individual risk factors; and

32 (D) Build upon factors that increase the health and well-being of youth.

33 (5) The Governor may designate one member of the council to serve as the chairperson
 34 or, if the Governor chooses not to designate a chairperson, the council may elect one of its
 35 members to serve as chairperson.

36 **SECTION 28.** Sections 17 and 27 of this 2012 Act and the amendments to ORS 417.705,
 37 417.710, 417.725, 417.727 and 417.728 by sections 12 to 16 of this 2012 Act become operative on
 38 July 1, 2012.

39 **SECTION 29.** Section 27 of this 2012 Act is amended to read:

40 **Sec. 27.** (1) The Youth Development Council is established. *[The council shall function under the*
 41 *direction and control of the Oregon Education Investment Board established by section 1, chapter 519,*
 42 *Oregon Laws 2011.]*

43 (2) The council is established for the purpose of *[assisting the board in]* overseeing a unified
 44 system that provides services to children and youth 6 through 20 years of age in a manner that
 45 supports academic success, reduces criminal involvement and is integrated, measurable and ac-

1 countable.

2 (3) The council consists of no fewer than 15 members who are appointed by the Governor. The
3 Governor shall ensure that membership of the council satisfies any federal requirements for mem-
4 bership of a state advisory committee on juvenile justice.

5 (4) The council shall:

6 (a) Prioritize funding for prevention and intervention services related to gang violence and gang
7 involvement.

8 (b) Determine the means by which services to children and youth may be provided effectively
9 and efficiently across multiple programs to improve the academic and social outcomes of children
10 and youth.

11 (c) Assess state programs and services related to youth development and training, and identify
12 methods by which programs and services may be coordinated or consolidated.

13 (d) Establish common academic and social indicators to support attainment of goals established
14 by the [*Oregon Education Investment Board*] **council**.

15 (e) Establish common program outcome measurements and coordinate data collection across
16 multiple programs and services.

17 (f) Ensure implementation of best practices that:

18 (A) Are evidence based;

19 (B) Are culturally, gender and age appropriate;

20 (C) Address individual risk factors; and

21 (D) Build upon factors that increase the health and well-being of youth.

22 (5) **In accordance with applicable provisions of ORS chapter 183, the council may adopt**
23 **rules necessary for the administration of the laws that the council is charged with adminis-**
24 **tering.**

25 **SECTION 30. The amendments to section 27 of this 2012 Act by section 29 of this 2012**
26 **Act become operative on March 15, 2016.**

27 **SECTION 31. By September 30, 2012, the Youth Development Council established by sec-**
28 **tion 27 of this 2012 Act shall submit a report to the Oregon Education Investment Board that**
29 **summarizes existing social services and existing juvenile justice programs and services pro-**
30 **vided by state government that reduce criminal involvement and support academic success**
31 **for children and youth 6 through 20 years of age. The summary shall include the costs, goals,**
32 **outcomes and locations of the programs and services.**

33 **SECTION 32. By April 1, 2013, the Youth Development Council shall submit a report to**
34 **the Oregon Education Investment Board that establishes funding priorities for gang violence**
35 **intervention efforts and programs that assist gang-affected youth.**

36

37

ABOLISHMENT OF

38

JUVENILE CRIME PREVENTION ADVISORY COMMITTEE

39

40 **SECTION 33. (1) The Juvenile Crime Prevention Advisory Committee is abolished. On the**
41 **operative date of this section, the tenure of office of the members of the Juvenile Crime**
42 **Prevention Advisory Committee ceases.**

43

44 **(2) All the duties, functions and powers of the Juvenile Crime Prevention Advisory**
45 **Committee are imposed upon, transferred to and vested in the Youth Development Council**
established by section 27 of this 2012 Act.

1 **SECTION 34.** (1) The chairperson of the Juvenile Crime Prevention Advisory Committee
 2 shall deliver to the chairperson of the Youth Development Council all records and property
 3 within the jurisdiction of the chairperson that relate to the duties, functions and powers
 4 transferred by section 33 of this 2012 Act.

5 (2) The chairperson of the Youth Development Council shall take possession of the re-
 6 cords and property transferred by the provisions of this section.

7 (3) The Governor shall resolve any dispute between the Juvenile Crime Prevention Advi-
 8 sory Committee and the Youth Development Council relating to transfers of records and
 9 property under this section and the Governor's decision is final.

10 **SECTION 35.** (1) Section 27 of this 2012 Act and the repeal of ORS 417.845 by section 41
 11 of this 2012 Act are intended to change the name of the "Juvenile Crime Prevention Advisory
 12 Committee" to the "Youth Development Council."

13 (2) For the purpose of harmonizing and clarifying statutory law, the Legislative Counsel
 14 may substitute for words designating the "Juvenile Crime Prevention Advisory Committee"
 15 or its officers, wherever they occur in statutory law, words designating the "Youth Devel-
 16 opment Council" or its officers.

17 **SECTION 36.** ORS 169.090 is amended to read:

18 169.090. (1) The Director of the Department of Corrections shall publish and distribute a manual
 19 of recommended guidelines for the operation of local correctional facilities and lockups as developed
 20 by a jail standards committee appointed by the director. This manual shall be revised when appro-
 21 priate with consultation and advice of the Oregon State Sheriffs' Association, the Oregon Associ-
 22 ation Chiefs of Police, Association of Oregon Counties, the League of Oregon Cities and other
 23 appropriate groups and agencies and will be redistributed upon the approval of the Governor.

24 (2) The [*Juvenile Crime Prevention Advisory Committee*] **Youth Development Council estab-**
 25 **lished by section 27 of this 2012 Act** and the Department of Corrections shall develop guidelines
 26 pertaining to the operation of juvenile detention facilities, as defined in ORS 169.005. Guidelines
 27 shall be revised by the [*Juvenile Crime Prevention Advisory Committee*] **Youth Development**
 28 **Council** and the Department of Corrections, whenever appropriate. The guidelines shall be included
 29 in the manual published and distributed under subsection (1) of this section. However, the [*Juvenile*
 30 *Crime Prevention Advisory Committee*] **Youth Development Council** may choose to publish and
 31 distribute the guidelines independently.

32 **SECTION 37.** ORS 417.799 is amended to read:

33 417.799. (1) The Department of Human Services is responsible for coordinating statewide plan-
 34 ning for delivery of services to runaway and homeless youth and their families.

35 (2) The department shall recommend policies that integrate a system of services and support for
 36 runaway and homeless youth into the state's continuum of care for children who are 0 through 18
 37 years of age.

38 (3) The department may work with the [*Juvenile Crime Prevention Advisory Committee*] **Youth**
 39 **Development Council**, the Employment Department, the Housing and Community Services Depart-
 40 ment, the Department of Community Colleges and Workforce Development, the Department of Edu-
 41 cation and the Oregon Youth Authority to develop a comprehensive and coordinated approach for
 42 services and support for runaway and homeless youth and their families.

43 (4) In addition to the [*state agencies*] **entities** listed in subsection (3) of this section, the de-
 44 partment shall include representatives of youth, nonprofit organizations and statewide coalitions
 45 related to runaway and homeless youth services and supports in the joint process described in sub-

1 section (3) of this section.

2 (5) The department may enter into and renew contracts with providers for the provision of ser-
 3 vices to runaway and homeless youth and their families.

4 **SECTION 38.** ORS 417.850 is amended to read:

5 417.850. The [*Juvenile Crime Prevention Advisory Committee*] **Youth Development Council es-**
 6 **established by section 27 of this 2012 Act** shall:

7 (1) Review the budget and allocation formula for appropriations for the purpose of juvenile crime
 8 prevention;

9 (2) Review the components of [*the local coordinated comprehensive plans for children and families*
 10 *created pursuant to ORS 417.775 that address*] local high-risk juvenile crime prevention plans devel-
 11 oped under ORS 417.855 and make recommendations to the Governor about the local plans;

12 (3) Ensure that high-risk juvenile crime prevention planning criteria are met by state and local
 13 public and private entities;

14 (4) Recommend high-risk juvenile justice and juvenile crime prevention policies to the Governor
 15 and the Legislative Assembly;

16 (5) Ensure initiation of contracts based on approved local high-risk juvenile crime prevention
 17 plans and oversee contract changes;

18 (6) Review data and outcome information;

19 (7) Establish and publish review and assessment criteria for the local high-risk juvenile crime
 20 prevention plans. The criteria shall include, but not be limited to, measuring changes in juvenile
 21 crime and juvenile recidivism;

22 (8) Review and coordinate county youth diversion plans and basic services grants with the local
 23 high-risk juvenile crime prevention plans. Basic services grants may be used for detention and other
 24 juvenile department services including:

25 (a) Shelter care;

26 (b) Treatment services;

27 (c) Graduated sanctions; and

28 (d) Aftercare for youth offenders;

29 (9) Work to ensure broad-based citizen involvement in the planning and execution of high-risk
 30 juvenile crime prevention plans at both the state and local levels;

31 (10) Develop a funding policy that provides incentives for flexible programming and promotes
 32 strategies that stress reinvestment in youth;

33 (11) Periodically report to the Governor and the Legislative Assembly on the progress of the
 34 [*committee*] **council**;

35 (12) Oversee and approve funding and policy recommendations of the state advisory group as
 36 required by the federal Juvenile Justice and Delinquency Prevention Act of 1974, 42 U.S.C. 5601 et
 37 seq.; and

38 (13) Work with tribal governments to develop tribal high-risk juvenile crime prevention plans.

39 **SECTION 39.** ORS 417.855 is amended to read:

40 417.855. (1) Each board of county commissioners shall designate an agency or organization to
 41 serve as the lead planning organization to facilitate the creation of a partnership among state and
 42 local public and private entities in each county. The partnership shall include, but is not limited to,
 43 [*local commissions on children and families,*] education representatives, public health representatives,
 44 local alcohol and drug planning committees, representatives of the court system, local mental health
 45 planning committees, city or municipal representatives and local public safety coordinating councils.

1 The partnership shall develop a local high-risk juvenile crime prevention plan *[that shall be incor-*
 2 *porated into the local coordinated comprehensive plans created pursuant to ORS 417.775].*

3 (2) The local high-risk juvenile crime prevention plans shall use services and activities to meet
 4 the needs of a targeted population of youths who:

5 (a) Have more than one of the following risk factors:

6 (A) Antisocial behavior;

7 (B) Poor family functioning or poor family support;

8 (C) Failure in school;

9 (D) Substance abuse problems; or

10 (E) Negative peer association; and

11 (b) Are clearly demonstrating at-risk behaviors that have come to the attention of government
 12 or community agencies, schools or law enforcement and will lead to imminent or increased involve-
 13 ment in the juvenile justice system.

14 (3)(a) The *[State Commission on Children and Families]* **Youth Development Council created**
 15 **under section 27 of this 2012 Act** shall allocate funds available to support the local high-risk ju-
 16 venile crime prevention plans to counties based on the youth population age 18 or younger in those
 17 counties.

18 (b) The *[state commission]* **Youth Development Council** shall award a minimum grant to small
 19 counties. The minimum grant level shall be determined by the *[Juvenile Crime Prevention Advisory*
 20 *Committee]* **council** through a public process and reviewed by the *[committee]* **council** biennially.

21 **SECTION 40.** ORS 417.857 is amended to read:

22 417.857. (1) Deschutes County may place greater emphasis on early intervention and work with
 23 younger children than required by the *[Juvenile Crime Prevention Advisory Committee]* **Youth De-**
 24 **velopment Council** if the county has been granted a waiver pursuant to this section.

25 (2) The *[Juvenile Crime Prevention Advisory Committee]* **Youth Development Council** shall de-
 26 velop an objective process, review criteria and timetable for consideration of a waiver request. A
 27 waiver granted under this section applies to the requirements for basic services grants described in
 28 ORS 417.850 (8) and high-risk juvenile crime prevention resources *[managed by the State Commission*
 29 *on Children and Families]*. The waiver shall be consistent with the goals of ORS 417.705 to 417.800,
 30 417.850 and 417.855.

31 (3) Any documentation required for a waiver under this section shall be obtained to the greatest
 32 extent possible from material contained in the county's juvenile crime prevention plan and from
 33 material as determined through biennial intergovernmental agreements. The *[Juvenile Crime Pre-*
 34 *vention Advisory Committee]* **Youth Development Council** may ask the county to submit additional
 35 information regarding how the county intends to use crime prevention funds under the waiver.

36 (4) The *[Juvenile Crime Prevention Advisory Committee]* **Youth Development Council** shall
 37 grant a waiver or continue a waiver based on criteria that include:

38 (a) The rate of Oregon Youth Authority discretionary bed usage compared to other counties;

39 (b) The county's rates of first-time juvenile offenders, chronic juvenile offenders and juvenile
 40 recidivism compared to other counties;

41 (c) The amount and allocation of expenditures from all funding sources for juvenile crime pre-
 42 vention, including prevention and early intervention strategies, and how the requested waiver ad-
 43 dresses the needs and priorities for the target population described in ORS 417.855 and for the
 44 target population described in the waiver;

45 (d) Inclusion of prevention or early intervention strategies in the juvenile crime prevention plan;

- 1 (e) Investments in evidence-based crime prevention programs and practices;
- 2 (f) Support of the local public safety coordinating council[, *local commission on children and*
- 3 *families*] and **the** board of county commissioners;
- 4 (g) Local integration practices including citizens, victims, courts, law enforcement, business and
- 5 schools;
- 6 (h) Identification of the risk factors for the target population described in the waiver; and
- 7 (i) Changes in the risk factors for the target population described in the waiver.
- 8 (5) The [*committee*] **Youth Development Council** shall review and act on any request for a
- 9 waiver within 90 days after receipt of the request.
- 10 (6) The duration of a waiver granted under this section is four years. Before the expiration of
- 11 a waiver granted under this section, the county may submit a request for another waiver.

12 **SECTION 41. ORS 417.845 is repealed.**

13 **SECTION 42. (1) Sections 33 to 35 of this 2012 Act, the amendments to ORS 169.090,**

14 **417.799, 417.850, 417.855 and 417.857 by sections 36 to 40 of this 2012 Act and the repeal of ORS**

15 **417.845 by section 41 of this 2012 Act become operative on April 1, 2012.**

16 **(2) The chairperson of the Youth Development Council may take any action before the**

17 **operative date specified in subsection (1) of this section that is necessary to enable to the**

18 **chairperson to exercise, on and after the operative date specified in subsection (1) of this**

19 **section, the duties, functions and powers of the chairperson under the provisions of section**

20 **34 of this 2012 Act.**

21

22 **ABOLISHMENT OF**

23 **STATE COMMISSION ON CHILDREN AND FAMILIES**

24 **AND LOCAL COMMISSIONS ON CHILDREN AND FAMILIES**

25

26 **SECTION 43. (1) The State Commission on Children and Families is abolished. On the**

27 **operative date of this section, all duties, functions and powers of the State Commission on**

28 **Children and Families are imposed upon, transferred to and vested in:**

- 29 (a) The Early Learning Council established in section 4, chapter 519, Oregon Laws 2011,
- 30 for duties, functions and powers related to children zero through five years of age; and
- 31 (b) The Youth Development Council for duties, functions and powers related to children
- 32 and youth 6 through 20 years of age.

33 **(2) The staff director of the State Commission on Children and Families shall:**

34 (a) Deliver to the Early Learning System Director or the chairperson of the Youth De-

35 velopment Council all records and property within the jurisdiction of the staff director and

36 the state commission that relate to the duties, functions and powers transferred to and as-

37 sumed by the council under the provisions of this section.

38 (b) Transfer to the Early Learning Council or the Youth Development Council those

39 employees engaged primarily in the exercise of the duties, functions and powers transferred

40 to and assumed by the council under the provisions of this section.

41 (3) The Early Learning System Director or the chairperson of the Youth Development

42 Council shall take possession of the records and property, and shall take charge of the em-

43 ployees and employ them in the exercise of the duties, functions and powers transferred by

44 the provisions of this section, without reduction of compensation but subject to change or

45 termination of employment or compensation as provided by law.

1 (4) The Governor shall resolve any dispute between the State Commission on Children
 2 and Families, the Early Learning Council and the Youth Development Council relating to
 3 transfers of records, property and employees under this section, and the Governor's decision
 4 is final.

5 **SECTION 44.** The State Commission on Children and Families Account is abolished. Any
 6 moneys remaining in the account on the operative date of this section that are unexpended,
 7 unobligated and not subject to any conditions shall be transferred to the Early Learning
 8 Council Fund established under section 17 of this 2012 Act.

9 **SECTION 45.** (1) The unexpended balances of amounts authorized to be expended by the
 10 State Commission on Children and Families for the biennium beginning July 1, 2011, from
 11 revenues dedicated, continuously appropriated, appropriated or otherwise made available for
 12 the purpose of administering and enforcing the duties, functions and powers transferred by
 13 the provisions of section 43 of this 2012 Act are transferred to and are available for expend-
 14 iture by the Early Learning Council or the Youth Development Council for the biennium
 15 beginning July 1, 2011, for the purpose of administering and enforcing the duties, functions
 16 and powers transferred by the provisions of section 43 of this 2012 Act.

17 (2) The expenditure classifications, if any, established by Acts authorizing or limiting
 18 expenditures by the state commission remain applicable to expenditures by the council under
 19 this section.

20 **SECTION 46.** The transfer of duties, functions and powers to the Early Learning Council
 21 and the Youth Development Council by the provisions of section 43 of this 2012 Act does not
 22 affect any action, proceeding or prosecution involving or with respect to such duties, func-
 23 tions and powers begun before and pending at the time of the transfer, except that the Early
 24 Learning Council or the Youth Development Council is substituted for the State Commission
 25 on Children and Families in the action, proceeding or prosecution.

26 **SECTION 47.** ORS 417.788 is amended to read:

27 417.788. (1) The [*State Commission on Children and Families*] **Early Learning Council** shall
 28 support relief nurseries statewide [*through local commissions on children and families*] as funding
 29 becomes available. [*Local commissions may*] **The council may encourage communities to** establish
 30 relief nurseries for young children who are at risk and their families. [*Local commissions in*] Ad-
 31 joining counties may choose to establish regional relief nurseries. The relief nurseries shall:

32 (a) Be consistent with the voluntary early [*childhood*] **learning** system [*plan that is part of the*
 33 *local coordinated comprehensive plan*] **overseen by the Early Learning Council**; and

34 (b) Involve the parents of children served by the relief nurseries.

35 (2) Programs at the relief nurseries shall include:

36 (a) Therapeutic early childhood education programs; and

37 (b) Parent education, training and support.

38 (3) Each relief nursery that receives state funding shall have financial support from the com-
 39 munity that is at least equal to 25 percent of any state allocation.

40 **SECTION 48.** ORS 417.790 is amended to read:

41 417.790. The [*State Commission on Children and Families*] **Early Learning Council** shall:

42 (1) Make grants to [*local commissions on children and families to*] fund research-based services
 43 and initiatives to improve outcomes for children, youth or families. The [*state commission*] **council**
 44 **and community-based coordinators of early learning services** shall assist counties in the im-
 45 plementation of community services that are efficient, accountable, coordinated and readily avail-

1 able. *[Grants for services and initiatives to support children, youth or families shall be used at the local*
 2 *level according to the county's local coordinated comprehensive plan.]* These services shall be provided
 3 in accordance with ORS 417.715 and 417.720.

4 (2) Make Great Start grants to *[local commissions on children and families to]* fund community-
 5 based programs for children *[who are newborn]* **zero** through *[eight]* **five** years of age. A county or
 6 region shall use Great Start grant funds to provide research-based early childhood programs in
 7 community settings and to provide services that have proven to be successful and that meet the
 8 needs of the community *[as described in the county's local coordinated comprehensive plan]*. These
 9 services shall be provided in accordance with ORS 417.728.

10 **SECTION 49.** ORS 417.793 is amended to read:

11 417.793. The *[State Commission on Children and Families]* **Early Learning Council** shall support
 12 parents-as-teachers programs statewide *[through local commissions on children and families]* as
 13 funding becomes available. If a *[local commission offers a]* program **is offered**, the program shall be
 14 part of a comprehensive, research-based approach to parent education and support. The program
 15 shall be consistent with the voluntary early *[childhood]* **learning** system plan *[that is part of the local*
 16 *coordinated comprehensive plan]* **overseen by the Early Learning Council.**

17 **SECTION 50.** ORS 417.795 is amended to read:

18 417.795. (1) The *[State Commission on Children and Families established under ORS 417.730]*
 19 **Early Learning Council** shall establish Healthy Start Family Support Services programs *[through*
 20 *contracts entered into by local commissions on children and families]* in all counties of this state as
 21 funding becomes available.

22 (2) These programs shall be nonstigmatizing, voluntary and designed to achieve the appropriate
 23 early childhood benchmarks and shall:

24 (a) Ensure that express written consent is obtained from the family prior to any release of in-
 25 formation that is protected by federal or state law and before the family receives any services;

26 (b) Ensure that services are voluntary and that, if a family chooses not to accept services or
 27 ends services, there are no adverse consequences for those decisions;

28 (c) Offer a voluntary comprehensive screening and risk assessment of all newly born children
 29 and their families;

30 (d) Ensure that the disclosure of information gathered in conjunction with the voluntary com-
 31 prehensive screening and risk assessment of children and their families is limited pursuant to ORS
 32 417.728 (6) to the following purposes:

33 (A) Providing services under the programs to children and families who give their express
 34 written consent;

35 (B) Providing statistical data that are not personally identifiable;

36 (C) Accomplishing other purposes for which the family has given express written consent; and

37 (D) Meeting the requirements of mandatory state and federal disclosure laws;

38 (e) Ensure that risk factors used in the risk assessment are limited to those risk factors that
 39 have been shown by research to be associated with poor outcomes for children and families;

40 (f) Identify, as early as possible, families that would benefit most from the programs;

41 (g) Provide parenting education and support services, including but not limited to community-
 42 based home visiting services and primary health care services;

43 (h) Provide other supports, including but not limited to referral to and linking of community and
 44 public services for children and families such as mental health services, alcohol and drug treatment
 45 programs that meet the standards promulgated by the Oregon Health Authority *[pursuant to]* **under**

- 1 ORS 430.357, child care, food, housing and transportation;
- 2 (i) Coordinate services for children consistent with *[the voluntary local early childhood system*
3 *plan developed pursuant to ORS 417.777]* **other services provided through the Oregon Early**
4 **Learning System;**
- 5 (j) Provide follow-up services and supports from birth through five years of age;
- 6 (k) Integrate data with any common data system for early childhood programs *[implemented*
7 *pursuant to section 7, chapter 831, Oregon Laws 2001];*
- 8 (L) Be included in a statewide independent evaluation to document:
- 9 (A) Level of screening and assessment;
- 10 (B) Incidence of child abuse and neglect;
- 11 (C) Change in parenting skills; and
- 12 (D) Rate of child development;
- 13 (m) Be included in a statewide training program in the dynamics of the skills needed to provide
14 early childhood services, such as assessment and home visiting; and
- 15 (n) Meet *[voluntary statewide and local early childhood system]* **statewide** quality assurance and
16 quality improvement standards.
- 17 (3) The Healthy Start Family Support Services programs, local health departments and other
18 providers of prenatal and perinatal services in counties[]], *as part of the voluntary local early child-*
19 *hood system,* shall:
- 20 (a) Identify existing services and describe and prioritize additional services necessary for a
21 voluntary home visit system;
- 22 (b) Build on existing programs;
- 23 (c) Maximize the use of volunteers and other community resources that support all families;
- 24 (d) Target, at a minimum, all first birth families in the county; and
- 25 (e) Ensure that home visiting services provided by local health departments for children and
26 pregnant women support and are coordinated with local Healthy Start Family Support Services
27 programs.
- 28 (4) Through a Healthy Start Family Support Services program, a trained family support worker
29 or nurse shall be assigned to each family assessed as at risk that consents to receive services
30 through the worker or nurse. The worker or nurse shall conduct home visits and assist the family
31 in gaining access to needed services.
- 32 (5) The services required by this section shall be provided by hospitals, public or private entities
33 or organizations, or any combination thereof, capable of providing all or part of the family risk as-
34 sessment and the follow-up services. In granting a contract, *[a local commission may utilize]*
35 *collaborative contracting or requests for proposals [and shall take into consideration]* **may be used**
36 **and must include** the most effective and consistent service delivery system.
- 37 (6) The family risk assessment and follow-up services for families at risk shall be provided by
38 trained family support workers or nurses organized in teams supervised by a manager and including
39 a family services coordinator who is available to consult.
- 40 (7) Each Healthy Start Family Support Services program shall adopt disciplinary procedures for
41 family support workers, nurses and other employees of the program. The procedures shall provide
42 appropriate disciplinary actions for family support workers, nurses and other employees who violate
43 federal or state law or the policies of the program.

44 **SECTION 51.** ORS 131A.360 is amended to read:

45 131A.360. (1) The provisions of this section apply only to a forfeiting agency other than the

1 state, and apply only to forfeiture proceeds arising out of prohibited conduct as defined by ORS
 2 131A.005 (12)(a).

3 (2) If the forfeiting agency is not a county, the forfeiting agency shall enter into an agreement,
 4 under ORS chapter 190, with the county in which the property was seized to provide a portion of
 5 the forfeiture proceeds to the county.

6 (3) After entry of a judgment of forfeiture, a forfeiting agency shall first pay from the forfeiture
 7 proceeds the costs incurred by seizing and forfeiting agencies in investigating and prosecuting the
 8 case, including costs, disbursements and attorney fees as defined in ORCP 68 A, special expenses
 9 such as the provision of currency for undercover law enforcement operations, the cost of disabling
 10 a hidden compartment in a motor vehicle and the expenses of maintaining the seized property. The
 11 forfeiting agency may not pay expenditures made in connection with the ordinary maintenance and
 12 operation of a seizing or forfeiting agency under this subsection.

13 (4) After payment of costs under subsection (3) of this section, the forfeiting agency shall:

14 (a) Deduct an amount equal to five percent of the forfeiture proceeds and deposit that amount
 15 in the Illegal Drug Cleanup Fund established by ORS 475.495 for the purposes specified in ORS
 16 475.495 (5) and (6);

17 (b) Deduct an amount equal to 2.5 percent of the forfeiture proceeds and deposit that amount
 18 in the Asset Forfeiture Oversight Account;

19 (c) Deduct an amount equal to 20 percent of the forfeiture proceeds and deposit that amount in
 20 the Oregon Criminal Justice Commission Account established under ORS 137.662 for disbursement
 21 to drug court programs as described in ORS 3.450; and

22 (d) Deduct an amount equal to 10 percent of the forfeiture proceeds and deposit that amount in
 23 the *[State Commission on Children and Families Account established by ORS 417.733]* **Early Learn-**
 24 **ing Council Fund established in section 17 of this 2012 Act** for disbursement to relief nurseries
 25 as described in ORS 417.788.

26 (5) If the forfeiting agency has entered into an agreement with a county under subsection (2)
 27 of this section, after paying costs under subsection (3) of this section and making the deductions
 28 required by subsection (4) of this section, the forfeiting agency shall pay the county the amounts
 29 required by the agreement.

30 (6) After making all payments and deductions required by subsections (3), (4) and (5) of this
 31 section, the forfeiting agency may use the remaining forfeiture proceeds, including amounts received
 32 by a county under subsection (5) of this section or by a any other public body under an intergov-
 33 ernmental agreement entered into under ORS 131A.355, only for:

34 (a) The purchase of equipment necessary for the enforcement of laws relating to the unlawful
 35 delivery, distribution, manufacture or possession of controlled substances;

36 (b) Currency for undercover law enforcement operations;

37 (c) Drug awareness and drug education programs offered in middle schools and high schools;

38 (d) The expenses of a forfeiting agency in operating joint narcotic operations with other for-
 39 feiting agencies pursuant to the terms of an intergovernmental agreement, including paying for
 40 rental space, utilities and office equipment;

41 (e) Expenses of a district attorney in criminal prosecutions for unlawful delivery, distribution,
 42 manufacture or possession of controlled substances, as determined through intergovernmental
 43 agreement between the forfeiting agency and the district attorney;

44 (f) Drug treatment and programs that support drug treatment; and

45 (g) A Court Appointed Special Advocate Volunteer Program.

1 (7) Notwithstanding subsection (6) of this section, growing equipment and laboratory equipment
2 seized by a forfeiting agency that was used, or intended for use, in the manufacturing of controlled
3 substances may be donated to a public school, community college or institution of higher education.

4 (8) A forfeiting agency shall sell as much property as may be needed to make the distributions
5 required by this section. Distributions required under subsection (4) of this section must be made
6 once every three months and are due within 20 days of the end of each quarter. No interest shall
7 accrue on amounts that are paid within the period specified by this subsection.

8 **SECTION 52.** ORS 131A.365 is amended to read:

9 131A.365. (1) The provisions of this section apply only when the forfeiting agency is the state,
10 and apply only to forfeiture proceeds arising out of prohibited conduct as defined by ORS 131A.005
11 (12)(a).

12 (2) After entry of a judgment of forfeiture, a forfeiting agency shall first pay from the forfeiture
13 proceeds the costs incurred by seizing and forfeiting agencies in investigating and prosecuting the
14 case, including costs, disbursements and attorney fees as defined in ORCP 68 A, special expenses
15 such as the provision of currency for undercover law enforcement operations, the cost of disabling
16 a hidden compartment in a motor vehicle and the expenses of maintaining the seized property. The
17 forfeiting agency may not pay expenditures made in connection with the ordinary maintenance and
18 operation of a seizing or forfeiting agency under this subsection. Any amount paid to or retained
19 by the Department of Justice under this subsection shall be deposited in the Criminal Justice Re-
20 volving Account in the State Treasury. Any amount paid to or retained by the Oregon State Police
21 under this subsection shall be deposited in the State Police Account.

22 (3) After payment of costs under subsection (2) of this section, the forfeiting agency shall:

23 (a) Deduct an amount equal to 10 percent of the forfeiture proceeds and deposit that amount in
24 the Illegal Drug Cleanup Fund established by ORS 475.495 for the purposes specified in ORS 475.495
25 (5) and (6);

26 (b) Deduct an amount equal to three percent of the forfeiture proceeds, not to exceed \$50,000
27 in a biennium, and deposit that amount in the Asset Forfeiture Oversight Account;

28 (c) Deduct an amount equal to 20 percent of the forfeiture proceeds and deposit that amount in
29 the Oregon Criminal Justice Commission Account established under ORS 137.662 for disbursement
30 to drug court programs as described in ORS 3.450; and

31 (d) Deduct an amount equal to 10 percent of the forfeiture proceeds and deposit that amount in
32 the *[State Commission on Children and Families Account established by ORS 417.733]* **Early Learn-**
33 **ing Council Fund established in section 17 of this 2012 Act** for disbursement to relief nurseries
34 as described in ORS 417.788.

35 (4) If the forfeiting agency has entered into an intergovernmental agreement with another public
36 body under ORS 131A.355, or has entered into an agreement with any other law enforcement agency
37 of the state relating to distribution of forfeiture proceeds, after paying costs under subsection (2)
38 of this section and making the deductions required by subsection (3) of this section, the forfeiting
39 agency shall pay an equitable portion of the forfeiture proceeds to each agency participating in the
40 seizure or forfeiture as provided by the agreement.

41 (5) After making all payments and deductions required by subsections (2), (3) and (4) of this
42 section, the forfeiting agency shall distribute the remaining forfeiture proceeds as follows:

43 (a) If no law enforcement agency other than the Department of Justice participated in the sei-
44 zure or forfeiture, the remaining forfeiture proceeds, and forfeiture proceeds received by the De-
45 partment of Justice under subsection (4) of this section, shall be divided between the Criminal

1 Justice Revolving Account and the Special Crime and Forfeiture Account according to the following
2 schedule:

3 (A) One hundred percent of the first \$200,000 accumulated shall be deposited in the Criminal
4 Justice Revolving Account.

5 (B) Seventy-five percent of the next \$200,000 shall be deposited in the Criminal Justice Revolv-
6 ing Account and the balance in the Special Crime and Forfeiture Account.

7 (C) Fifty percent of the next \$200,000 shall be deposited in the Criminal Justice Revolving Ac-
8 count and the balance in the Special Crime and Forfeiture Account.

9 (D) Twenty-five percent of the next \$200,000 shall be deposited in the Criminal Justice Revolving
10 Account and the balance in the Special Crime and Forfeiture Account.

11 (E) One hundred percent of all additional sums shall be deposited in the Special Crime and
12 Forfeiture Account.

13 (b) If no law enforcement agency other than the Department of State Police participated in the
14 seizure or forfeiture, the remaining proceeds, and proceeds received by the Department of State
15 Police under subsection (4) of this section, shall be divided between the State Police Account and
16 the Special Crime and Forfeiture Account according to the following schedule:

17 (A) One hundred percent of the first \$600,000 accumulated shall be deposited in the State Police
18 Account.

19 (B) Seventy-five percent of the next \$300,000 shall be deposited in the State Police Account and
20 the balance in the Special Crime and Forfeiture Account.

21 (C) Fifty percent of the next \$200,000 shall be deposited in the State Police Account and the
22 balance in the Special Crime and Forfeiture Account.

23 (D) Twenty-five percent of the next \$200,000 shall be deposited in the State Police Account and
24 the balance in the Special Crime and Forfeiture Account.

25 (E) One hundred percent of all additional sums shall be deposited in the Special Crime and
26 Forfeiture Account.

27 (6) Forfeiture proceeds distributed under subsection (5) of this section may be used only for:

28 (a) The purchase of equipment necessary for the enforcement of laws relating to the unlawful
29 delivery, distribution, manufacture or possession of controlled substances;

30 (b) Currency for undercover law enforcement operations;

31 (c) Drug awareness and drug education programs offered in middle schools and high schools; and

32 (d) The expenses of a forfeiting agency in operating joint narcotic operations with other for-
33 feiting agencies pursuant to the terms of an intergovernmental agreement, including paying for
34 rental space, utilities and office equipment.

35 (7) A forfeiting agency shall sell as much property as may be needed to make the distributions
36 required by this section. Distributions required under subsection (3) of this section must be made
37 once every three months and are due within 20 days of the end of each quarter. No interest shall
38 accrue on amounts that are paid within the period specified by this subsection.

39 **SECTION 53.** ORS 181.715 is amended to read:

40 181.715. (1) The Department of State Police or another criminal justice agency designated by the
41 Director of the Oregon Department of Administrative Services shall operate a Criminal Justice In-
42 formation Standards program that coordinates information among state criminal justice agencies.
43 The program shall:

44 (a) Ensure that in developing new information systems, data can be retrieved to support evalu-
45 ation of criminal justice planning and programs, including, but not limited to, the ability of the

1 programs to reduce future criminal conduct;

2 (b) Ensure that maximum effort is made for the safety of public safety officers;

3 (c) Establish methods and standards for data interchange and information access between crim-
4 inal justice information systems, in compliance with the technology standards and policies of the
5 Oregon Department of Administrative Services;

6 (d) Design and implement improved applications for exchange of agency information; and

7 (e) Implement the capability to exchange images between criminal justice agencies.

8 (2) The program shall develop a plan to accelerate data sharing and information integration
9 among criminal justice agencies. The plan shall include, but is not limited to, priorities, timelines,
10 development costs, resources needed, the projected ongoing cost of support, critical success factors
11 and any known barriers to accomplishing the plan. Representatives of criminal justice agencies and
12 public safety agencies, including but not limited to local law enforcement agencies, courts of crimi-
13 nal jurisdiction, district attorneys, city attorneys with criminal prosecutive functions, public
14 defender organizations established under ORS chapter 151, community corrections directors, jail
15 managers and county juvenile departments, shall be invited to participate in the planning process.
16 The program shall present the plan to the Director of the Oregon Department of Administrative
17 Services no later than May 30 of each even-numbered year for development of the Governor's budget
18 report. The program shall submit the plan to the Joint Legislative Committee on Information Man-
19 agement and Technology no later than December 31 of each even-numbered year.

20 (3) Notwithstanding the meaning given "criminal justice agency" in ORS 181.010, as used in this
21 section and ORS 181.720, "criminal justice agency" includes, but is not limited to:

22 (a) The Judicial Department;

23 (b) The Attorney General;

24 (c) The Department of Corrections;

25 (d) The Department of State Police;

26 (e) Any other state agency with law enforcement authority designated by order of the Governor;

27 (f) The Department of Transportation;

28 (g) The State Board of Parole and Post-Prison Supervision;

29 (h) The Department of Public Safety Standards and Training;

30 (i) The State Department of Fish and Wildlife;

31 (j) The Oregon Liquor Control Commission;

32 (k) The Oregon Youth Authority;

33 (L) *[The State Commission on Children and Families]* **The Youth Development Council**; and

34 (m) A university that has established a police department under ORS 352.383.

35 **SECTION 54.** ORS 181.725 is amended to read:

36 181.725. (1) There is established a Criminal Justice Information Standards Advisory Board to
37 advise the Department of State Police or the criminal justice agency designated by the Director of
38 the Oregon Department of Administrative Services under ORS 181.715 (1) about the department's
39 or the agency's duties under ORS 181.715. The board consists of the following members:

40 (a) The State Court Administrator or the administrator's designee;

41 (b) The Director of the Department of Corrections or the director's designee;

42 (c) The Superintendent of State Police or the superintendent's designee;

43 (d) The executive director of the Oregon Criminal Justice Commission or the executive
44 director's designee;

45 (e) The Director of Transportation or the director's designee;

- 1 (f) The chairperson of the State Board of Parole and Post-Prison Supervision or the
- 2 chairperson's designee;
- 3 (g) The Director of the Department of Public Safety Standards and Training or the director's
- 4 designee;
- 5 (h) A chief of police designated by the Oregon Association Chiefs of Police;
- 6 (i) A sheriff designated by the Oregon State Sheriffs' Association;
- 7 (j) A jail manager designated by the Oregon Sheriffs Jail Command Council;
- 8 (k) A county juvenile department director designated by the Oregon Juvenile Department
- 9 Directors' Association;
- 10 (L) A community corrections agency director designated by the Oregon Association of Commu-
- 11 nity Corrections Directors;
- 12 (m) A district attorney designated by the Oregon District Attorneys Association;
- 13 (n) The administrator of the Enterprise Information Strategy and Policy Division of the Oregon
- 14 Department of Administrative Services or the administrator's designee;
- 15 (o) The Director of the Oregon Youth Authority or the director's designee;
- 16 (p) The State Fish and Wildlife Director or the director's designee;
- 17 (q) The administrator of the Oregon Liquor Control Commission or the administrator's designee;
- 18 and

19 *[(r) The staff director of the State Commission on Children and Families or the staff director's*
 20 *designee.]*

21 **(r) The chairperson of the Youth Development Council.**

- 22 (2) The board shall meet at such times and places as the board deems necessary.
- 23 (3) The members of the board are not entitled to compensation but are entitled to expenses as
- 24 provided in ORS 292.495.

25 **SECTION 55.** ORS 182.515 is amended to read:

26 182.515. As used in this section and ORS 182.525:

- 27 (1) "Agency" means:
- 28 (a) The Department of Corrections;
- 29 (b) The Oregon Youth Authority;
- 30 (c) *[The State Commission on Children and Families]* **The Youth Development Council**; and
- 31 (d) That part of the Oregon Health Authority that deals with mental health and addiction issues.
- 32 (2) "Cost effective" means that cost savings realized over a reasonable period of time are
- 33 greater than costs.
- 34 (3) "Evidence-based program" means a program that:
- 35 (a) Incorporates significant and relevant practices based on scientifically based research; and
- 36 (b) Is cost effective.
- 37 (4)(a) "Program" means a treatment or intervention program or service that is intended to:
- 38 (A) Reduce the propensity of a person to commit crimes;
- 39 (B) Improve the mental health of a person with the result of reducing the likelihood that the
- 40 person will commit a crime or need emergency mental health services; or
- 41 (C) Reduce the propensity of a person who is less than 18 years of age to engage in antisocial
- 42 behavior with the result of reducing the likelihood that the person will become a juvenile offender.
- 43 (b) "Program" does not include:
- 44 (A) An educational program or service that an agency is required to provide to meet educational
- 45 requirements imposed by state law; or

- 1 (B) A program that provides basic medical services.
- 2 (5) "Scientifically based research" means research that obtains reliable and valid knowledge by:
- 3 (a) Employing systematic, empirical methods that draw on observation or experiment;
- 4 (b) Involving rigorous data analyses that are adequate to test the stated hypotheses and justify
- 5 the general conclusions drawn; and
- 6 (c) Relying on measurements or observational methods that provide reliable and valid data
- 7 across evaluators and observers, across multiple measurements and observations and across studies
- 8 by the same or different investigators.

9 **SECTION 56.** ORS 315.259 is amended to read:

10 315.259. (1) The tax credits provided under this section may be referred to as the First Break
11 Program.

12 (2) As used in this section:

13 (a) "Certificate" means a certificate issued by a community-based organization under subsection
14 (5) of this section that certifies an individual as a qualified youth.

15 (b) "Community-based organization" means an organization designated by the Employment De-
16 partment by rule as an organization authorized to certify individuals as qualified youths for purposes
17 of this section, including all [*local commissions on children and families,*] schools or class groups
18 offering alternative education programs under ORS 336.615 to 336.675, the federal Job Corps, school
19 districts and the Youth Employment and Empowerment Coalition.

20 (c) "Employer" means an employer subject to taxation under ORS chapter 316, 317 or 318.

21 (d) "Hiring date" means the date on which the individual begins work for the first employer
22 after becoming a qualified youth.

23 (e) "Qualified youth" or "qualified youth employee" means an individual who is 14 to 23 years
24 of age on the hiring date and who has received a certificate pursuant to subsection (5) of this sec-
25 tion from a community-based organization identifying the youth as eligible to participate in the First
26 Break Program according to rules adopted by the Employment Department.

27 (f) "Sustained employment" means employment:

28 (A)(i) Of at least six months during the 12-month period following the hiring date; and

29 (ii) By three or fewer employers during the 12-month period following the hiring date; or

30 (B) Of a full-time student for at least two months during the period between May 1 and Sep-
31 tember 15.

32 (3)(a) A credit against the taxes otherwise due under ORS chapter 316 (or, if the taxpayer is a
33 corporation that is an employer, under ORS chapter 317 or 318) is allowed to a resident employer,
34 based upon wages actually paid by the employer to a qualified youth employee.

35 (b) The credit allowed under this subsection shall be allowed for the tax year in which ends the
36 12-month period following the hiring date of the qualified youth employee. Nothing in this paragraph
37 shall be interpreted to require the employer to employ the qualified youth for the entire 12-month
38 period in order to be eligible for the credit under this subsection.

39 (4) The amount of the credit provided under subsection (3) of this section shall be equal to the
40 lesser of:

41 (a) \$1,000;

42 (b) The amount of credit provided for in paragraph (a) of this subsection that has not already
43 been taken into account by a previous employer of the qualified youth employee; or

44 (c) 50 percent of the wages paid to the qualified youth employee during the 12-month period
45 following the qualified youth employee's hiring date.

1 (5)(a) The Employment Department shall authorize each community-based organization to issue
2 only a fixed number of certificates, the amount to be determined by the Employment Department,
3 but not to exceed 1,500 certificates.

4 (b) Each certificate is valid only for a two-year period from the date it is issued to a qualified
5 youth by a community-based organization.

6 (c) A community-based organization shall track the use of each certificate issued by it to a
7 qualified youth and, if the youth is employed by more than one employer during the time the cer-
8 tificate is issued, shall calculate the amount of maximum credit allowable under subsection (4) of
9 this section and shall inform each subsequent employer of the maximum amount of credit under this
10 section to which the employer may be entitled.

11 (d) If the community-based organization determines that the qualified youth is unable or un-
12 willing to find or maintain sustained employment, the community-based organization shall cancel the
13 certificate and inform the Employment Department of the cancellation. Upon cancellation of a cer-
14 tificate, the Employment Department may authorize any community-based organization to issue a
15 new certificate to a qualified youth, provided that the total number of outstanding certificates and
16 unissued certificates authorized to be issued does not exceed 1,500.

17 (e) If the community-based organization determines that all of the employers of a qualified youth
18 are collectively entitled to 80 percent or more of the tax credit provided under this section at the
19 time the qualified youth becomes unemployed, the community-based organization shall withdraw the
20 certificate, and any subsequent employer shall not be entitled to a credit under this section for
21 employment of the qualified youth. A certificate that is withdrawn under this paragraph shall not
22 be reissued.

23 (f) No certificate may be issued under this subsection on or after January 1, 2005.

24 (6) Wages taken into account for purposes of subsection (4) of this section shall not include any
25 amount paid by the employer to an individual for whom the employer receives federal funds for on-
26 the-job training of the individual.

27 (7) Only one employer at a time shall be eligible for the credit provided under this section for
28 the employment of a qualified youth employee.

29 (8)(a) A nonresident shall be allowed the credit provided under subsection (3) of this section
30 computed in the same manner and subject to the same limitations as the credit allowed to a resident
31 of this state. However, the credit shall be prorated using the proportion provided in ORS 316.117.

32 (b) If a change in the taxable year of a taxpayer occurs as described in ORS 314.085, or if the
33 Department of Revenue terminates the taxpayer's taxable year under ORS 314.440, the credit al-
34 lowed by subsection (3) of this section shall be prorated or computed in a manner consistent with
35 ORS 314.085.

36 (c) If a change in the status of a taxpayer from resident to nonresident or from nonresident to
37 resident occurs, the credit allowed by subsection (3) of this section shall be determined in a manner
38 consistent with ORS 316.117.

39 (9) Any tax credit otherwise allowable under this section that is not used by the taxpayer in a
40 particular tax year may be carried forward and offset against the taxpayer's tax liability for the next
41 succeeding tax year. Any credit remaining unused in such next succeeding tax year may be carried
42 forward and used in the second succeeding tax year, and likewise any credit not used in that second
43 succeeding tax year may be carried forward and used in the third succeeding tax year, and any
44 credit not used in that third succeeding tax year may be carried forward and used in the fourth
45 succeeding tax year, and any credit not used in that fourth succeeding tax year may be carried

1 forward and used in the fifth succeeding tax year, but may not be carried forward for any tax year
2 thereafter.

3 (10)(a) The credit allowed under subsection (3) of this section is in addition to any deduction
4 otherwise allowable under ORS chapter 316, 317 or 318.

5 (b) No other credit allowed under this chapter or ORS chapter 316, 317 or 318 shall be based
6 upon all or any portion of amounts upon which the credit allowed under subsection (3) of this sec-
7 tion is based.

8 (11) An employer receiving a credit under subsection (3) of this section shall maintain records
9 for each qualified youth employee establishing that the employee was certified by a community-based
10 organization as a qualified youth on or before the hiring date. The records shall be retained for a
11 period of four years after the tax year in which a credit provided under subsection (3) of this section
12 is taken.

13 (12) The Employment Department shall adopt rules that:

14 (a) Provide the criteria by which a youth may be identified as eligible to participate in the First
15 Break Program.

16 (b) Designate community-based organizations that may issue the certificates described in sub-
17 section (5) of this section, including all [*local commissions on children and families,*] schools and class
18 groups offering alternative education programs, the federal Jobs Corps, school districts and the
19 Youth Employment and Empowerment Coalition.

20 **SECTION 57.** ORS 329.145 is amended to read:

21 329.145. As used in ORS 329.150 and 329.155:

22 (1) "Families" means a group of individuals related by blood, marriage or adoption, or individ-
23 uals whose functional relationships are similar to those found in such associations. The family's
24 purpose is the security, support, nurturance, love, transmission of values and facilitation of each
25 member's growth and development, and is the primary social unit affecting a child's well-being.

26 (2) "Services" means education and all other programs and services addressing one or more of
27 a child's six basic needs as follows: stimulus, nutrition, health, safety, nurturance and shelter.

28 (3) "Young children" means children zero through [*eight*] **five** years of age.

29 **SECTION 58.** ORS 329.150 is amended to read:

30 329.150. A school district may provide services for children and families at the school site, which
31 may include a community learning center. If the district chooses to provide services, the design of
32 educational and other services to children and their families shall be the responsibility of the school
33 district. School districts may coordinate services with programs provided through [*the local com-
34 missions on children and families to provide*] **and overseen by the Early Learning Council for the
35 purpose of providing** services to families. To ensure that all educational and other services for
36 young children and their families offer the maximum opportunity possible for the personal success
37 of the child and family members, it is the policy of this state that the following principles for serving
38 children should be observed to the maximum extent possible in all of its educational and other
39 programs serving young children and their families, including those programs delivered at commu-
40 nity learning centers:

41 (1) Services for young children and their families should be located as close to the child and the
42 family's community as possible, encouraging community support and ownership of such services;

43 (2) Services for young children and their families should reflect the importance of integration
44 and diversity to the maximum extent possible in regard to characteristics such as race, economics,
45 gender, creed, capability and cultural differences;

1 (3) Services should be designed to support and strengthen the welfare of the child and the family
 2 and be planned in consideration of the individual family's values;

3 (4) Services should be designed to ensure continuity of care among care givers in a given day
 4 and among service plans from year to year;

5 (5) Service systems should address the most urgent needs in a timely manner including health,
 6 intervention and support services; and

7 (6) Service providers and sources of support should be coordinated and collaborative, to reflect
 8 the knowledge that no single system can serve all of the needs of the child and family.

9 **SECTION 59.** ORS 329.155 is amended to read:

10 329.155. (1) State agencies that administer education programs and other programs that provide
 11 services for children and families shall:

12 (a) Evaluate the effectiveness of the program as related to the principles stated in ORS 329.025
 13 and 417.305 in the earliest stages of the budget process, including components within programs as
 14 appropriate;

15 (b) Articulate ways in which the program is:

16 (A) An effective component of agency and state priorities, goals and strategies[, *such as those*
 17 *developed by the Oregon Progress Board, or to*] **that have been established by the Early Learning**
 18 **Council; and**

19 (B) Relevant to research and professional standards;

20 (c) Establish plans, interagency partnerships[,] **and** implementation practices [*and interactions*
 21 *with local coordinated comprehensive plans*];

22 (d) [*Utilize*] **Use** the information generated by applicable state advisory groups **and governing**
 23 **boards** [*and by the local planning process administered by the State Commission on Children and*
 24 *Families*] in the program assessment of needs and decisions as to service delivery in a given com-
 25 munity; and

26 (e) Identify barriers to improving program capability to serve the needs of young children and
 27 **make** related recommendations, if any, **to the Early Learning Council.**

28 (2) The processes listed in subsection (1) of this section are for the purpose of generating
 29 interagency coordination so as to serve to the greatest extent possible young children and their
 30 families in a comprehensive and developmentally appropriate fashion. The information generated by
 31 these processes shall be considered as a contribution to subsequent budget decisions by state and
 32 local agencies, the Oregon Department of Administrative Services and Legislative Assembly[, *and*
 33 *as a contribution to the planning and coordination tasks of the State Commission on Children and*
 34 *Families*].

35 **SECTION 60.** ORS 329.156 is amended to read:

36 329.156. (1) The Department of Education[,] **and** the Department of Human Services [*and the*
 37 *State Commission on Children and Families*] shall support the development and implementation of a
 38 network of community learning centers across the state.

39 (2) Within available funding, the [*state commission*] **Early Learning Council**, in conjunction with
 40 [*local commissions on children and families or*] other organizations that provide training and techni-
 41 cal assistance to schools or community programs, shall provide training and technical assistance to
 42 promote the development and implementation of community learning centers. To the extent possible,
 43 the [*state commission*] **council** shall use voluntary organizations to provide the training and techni-
 44 cal assistance.

45 (3) *If a community learning center is created by a school district, the school district shall coordi-*

1 *nate with the local commission on children and families to ensure that the community learning center*
 2 *is referenced in the local coordinated comprehensive plan, implemented pursuant to ORS 417.775.]*

3 *[(4)] (3) Community learning centers created pursuant to this section shall:*

4 (a) Be located in or near a school or a cluster of schools;

5 (b) Involve parents in the care and education of their children;

6 (c) Involve the local community in developing and overseeing community learning center pro-
 7 grams;

8 (d) Incorporate the principles of family support services described in ORS 329.150 and 417.342;

9 (e) In partnership with the local school district board, create or designate an advisory committee
 10 to offer guidance on program development and implementation, with membership that is represen-
 11 tative of the diversity of community interests, including representatives of businesses, schools,
 12 faith-based organizations, social service and health care agencies, cultural groups, recreation groups,
 13 municipal governments, community colleges, libraries, child care providers, parents and youths; **and**

14 (f) Conduct an assessment of strengths, needs and assets within the community to be served by
 15 the community learning center that identifies services being delivered in the community, defines and
 16 clarifies services that are missing or overlapping and builds on any existing community
 17 assessments.; *and]*

18 *[(g) Coordinate the community assessment with the local commission on children and families.]*

19 *[(5)] (4) The Department of Human Services and the Department of Education shall provide*
 20 *technical assistance to community learning centers to develop policies ensuring that confidential*
 21 *information is disclosed only in accordance with state and federal laws.*

22 **SECTION 61.** ORS 329.175 is amended to read:

23 329.175. (1) The Department of Education shall administer the Oregon prekindergarten program
 24 to assist eligible children with comprehensive services including educational, social, health and nu-
 25 tritional development to enhance their chances for success in school and life. Eligible children, upon
 26 request of parent or guardian, shall be admitted to approved Oregon prekindergartens to the extent
 27 that the Legislative Assembly provides funds.

28 (2) Nonsectarian organizations including school districts and Head Start grantees are eligible
 29 to compete for funds to establish an Oregon prekindergarten. Grant recipients shall serve children
 30 eligible according to federal Head Start guidelines and other children who meet criteria of eligibility
 31 adopted by rule by the State Board of Education. However, not more than 20 percent of the total
 32 enrollment shall consist of children who do not meet Head Start guidelines. School districts may
 33 contract with other governmental or nongovernmental nonsectarian organizations to conduct a
 34 portion of the program. Funds appropriated for the program shall be used to establish and maintain
 35 new or expanded Oregon prekindergartens and shall not be used to supplant federally supported
 36 Head Start programs. Oregon prekindergartens also may accept gifts, grants and other funds for the
 37 purposes of this section.

38 (3) Applicants shall identify how they will serve the target population and provide all compo-
 39 nents as specified in the federal Head Start performance standards and guidelines, including staff
 40 qualifications and training, facilities and equipment, transportation and fiscal management.

41 (4) Oregon prekindergartens shall coordinate with each other and with federal Head Start pro-
 42 grams to ensure efficient delivery of services and prevent overlap. Oregon prekindergartens shall
 43 also work with local organizations such as local education associations serving young children and
 44 make the maximum use of local resources.

45 (5) Oregon prekindergartens shall[:]

1 [(a) Participate in the planning process under ORS 417.777 to develop a voluntary local early
2 childhood system plan; and]

3 [(b)] coordinate services with other services [that are coordinated through the plan] **provided**
4 **through the Oregon Early Learning System.** The coordination of services shall be consistent with
5 federal and state law.

6 **SECTION 62.** ORS 329.190 is amended to read:

7 329.190. The Department of Education shall establish an advisory committee composed of inter-
8 ested parents and representatives from the [State Commission on Children and Families,] health care
9 profession, early childhood education and development staff preparation programs, Oregon Head
10 Start Association, school districts, community colleges, Early Intervention Council, child care and
11 other organizations. The purpose of the advisory committee is to provide advice to the department
12 **and the Early Learning Council** on matters related to the Oregon prekindergarten program.

13 **SECTION 63.** ORS 329.195, as amended by section 26 of this 2012 Act, is amended to read:

14 329.195. (1) The State Board of Education shall adopt rules for the establishment of the Oregon
15 prekindergarten program. Rules specifically shall require performance standards and operating
16 standards that are at a level no less than the level required under the federal Head Start program
17 guidelines. Federal Head Start program guidelines shall be considered as guidelines for the Oregon
18 prekindergarten program.

19 (2) In developing rules for the Oregon prekindergarten program, the board shall consult with the
20 advisory committee established under ORS 329.190 and shall consider such factors as coordination
21 with existing programs, the preparation necessary for instructors, qualifications of instructors,
22 training of staff, adequate space and equipment and special transportation needs.

23 (3) The Department of Education shall review applications for the Oregon prekindergarten pro-
24 gram received and designate those programs as eligible to commence operation by July 1 of each
25 year. When approving grant applications, to the extent practicable, the board shall distribute funds
26 regionally based on percentages of unmet needs [as identified in the voluntary local early childhood
27 system plans that are part of the local coordinated comprehensive plans developed under ORS
28 417.775] for the county or region.

29 **SECTION 64.** ORS 343.475 is amended to read:

30 343.475. (1) In accordance with rules adopted by the State Board of Education, the Superinten-
31 dent of Public Instruction shall develop and administer a statewide, comprehensive, coordinated,
32 multidisciplinary, interagency program of early childhood special education and early intervention
33 services for preschool children with disabilities and may:

34 (a) Establish and designate service areas throughout the state for the delivery of early childhood
35 special education and early intervention services that shall meet state and federal guidelines and
36 be delivered to all eligible children.

37 (b) Designate in each service area a primary contractor that shall be responsible for the ad-
38 ministration and coordination of early childhood special education and early intervention services
39 to all eligible preschool children and their families residing in the service area.

40 (2) Early childhood special education and early intervention services shall[:]

41 [(a) Participate in the planning process under ORS 417.777 to develop a voluntary local early
42 childhood system plan; and]

43 [(b)] coordinate services with other services [that are coordinated through the plan] **provided**
44 **through the Oregon Early Learning System.** The coordination of services shall be consistent with
45 federal and state law.

1 (3) Preschool children with disabilities shall be considered residents of the service area where
 2 the children are currently living, including children living in public or private residential programs,
 3 hospitals and similar facilities.

4 (4) In addition to any other remedy or sanction that may be available, the Superintendent of
 5 Public Instruction may withhold funds and terminate the contract of any contractor that fails to
 6 comply with any provisions of the contract.

7 **SECTION 65.** ORS 343.495 is amended to read:

8 343.495. (1) If no contractor is designated for a service area, and no qualified county agency is
 9 available to manage the necessary services or to subcontract the services, the Department of Edu-
 10 cation may provide early childhood special education and early intervention services in a local,
 11 county or service area.

12 (2) Contractors designated under this section shall[.]

13 [(a) Participate in the planning process under ORS 417.777 to develop a voluntary local early
 14 childhood system plan; and]

15 [(b) coordinate services with other services [that are coordinated through the plan] **provided**
 16 **through the Oregon Early Learning System.** The coordination of services shall be consistent with
 17 federal and state law.

18 (3) Programs operated by the Department of Education must comply with rules adopted by the
 19 State Board of Education for early childhood special education and early intervention contractors.

20 **SECTION 66.** ORS 343.499 is amended to read:

21 343.499. (1)(a) There is created the State Interagency Coordinating Council.

22 (b) The Governor shall appoint members of the council from a list of eligible appointees provided
 23 by the council and agencies described in subsection (2) of this section and shall ensure that the
 24 membership of the council reasonably represents the population of this state.

25 (c) The Governor shall designate one member of the council to serve as the chairperson, or if
 26 the Governor chooses not to name a chairperson, the council may elect one of its members to serve
 27 as chairperson. However, any member of the council who represents the Department of Education
 28 may not serve as the chairperson of the council.

29 (2) The membership of the council shall be composed as follows:

30 (a) At least 20 percent of the council members shall be parents, including minority parents, of
 31 preschool children with disabilities or of children with disabilities who are 12 years of age or
 32 younger who have knowledge of or experience with programs for infants and toddlers with disabili-
 33 ties. At least one council member shall be a parent of an infant or toddler with a disability or of a
 34 child with a disability who is six years of age or younger.

35 (b) At least 20 percent of the council members shall be public or private providers of early
 36 intervention and early childhood special education services.

37 (c) At least one council member shall be a member of the Legislative Assembly.

38 (d) At least one council member shall be involved in personnel preparation.

39 (e) At least one council member shall represent the Department of Human Services.

40 (f) At least one council member shall represent the federal Head Start program.

41 (g) At least one council member shall represent the Child Care Division of the Employment
 42 Department.

43 (h) At least one council member shall represent the Department of Education.

44 (i) At least one council member shall represent the Department of Consumer and Business Ser-
 45 vices.

1 (j) At least one council member shall represent the [*State Commission on Children and*
2 *Families*] **Early Learning Council**.

3 (k) At least one council member shall represent the Child Development and Rehabilitation Cen-
4 ter of the Oregon Health and Science University.

5 (L) At least one council member shall be a member of the State Advisory Council for Special
6 Education created under ORS 343.287.

7 (m) At least one council member shall be a representative designated by the state coordinator
8 for homeless education.

9 (n) At least one council member shall represent the state child welfare agency responsible for
10 foster care.

11 (o) At least one council member shall represent the state agency responsible for children's
12 mental health.

13 (p) At least one council member shall be from the Oregon Health Authority.

14 (q) The council may include other members appointed by the Governor, including but not limited
15 to one representative from the United States Bureau of Indian Affairs or, where there is no school
16 operated or funded by the bureau, from the Indian Health Service or the tribe or tribal council.

17 (3) An individual appointed to represent a state agency that is involved in the provision of or
18 payment for services for preschool children with disabilities under subsection (2)(e) and (h) to (k)
19 of this section shall have sufficient authority to engage in making and implementing policy on behalf
20 of the agency.

21 (4) The State Interagency Coordinating Council shall:

22 (a) Advise the Superintendent of Public Instruction, [*and*] the State Board of Education **and the**
23 **Early Learning Council** on unmet needs in the early childhood special education and early inter-
24 vention programs for preschool children with disabilities, review and comment publicly on any rules
25 proposed by the State Board of Education and the distribution of funds for the programs and assist
26 the state in developing and reporting data on and evaluations of the programs and services.

27 (b) Advise and assist the represented public agencies regarding the services and programs they
28 provide to preschool children with disabilities and their families, including public comments on any
29 proposed rules affecting the target population and the distribution of funds for such services, and
30 assist each agency in developing services that reflect the overall goals for the target population as
31 adopted by the council.

32 (c) Advise and assist the Department of Education and other state agencies in the development
33 and implementation of the policies that constitute the statewide system.

34 (d) Assist all appropriate public agencies in achieving the full participation, coordination and
35 cooperation for implementation of a statewide system that includes but is not limited to:

36 (A) Seeking information from service providers, service coordinators, parents and others about
37 any federal, state or local policies that impede timely service delivery; and

38 (B) Taking steps to ensure that any policy problems identified under subparagraph (A) of this
39 paragraph are resolved.

40 (e) Advise and assist the Department of Education in identifying the sources of fiscal and other
41 support for preschool services, assigning financial responsibility to the appropriate agencies and
42 ensuring that the provisions of interagency agreements under ORS 343.511 are carried out.

43 (f) Review and comment on each agency's services and policies regarding services for preschool
44 children with disabilities, or preschool children who are at risk of developing disabling conditions,
45 and their families to the maximum extent possible to assure cost-effective and efficient use of re-

1 sources.

2 (g) To the extent appropriate, assist the Department of Education in the resolution of disputes.

3 (h) Advise and assist the Department of Education in the preparation of applications and
4 amendments thereto.

5 (i) Advise and assist the Department of Education regarding the transition of preschool children
6 with disabilities.

7 (j) Prepare and submit an annual report to the Governor and to the United States Secretary of
8 Education on the status of early intervention programs operated within this state.

9 (5) The council may advise appropriate agencies about integration of services for preschool
10 children with disabilities and at-risk preschool children.

11 (6) Terms of office for council members shall be three years, except that:

12 (a) The representative from the State Advisory Council for Special Education shall serve a
13 one-year term; and

14 (b) The representatives from other state agencies and the representative from the Legislative
15 Assembly shall serve indefinite terms.

16 (7) Subject to approval by the Governor, the council may use federal funds appropriated for this
17 purpose and available to the council to:

18 (a) Conduct hearings and forums;

19 (b) Reimburse nonagency council members [pursuant to] **under** ORS 292.495 for attending coun-
20 cil meetings, for performing council duties, and for necessary expenses, including child care for
21 parent members;

22 (c) Pay compensation to a council member if the member is not employed or if the member must
23 forfeit wages from other employment when performing official council business;

24 (d) Hire staff; and

25 (e) Obtain the services of such professional, technical and clerical personnel as may be neces-
26 sary to carry out its functions.

27 (8) Except as provided in subsection (7) of this section, council members shall serve without
28 compensation.

29 (9) The Department of Education shall provide clerical and administrative support, including
30 staff, to the council to carry out the performance of the council's function as described in this sec-
31 tion.

32 (10) The council shall meet at least quarterly. The meetings shall be announced publicly and,
33 to the extent appropriate, be open and accessible to the general public.

34 (11) No member of the council shall cast a vote on any matter that would provide direct finan-
35 cial benefit to that member or otherwise give the appearance of a conflict of interest under state
36 law.

37 **SECTION 67.** ORS 343.507 is amended to read:

38 343.507. (1) Each contractor for early childhood special education and early intervention ser-
39 vices shall assist in the development of a local early intervention interagency advisory council in
40 every county within the contractor's service area.

41 (2) Each local early intervention interagency advisory council shall include as members at least
42 20 percent parents of preschool children with disabilities, 20 percent providers of early childhood
43 special education and early intervention services or other services to preschool children with
44 disabilities[, a representative of the State Commission on Children and Families] and representatives
45 from public and private agencies that serve young children and their families, including but not

1 limited to Head Start and Oregon prekindergartens, community child care, the Child Care Division
 2 of the Employment Department, local school districts, education service districts, Department of
 3 Education regional special education programs, community mental health programs, community de-
 4 velopmental disabilities programs, Department of Human Services health programs, child welfare
 5 programs and public assistance programs, Indian education agencies, migrant programs serving
 6 young children and community colleges.

7 (3) Each local early intervention interagency advisory council shall select its own chairperson
 8 and vice chairperson and fix the duties of its officers.

9 (4) The department shall establish procedures pursuant to rules of the State Board of Education
 10 for seeking and considering local council advice regarding the selection of contractors, coordination
 11 of services and procedures for local resolution of disputes.

12 **SECTION 68.** ORS 418.751 is amended to read:

13 418.751. (1) The Department of Human Services, as provided in ORS 418.702, and the Department
 14 of Justice shall ensure that training and education are provided for persons, other than law
 15 enforcement officers, who are required to investigate allegations of child abuse. [*The Department of*
 16 *Human Services and the Department of Justice shall consult with the State Commission on Children*
 17 *and Families in assessing the grant funding that might be distributed to enhance and support training*
 18 *and continuing education for the county multidisciplinary child abuse teams.*]

19 (2) The Department of Human Services and the Department of Justice shall work with the Board
 20 on Public Safety Standards and Training to ensure that the training that is offered to persons under
 21 subsection (1) of this section and ORS 418.702 is coordinated with the training given to law
 22 enforcement officers.

23 **SECTION 69.** ORS 418.975 is amended to read:

24 418.975. As used in ORS 418.975 to 418.985:

25 (1) "Cultural competence" means accepting and respecting diversity and differences in a con-
 26 tinuous process of self-assessment and reflection on one's personal and organizational perceptions
 27 of the dynamics of culture.

28 (2) "Family" includes, with respect to a youth:

- 29 (a) A biological or legal parent;
- 30 (b) A sibling;
- 31 (c) An individual related by blood, marriage or adoption;
- 32 (d) A foster parent;
- 33 (e) A legal guardian;
- 34 (f) A caregiver;
- 35 (g) An individual with a significant social relationship with the youth; and
- 36 (h) Any person who provides natural, formal or informal support to the youth that the youth
 37 identifies as important.

38 (3) "Family-run organization" means a private nonprofit entity organized for the purpose of
 39 serving families with a youth who has a serious emotional disorder. The entity must:

- 40 (a) Have a governing board in which a majority of the members are family members of a youth
 41 with a serious emotional disorder; and
- 42 (b) Give a preference to family members in hiring decisions for the entity.

43 (4) "Identified population" means youth who have or are at risk of developing emotional, be-
 44 havioral or substance use related needs, and who are involved with two or more systems of care.

45 (5) "Partner agency" includes the Department of Education, Oregon Youth Authority, Depart-

1 ment of Human Services, [*State Commission on Children and Families*] **Early Learning Council,**
 2 **Youth Development Council,** Oregon Health Authority and other appropriate agencies involved in
 3 the system of care.

4 (6) "Services and supports" means public, private and community resources that assist youth in
 5 the achievement of positive outcomes.

6 (7) "System of care" means a coordinated network of services including education, child welfare,
 7 public health, primary care, pediatric care, juvenile justice, mental health treatment, substance use
 8 treatment, developmental disability services and any other services and supports to the identified
 9 population that integrates care planning and management across multiple levels, that is culturally
 10 and linguistically competent, that is designed to build meaningful partnerships with families and
 11 youth in the delivery and management of services and the development of policy and that has a
 12 supportive policy and management infrastructure.

13 (8) "Wraparound" means a definable, team-based planning process involving a youth and the
 14 youth's family that results in a unique set of community services and services and supports indi-
 15 vidualized for that youth and family to achieve a set of positive outcomes.

16 (9) "Youth" means an individual 18 years of age or younger.

17 **SECTION 70.** ORS 419A.170 is amended to read:

18 419A.170. (1) In every case under ORS chapter 419B, the court shall appoint a court appointed
 19 special advocate. The court appointed special advocate is deemed a party in these proceedings, and
 20 in the furtherance thereof, may be represented by counsel, file pleadings and request hearings and
 21 may subpoena, examine and cross-examine witnesses. If the court appointed special advocate is re-
 22 presented by counsel, counsel shall be paid from funds available to the Court Appointed Special
 23 Advocate Volunteer Program. No funds from the Public Defense Services Account or Judicial De-
 24 partment operating funds may be used for this purpose.

25 (2) Subject to the direction of the court, the duties of the court appointed special advocate are
 26 to:

- 27 (a) Investigate all relevant information about the case;
- 28 (b) Advocate for the child or ward, ensuring that all relevant facts are brought before the court;
- 29 (c) Facilitate and negotiate to ensure that the court, Department of Human Services, if appli-
 30 cable, and the child or ward's attorney, if any, fulfill their obligations to the child or ward in a
 31 timely fashion; and

32 (d) Monitor all court orders to ensure compliance and to bring to the court's attention any
 33 change in circumstances that may require a modification of the court's order.

34 (3) If a juvenile court does not have available to it a CASA Volunteer Program, or a sufficient
 35 number of qualified CASA volunteers, the court may, in fulfillment of the requirements of this sec-
 36 tion, appoint a juvenile department employee or other suitable person to represent the child or
 37 ward's interest in court [*pursuant to*] **under** ORS 419A.012 or 419B.195.

38 (4) Any person appointed as a court appointed special advocate in any judicial proceeding on
 39 behalf of the child or ward is immune from any liability for defamation or statements made in good
 40 faith by that person, orally or in writing, in the course of the case review or judicial proceeding.

41 (5) Any person appointed as a court appointed special advocate, CASA Volunteer Program di-
 42 rector, CASA Volunteer Program employee or member of the board of directors or trustees of any
 43 CASA Volunteer Program is immune from any liability for acts or omissions or errors in judgment
 44 made in good faith in the course or scope of that person's duties or employment as part of a CASA
 45 Volunteer Program.

1 (6) Whenever the court appoints a court appointed special advocate or other person under sub-
 2 sections (1) to (3) of this section to represent the child or ward, it may require a parent, if able, or
 3 guardian of the estate, if the estate is able, to pay, in whole or in part, the reasonable costs of CASA
 4 services including reasonable attorney fees. The court's order of payment is enforceable in the same
 5 manner as an order of support under ORS 419B.408.

6 (7) Upon presentation of the order of appointment by the court appointed special advocate, any
 7 agency, hospital, school organization, division, office or department of the state, doctor, nurse or
 8 other health care provider, psychologist, psychiatrist, police department or mental health clinic shall
 9 permit the court appointed special advocate to inspect and copy, and may consult with the court
 10 appointed special advocate regarding, any records relating to the child or ward involved in the case,
 11 without the consent of the child, ward or parents.

12 (8) All records and information acquired or reviewed by a court appointed special advocate
 13 during the course of official duties are deemed confidential under ORS 419A.255.

14 (9) For the purposes of a Child Abuse Prevention and Treatment Act (42 U.S.C. 5101 et seq.)
 15 grant to this state under Public Law No. 93-247, or any related state or federal legislation, a court
 16 appointed special advocate or other person appointed [*pursuant to*] **under** subsections (1) to (3) of
 17 this section is deemed a guardian ad litem to represent the interests of the child or ward in pro-
 18 ceedings before the court.

19 (10) There is created a Court Appointed Special Advocate (CASA) Fund in the General Fund.
 20 The fund consists of all moneys credited to it. Moneys in the Court Appointed Special Advocate
 21 Fund are continuously appropriated to the [*State Commission on Children and Families*] **Early**
 22 **Learning Council** and may be used only to carry out the purposes of this section. The
 23 [*commission*] **council** may apply for and receive funds from federal and private sources for carrying
 24 out the provisions of this section.

25 (11) The [*state commission*] **Early Learning Council** may expend moneys from the Court Ap-
 26 pointed Special Advocate Fund directly or indirectly through contracts or grants for the creation,
 27 supervision and operation of CASA Volunteer Programs statewide. The [*commission*] **council** may
 28 also expend moneys from the Court Appointed Special Advocate Fund to pay the reasonable costs
 29 of its administration of the Court Appointed Special Advocate Fund. The [*commission*] **council** shall
 30 adopt rules for carrying out its responsibilities under this section.

31 **SECTION 71.** ORS 419B.005 is amended to read:

32 419B.005. As used in ORS 419B.005 to 419B.050, unless the context requires otherwise:

33 (1)(a) "Abuse" means:

34 (A) Any assault, as defined in ORS chapter 163, of a child and any physical injury to a child
 35 which has been caused by other than accidental means, including any injury which appears to be
 36 at variance with the explanation given of the injury.

37 (B) Any mental injury to a child, which shall include only observable and substantial impairment
 38 of the child's mental or psychological ability to function caused by cruelty to the child, with due
 39 regard to the culture of the child.

40 (C) Rape of a child, which includes but is not limited to rape, sodomy, unlawful sexual pene-
 41 tration and incest, as those acts are described in ORS chapter 163.

42 (D) Sexual abuse, as described in ORS chapter 163.

43 (E) Sexual exploitation, including but not limited to:

44 (i) Contributing to the sexual delinquency of a minor, as defined in ORS chapter 163, and any
 45 other conduct which allows, employs, authorizes, permits, induces or encourages a child to engage

1 in the performing for people to observe or the photographing, filming, tape recording or other ex-
2 hibition which, in whole or in part, depicts sexual conduct or contact, as defined in ORS 167.002 or
3 described in ORS 163.665 and 163.670, sexual abuse involving a child or rape of a child, but not in-
4 cluding any conduct which is part of any investigation conducted pursuant to ORS 419B.020 or
5 which is designed to serve educational or other legitimate purposes; and

6 (ii) Allowing, permitting, encouraging or hiring a child to engage in prostitution or to patronize
7 a prostitute, as defined in ORS chapter 167.

8 (F) Negligent treatment or maltreatment of a child, including but not limited to the failure to
9 provide adequate food, clothing, shelter or medical care that is likely to endanger the health or
10 welfare of the child.

11 (G) Threatened harm to a child, which means subjecting a child to a substantial risk of harm
12 to the child's health or welfare.

13 (H) Buying or selling a person under 18 years of age as described in ORS 163.537.

14 (I) Permitting a person under 18 years of age to enter or remain in or upon premises where
15 methamphetamines are being manufactured.

16 (J) Unlawful exposure to a controlled substance, as defined in ORS 475.005, that subjects a child
17 to a substantial risk of harm to the child's health or safety.

18 (b) "Abuse" does not include reasonable discipline unless the discipline results in one of the
19 conditions described in paragraph (a) of this subsection.

20 (2) "Child" means an unmarried person who is under 18 years of age.

21 (3) "Law enforcement agency" means:

22 (a) A city or municipal police department.

23 (b) A county sheriff's office.

24 (c) The Oregon State Police.

25 (d) A police department established by a university under ORS 352.383.

26 (e) A county juvenile department.

27 (4) "Public or private official" means:

28 (a) Physician, osteopathic physician, physician assistant, naturopathic physician, podiatric phy-
29 sician and surgeon, including any intern or resident.

30 (b) Dentist.

31 (c) School employee.

32 (d) Licensed practical nurse, registered nurse, nurse practitioner, nurse's aide, home health aide
33 or employee of an in-home health service.

34 (e) Employee of the Department of Human Services, Oregon Health Authority, [*State Commission*
35 *on Children and Families*] **Early Learning Council, Youth Development Council**, Child Care Di-
36 vision of the Employment Department, the Oregon Youth Authority, a county health department, a
37 community mental health program, a community developmental disabilities program, a county juve-
38 nile department, a licensed child-caring agency or an alcohol and drug treatment program.

39 (f) Peace officer.

40 (g) Psychologist.

41 (h) Member of the clergy.

42 (i) Regulated social worker.

43 (j) Optometrist.

44 (k) Chiropractor.

45 (L) Certified provider of foster care, or an employee thereof.

- 1 (m) Attorney.
- 2 (n) Licensed professional counselor.
- 3 (o) Licensed marriage and family therapist.
- 4 (p) Firefighter or emergency medical services provider.
- 5 (q) A court appointed special advocate, as defined in ORS 419A.004.
- 6 (r) A child care provider registered or certified under ORS 657A.030 and 657A.250 to 657A.450.
- 7 (s) Member of the Legislative Assembly.
- 8 (t) Physical, speech or occupational therapist.
- 9 (u) Audiologist.
- 10 (v) Speech-language pathologist.
- 11 (w) Employee of the Teacher Standards and Practices Commission directly involved in investi-
- 12 gations or discipline by the commission.
- 13 (x) Pharmacist.
- 14 (y) An operator of a preschool recorded program under ORS 657A.255.
- 15 (z) An operator of a school-age recorded program under ORS 657A.257.
- 16 (aa) Employee of a private agency or organization facilitating the provision of respite services,
- 17 as defined in ORS 418.205, for parents pursuant to a properly executed power of attorney under ORS
- 18 109.056.

19 **SECTION 72.** ORS 419C.453 is amended to read:

20 419C.453. (1) Pursuant to a hearing, the juvenile court may order a youth offender placed in a
21 detention facility for a specific period of time not to exceed eight days, in addition to time already
22 spent in the facility, unless a program plan that is in conformance with standards established by the
23 [*State Commission on Children and Families*] **Youth Development Council** has been filed with and
24 approved by the [*commission*] **council**, in which case the youth offender may be held in detention for
25 a maximum of 30 days in addition to time already spent in the facility, when:

26 (a) The youth offender has been found to be within the jurisdiction of the juvenile court by
27 reason of having committed an act [*which*] **that** would be a crime if committed by an adult; or

28 (b) The youth offender has been placed on formal probation for an act [*which*] **that** would be a
29 crime if committed by an adult, and has been found to have violated a condition of that probation.

30 (2) Pursuant to a hearing, the juvenile court may order a youth offender who is at least 18 years
31 of age placed in a jail or other place where adults are detained. The placement must be for a specific
32 period of time and may not exceed eight days in addition to time already spent in a juvenile de-
33 tention facility or jail. The court may order placement under this subsection when:

34 (a) The youth offender has been found to be within the jurisdiction of the juvenile court by
35 reason of having committed an act [*which*] **that** would be a crime if committed by an adult; or

36 (b) The youth offender has been placed on formal probation for an act [*which*] **that** would be a
37 crime if committed by an adult, and has been found to have violated a condition of that probation.

38 (3) In order to detain a youth offender under subsection (2) of this section, the court shall make
39 case-specific findings that placement in a jail or other place where adults are detained meets the
40 specific needs of the youth offender.

41 (4) As used in this section, "adult" does not include a person who is 18 years of age or older
42 and is alleged to be, or has been found to be, within the jurisdiction of the juvenile court under ORS
43 419C.005.

44 **SECTION 73.** ORS 420.017 is amended to read:

45 420.017. (1) The Oregon Youth Authority shall develop annually a plan for diversion of delin-

1 quent youth from commitment to the youth correction facilities to alternative community services.

2 (2) *[In consultation with the local commissions on children and families established under ORS*
 3 *417.760,]* The juvenile departments shall develop a plan for services needed to divert the commitment
 4 of youth from the youth correction facilities, and how these services are to be administered if funds
 5 are provided. *[Following review and comment by local commissions,]* The plan must be approved in
 6 the form of a resolution by the governing body of the appropriate county and of a letter of concurrence
 7 from the presiding judge for the judicial district in which the juvenile court is located.

8 (3) The youth authority shall develop and implement a statewide diversion plan after taking the
 9 local juvenile departments' plans into consideration and after consulting with affected service providers.
 10

11 **SECTION 74.** ORS 423.565 is amended to read:

12 423.565. In addition to the duties assigned to it under ORS 423.560, the local public safety coordinating
 13 council convened by the board of commissioners shall, at a minimum:

14 (1) Develop and recommend to the county board of commissioners the plan for use of state resources
 15 to serve the local youth offender population.

16 (2) Coordinate local juvenile justice policy among affected juvenile justice entities.

17 (3) *[In consultation with the local commission on children and families,]* Develop and recommend
 18 to the county board of commissioners a plan designed to prevent criminal involvement by youth. The
 19 plan must provide for coordination of community-wide services involving treatment, education, employment
 20 and intervention strategies aimed at crime prevention.

21 (4) Create a facility advisory subcommittee when provided with the information described in
 22 ORS 169.690. The subcommittee shall be composed of the following persons:

23 (a) The affected law enforcement officer described in ORS 423.560 (1)(a) or (b);

24 (b) A district attorney;

25 (c) A mental health director;

26 (d) A designee of the city council or county board of commissioners, whichever is affected;

27 (e) A representative of an organization that advocates on behalf of persons with mental illness;

28 and

29 (f) A consumer as defined in ORS 430.073.

30 (5) If a written plan of action has been provided to the council under ORS 165.127, annually
 31 review the plan and, if appropriate, make written recommendations to the affected district attorney
 32 for plan improvements.

33 **SECTION 75.** ORS 430.241 is amended to read:

34 430.241. (1) As used in this section and ORS 430.242:

35 (a) "Local government" means a local government as defined in ORS 174.116 that receives state
 36 or federal funding for programs that provide alcohol or drug prevention or treatment services.

37 (b) "Participating state agency" means the *[State Commission on Children and Families]* **Youth**
 38 **Development Council**, the Department of Corrections, the Department of Human Services, the
 39 Oregon Health Authority, the Department of Education, the Oregon Criminal Justice Commission,
 40 the Oregon State Police, the Oregon Youth Authority or any other state agency that is approved
 41 by the Alcohol and Drug Policy Commission to license, contract for, provide or coordinate alcohol
 42 or drug prevention or treatment services.

43 (c) "Provider" means any person that is licensed by the Oregon Health Authority to provide
 44 alcohol or drug prevention or treatment services.

45 (2) There is created the Alcohol and Drug Policy Commission, which is charged with planning,

1 evaluating and coordinating policies for the funding and effective delivery of alcohol and drug pre-
 2 vention and treatment services.

3 (3) The membership of the commission consists of:

4 (a) Sixteen members appointed by the Governor, subject to confirmation by the Senate in the
 5 manner prescribed in ORS 171.562 and 171.565, including:

6 (A) An elected district attorney;

7 (B) An elected county sheriff;

8 (C) A county commissioner;

9 (D) A representative of an Indian tribe;

10 (E) A provider;

11 (F) A chief of police;

12 (G) An alcohol or drug treatment researcher or epidemiologist;

13 (H) A criminal defense attorney;

14 (I) A representative of the health insurance industry;

15 (J) A representative of hospitals;

16 (K) An alcohol or treatment professional who is highly experienced in the treatment of persons
 17 with a dual diagnosis of mental illness and substance abuse;

18 (L) An alcohol or drug abuse prevention representative;

19 (M) A consumer of alcohol or drug treatment who is in recovery;

20 (N) A representative of the business community;

21 (O) An alcohol or drug prevention representative who specializes in youth; and

22 (P) A person with expertise in and experience working with information technology systems used
 23 in complex intergovernmental or corporate settings.

24 (b) Two members of the Legislative Assembly appointed to the commission as nonvoting mem-
 25 bers of the commission, acting in an advisory capacity only and including:

26 (A) One member from among members of the Senate appointed by the President of the Senate;
 27 and

28 (B) One member from among members of the House of Representatives appointed by the Speaker
 29 of the House of Representatives.

30 (c) The following voting ex officio members:

31 (A) The Governor or the Governor's designee;

32 (B) The Attorney General;

33 (C) The Director of the Oregon Health Authority;

34 (D) The Director of the Department of Corrections;

35 (E) The Deputy Superintendent of Public Instruction or the deputy superintendent's designee;

36 (F) The Director of Human Services;

37 (G) The Director of the Oregon Youth Authority;

38 (H) The chairperson of the [*State Commission on Children and Families*] **Youth Development**
 39 **Council**; and

40 (I) The administrator of the Oregon Liquor Control Commission.

41 (d) A judge of a circuit court appointed to the commission as a nonvoting member by the Chief
 42 Justice of the Supreme Court.

43 (4) The Alcohol and Drug Policy Commission shall select one of its members as chairperson and
 44 another as vice chairperson, for such terms and with duties and powers necessary for the perform-
 45 ance of the functions of such offices as the commission determines.

1 (5) A majority of the voting members of the commission constitutes a quorum for the transaction
2 of business.

3 (6) Official action of the commission requires the approval of a majority of a quorum.

4 (7) The commission may establish a steering committee and subcommittees. These committees
5 may be continuing or temporary.

6 (8) The term of office of each commission member appointed by the Governor is four years, but
7 a member serves at the pleasure of the Governor. If there is a vacancy for any cause, the Governor
8 shall make an appointment to become immediately effective.

9 (9) The Oregon Health Authority shall provide staff support to the commission. Subject to
10 available funding, the commission may contract with a public or private entity to provide staff sup-
11 port.

12 (10) Members of the commission who are not members of the Legislative Assembly are entitled
13 to compensation and expenses incurred by them in the performance of their official duties in the
14 manner and amounts provided for in ORS 292.495. Claims for compensation and expenses shall be
15 paid out of funds appropriated to the Oregon Health Authority or funds appropriated to the com-
16 mission for purposes of the commission.

17 (11) The commission shall establish a budget advisory committee composed of the individuals
18 listed in subsection (3)(a)(C), (c)(B) to (I) and (d) of this section. The individual described in sub-
19 section (3)(d) of this section is a nonvoting member of the committee. The committee shall recom-
20 mend budget policy priorities to the commission:

21 (a) Regarding the allocation of funding for alcohol and drug prevention and treatment services
22 across state agencies and throughout this state;

23 (b) That identify additional funding from federal and private sources for alcohol and drug pre-
24 vention and treatment services; and

25 (c) For authorizing a suspension of the payment of state funds, or funds administered by this
26 state, to programs that do not comply with the commission's rules or the budget priority policy or
27 that do not provide effective prevention or treatment services.

28 (12)(a) The Governor shall appoint a Director of the Alcohol and Drug Policy Commission who
29 shall serve at the pleasure of the Governor and be responsible for the dissemination and implemen-
30 tation of the commission's policies and the performance of the duties, functions and powers of the
31 commission that are delegated to the director by the commission.

32 (b) The director shall be paid a salary as provided by law or, if not so provided, as prescribed
33 by the Governor.

34 **SECTION 76.** ORS 430.242 is amended to read:

35 430.242. (1) The Alcohol and Drug Policy Commission established under ORS 430.241 shall:

36 (a) Establish priorities and policies for alcohol and drug prevention and treatment services as
37 part of a long-term strategic prevention and treatment plan for this state.

38 (b) In consultation with the budget advisory committee described in ORS 430.241, adopt budget
39 policy priorities including recommendations for state agency budget allocations, in the Governor's
40 proposed budget, for alcohol and drug prevention and treatment services.

41 (c) For alcohol and drug prevention and treatment services that use state funds or that use
42 private or federal funds administered by this state, establish, as the commission deems appropriate,
43 minimum standards for licensing, contracting for, providing and coordinating the services.

44 (2) To promote the effective and efficient use of resources and to reduce unnecessary adminis-
45 trative requirements, the commission, in consultation with participating state agencies, the Judicial

1 Department, local governments, providers and the Oregon Department of Administrative Services,
 2 shall develop and implement a plan for structuring Oregon's data collection and reporting systems
 3 for alcohol and drug prevention and treatment programs to enable participating state agencies, the
 4 Judicial Department, local governments and providers to share data to:

- 5 (a) Improve client care;
- 6 (b) Improve and ensure the fidelity of evidence-based treatment practices;
- 7 (c) Improve alcohol and drug prevention and treatment programs;
- 8 (d) Ensure the accountability of publicly funded programs;
- 9 (e) Establish high-level, statewide performance measures for Oregon's alcohol and drug pre-
 10 vention and treatment programs; and
- 11 (f) Advance the science of alcohol and drug prevention and treatment.

12 (3) The plan established under subsection (2) of this section must:

- 13 (a) Include protocols and procedures to improve data collection, sharing and analysis and the
 14 interoperability of data and information systems;
- 15 (b) Include safeguards for protecting the confidentiality of information consistent with state and
 16 federal privacy and security requirements;
- 17 (c) Include safeguards for protecting trade secret information of providers;
- 18 (d) Include a review of the data collection, sharing and analysis functions of participating state
 19 agencies with respect to alcohol and drug prevention and treatment programs to identify duplicative,
 20 inefficient, wasteful or unnecessary functions and include recommendations for improvements to the
 21 functions described in this paragraph; and

22 (e) Be published no later than six months after the appointment, under ORS 430.241, of the first
 23 Director of the Alcohol and Drug Policy Commission and shall be revised as frequently as the
 24 commission determines is appropriate.

25 (4) Consistent with the plan established under subsection (2) of this section, the commission may:

26 (a) Designate a statewide data repository for data related to alcohol and drug prevention and
 27 treatment services and require participating state agencies, local governments and providers to
 28 furnish data to the designated statewide data repository in the form and manner prescribed by the
 29 commission.

30 (b) Direct participating state agencies, local governments and providers to furnish other data,
 31 information and reports that the commission considers necessary to perform its duties.

32 (c) Furnish data to participating state agencies, local governments, providers and the Judicial
 33 Department.

34 (d) Direct the unit within the Oregon Health Authority that conducts analyses and evaluations
 35 of alcohol and drug prevention and treatment programs to:

36 (A) Modify systems and business processes to conform to the plan established under subsection
 37 (2) of this section; and

38 (B) Change or stop data collection, data sharing or data analysis functions that are duplicative,
 39 inefficient, wasteful or unnecessary.

40 (5) All participating state agencies shall:

41 (a) Provide staff support and financial resources to assist the commission in the performance of
 42 its duties, which may include making reasonable modifications to the information systems of the
 43 state agencies to conform the systems to the plan established under subsection (2) of this section.

44 (b) Furnish such information, assistance and advice as the commission considers necessary to
 45 perform its duties.

1 (c) Coordinate grant applications that seek funding for alcohol or drug prevention or treatment
2 programs.

3 (d) Coordinate with research entities to obtain current information about issues related to al-
4cohol and drug use and to encourage research to evaluate and refine prevention and treatment ef-
5forts.

6 (e) Educate the general public about issues related to alcohol and drug use and the effectiveness
7 of evidence-based prevention and treatment services, to increase public awareness and the allocation
8 of resources.

9 (f) Promote a treatment delivery infrastructure that will meet anticipated increases in demand
10 for services, ensure a skilled addictions treatment workforce and provide effective treatment as-
11sessment mechanisms.

12 (g) Assess funding priorities and explore opportunities for additional federal resources for alco-
13hol and drug prevention and treatment services.

14 (h) Solicit from agencies, associations, individuals and all political subdivisions of this state
15 program proposals that address identified priorities.

16 (i) Evaluate and report to the commission, in the manner and at intervals prescribed by the
17 commission, on the cost and effectiveness of the state agency's treatment programs.

18 (6) The commission may:

19 (a) Establish up to 10 pilot programs, located in diverse Oregon communities including at least
20 one tribe, to:

21 (A) Phase in the long-term strategic prevention and treatment plan developed under subsection
22 (1)(a) of this section; and

23 (B) Implement prevention programs developed under subsection (7) of this section.

24 (b) Delegate to the Director of the Alcohol and Drug Policy Commission the authority to carry
25 out the provisions of this section.

26 (c) Apply for and receive gifts and grants from any public or private source. All moneys received
27 by the commission under this paragraph are continuously appropriated to the commission for the
28 purposes of carrying out the duties, functions and powers of the commission.

29 (d) Award grants from funds appropriated to the commission by the Legislative Assembly, or
30 from funds otherwise available from any other source, for the purpose of carrying out the duties of
31 the commission.

32 (7) No later than six months after the appointment of the first Director of the Alcohol and Drug
33 Policy Commission, the director shall develop a science-based model alcohol and drug prevention
34 program for use in conjunction with the pilot programs, if any, established under subsection (6) of
35 this section and as otherwise directed by the commission. The director shall develop the model
36 program in consultation with:

37 (a) The Oregon Health Authority;

38 (b) The Department of Human Services;

39 (c) The Department of Education;

40 (d) The Oregon Liquor Control Commission;

41 *[(e) The State Commission on Children and Families;]*

42 **(e) The Youth Development Council;**

43 (f) Organizations that represent or advocate on behalf of consumers of alcohol and drug pre-
44vention and treatment programs; and

45 (g) Behavioral scientists.

- 1 (8) The commission and participating state agencies shall enter into interagency agreements to:
 2 (a) Provide staff and financial resources to assist the commission in carrying out its duties;
 3 (b) Share computer systems and technologies between participating state agencies' staff;
 4 (c) Collect and analyze data related to the performance of alcohol and drug prevention and
 5 treatment programs; and
 6 (d) Investigate the impacts of drug and alcohol abuse on Oregonians.

7 (9) The commission may adopt rules to carry out its duties under this section.

8 **SECTION 77.** ORS 430.420 is amended to read:

9 430.420. (1) In collaboration with local seizing agencies, the district attorney, the local public
 10 safety coordinating council and the local mental health advisory committee, a local planning com-
 11 mittee appointed or designated pursuant to ORS 430.342 shall develop a plan to integrate drug
 12 treatment services, meeting minimum standards established pursuant to ORS 430.357, into the crim-
 13 inal justice system for offenders who commit nonviolent felony drug possession offenses. The plan
 14 may also include property offenders as provided for under ORS 475.245. [*The plan developed under*
 15 *this subsection must be incorporated into the local coordinated comprehensive plan required by ORS*
 16 *417.775.*]

17 (2)(a) A plan may include, but need not be limited to, programs that occur before adjudication,
 18 after adjudication as part of a sentence of probation or as part of a conditional discharge.

19 (b) A plan must include, but need not be limited to:

20 (A) A description of local criminal justice and treatment coordination efforts;

21 (B) A description of the method by which local, state and federal treatment resources are pri-
 22 oritized and allocated to meet the needs of the drug abusing offender population;

23 (C) The principles that guide criminal justice strategies for supervision and treatment of drug
 24 abusing offenders and the purchase of treatment services from local community providers;

25 (D) The desired outcomes for criminal justice strategies for supervision and treatment of drug
 26 abusing offenders and the provision of treatment services and identification of a method for moni-
 27 toring and reporting the outcomes; and

28 (E) Consistent standards for measuring the success of criminal justice strategies for supervision
 29 and treatment of drug abusing offenders and the provision of treatment.

30 (3) A program must include, but need not be limited to:

31 (a) Ongoing oversight of the participant;

32 (b) Frequent monitoring to determine whether a participant is using controlled substances un-
 33 lawfully; and

34 (c) A coordinated strategy governing responses to a participant's compliance or noncompliance
 35 with the program.

36 (4) The local planning committee shall submit the plan to the Oregon Health Authority and shall
 37 provide the county board of commissioners with a copy of the plan.

38 **SECTION 78.** ORS 430.630 is amended to read:

39 430.630. (1) In addition to any other requirements that may be established by rule by the Oregon
 40 Health Authority, each community mental health program, subject to the availability of funds, shall
 41 provide the following basic services to persons with alcoholism or drug dependence, and persons
 42 who are alcohol or drug abusers:

43 (a) Outpatient services;

44 (b) Aftercare for persons released from hospitals;

45 (c) Training, case and program consultation and education for community agencies, related

1 professions and the public;

2 (d) Guidance and assistance to other human service agencies for joint development of prevention
3 programs and activities to reduce factors causing alcohol abuse, alcoholism, drug abuse and drug
4 dependence; and

5 (e) Age-appropriate treatment options for older adults.

6 (2) As alternatives to state hospitalization, it is the responsibility of the community mental
7 health program to ensure that, subject to the availability of funds, the following services for persons
8 with alcoholism or drug dependence, and persons who are alcohol or drug abusers, are available
9 when needed and approved by the Oregon Health Authority:

10 (a) Emergency services on a 24-hour basis, such as telephone consultation, crisis intervention
11 and prehospital screening examination;

12 (b) Care and treatment for a portion of the day or night, which may include day treatment
13 centers, work activity centers and after-school programs;

14 (c) Residential care and treatment in facilities such as halfway houses, detoxification centers
15 and other community living facilities;

16 (d) Continuity of care, such as that provided by service coordinators, community case develop-
17 ment specialists and core staff of federally assisted community mental health centers;

18 (e) Inpatient treatment in community hospitals; and

19 (f) Other alternative services to state hospitalization as defined by the Oregon Health Authority.

20 (3) In addition to any other requirements that may be established by rule of the Oregon Health
21 Authority, each community mental health program, subject to the availability of funds, shall provide
22 or ensure the provision of the following services to persons with mental or emotional disturbances:

23 (a) Screening and evaluation to determine the client's service needs;

24 (b) Crisis stabilization to meet the needs of persons with acute mental or emotional disturbances,
25 including the costs of investigations and prehearing detention in community hospitals or other fa-
26 cilities approved by the authority for persons involved in involuntary commitment procedures;

27 (c) Vocational and social services that are appropriate for the client's age, designed to improve
28 the client's vocational, social, educational and recreational functioning;

29 (d) Continuity of care to link the client to housing and appropriate and available health and
30 social service needs;

31 (e) Psychiatric care in state and community hospitals, subject to the provisions of subsection (4)
32 of this section;

33 (f) Residential services;

34 (g) Medication monitoring;

35 (h) Individual, family and group counseling and therapy;

36 (i) Public education and information;

37 (j) Prevention of mental or emotional disturbances and promotion of mental health;

38 (k) Consultation with other community agencies;

39 (L) Preventive mental health services for children and adolescents, including primary prevention
40 efforts, early identification and early intervention services. Preventive services should be patterned
41 after service models that have demonstrated effectiveness in reducing the incidence of emotional,
42 behavioral and cognitive disorders in children. As used in this paragraph:

43 (A) "Early identification" means detecting emotional disturbance in its initial developmental
44 stage;

45 (B) "Early intervention services" for children at risk of later development of emotional disturb-

1 ances means programs and activities for children and their families that promote conditions, oppor-
 2 tunities and experiences that encourage and develop emotional stability, self-sufficiency and
 3 increased personal competence; and

4 (C) "Primary prevention efforts" means efforts that prevent emotional problems from occurring
 5 by addressing issues early so that disturbances do not have an opportunity to develop; and

6 (m) Preventive mental health services for older adults, including primary prevention efforts,
 7 early identification and early intervention services. Preventive services should be patterned after
 8 service models that have demonstrated effectiveness in reducing the incidence of emotional and be-
 9 havioral disorders and suicide attempts in older adults. As used in this paragraph:

10 (A) "Early identification" means detecting emotional disturbance in its initial developmental
 11 stage;

12 (B) "Early intervention services" for older adults at risk of development of emotional disturb-
 13 ances means programs and activities for older adults and their families that promote conditions,
 14 opportunities and experiences that encourage and maintain emotional stability, self-sufficiency and
 15 increased personal competence and that deter suicide; and

16 (C) "Primary prevention efforts" means efforts that prevent emotional problems from occurring
 17 by addressing issues early so that disturbances do not have an opportunity to develop.

18 (4) A community mental health program shall assume responsibility for psychiatric care in state
 19 and community hospitals, as provided in subsection (3)(e) of this section, in the following circum-
 20 stances:

21 (a) The person receiving care is a resident of the county served by the program. For purposes
 22 of this paragraph, "resident" means the resident of a county in which the person maintains a current
 23 mailing address or, if the person does not maintain a current mailing address within the state, the
 24 county in which the person is found, or the county in which a court-committed person with a mental
 25 illness has been conditionally released.

26 (b) The person has been hospitalized involuntarily or voluntarily, pursuant to ORS 426.130 or
 27 426.220, except for persons confined to the Secure Child and Adolescent Treatment Unit at Oregon
 28 State Hospital, or has been hospitalized as the result of a revocation of conditional release.

29 (c) Payment is made for the first 60 consecutive days of hospitalization.

30 (d) The hospital has collected all available patient payments and third-party reimbursements.

31 (e) In the case of a community hospital, the authority has approved the hospital for the care of
 32 persons with mental or emotional disturbances, the community mental health program has a con-
 33 tract with the hospital for the psychiatric care of residents and a representative of the program
 34 approves voluntary or involuntary admissions to the hospital prior to admission.

35 (5) Subject to the review and approval of the Oregon Health Authority, a mental health program
 36 may initiate additional services after the services defined in this section are provided.

37 (6) Each community mental health program and the state hospital serving the program's ge-
 38 ographic area shall enter into a written agreement concerning the policies and procedures to be
 39 followed by the program and the hospital when a patient is admitted to, and discharged from, the
 40 hospital and during the period of hospitalization.

41 (7) Each community mental health program shall have a mental health advisory committee, ap-
 42 pointed by the board of county commissioners or the county court or, if two or more counties have
 43 combined to provide mental health services, the boards or courts of the participating counties or,
 44 in the case of a Native American reservation, the tribal council.

45 (8) A community mental health program may request and the authority may grant a waiver re-

1 guarding provision of one or more of the services described in subsection (3) of this section upon a
 2 showing by the county and a determination by the authority that persons with mental or emotional
 3 disturbances in that county would be better served and unnecessary institutionalization avoided.

4 (9)(a) As used in this subsection, "local mental health authority" means one of the following
 5 entities:

6 (A) The board of county commissioners of one or more counties that establishes or operates a
 7 community mental health program;

8 (B) The tribal council, in the case of a federally recognized tribe of Native Americans that elects
 9 to enter into an agreement to provide mental health services; or

10 (C) A regional local mental health authority comprising two or more boards of county commis-
 11 sioners.

12 (b) Each local mental health authority that provides mental health services shall determine the
 13 need for local mental health services and adopt a comprehensive local plan for the delivery of
 14 mental health services for children, families, adults and older adults that describes the methods by
 15 which the local mental health authority shall provide those services. The local mental health au-
 16 thority shall review and revise the local plan biennially. The purpose of the local plan is to create
 17 a blueprint to provide mental health services that are directed by and responsive to the mental
 18 health needs of individuals in the community served by the local plan.

19 (c) The local plan shall identify ways to:

20 (A) Coordinate and ensure accountability for all levels of care described in paragraph (e) of this
 21 subsection;

22 (B) Maximize resources for consumers and minimize administrative expenses;

23 (C) Provide supported employment and other vocational opportunities for consumers;

24 (D) Determine the most appropriate service provider among a range of qualified providers;

25 (E) Ensure that appropriate mental health referrals are made;

26 (F) Address local housing needs for persons with mental health disorders;

27 (G) Develop a process for discharge from state and local psychiatric hospitals and transition
 28 planning between levels of care or components of the system of care;

29 (H) Provide peer support services, including but not limited to drop-in centers and paid peer
 30 support;

31 (I) Provide transportation supports; and

32 (J) Coordinate services among the criminal and juvenile justice systems, adult and juvenile
 33 corrections systems and local mental health programs to ensure that persons with mental illness
 34 who come into contact with the justice and corrections systems receive needed care and to ensure
 35 continuity of services for adults and juveniles leaving the corrections system.

36 (d) When developing a local plan, a local mental health authority shall:

37 (A) Coordinate with the budgetary cycles of state and local governments that provide the local
 38 mental health authority with funding for mental health services;

39 (B) Involve consumers, advocates, families, service providers, schools and other interested par-
 40 ties in the planning process;

41 (C) Coordinate with the local public safety coordinating council to address the services de-
 42 scribed in paragraph (c)(J) of this subsection;

43 (D) Conduct a population based needs assessment to determine the types of services needed lo-
 44 cally;

45 (E) Determine the ethnic, age-specific, cultural and diversity needs of the population served by

- 1 the local plan;
- 2 (F) Describe the anticipated outcomes of services and the actions to be achieved in the local
3 plan;
- 4 (G) Ensure that the local plan coordinates planning, funding and services with:
- 5 (i) The educational needs of children, adults and older adults;
- 6 (ii) Providers of social supports, including but not limited to housing, employment, transportation
7 and education; and
- 8 (iii) Providers of physical health and medical services;
- 9 (H) Describe how funds, other than state resources, may be used to support and implement the
10 local plan;
- 11 (I) Demonstrate ways to integrate local services and administrative functions in order to support
12 integrated service delivery in the local plan; and
- 13 (J) Involve the local mental health advisory committees described in subsection (7) of this sec-
14 tion.
- 15 (e) The local plan must describe how the local mental health authority will ensure the delivery
16 of and be accountable for clinically appropriate services in a continuum of care based on consumer
17 needs. The local plan shall include, but not be limited to, services providing the following levels of
18 care:
- 19 (A) Twenty-four-hour crisis services;
- 20 (B) Secure and nonsecure extended psychiatric care;
- 21 (C) Secure and nonsecure acute psychiatric care;
- 22 (D) Twenty-four-hour supervised structured treatment;
- 23 (E) Psychiatric day treatment;
- 24 (F) Treatments that maximize client independence;
- 25 (G) Family and peer support and self-help services;
- 26 (H) Support services;
- 27 (I) Prevention and early intervention services;
- 28 (J) Transition assistance between levels of care;
- 29 (K) Dual diagnosis services;
- 30 (L) Access to placement in state-funded psychiatric hospital beds;
- 31 (M) Precommitment and civil commitment in accordance with ORS chapter 426; and
- 32 (N) Outreach to older adults at locations appropriate for making contact with older adults, in-
33 cluding senior centers, long term care facilities and personal residences.
- 34 (f) In developing the part of the local plan referred to in paragraph (c)(J) of this subsection, the
35 local mental health authority shall collaborate with the local public safety coordinating council to
36 address the following:
- 37 (A) Training for all law enforcement officers on ways to recognize and interact with persons
38 with mental illness, for the purpose of diverting them from the criminal and juvenile justice systems;
- 39 (B) Developing voluntary locked facilities for crisis treatment and follow-up as an alternative
40 to custodial arrests;
- 41 (C) Developing a plan for sharing a daily jail and juvenile detention center custody roster and
42 the identity of persons of concern and offering mental health services to those in custody;
- 43 (D) Developing a voluntary diversion program to provide an alternative for persons with mental
44 illness in the criminal and juvenile justice systems; and
- 45 (E) Developing mental health services, including housing, for persons with mental illness prior

- 1 to and upon release from custody.
- 2 (g) Services described in the local plan shall:
- 3 (A) Address the vision, values and guiding principles described in the Report to the Governor
- 4 from the Mental Health Alignment Workgroup, January 2001;
- 5 (B) Be provided to children, older adults and families as close to their homes as possible;
- 6 (C) Be culturally appropriate and competent;
- 7 (D) Be, for children, older adults and adults with mental health needs, from providers appropri-
- 8 ate to deliver those services;
- 9 (E) Be delivered in an integrated service delivery system with integrated service sites or pro-
- 10 cesses, and with the use of integrated service teams;
- 11 (F) Ensure consumer choice among a range of qualified providers in the community;
- 12 (G) Be distributed geographically;
- 13 (H) Involve consumers, families, clinicians, children and schools in treatment as appropriate;
- 14 (I) Maximize early identification and early intervention;
- 15 (J) Ensure appropriate transition planning between providers and service delivery systems, with
- 16 an emphasis on transition between children and adult mental health services;
- 17 (K) Be based on the ability of a client to pay;
- 18 (L) Be delivered collaboratively;
- 19 (M) Use age-appropriate, research-based quality indicators;
- 20 (N) Use best-practice innovations; and
- 21 (O) Be delivered using a community-based, multisystem approach.
- 22 (h) A local mental health authority shall submit to the Oregon Health Authority a copy of the
- 23 local plan and biennial revisions adopted under paragraph (b) of this subsection at time intervals
- 24 established by the authority.
- 25 *[(i) Each local commission on children and families shall reference the local plan for the delivery*
- 26 *of mental health services in the local coordinated comprehensive plan created pursuant to ORS*
- 27 *417.775.]*

28 **SECTION 79.** ORS 431.385 is amended to read:

29 431.385. (1) The local public health authority shall submit an annual plan to the Oregon Health

30 Authority for performing services pursuant to ORS 431.375 to 431.385 and 431.416. The annual plan

31 shall be submitted on a date established by the Oregon Health Authority by rule or on a date mu-

32 tually agreeable to the authority and the local public health authority.

33 (2) If the local public health authority decides not to submit an annual plan under the provisions

34 of ORS 431.375 to 431.385 and 431.416, the authority shall become the local public health authority

35 for that county or health district.

36 (3) The authority shall review and approve or disapprove each plan. Variances to the local

37 public health plan must be approved by the authority. In consultation with the Conference of Local

38 Health Officials, the authority shall establish the elements of a plan and an appeals process whereby

39 a local health authority may obtain a hearing if its plan is disapproved.

40 *[(4) Each local commission on children and families shall reference the local public health plan in*

41 *the local coordinated comprehensive plan created pursuant to ORS 417.775.]*

42 **SECTION 80.** ORS 458.525 is amended to read:

43 458.525. (1) The Interagency Council on Hunger and Homelessness is established. The Director

44 of the Housing and Community Services Department shall chair the council. In addition to the di-

45 rector, the council shall consist of 15 members as follows:

- 1 (a) One member representing each of the following:
2 (A) The Housing and Community Services Department.
3 (B) The Department of Corrections.
4 (C) The Oregon Business Development Department.
5 [(D) *The State Commission on Children and Families.*]
6 **(D) The Early Learning Council.**
7 (E) The Department of Education.
8 (F) The State Department of Agriculture.
9 (G) The Employment Department.
10 (H) The Department of Veterans' Affairs.
11 (I) The Department of Transportation.
12 (J) The Oregon Youth Authority.
13 (K) The Department of Community Colleges and Workforce Development.
14 (L) The Department of Justice.
15 (M) The Oregon Health Authority.
16 (b) Two members representing the Department of Human Services. Of the two members repre-
17 senting that department:
18 (A) One shall have expertise on issues affecting services to adults and families.
19 (B) One shall have expertise on issues affecting services to seniors and to persons with disabil-
20 ities.
21 (2) Each council member must be the administrative head of the listed agency or an employee
22 of that agency who is designated by the administrative head and who has an agency policy-making
23 role affecting hunger, food programs, nutrition, homelessness or related issues.
24 (3) The Hunger Relief Task Force shall adopt recommendations and proposals as the task force
25 deems appropriate. The council shall be responsible for receiving the recommendations and pro-
26 posals adopted by the task force and the recommendations of any state body relating to the issue
27 of homelessness, and for forwarding the recommendations and proposals to state agencies or other
28 public or private organizations for action that the council deems appropriate:
29 (a) To ensure the coordination of state agency hunger relief efforts and homelessness relief ef-
30 forts;
31 (b) To ensure that food and nutrition programs, other hunger relief efforts and homelessness
32 relief efforts operate efficiently and effectively;
33 (c) To monitor the utilization of federal hunger relief efforts and homelessness relief efforts and
34 provide outreach to expand underutilized programs; and
35 (d) To encourage the coordination of state and local programs, public and private antipoverty
36 programs affecting food distribution and programs for assisting the homeless.
37 (4) The Director of the Housing and Community Services Department, in collaboration with the
38 Director of Human Services, shall convene council meetings at least quarterly.
39 (5) The Director of the Housing and Community Services Department shall provide the council
40 with staff support the director deems appropriate, by using Housing and Community Services De-
41 partment employees or by contract. The director shall also provide the council with supplies as the
42 director deems appropriate.
43 **SECTION 81.** ORS 609.652 is amended to read:
44 609.652. As used in ORS 609.654:
45 (1)(a) "Aggravated animal abuse" means any animal abuse as described in ORS 167.322.

- 1 (b) "Aggravated animal abuse" does not include:
2 (A) Good animal husbandry, as defined in ORS 167.310; or
3 (B) Any exemption listed in ORS 167.335.
4 (2) "Law enforcement agency" means:
5 (a) Any city or municipal police department.
6 (b) A police department established by a university under ORS 352.383.
7 (c) Any county sheriff's office.
8 (d) The Oregon State Police.
9 (e) A law enforcement division of a county or municipal animal control agency that employs
10 sworn officers.
11 (3) "Public or private official" means:
12 (a) A physician, including any intern or resident.
13 (b) A dentist.
14 (c) A school employee.
15 (d) A licensed practical nurse or registered nurse.
16 (e) An employee of the Department of Human Services, Oregon Health Authority, [*State Com-*
17 *mission on Children and Families,*] **Early Learning Council, Youth Development Council, Child**
18 **Care Division of the Employment Department, the Oregon Youth Authority, a county health de-**
19 **partment, a community mental health program, a community developmental disabilities program, a**
20 **county juvenile department, a licensed child-caring agency or an alcohol and drug treatment pro-**
21 **gram.**
22 (f) A peace officer.
23 (g) A psychologist.
24 (h) A member of the clergy.
25 (i) A regulated social worker.
26 (j) An optometrist.
27 (k) A chiropractor.
28 (L) A certified provider of foster care, or an employee thereof.
29 (m) An attorney.
30 (n) A naturopathic physician.
31 (o) A licensed professional counselor.
32 (p) A licensed marriage and family therapist.
33 (q) A firefighter or emergency medical services provider.
34 (r) A court appointed special advocate, as defined in ORS 419A.004.
35 (s) A child care provider registered or certified under ORS 657A.030 and 657A.250 to 657A.450.
36 (t) A member of the Legislative Assembly.

37 **SECTION 82.** ORS 657A.490 is amended to read:

38 657A.490. If the Department of Education is able to find adequate funding under ORS 657A.493,
39 the department, in partnership with organizations including, but not limited to, the Institute on Vi-
40 olence and Destructive Behavior at the University of Oregon, the Child Care Division of the Em-
41 ployment Department, the [*State Commission on Children and Families*] **Early Learning Council,**
42 **the Youth Development Council** and the Oregon Center for Career Development in Childhood
43 Care and Education:

- 44 (1) Shall establish, in coordination with existing training systems, a statewide child care pro-
45 vider training program that will educate child care providers on:

- 1 (a) The importance of healthy brain development in the first three years of a child's life.
- 2 (b) The identification of risk factors and behaviors that indicate that a child:
- 3 (A) Needs special education or mental health treatment; or
- 4 (B) Is at risk of becoming involved in the criminal justice system.
- 5 (c) Appropriate referrals for intervention for the behaviors identified under paragraph (b) of this
- 6 subsection.
- 7 (2) Shall establish an application process for child care providers who wish to attend the pro-
- 8 gram and may charge child care providers a fee for attending the program.
- 9 (3) May adopt any rules necessary to implement this section.

10 **SECTION 83.** ORS 805.205 is amended to read:

11 805.205. (1) The Department of Transportation shall provide for issuance of registration plates
 12 described in subsections (3), (7) and (8) of this section for nonprofit groups meeting the qualifications
 13 for tax exempt status under section 501(c)(3) of the Internal Revenue Code and for institutions of
 14 higher education. Plates issued under this section may be issued to owners of motor vehicles regis-
 15 tered under the provisions of ORS 803.420 (1). Plates issued under this section may not contain ex-
 16 pressions of political opinion or religious belief. Rules adopted under this section shall include, but
 17 need not be limited to, rules that:

18 (a) Describe general qualifications to be met by any group in order to be eligible for plates is-
 19 sued under this section.

20 (b) Specify circumstances under which the department may cease to issue plates for any partic-
 21 ular group.

22 (c) Require each group for which plates are issued to file an annual statement on a form de-
 23 signed by the department showing that the group is a nonprofit group or is an institution of higher
 24 education and that the group or institution otherwise meets the qualifications imposed for eligibility
 25 for plates issued under this section. The statement shall include names and addresses of current
 26 directors or officers of the group or institution or of other persons authorized to speak for the group
 27 or institution on matters affecting plates issued under this section.

28 (2)(a) Except as otherwise provided in paragraphs (b) and (c) of this subsection, in addition to
 29 any other fee authorized by law, upon issuance of a plate under this section and upon renewal of
 30 registration for a vehicle that has plates issued under this section, the department shall collect a
 31 surcharge for each year of the registration period. The surcharge shall be determined by the de-
 32 partment by rule and may not be less than \$2.50 per plate or more than \$16 per plate. In setting the
 33 amount of the surcharge, the department shall consult with the nonprofit group for which the plates
 34 are issued.

35 (b) In addition to any other fee authorized by law, upon issuance of a plate under this section
 36 that recognizes an institution of higher education in this state, and upon renewal of registration for
 37 a vehicle that has such plates, the department shall collect a surcharge of \$8 per plate for each year
 38 of the registration period.

39 (c) In addition to any other fee authorized by law, upon issuance of a Share the Road registra-
 40 tion plate, as described in subsection (7) of this section, the department shall collect a surcharge
 41 of \$5 per year of registration.

42 (3) Plates issued under this section shall be from the current regular issue of plates except that:

43 (a) If the group requesting the plates is an institution of higher education, the plates shall, upon
 44 request, contain words that indicate the plates are issued to recognize the institution or shall con-
 45 tain the institution's logo or an image of the institution's mascot; or

1 (b) If the group requesting the plates is a group that recognizes fallen public safety officers, the
 2 plates shall, upon request, contain a decal that indicates the plates are issued to recognize fallen
 3 public safety officers.

4 (4) Except as otherwise required by the design chosen, the plates shall comply with the re-
 5 quirements of ORS 803.535. The department shall determine how many sets of plates shall be man-
 6 ufactured for each group approved under this section. If the department does not sell or issue
 7 renewal for 500 sets of plates for a particular group in any one year, the department shall cease
 8 production of those plates.

9 (5) Except as otherwise provided in subsection (6) of this section, each group that is found by
 10 the department to be eligible for plates issued under this section may designate an account into
 11 which the net proceeds of the surcharge collected by the department under subsection (2) of this
 12 section are to be deposited. The department shall keep accurate records of the number of plates is-
 13 sued for each group that qualifies. After payment of administrative expenses of the department,
 14 moneys collected under this section for each group shall be deposited by the department into an
 15 account specified by that group. If any group does not specify an account for the moneys collected
 16 from the sale of plates issued under this section, the department shall deposit moneys collected for
 17 those plates into the Passenger Rail Transportation Account established under ORS 802.100 to be
 18 used as other moneys in the account are used. Deposits under this subsection shall be made at least
 19 quarterly.

20 (6)(a) Each institution of higher education that requests a plate under this section shall desig-
 21 nate an account in the general fund of the institution, and the proceeds in the account shall be used
 22 for the purpose of academic enrichment at the institution.

23 (b) Net proceeds of the surcharge collected by the department for Share the Road registration
 24 plates shall be deposited into two accounts designated by the Bicycle Transportation Alliance and
 25 Cycle Oregon. The department shall evenly distribute the net proceeds to each account. Deposits
 26 under this paragraph shall be made at least quarterly. At any time that the department determines
 27 that the accounts designated by the Bicycle Transportation Alliance and Cycle Oregon cease to
 28 exist, the department may deposit the proceeds into the Passenger Rail Transportation Account es-
 29 tablished under ORS 802.100.

30 (c) Net proceeds of the surcharge collected by the department for Keep Kids Safe registration
 31 plates shall be deposited into an account designated by the Children's Trust Fund of Oregon Foun-
 32 dation to fund strategies and approaches shown to prevent or reduce child abuse. Deposits made
 33 under this paragraph shall be made at least quarterly. At any time that the department determines
 34 that the account designated by the Children's Trust Fund of Oregon Foundation ceases to exist, the
 35 department may deposit the proceeds into the Passenger Rail Transportation Account established
 36 under ORS 802.100 to be used as other moneys in the account are used.

37 (7) Notwithstanding subsection (3) of this section, the department shall design a Share the Road
 38 registration plate in consultation with the Bicycle Transportation Alliance and Cycle Oregon.

39 (8) Notwithstanding subsection (3) of this section, the department shall design a Keep Kids Safe
 40 registration plate [*in consultation with the State Commission on Children and Families*].

41 **SECTION 84.** Section 16, chapter 418, Oregon Laws 2011, is amended to read:

42 **Sec. 16.** (1) As used in this section, "regional health improvement plan" means a four-year
 43 comprehensive, coordinated regional plan incorporating and replacing all health and human service
 44 plans prescribed by the Oregon Health Authority, including but not limited to plans required under
 45 ORS 430.630, 430.640, 431.385 and 624.510 [*and plans required by the State Commission on Children*

1 *and Families under ORS 417.705 to 417.801].*

2 (2)(a) The Central Oregon Health Council shall conduct a regional health assessment and adopt
 3 a regional health improvement plan to serve as a strategic population health and health care system
 4 service plan for the region served by the council. The plan must define the scope of the activities,
 5 services and responsibilities that the council proposes to assume upon implementation of the plan.

6 (b) The activities, services and responsibilities that the council proposes to assume under the
 7 plan may include, but are not limited to:

8 (A) Analysis and development of public and private resources, capacities and metrics based on
 9 ongoing regional health assessment activities and population health priorities;

10 (B) Health policy;

11 (C) System design;

12 (D) Outcome and quality improvement;

13 (E) Integration of service delivery; and

14 (F) Workforce development.

15 (3) The council shall submit the plan adopted under subsection (2) of this section to the au-
 16 thority for approval. The authority may approve the plan or return it to the council for modification
 17 prior to approval.

18 (4) The regional health improvement plan adopted under this section shall serve as a guide for
 19 entities serving medical assistance recipients, public health authorities, mental health authorities,
 20 health care systems, payer groups, provider groups and health coalitions in the counties served by
 21 the council.

22 **SECTION 85.** (1) Sections 43 to 46 of this 2012 Act and the amendments to statutes and
 23 session law by section 47 to 84 of this 2012 Act become operative on July 1, 2012.

24 (2) The Early Learning System Director or the chairperson of the Youth Development
 25 Council may take any action before the operative date specified in subsection (1) of this
 26 section that is necessary to enable the director or chairperson to exercise, on and after the
 27 operative date specified in subsection (1) of this section, the duties, functions and powers of
 28 the director or chairperson under the provisions of section 43 of this 2012 Act.

29 **SECTION 86.** ORS 417.730, 417.733, 417.735, 417.740, 417.745, 417.747, 417.750, 417.760,
 30 417.765, 417.770, 417.775, 417.777, 417.780, 417.785, 417.787, 417.797, 417.830, 417.833, 417.836,
 31 417.839, 417.842 and 419A.047 are repealed.

32 **SECTION 87.** The repeal of ORS 417.730, 417.733, 417.735, 417.740, 417.745, 417.747, 417.750,
 33 417.760, 417.765, 417.770, 417.775, 417.777, 417.780, 417.785, 417.787, 417.797, 417.830, 417.833,
 34 417.836, 417.839, 417.842 and 419A.047 by section 86 of this 2012 Act becomes operative on July
 35 1, 2012.

36 **SECTION 88.** (1) Nothing in the amendments to statutes and session law by sections 47
 37 to 84 of this 2012 Act and the repeal of statutes by section 86 of this 2012 Act relieves a
 38 person of a liability, duty or obligation accruing under or with respect to the duties, func-
 39 tions and powers transferred by the provisions of section 43 of this 2012 Act. The Early
 40 Learning Council or the Youth Development Council may undertake the collection or
 41 enforcement of any such liability, duty or obligation.

42 (2) The rights and obligations of the State Commission on Children and Families legally
 43 incurred under contracts, leases and business transactions executed, entered into or begun
 44 before the operative date specified in section 85 of this 2012 Act are transferred to the Early
 45 Learning Council or the Youth Development Council. For the purpose of succession to these

1 rights and obligations, the Early Learning Council or the Youth Development Council is a
 2 continuation of the state commission and not a new authority.

3 **SECTION 89.** Notwithstanding the transfer of duties, functions and powers by the pro-
 4 visions of section 43 of this 2012 Act, the rules of the State Commission on Children and
 5 Families in effect on the operative date specified in section 85 of this 2012 Act continue in
 6 effect until superseded or repealed by rules of the Early Learning Council or the Youth De-
 7 velopment Council. References in rules of the state commission to the state commission or
 8 an officer or employee of the state commission are considered to be references to the council
 9 or an officer or employee of the council.

10 **SECTION 90.** Whenever, in any uncodified law or resolution of the Legislative Assembly
 11 or in any rule, document, record or proceeding authorized by the Legislative Assembly, ref-
 12 erence is made to the State Commission on Children and Families or an officer or employee
 13 of the state commission, the reference is considered to be a reference to:

14 (1) The Early Learning Council, or an officer or employee of the council, for services
 15 related to children zero through five years of age.

16 (2) The Youth Development Council, or an officer or employee of the council, for services
 17 related to children and youth 6 through 20 years of age.

18 **SECTION 91.** (1) Section 43 of this 2012 Act and the repeal of ORS 417.730 by section 86
 19 of this 2012 Act are intended to change the name of the "State Commission on Children and
 20 Families" to:

21 (a) The "Early Learning Council" for services related to children zero through five years
 22 of age; and

23 (b) The "Youth Development Council" for services related to children and youth 6
 24 through 20 years of age.

25 (2) For the purpose of harmonizing and clarifying statutory law, the Legislative Counsel
 26 may substitute for words designating the "State Commission on Children and Families,"
 27 wherever they occur in statutory law, other words designating:

28 (a) The "Early Learning Council" for services related to children zero through five years
 29 of age; and

30 (b) The "Youth Development Council" for services related to children and youth 6
 31 through 20 years of age.

32 **SECTION 92.** (1) Section 17 of this 2012 Act and the repeal of ORS 417.733 by section 86
 33 of this 2012 Act are intended to change the name of the "State Commission on Children and
 34 Families Account" to the "Early Learning Council Fund."

35 (2) For the purpose of harmonizing and clarifying statutory law, the Legislative Counsel
 36 may substitute for words designating the "State Commission on Children and Families Ac-
 37 count," wherever they occur in statutory law, other words designating the "Early Learning
 38 Council Fund."
 39

40 **ABOLISHMENT OF COMMISSION FOR CHILD CARE**

41
 42 **SECTION 93.** (1) The Commission for Child Care is abolished. On the operative date of
 43 this section, all duties, functions and powers of the Commission for Child Care are imposed
 44 upon, transferred to and vested in the Early Learning Council established in section 4,
 45 chapter 519, Oregon Laws 2011.

1 (2) The chairperson of the Commission for Child Care shall deliver to the Early Learning
 2 System Director all records and property within the jurisdiction of the chairperson that re-
 3 late to the duties, functions and powers transferred by this section.

4 (3) The Early Learning System Director shall take possession of the records and property
 5 transferred by the provisions of this section.

6 (4) The Governor shall resolve any dispute between the Commission for Child Care and
 7 the Early Learning Council relating to transfers of records and property under this section
 8 and the Governor's decision is final.

9 **SECTION 94.** The Commission for Child Care Account is abolished. Any moneys remain-
 10 ing in the account on June 30, 2012, that are unexpended, unobligated and not subject to any
 11 conditions shall be transferred to the Early Learning Council Fund established by section 17
 12 of this 2012 Act.

13 **SECTION 95.** (1) The unexpended balances of amounts authorized to be expended by the
 14 Commission for Child Care for the biennium beginning July 1, 2011, from revenues dedicated,
 15 continuously appropriated, appropriated or otherwise made available for the purpose of ad-
 16 ministering and enforcing the duties, functions and powers transferred by section 92 of this
 17 2012 Act are transferred to and are available for expenditure by the Early Learning Council
 18 for the biennium beginning July 1, 2011, for the purpose of administering and enforcing the
 19 duties, functions and powers transferred by section 92 of this 2012 Act.

20 (2) The expenditure classifications, if any, established by Acts authorizing or limiting
 21 expenditures by the Commission for Child Care remain applicable to expenditures by the
 22 Early Learning Council under this section.

23 **SECTION 96.** The transfer of duties, functions and powers to the Early Learning Council
 24 by section 92 of this 2012 Act does not affect any action, proceeding or prosecution involving
 25 or with respect to such duties, functions and powers begun before and pending at the time
 26 of the transfer, except that the Early Learning Council is substituted for the Commission for
 27 Child Care in the action, proceeding or prosecution.

28 **SECTION 97.** ORS 657A.010 is amended to read:

29 657A.010. (1) There is established within the Employment Department a Child Care Division.

30 (2) The Child Care Division, as designated by the Governor, shall be responsible for adminis-
 31 tering funds received by the State of Oregon pursuant to the federal Child Care and Development
 32 Block Grant Act of 1990, the Dependent Care Planning and Development Grant and other federal
 33 child care funds and grants received by the State of Oregon.

34 (3) The Child Care Division shall comply with directives of the Early Learning Council
 35 established in section 4, chapter 519, Oregon Laws 2011, in the division's implementation of
 36 the provisions of ORS 657A.250 to 657A.450.

37 [(2)] (4) There is established in the State Treasury, separate and distinct from the General Fund,
 38 the Child Care Fund. [Such] **The Child Care Fund** shall consist of moneys collected and received
 39 by the Child Care Division pursuant to subsection [(1)] (2) of this section, ORS 657A.310 and
 40 657A.992 and such moneys as may be otherwise made available by law. Interest earned on the fund
 41 shall be credited to the fund. The moneys in the Child Care Fund are appropriated continuously to
 42 the Child Care Division and shall be used in a manner consistent with the grant of funds or for the
 43 administration of ORS 181.537, 657A.030 and 657A.250 to 657A.450.

44 **SECTION 98.** ORS 657A.180 is amended to read:

45 657A.180. (1) [There is created] **The Child Care Division shall create** an advisory committee to

1 advise the [Child Care] division on the development and administration of child care resource and
 2 referral policies and practices. [The advisory committee shall include but not be limited to three
 3 members of the Commission for Child Care.] The Child Care Division shall, in consultation with the
 4 advisory committee, establish criteria for proposals, prepare requests for proposals, receive pro-
 5 posals and award grants for the establishment of resource and referral programs.

6 (2) The Child Care Division shall collect and report data concerning resource and referral pro-
 7 grams.

8 (3)(a) The local resource and referral agencies shall match grant funds in an amount not less
 9 than 10 percent of grant funds received. Matching financial support includes, but is not limited to,
 10 in-kind contributions.

11 [(4)] (b) As used in this [section] subsection, "in-kind contributions" means nonmonetary con-
 12 tributions that include but are not limited to:

13 [(a)] (A) Provision of rent-free program space;

14 [(b)] (B) Provision of utilities;

15 [(c)] (C) Provision of custodial services;

16 [(d)] (D) Provision of secretarial services;

17 [(e)] (E) Provision of liability insurance or health insurance benefits;

18 [(f)] (F) Administrative services; and

19 [(g)] (G) Transportation services.

20 (4) **The Child Care Division shall provide to the Early Learning Council a report that**
 21 **summarizes the development and administration of child care resource and referral policies**
 22 **and practices under this section. The report must be provided at least twice a year and as**
 23 **otherwise required by the Early Learning Council.**

24 **SECTION 99.** ORS 657A.310 is amended to read:

25 657A.310. (1) Application for a certification or for the annual renewal thereof shall be made to
 26 the Child Care Division on forms provided by the division and accompanied by a nonrefundable fee.
 27 The fee shall vary according to the type of facility and the number of children for which the facility
 28 is requesting to be certified, and shall be determined and applied through rules adopted by the di-
 29 vision pursuant to ORS 657A.275.

30 (2) All fees received under subsection (1) of this section shall be deposited in the Child Care
 31 Fund established under ORS 657A.010 [(2)] (4) and may be used for the administration of ORS
 32 181.537, 657A.030 and 657A.250 to 657A.450.

33 (3) Any certification issued pursuant to ORS 657A.030 and 657A.250 to 657A.450 authorizes op-
 34 eration of the facility only on the premises described in the certification and only by the person
 35 named in the certification.

36 (4) Unless sooner revoked, a temporary certification expires on the date specified therein. Un-
 37 less sooner revoked and except as provided in ORS 657A.270 (2), an annual certification expires one
 38 year from the date of issuance.

39 **SECTION 100.** ORS 657A.700 is amended to read:

40 657A.700. As used in ORS 657A.700 to 657A.718:

41 (1) "Child care provider" means a provider, for compensation, of care, supervision or guidance
 42 to a child on a regular basis in a center or in a home other than the child's home. "Child care
 43 provider" does not include a person who is the child's parent, guardian or custodian.

44 (2) "Community agency" means a nonprofit agency that:

45 (a) Provides services related to child care, children and families, community development or

1 similar services; and

2 (b) Is eligible to receive contributions that qualify as deductions under section 170 of the
3 Internal Revenue Code.

4 (3) "High quality child care" means child care that meets standards for high quality child care
5 established or approved by the [*Commission for Child Care*] **Early Learning Council**.

6 (4) "Qualified contribution" means a contribution made by a taxpayer to the Child Care Division
7 of the Employment Department or a selected community agency for the purpose of promoting child
8 care, and for which the taxpayer will receive a tax credit certificate under ORS 657A.706.

9 (5) "Tax credit certificate" means a certificate issued by the Child Care Division to a taxpayer
10 to qualify the taxpayer for a tax credit under ORS 315.213.

11 (6) "Tax credit marketer" means an individual or entity selected by the Child Care Division to
12 market tax credits to taxpayers.

13 **SECTION 101.** ORS 657A.992 is amended to read:

14 657A.992. (1) In addition to any other provision of law or rule adopted pursuant to ORS 657A.260
15 for enforcement of the provisions of ORS chapter 657A, the Child Care Division may suspend or
16 revoke a certification or registration issued under ORS 657A.030 and 657A.250 to 657A.450, or im-
17 pose a civil penalty in the manner provided in ORS 183.745, for violation of:

18 (a) Any of the provisions of ORS 657A.030 and 657A.250 to 657A.450;

19 (b) The terms and conditions of a certification or registration issued under ORS 657A.030 and
20 657A.250 to 657A.450; or

21 (c) Any rule of the division adopted under ORS 657A.030 and 657A.250 to 657A.450.

22 (2) The division shall adopt by rule a schedule establishing the civil penalties that may be im-
23 posed under this section. The schedule must provide for categories of violations for which a penalty
24 may be imposed, including "nonserious" and "serious" to be defined by the division by rule under
25 ORS 657A.260.

26 (3) The division must issue a written warning for a nonserious or serious violation before as-
27 sessing a civil penalty under this section. The written warning must prescribe a reasonable time in
28 which to correct a violation.

29 (4) The division may not impose a civil penalty of more than \$100 for a first violation.

30 (5) The division may not impose a civil penalty for a subsequent violation that exceeds the
31 penalty imposed for the previous violation by more than \$100. Penalties imposed under this sub-
32 section may not exceed \$500 per violation, or \$1,000 total for multiple violations per quarter.

33 (6) Notwithstanding any other provision of this section, the maximum civil penalty that may be
34 imposed:

35 (a) For violation of ORS 657A.330 by a registered family child care home provider is \$100.

36 (b) For violation of ORS 657A.280 by an operator of a child care facility that is not a child care
37 center is \$200.

38 (c) For violation of ORS 657A.280 by an operator of a child care facility that is a child care
39 center is \$500.

40 (7) A civil penalty imposed under this section may be remitted or reduced upon such terms and
41 conditions as the division considers proper and consistent with the public health and safety.

42 (8) All moneys received under this section shall be deposited in the Child Care Fund established
43 under ORS 657A.010 [(2)] (4) and may be used for the administration of ORS 181.537, 657A.030 and
44 657A.250 to 657A.450.

45 **SECTION 102.** ORS 657A.600, 657A.610, 657A.620, 657A.630 and 657A.640 are repealed.

