

## 1 Define CCDF Leadership and Coordination with Relevant Systems

Implementation of the requirements of the CCDBG Act of 2014 will require leadership and coordination between the child care assistance program and other child- and family-serving agencies, services, and supports at the state and local levels. ACF recognizes that each grantee must identify the most appropriate entities and individuals to lead and participate in implementation based on the context within that State or Territory. This will include those that manage various components of CCDF-funded activities and requirements (fiscal, subsidy, health and safety monitoring, and continuous quality improvement) as well as other public and private partners.

This section collects information to help ACF understand the stakeholders convened and consulted to develop the Plan, where authority lies to make policy decisions and program changes, and who is responsible for implementing the blueprint for action the Plan describes. For example, the law requires that, at the option of the Tribes, State/Territory Lead Agencies must collaborate and coordinate with Indian tribes or tribal organizations in the State in a timely manner in the development of the CCDF Plan. ACF expects that new requirements in the law will necessitate that grantees build partnerships with other agencies and organizations to better link the children and families receiving financial assistance to information, services and resources regarding other programs for which they may be eligible, including developmental screenings for children, and other resources (also in section 2). In addition, States and Territories must describe how public-private partnerships are being used to increase the supply and quality of child care services.

### 1.1 CCDF Leadership

The Governor of a State or Territory shall designate an agency (which may be an appropriate collaborative agency), or establish a joint inter-agency office, to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E(c)(1))

#### 1.1.1 Which Lead Agency is designated to administer the CCDF program?

Identify the Lead Agency or joint inter-agency office designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals, and disallowance notifications to the designated contact identified here. (658D(a))

- Name of Lead Agency ***Oregon Department of Education Early Learning Division***
- Address of Lead Agency ***775 Summer St NE, Salem, OR 97301***
- Name and Title of the Lead Agency Official ***Megan Irwin, Early Learning Systems Director***
- Phone Number ***503-378-2755***
- E-Mail Address ***megan.irwin@state.or.us***
- Web Address for Lead Agency (if any) ***www.ode.state.or.us***

1.1.2 Who is the CCDF administrator?

Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, or the person with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator **Dawn Woods**

Title of CCDF Administrator **Child Care Director**

Address of CCDF Administrator **775 Summer St. NE, Salem, OR 97301**

Phone Number **503-947-1418**

E-Mail Address **dawn.a.woods@state.or.us**

b) Contact Information for CCDF Co-Administrator (if applicable):

Name of CCDF Co-Administrator \_\_\_\_\_

Title of CCDF Co-Administrator \_\_\_\_\_

Phone Number \_\_\_\_\_

E-Mail Address \_\_\_\_\_

Description of the role of the Co-Administrator \_\_\_\_\_

c) Primary Contact Information for the CCDF Program:

Phone Number for CCDF program information (for the public) (if any) \_\_\_\_\_

Web Address for CCDF program (for the public) (if any) **www.childcareinoregon.org**

Web Address for CCDF program policy manual (if any) \_\_\_\_\_

Web Address for CCDF program administrative rules (if any)

[http://arcweb.sos.state.or.us/pages/rules/oars\\_400/oar\\_414/414\\_tofc.html](http://arcweb.sos.state.or.us/pages/rules/oars_400/oar_414/414_tofc.html)

1.1.3 Identify the agency/department/entity that is responsible for each of the major parts of CCDF administration and the name of the lead contact responsible for managing this portion of the Plan.

- Outreach and Consumer Education (section 2):
  - o Agency/Department/Entity **Early Learning Division**
  - o Name of Lead Contact **Dawn Woods**
- Subsidy/Financial Assistance (section 3 and section 4)
  - o Agency/Department/Entity **Early Learning Division**

- Name of Lead Contact ***Dawn Woods***
- Licensing/Monitoring (section 5):
  - Agency/Department/Entity ***Early Learning Division***
  - Name of Lead Contact ***Dawn Woods***
- Child Care Workforce (section 6):
  - Agency/Department/Entity ***Early Learning Division***
  - Name of Lead Contact ***Dawn Woods***
- Quality Improvement (section 7):
  - Agency/Department/Entity ***Early Learning Division***
  - Name of Lead Contact ***Dawn Woods***
- Grantee Accountability/Program Integrity (section 8):
  - Agency/Department/Entity ***Early Learning Division***
  - Name of Lead Contact ***Dawn Woods***

## 1.2 CCDF Policy Decision Authority

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b))

- 1.2.1 Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level? In other words, identify whether CCDF program rules and policies are established by the State or Territory (even if administered or operated locally) or whether the CCDF policies or rules are established by local entities (such as counties or workforce boards) setting those policies. Check one.

All program rules and policies are set or established at the State/Territory level.

Some or all program rules and policies are set or established by local entities. If checked, indicate which entities establish the following policies. Check all that apply.

Eligibility rules and policies (e.g., income limits) are set by the:

State/Territory

County. If checked, describe the type of eligibility policies the county can set \_\_\_\_\_

Other local entity (e.g., workforce boards, early learning coalitions). If checked, identify the entity (e.g. workforce board) and describe the type of eligibility policies the local entity(ies) can set \_\_\_\_\_

Other. Describe \_\_\_\_\_

Sliding fee scale is set by the:

State/Territory

County. If checked, describe the type of sliding fee scale policies the county can set \_\_\_\_\_

Other local entity (e.g., workforce boards, early learning coalitions). If checked, identify the entity (e.g. workforce board) and describe the type of sliding fee scale policies the local entity(ies) can set \_\_\_\_\_

Other. Describe \_\_\_\_\_

Payment rates are set by the:

State/Territory

County. If checked, describe the type of payment rate policies the county can set \_\_\_\_\_

Other local entity (e.g., workforce boards, early learning coalitions). If checked, identify the entity (e.g. workforce board) and describe the type of payment rate policies the local entity(ies) can set \_\_\_\_\_

Other. Describe \_\_\_\_\_

Other. List and describe (e.g., quality improvement systems, payment practices) \_\_\_\_\_

1.2.2 How is the CCDF program operated in your State/Territory? In other words, which agency(ies) implement or perform these CCDF services and activities and how will the State/Territory ensure that Federal CCDF requirements are fully implemented by other governmental or nongovernmental agencies. ACF recommends minimizing differences in eligibility or other policies across counties or other jurisdictions to ease family burden and confusion. Check all that apply and describe the services performed by the entity and how the State/Territory ensures accountability that federal requirements are fully implemented by other agency(ies).

a) Who determines eligibility?

CCDF Lead Agency

***The Lead Agency uses the eligibility rules, income limits, and payment rates that are established by DHS.***

TANF agency. Describe.

***Employment Related Day Care eligibility rules and program policies are established by the Department of Human Services (DHS), the TANF agency.***

Other State/Territory agency. Describe. \_\_\_\_\_

Local government agencies such as county welfare or social services departments. Describe. \_\_\_\_\_

Child care resource and referral agencies. Describe. ?

Community-based organizations. Describe. ?

Other. Describe.

***A number of contracts to serve special populations provide eligibility determination services. This includes school district teen parent programs migrant/seasonal farm worker programs, inclusive child care programs through Oregon Council on Developmental Disabilities, and alcohol and drug treatment programs.***

b) Who assists parents in locating child care (consumer education)?

CCDF Lead Agency

TANF agency. Describe.

***Eligibility workers may assist parent in locating child care and will refer parents to local child care resource and referral agencies and to child care referral specialist at 211 beginning July 1, 2106***

Other State/Territory agency. Describe.

Local government agencies such as county welfare or social services departments. Describe. \_\_\_\_\_

Child care resource and referral agencies. Describe.

***Twelve agencies provide statewide child care resource and referral services in geographic service delivery areas. Beginning July 1, 2016, 211 will provide statewide referral services.***

Community-based organizations. Describe.

***Local contracted programs that perform eligibility and determination also assist parents in location child care.***

Other. Describe. \_\_\_\_\_

c) Who issues payments?

CCDF Lead Agency ***ELD issues payments for the Special Populations program.***

TANF agency. Describe. ***DHS issues payments for the ERDC subsidy program.***

Other State/Territory agency. Describe. \_\_\_\_\_

Local government agencies such as county welfare or social services departments. Describe. \_\_\_\_\_

Child care resource and referral agencies. Describe. \_\_\_\_\_

Community-based organizations. Describe. \_\_\_\_\_

Other. Describe. \_\_\_\_\_

### 1.3 Consultation in the Development of the CCDF Plan

The Lead Agency is responsible for developing the CCDF plan which serves as the application for a three-year implementation period. In the development of the CCDF plan, the Lead Agency shall consult with appropriate representatives of units of general purpose local government. (658D(b)(2)) General purpose local governments is defined by the U.S. Census at [https://www.census.gov/newsroom/cspan/govts/20120301\\_cspan\\_govts\\_def\\_3.pdf](https://www.census.gov/newsroom/cspan/govts/20120301_cspan_govts_def_3.pdf)

The CCDBG Act of 2014 added a requirement that States consult with the State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act). 658E(c)(2)(R) In addition, States shall, at the option of an Indian tribe or tribal organization in the State, collaborate and coordinate with such Indian tribe or tribal organization in the development of the State plan in a timely manner. (658D (b)(1)(E))

- 1.3.1 Check who and describe how the Lead Agency consulted with these entities in the development of the CCDF Plan (check all that apply). For example, did the entity participate in a drafting committee, review drafts, sign off on the final version, or develop a memorandum of understanding with the Lead Agency to meet requirements to share information or services for CCDF subsidy families, or other manner of participation? This list includes entities required by law along with a list of optional CCDF Plan consultation partners that Lead Agencies potentially would consult with in their developing their CCDF Plan.

[REQUIRED] Appropriate representatives of general purpose local government, which can include counties, municipalities or townships/towns Describe \_\_\_\_\_

- ***Oregon Speaker of the House workgroup on ERDC.***
- ***Early Learning Council includes elected County Commissioners or Judges.***
- ***The Early Learning Council is a 19 member board appointed by the Governor, made up of a citizen from each congressional district and at-large membership in compliance with the federal Head Start act.***
- ***Multiple updates are given to Oregon Association of Counties.***
- ***Each Early Learning Hub has an Advisory Council; many have local elected officials as members.***

[REQUIRED, IF APPLICABLE] State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act). Describe

***The Early Learning Council (ELC) is the state advisory body, makes Early Learning System policy decisions and has rule-making authority for the Early Learning Division. The ELC signs off on the final version of the State Plan.***

- o If checked, does the Lead Agency have official representation and a decision-making role in the State Advisory Council?

Yes

No.

- If no State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act) exists in your State/Territory, describe how you consulted with any other state- or state-designated cross-agency body such as an advisory council, cross-agency commission, or council or cabinet related to child and family planning and policy \_\_\_\_\_

[REQUIRED] Indian tribe(s) and/or tribal organization(s), at the option of individual Tribes. Describe, including which Tribe(s) you consulted with

***Oregon Statute 182.162 defines and guides the government to government relationship that exists between Oregon's nine recognized Tribes and the State of Oregon. The education cluster focuses on areas of partnership that expand along the education spectrum from early childhood to college and the health services cluster includes human services and child care subsidy.***

***DHS is the lead agency for the health services cluster and child care policy staff members lead discussions and provide updates related to child care services and subsidies in partnership with Tribes. In addition, staff members have facilitated meetings between eligibility program staff and the tribes to coordinate access to child care subsidy, discuss training for tribal child care providers, and to discuss how the CCDBG Act of 2014 is changing child care policy and practices.***

***Through the education cluster and work with Indian Health Services staff, moving forward partnerships efforts around the QRIS, child care training, health and safety standards alignment are being explored and vetted.***

Check N/A if no Indian Tribes and/or Tribal organizations in the State

State/Territory agency responsible for public education. Describe

***The Early Learning Division is part of the Department of Education and the Deputy Superintendent of Public Instruction serves on the Early Learning Council.***

State/Territory agency/agencies responsible for programs for children with special needs, including early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool). Describe

***Early Intervention Early Childhood Special Education is within the Oregon Department of Education and represented on the Early Learning Division management Team. The Council on Developmental Disabilities of the Department of Human Services is the lead agency for Oregon's Special Populations Inclusive Child Care Program. Staff members from both programs are consulted on sections of the plan.***

State/Territory institutions for higher education, including community colleges. Describe

State/Territory agency responsible for child care licensing. Describe

***The Early Learning Division is responsible for child care licensing in the state.***

State/Territory office/director for Head Start State collaboration. Describe

***Head Start Collaboration Director is a member of the Early Learning Council and CCDF State Plan drafting committee.***

State/Territory/local agencies with Early Head Start-Child Care Partnerships grants. Describe

***Department of Human Services and the Early Learning Council are leading the effort to partner with grantees and child care partners on this federal grant. The Early Head Start Child Care Partnership is actively engaged in subsidy accessibility.***

State/Territory agency responsible for Child and Adult Care Food Program (CACFP). Describe

***The Child Care and Adult Food Program is part of the Oregon Department of Education. The Early Learning Division holds joint meetings with the Child and Adult Care Food Program and they are members of the Early Learning Partner Forum.***

State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention. Describe

***The Oregon Health Authority is represented on the Early Learning Council as well as the Early Learning Partner Forum, an ad hoc group whose role is to provide input and advise the Early Learning Division on child care policy related to the CCDF state plan. There is also a standing Joint Early Learning Council/Oregon Health Policy Board responsible for deepening coordination and integration of early learning and health policy.***

Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services. Describe

***The Early Learning Partner Forum (ELPF), previously called the Childhood Care and Education Coordinating Council, is an ad hoc group whose role is to provide input and advise the Early Learning Division on child care policy related to the CCDF state plan. Membership includes representation from child care resource and referral, child care unions, philanthropic organizations, Oregon Association for the Education of Young Children, Oregon Child Care Directors Association, Oregon Center for Career Development, Head Start, Early Head Start, Child and Adult Care Food Program, Oregon Health Authority, Oregon Library System, higher education, and child care providers.***

State/Territory agency responsible for implementing the Maternal and Child Home Visitation programs grant. Describe



***The Oregon Health Authority is represented on the Early Learning Council and the Early Learning Division administers a component of the MIECHV program through its Healthy Families Oregon program***

Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT). Describe

***The Oregon Health Authority administers the program and is represented on the Early Learning Council.***

McKinney-Vento State coordinators for Homeless Education. Describe

***Internal to Department of Education***

State/Territory agency responsible for public health. Describe

***The Oregon Health Authority is represented on the Early Learning Council***

State/Territory agency responsible for mental health. Describe

***The Oregon Health Authority is represented on the Early Learning Council***

State/Territory agency responsible for child welfare. Describe

***The Director of the Department of Human Services serves on the Early Learning Council***

State/Territory liaison for military child care programs. Describe

State/Territory agency responsible for employment services/workforce development. Describe \_\_\_\_\_

State/Territory agency responsible for Temporary Assistance for Needy Families (TANF). Describe

***The Director of the Department of Human Services serves on the Early Learning Council***

State/community agencies serving refugee or immigrant families. Describe

***The Director of the Department of Human Services serves on the Early Learning Council***

Child care resource and referral agencies. Describe

***The CCR&R directors and staff participate in the Early Learning Partner Forum, contract to provide work outlined in the state plan, and serve as primary engagement audience for changes in federal law that will affect consumers of their services.***

Provider groups or associations. Describe

***The Oregon Association of Child Care Directors, the Oregon After School Network for Kids and the Oregon Association for the Education of Young Children are represented on the Early Learning Partner Forum.***

Labor organizations. Describe

***Service Employees International Union (SEIU) and the American Federation of State, County and Municipal Employees represent family child care workers in Oregon. Members and leadership participate on the Early Learning Partner Forum and are represented on the Early Learning Council***

Parent groups or organizations. Describe Parent input on CCDF state plan has been accomplished through ad hoc community engagement session.

***Parents are represented on the Early Learning Council. Additionally, parent engagement sessions were conducted for input on sections of the plan through partnerships with child care resource and referral agencies and the Early Learning Hubs..***

Other. Describe

1.3.2 Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan (658D(b)(1)(C)). Lead Agencies are required to hold at least one public hearing in the State/Territory with sufficient State/Territory-wide distribution of notice prior to such hearing to provide the public an opportunity to comment on the provision of child care services under the CCDF Plan. At a minimum, this description must include:

**a)** Date(s) of notice of public hearing ***January 24, 2016***

**Reminder** - Must be at least 20 calendar days prior to the date of the public hearing.

**b)** How was the public notified about the public hearing, including how notice was accessible for people with disabilities? Please include website links if utilized to provide notice.

***Notifications are published in newspapers in the state and the hearings are available via livestream for accessibility.***

**c)** Date(s) of public hearing(s) ***February 18, 2016***

**Reminder** - Must be no earlier than September 1, 2015 which is 9 months prior to the June 1, 2016 effective date of the Plan.

**d)** Hearing site(s) or method(s), including how geographic regions of the State/Territory were addressed

***Livestream provides access to all geographic areas of the state.***

**e)** Describe how the content of the Plan was made available to the public in advance of the public hearing(s)

***The state plan is posted on the Early Learning Division website for at least 60 days prior to public hearing.***

**f)** How will the information provided by the public be taken into consideration in the provision of child care services under this Plan?

***The public has the ability to comment on the plan via website and through multiple engagement activities. All information is taken into consideration prior to plan submission. All comments are reviewed by policy staff and recommendations for accepting or considering changes are moved to the Management Team.***

1.3.3 Describe the strategies used by the Lead Agency to make the CCDF Plan and Plan Amendments available to the public. Check all that apply and describe the strategies below, including any relevant links as examples.

Working with advisory committees. Describe

***The State Plan and State Plan Amendments are publicly available on the Early Learning Council and the Office of Child Care website. Drafts of the state plan are presented to the Child Care and Education Committee of the early Learning Council and the full Early Learning Council for input. These meetings require a public notice, are open to the public and livestreamed. Time is set aside at all Early Learning Council Meetings for public Testimony.***

Working with child care resource and referral agencies. Describe

***The State Plan and State Plan Amendments are publicly available on the ELC and OCC website***

Providing translation in other languages. Describe \_\_\_\_\_

Making available on the Lead Agency website. List the website  
[http://www.oregon.gov/OCC/Pages/state\\_plan.aspx](http://www.oregon.gov/OCC/Pages/state_plan.aspx)

Sharing through social media (Twitter, Facebook, Instagram, email, etc.). Describe \_\_\_\_\_

***An announcement and link to the State Plan is posted on the Early Learning Division Facebook page.***

Providing notification to stakeholders (e.g., provider groups, parent groups). Describe

***Information on the CCDF State Plan goes out to stakeholders through the Early Learning Division electronic newsletter.***

Other. Describe \_\_\_\_\_

#### **1.4 Coordination with Partners to Expand Accessibility and Continuity of Care**

The CCDBG Act of 2014 added a requirement that the Plan describe how the State/Territory will efficiently, and to the extent practicable, coordinate child care services supported by CCDF with programs operating at the Federal, State/Territory, and local levels for children in the programs listed below.

1.4.1 Check who and describe how your State/Territory coordinates or plans to efficiently coordinate child care services with the following programs to expand accessibility and continuity of care, and assist children enrolled in early childhood programs to receive full-day services that meet the needs of working families. (658E(c)(2)(O)) Please describe the goals of this coordination,

such as extending the day or year of services for families; smoothing transitions for children between programs or as they age into school, enhancing and aligning quality of services, linking comprehensive services to children in child care settings or developing supply of quality care for vulnerable populations. NOTE that this list appears similar to the list provided in 1.3.1 which focused on consultation for purposes of developing the CCDF Plan, however, this list includes entities required by law, along with a list of optional CCDF Plan coordination partners that Lead Agencies potentially would coordinate with over the next 3 years to expand accessibility and continuity of care, and assist children enrolled in early childhood programs to receive full-day services. Check and describe all that apply.

[REQUIRED] Programs operating at the Federal, State and local levels for children in pre-school programs (e.g., state-or locally-funded pre-k, Head Start, school-based programs, public and private preschools, programs serving preschool children receiving special education services, etc.). Describe

***The state coordinates with Head Start to provide full-day services through a contracted slot program. All quality rated Head Start programs providing full day services for working families are eligible for contracts. Early Head Start Child Care Partnership child care providers are also eligible to participate in the contracted slot program.***

[REQUIRED, IF APPLICABLE] Tribal early childhood programs. Describe, including which Tribe(s) coordinating with.

***The Department of Human Services works with the Tribes through the Health Services Cluster Government to Government session as well as Tribal Prevention Quarterly meeting with Indian Child Welfare staff. Child care policy analysts work with regional Department of Human Services case workers and tribal CCDF representatives to share information on policy changes and coordinate linking comprehensive services.***

Check N/A if no Indian Tribes and/or Tribal organizations or programs in the State.

[REQUIRED] Other Federal, State, local early childhood programs serving infants and toddlers with disabilities. Describe

***Oregon Council on Developmental Disabilities, Inclusive Child Care program provides one-on-one consultations to families of children with disabilities for both the ERDC and Special Populations programs. CCR&Rs in some areas of the state also provide consultations to families and child care providers to support the delivery of the program statewide. Work will continue to expand accessibility and services.***

[REQUIRED] Early childhood programs serving homeless children (as defined by the McKinney-Vento Homeless Education Assistance Act). Describe

***The Oregon Department of Education's State Coordinator for Homeless Education Program and the Early Learning Division are co-convening a group with child care policy staff from the Department of Human Services to assess services to homeless***

***families and develop a plan to enhance educational outcomes for children whose families are experiencing homelessness.***

[REQUIRED] Early childhood programs serving children in foster care. Describe

***ERDC program is accessible to families serving children in foster care and foster care payments do not count toward ERDC eligibility. Department of Human Services child care staff will work with Department of Human Services Child Welfare staff to consider policy changes that encourage expanded accessibility to quality child care.***

State/Territory agency responsible for child care licensing. Describe

State/Territory agency with Head Start State collaboration grant. Describe

***The Early Learning Division houses Head Start Collaboration Director who also sits on the Early Learning Council. Extended day, comprehensive services and continuity of care are an ongoing part of the child care policy work of the division.***

State Advisory Council authorized by the Head Start Act. Describe

***Early Learning Council, which is staffed by the Early Learning Division will be involved in policy decisions for developing and linking services to children through the work of the Early Learning Hubs.***

State/Territory/local agencies with Early Head Start-Child Care Partnerships grants. Describe

***Department of Human Services and Early Learning Division are coordinating grant implementation with local early learning and child care providers to develop a supply of quality extended day child care for vulnerable populations.***

McKinney-Vento State coordinators for Homeless Education or local educational agency McKinney-Vento liaisons. Describe

***The Oregon Department of Education's State Coordinator for Homeless Education Program and the Early Learning Division are co-convening a group with child care policy staff from the Department of Human Services to assess services to homeless families and develop a plan to enhance educational outcomes for children whose families are experiencing homelessness.***

Child care resource and referral agencies. Describe

***Focused Family Child Care Networks are primarily established in child care resource and referral programs throughout the state in coordination with Early Learning Hubs.***

State/Territory agency responsible for public education. Describe \_\_\_\_\_

State/Territory institutions for higher education, including community colleges. Describe \_\_\_\_\_

- State/Territory agency responsible for Child and Adult Care Food Program (CACFP). Describe \_\_\_\_\_
- State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention. Describe \_\_\_\_\_
- Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services. Describe \_\_\_\_\_
- State/Territory agency responsible for implementing the Maternal and Childhood Home Visitation programs grant. Describe \_\_\_\_\_
- Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT). Describe \_\_\_\_\_
- State/Territory agency responsible for public health. Describe \_\_\_\_\_
- State/Territory agency responsible for mental health. Describe \_\_\_\_\_
- State/Territory agency responsible for child welfare. Describe \_\_\_\_\_
- State/Territory liaison for military child care programs. Describe \_\_\_\_\_
- State/Territory agency responsible for employment services/workforce development. Describe \_\_\_\_\_
- State/Territory agency responsible for Temporary Assistance for Needy Families (TANF). Describe \_\_\_\_\_
- State/Territory community agencies serving refugee or immigrant families. Describe \_\_\_\_\_
- Provider groups or associations. Describe \_\_\_\_\_
- Worker organizations. Describe \_\_\_\_\_
- Parent groups or organizations. Describe \_\_\_\_\_
- Other. Describe \_\_\_\_\_

***Early Learning Hubs, which coordinate resources focused on outcomes for children and families, currently have metrics focused on increasing access to early learning services for children whose families are on TANF or connected to child welfare.***

### 1.5 Optional Use of Combined Funds

The CCDBG Act of 2014 added a provision that States and Territories have the option to combine funding for CCDF child care services with funding for any of the required programs listed in 1.4.1. These include programs operating at the Federal, State and local levels for children in preschool programs, tribal early childhood programs, and other early childhood programs, including those serving infants and toddlers with disabilities, homeless children, and children in foster care. (658E(c)(2)(O))(ii) Combining funds could include blending multiple funding streams, pooling funds, or layering funds together from multiple funding streams in an

effort to expand and/or enhance services for children and families to allow for delivery of comprehensive high quality care that meets the needs of children and families. For example, State/Territory agencies may use multiple funding sources to offer grants or contracts to programs to deliver services; a State/Territory may allow county/local government to use coordinated funding streams; or policies may be in place that allow local programs to layer CCDF funds with additional funding sources to pay for full-day, full-year child care that meets Early Head Start/Head Start or State/Territory pre-kindergarten requirements in addition to State/Territory child care licensing requirements. As a reminder, per the OMB Compliance Supplement governing audits ([https://www.whitehouse.gov/omb/circulars/a133\\_compliance\\_supplement\\_2014](https://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2014)), CCDF funds may be used in collaborative efforts with Head Start (CFDA 93.600) programs to provide comprehensive child care and development services for children who are eligible for both programs. In fact, the coordination and collaboration between Head Start and the CCDF is mandated by sections 640(g)(2)(D) and (E), and 642(c) of the Head Start Act (42 USC 9835(g)(2)(D) and (E); 42 USC 9837(c)) in the provision of full working day, full calendar year comprehensive services (42 USC 9835(a)(5)(v)). In order to implement such collaborative programs, which share, for example, space, equipment or materials, grantees may blend several funding streams so that seamless services are provided.

1.5.1 Will you combine CCDF funds with the funds for any program with which you coordinate (described in 1.4.1)?

Yes. If yes, describe at a minimum:

- How do you define “combine”
- Which funds will you combine
- Goal(s) of combining funds (why?) and expected outcomes, such as extending the day or year of services available (i.e., full-day, full-year programming for working families), smoothing transitions for children, enhancing and aligning quality of services, linking comprehensive services to children in child care or developing the supply of child care for vulnerable populations
- Method of fund allocation (how you will be combining multiple sets of funding, such as at the State/Territory level, local level, program level?) \_\_\_\_\_
- How are the funds tracked and method of oversight \_\_\_\_\_

No

## 1.6 Public-Private Partnerships

The CCDBG Act of 2014 adds a new provision that requires States and Territories to describe in the Plan how the State/Territory encourages partnerships among State/Territory and public agencies, tribal organizations, private entities, faith based organizations and/or community-based organizations to leverage existing service delivery systems for child care and development services and to increase the supply and quality of child care services for children through age 12, such as by implementing voluntary shared services alliance models (i.e., cooperative agreement

among providers to pool resources to pay for shared fixed costs and operation). (658E(c)(2)(P)) ACF expects these types of partnerships to leverage public and private resources to further the goals of reauthorization.

- 1.6.1 Describe the entities with whom and the levels at which the State/Territory is partnering (level – State/Territory, county/local, and/or programs), the goals of the partnerships, method of partnering. Include in your description examples of activities that have resulted from partnerships with other State/Territory and public agencies, tribal organizations, private entities, faith based organizations or community-based organizations, and how the partnerships are expected to leverage existing service delivery systems for child care and development services and to increase the supply and quality of child care services. \_\_\_\_\_

***Oregon has developed a model for partnering with public and private entities, tribes, and faith based organizations to leverage service delivery systems for child care and development services. Oregon has 16 established and functioning Early Learning Hubs with its own governing body and sponsored by regional partners including counties, cities, school districts, education service districts.***

***Through this model, Hubs coordinate resources focused on outcomes for children and families. Under the model, all sectors that touch early childhood education – health care, child care, human and social services, early childhood educators, K-12 school districts, and the private sector – have a common place to focus their efforts, resources, and strategies with a shared purpose.***

***The Early Learning Division and Department of Education have formalized a collaborative partnership that focuses on prenatal through third grade alignment (P-3) with several external organizations --including the Children's Institute, Oregon Community Foundation, the Ford Family Foundation, and Portland State University's Center on Early Childhood and Family Support Research. This public/private partnership has articulated a shared vision for P-3 in Oregon which focuses on building capacity and strengthening supports for local P-3 projects throughout the state, and has developed a shared work plan that includes activities such as the development of a P-3 resource website and creating opportunities for shared professional development for providers of early learning services and K-3 teachers.***

***The Oregon Community Foundation supports scholarships for child care to provide financial support for training and education for providers working in family child care, center child care, Head Start, and before/after school programs use the state supported professional development system, The Oregon Registry.***

***The Early Learning Division/Office of Child Care has provided CCDF Discretionary funds as a match for a Charles Steward Mott Foundation grant since 2005. These combined funds support the statewide afterschool network, Oregon After School for Kids (OregonASK), which 1) convenes a quarterly stakeholder meeting for school-age program operators, 2) provides QRIS and other quality improvement training to both management and front-line staff, 3) actively participates in the statewide STEM Council (science, technology, engineering, math), 4) represents and advocates for the***



*before and after-school workforce at statewide meetings, and 5) provides educational materials to statewide and national policymakers.*

## **1.7 Coordination with Local or Regional Child Care Resource and Referral Systems**

States and Territories may use funds to establish or support a system of local or regional child care resource and referral organizations (CCR&R) that is coordinated, to the extent determined by the State/Territory, by a statewide public or private non-profit, community-based or regionally based, lead child care resource and referral organization (also see section 7.4). If they do, the law identifies specific requirements for that entity or system receiving CCDF funds. (658E(c)(3)(B)(iii)) These include:

- Provide families with information on a full range of child care options (including faith-based, community-based child care centers and family child care homes, nontraditional hours and emergency child care centers) in their local area or region
- To the extent practicable, work directly with families who receive child care assistance to offer the families support and assistance in making an informed decision about child care options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the State/Territory
- Collect data and provide information on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act for children with disabilities
- Collect data and provide information on the supply of and demand for child care services in local areas or regions of the State/Territory and submit such information to the State/Territory
- Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care centers and family child care homes providers, to increase the supply and quality of child care services in the State/Territory
- As appropriate, coordinate their activities with the activities of the Lead Agency and/or local agencies that administer CCDF.

Nothing in statute prohibits States from using CCR&R agencies to conduct or provide additional services beyond those required by statute above.

### **1.7.1 Does the State/Territory fund a system of local or regional CCR&R organizations?**

Yes. The State/Territory funds a CCR&R system. See also related follow-up questions in Section 7.1 and 7.4. If yes,

Describe the State/Territory's written agreement or contract with the CCR&R, what services are provided through the CCR&R, and any other activities for which the State partners with the CCR&Rs.

***Child Care Resource and Referral agencies provide professional development and coaching to child care providers across the continuum of care. They deliver required training to meet state and federal regulations as well as support ongoing professional development to increase the training and education of child care providers. Child Care Resource and Referral agencies also provide support to child care programs to meet licensing and QRIS Standards.***

***Child Care Resource and Referral agencies work closely with employers, community planners and Early Learning Hubs to address the child care needs of their individual communities. They support the education and raise important child care needs and issues within their community.***

No. The State/Territory does not fund a CCR&R system and has no plans to establish. Use section 7.4 to describe plans, if any, to establish a CCR&R system.

## **1.8 Disaster Preparedness and Response Plan**

The CCDBG Act of 2014 added a requirement that States and Territories must include a Statewide Child Care Disaster Plan for coordination of activities with the State/Territory human services agency, emergency management agency, child care licensing agency, State/Territory local resource and referral agencies, and the State Advisory Council (SAC) or other state-designated cross-agency body if there is no SAC. (658E(c)(2)(U)) The Statewide Child Care Disaster Plan must include:

- Guidelines for continuing CCDF assistance and child care services after a disaster, which may include provision of temporary child care, and temporary operating standards for child care after a disaster.
- Requirements that child care providers receiving CCDF have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions.
- Requirements that child care providers receiving CCDF have in place procedures for staff and volunteer emergency preparedness training and practice drills.

### **1.8.1 Describe the status of State/Territory's Statewide Child Care Disaster Plan.**

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. If applicable, describe additional ways the State/Territory addresses the needs of children receiving CCDF before, during and after a disaster or emergency, not already incorporated into the Statewide Child Care Disaster Plan. If available, please provide a link to the disaster plan

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions

only. Do not cut and paste charts or tables here. Your responses here will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016)  
September 16, 2016
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) **Partially implemented.**
  - Implemented requirements – Identify any requirement(s) implemented to date if applicable

***Access to online training for child care providers through Save the Children and FEMA; basic emergency & disaster preparation added to Oregon Kids Healthy and Safe and online Health & Safety training for both licensed and Regulated Subsidy providers; basic webpage for emergency preparedness for child care providers; changes to Oregon Administrative Rule (OAR) for Registered and Certified Child Care and Certified Center Child Care; training for Early Learning Division, Office of Child Care licensing staff; established emergency preparedness plans for Head Start/Oregon PreK programs.***

- Unmet requirement - Identify the requirement(s) not fully implemented  
***State level plan coordinated with the Oregon Office of Emergency Management, which includes testing the emergency system for early learning and child care providers. We do have a Business Continuation Plan in coordination with the Department of Education.***
- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)  
***Coordinate with the Oregon Office of Emergency Management to include the Early Learning Division in the statewide emergency preparation plan. Participate in any statewide or regional roll-out of drills or other practice sessions.***
  - Projected start date for each activity ***May 2015***
  - Projected end date for each activity ***September 2016***
  - Agency – Who is responsible for complete implementation of this activity  
***Early Learning Division***
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity  
***Department of Education, Office of Emergency Management, Department of Human Services, and Portland State University.***