Department of Early Learning and Care Supplemental Reports

AGENCY MISSION

The Department of Early Learning and Care fosters coordinated, culturally appropriate, and family-centered services that recognize and respect the needs of all children, families and early learning and care professionals.

AGENCY GOALS

The Department of Early Learning and Care (DELC) was created to unify and strengthen Oregon's early learning and child care system so that families with young children have access to early learning services, supports and information they need to thrive. The purposes of the Agency are to:

- Ensure that every child in this state is given the best opportunity to succeed in school, work and life by providing:
  - High-quality early childhood education programs for children from birth through five years of age and child care for children from birth through 12 years of age; and
  - Care for children who have a physical or developmental disability or who require other specialized care from birth through 17 years of age;
- Administer laws and perform functions related to early childhood to ensure that children enter school ready to learn and families are healthy, stable and attached; and
- Administer programs in a manner that supports parents' and providers' needs and considers the economic security and well-being of parents and providers

HISTORICAL CONTEXT

In 2011, Oregon Legislature approved a 40-40-20 goal and the Governor's vision for a seamless education system from birth through college. To help achieve the goal, the Early Learning Council was created to advise on early learning polices and oversee the transformation of Oregon's early learning system.

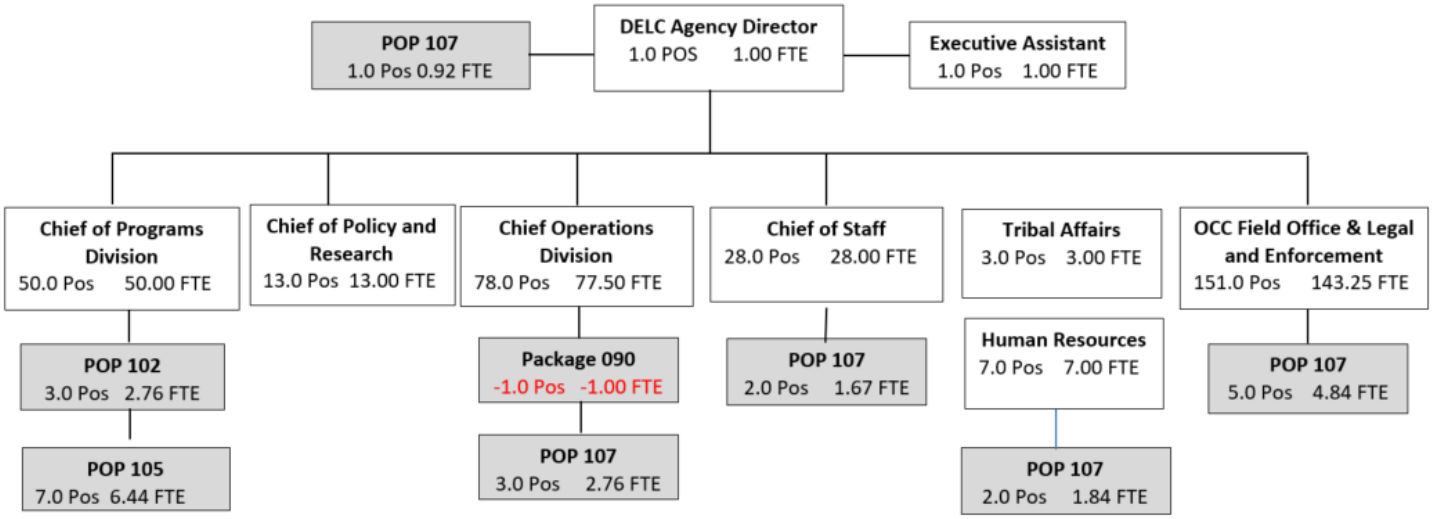
In 2013, the Early Learning Division was created and based in the Oregon Department of Education to direct early learning initiatives in the state. The Division consolidates a number of early learning services, including Oregon Prekindergarten, Healthy Families Oregon, and the Office of Child Care, which were spread across several state agencies. All programs and units were put together to focus on the future of children.

In 2019, the Student Success Act passed, doubling the General Fund investment in early learning programs in Oregon through the Early Learning Account. This also established dedicated funding to new programs like the Early Childhood Equity Fund and Parenting Education. It also directed funding to resource a professional learning system for early learning and care educators.

In 2021, HB 3073 passed – creating the Department of Early Learning and Care. This separated the Early Learning Division from the Oregon Department of Education, bringing all of the programs within the Division, as well as the Employment Related Day Care (ERDC) program within the Oregon Department of Human Services, together in one agency.

ORGANIZATIONAL STRUCTURE

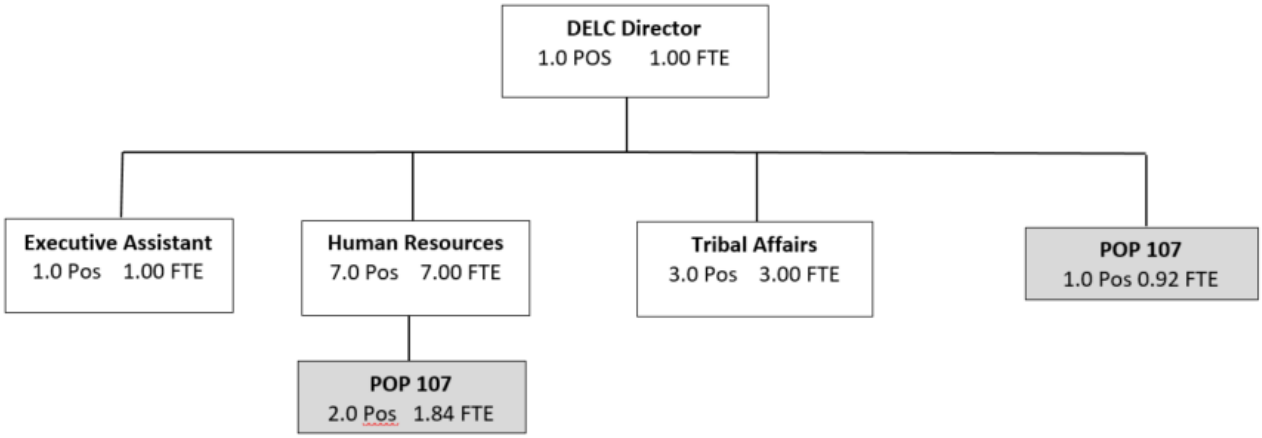
2023-25 Governor's Budget
Total Positions: 354.0 Total FTE: 343.98



ORGANIZATIONAL CHART

Department of Early Learning and Care

Director's Office
2023–25 Governor's Budget
Total Positions: 15.0 Total FTE: 14.76

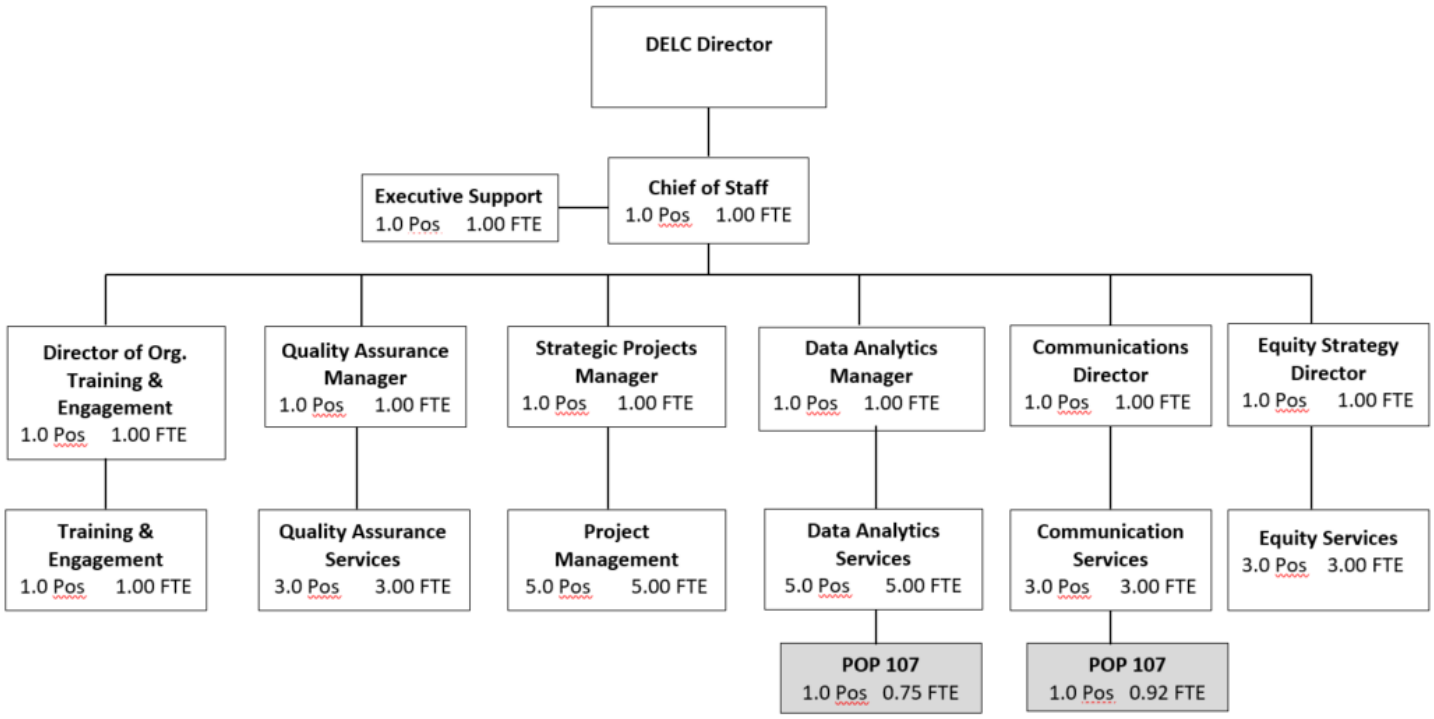


Department of Early Learning and Care

Director's Office & Policy and Research Office
2023 – 25 Governor's Budget
Total Positions: 13.0 Total FTE: 13.00

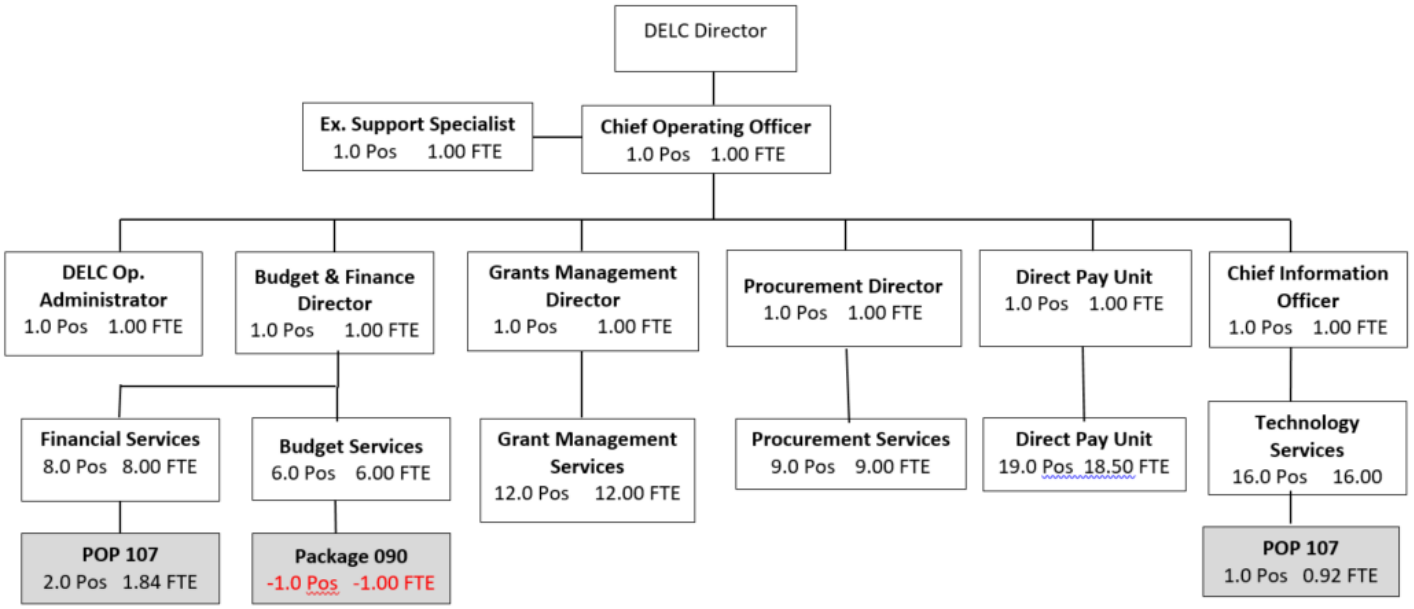
Department of Early Learning and Care

Chief of Staff
2023–25 Governor's Budget
Total Positions: 30.0 Total FTE: 29.67



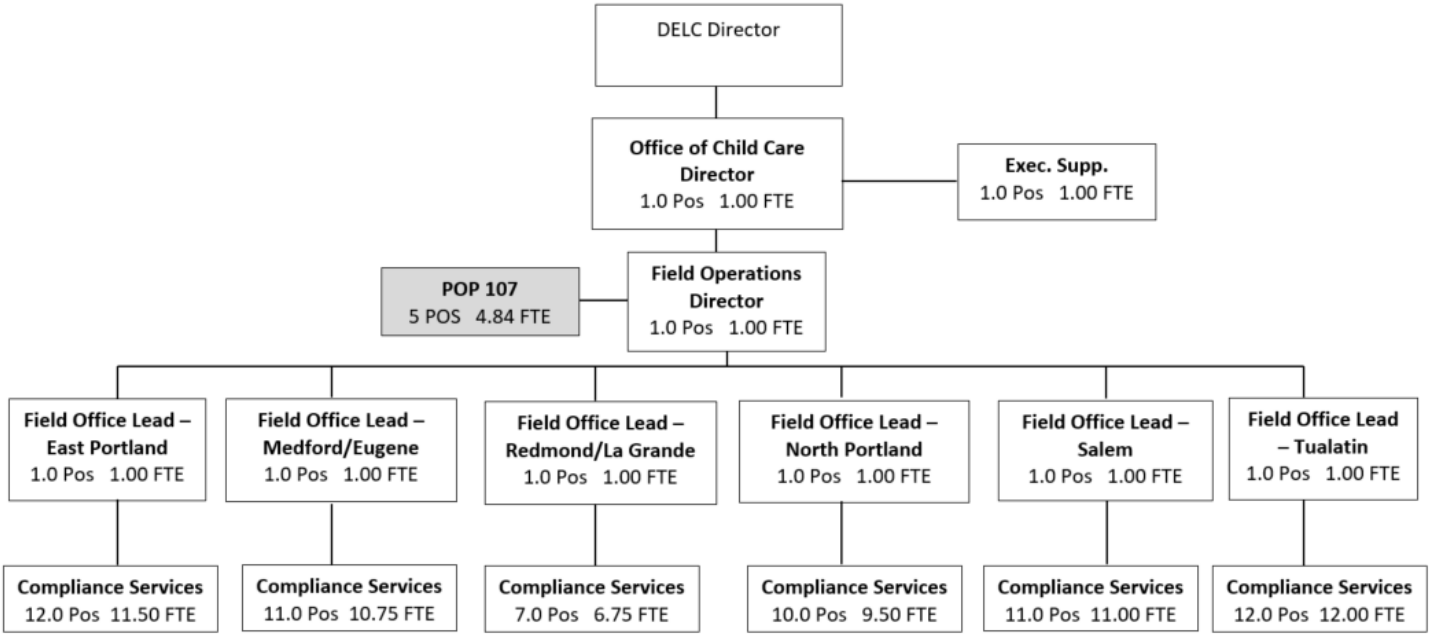
Department of Early Learning and Care

Chief Operations Office
2023 – 25 Governor's Budget
Total Positions: 80.0 Total FTE = 79.26



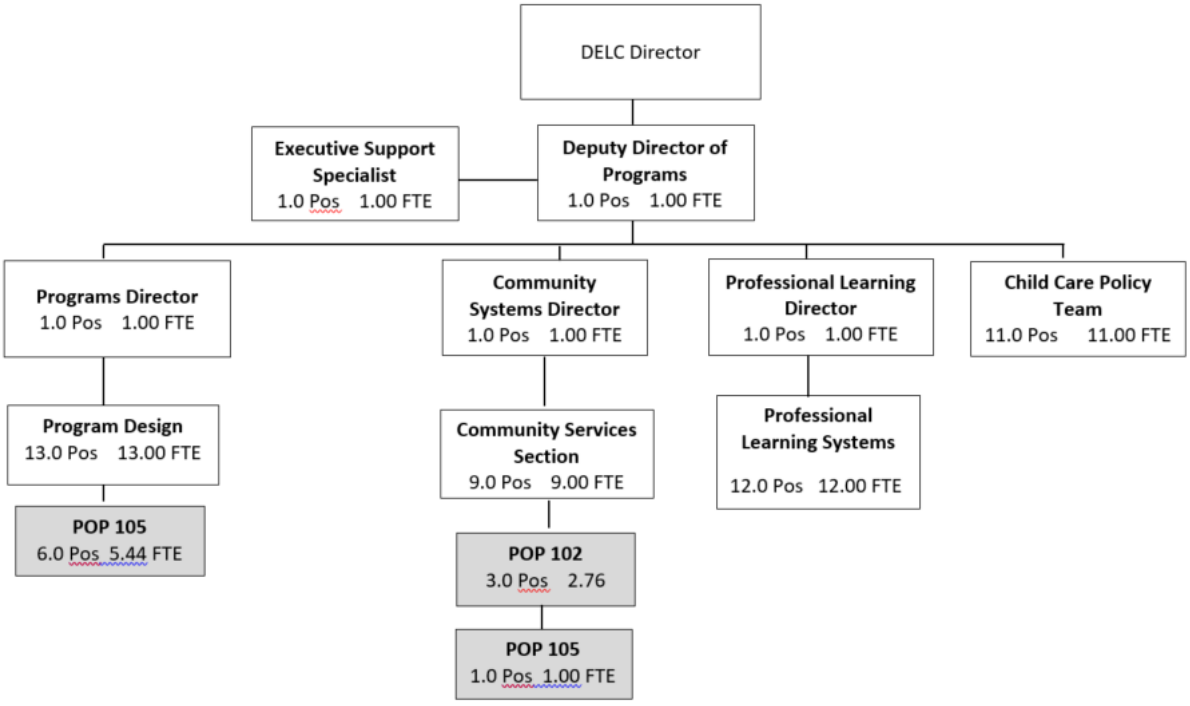
Department of Early Learning and Care

Office of Child Care – Field Offices
2023-25 Governor's budget
Total Positions: 77.0 Total FTE = 75.34



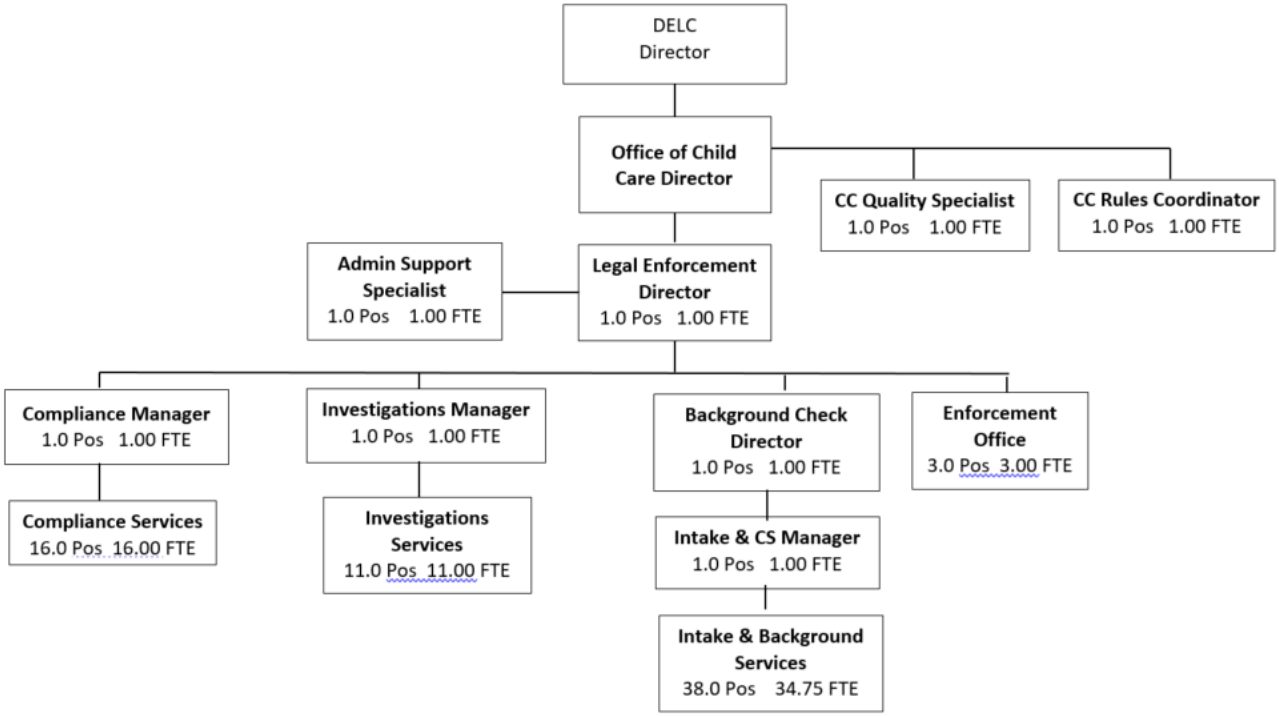
Department of Early Learning and Care

Chief of Programs
2023–25 Governor's Budget
Total Positions: 60.0 Total FTE = 59.20



Department of Early Learning and Care

Office of Child Care – Legal and Enforcement
2023-25 Governor's Budget
Total Positions: 79.0 Total FTE = 72.75



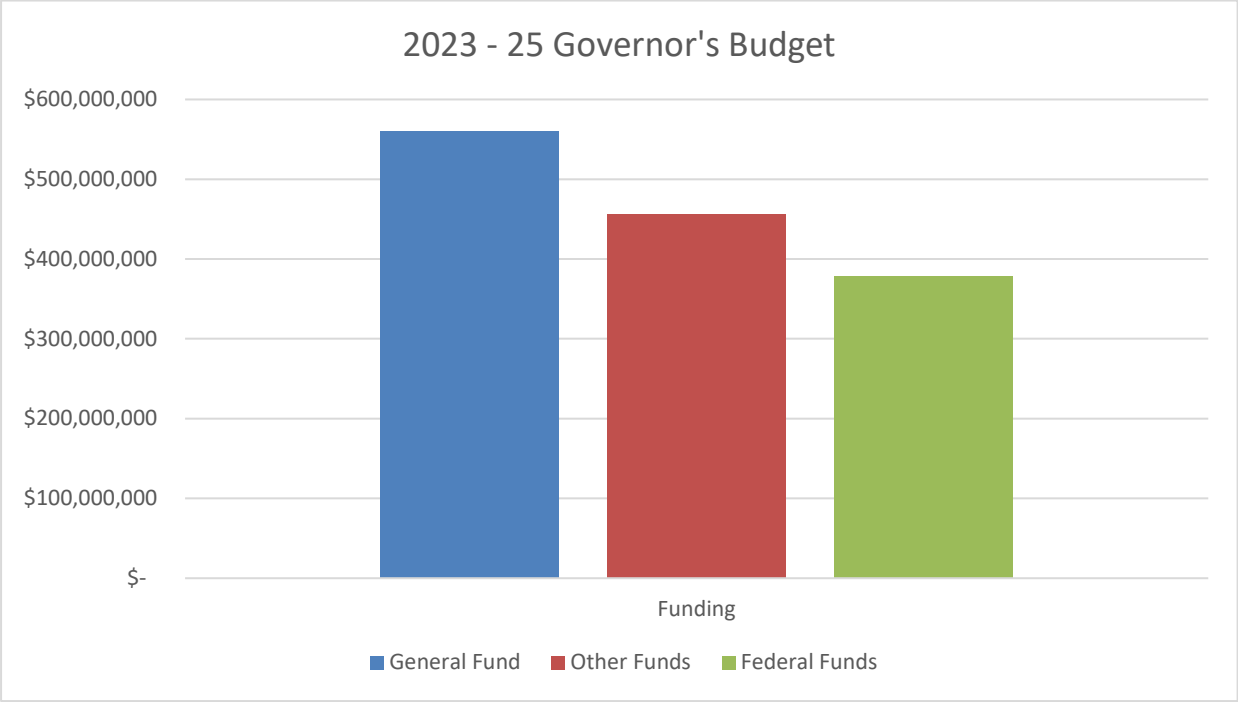
2023 – 25 DELC Governor's Budget

GRB by Funding Source

The Governor's Budget provides $1,394,760,716 total funds, which represents a 6.94% increase in total funding from Current Service Level.

The growth is primarily related to an increase in funding for the following programs; Preschool Promise, OPK, Oregon Prenatal to Kindergarten, Healthy Families Oregon, Relief Nurseries, Early Childhood Equity Fund, and Employment Related Daycare.

In detail, the Governor's Budget provides $560,227,774 GF, $456,090,126 OF, and $378,442,816 FF.



Policy Packages

Title	Amount	Short Description
Early Learning Program Enhancements (POP 101)	$62.5M	• Helps stabilize and value the workforce by enhancing rates for OPK, PSP, HFO, RN, and ECEF.
ERDC Enhancements (POP 102)	$41.3M	• Provides funding for limited caseload expansion • Allows for increased rates for providers • Supports transfer of ERDC supports at ODHS • Funding for IT system changes to expand program eligibility • Funds to support families and providers to participate in ERDC. • Adds three child navigator positions to support the program
Program Quality Assurance (POP 105)	$1.2M	• Funding for seven positions to support quality assurance in the early learning system, HFO, Spark, and Baby Promise. • The positions include; a PEM/E, 2 Program Analyst 4s, and 4 Program Analyst 3s. The positions will assist; Healthy Families Oregon, Baby Promise, Quality Assurance, Spark, and Early Learning System as well as provide for a Quality Assurance Manager.
Family & Program Provider Engagement (POP 106)	$0.25M	• Funding for families and early childhood providers to participate in community engagement.
DELC Operations (POP 107)	$2.0M	• Funding for 13 positions to support necessary services and functions required of a new agency. • The positions cover; an Internal Auditor, Human Resources, ERDC Communications, Accounting, IT and Office of Child Care positions
Healthy Families Oregon (POP 108)	$0.8M	• Funding for a database for Healthy Families Oregon to remain in compliance with national accreditation requirements.
Position Clean-up (POP 109)	$0.1M	• Addresses reclassifications.
Research & Evaluation Funding (POP 110)	$0.3M	• Funding to support research and evaluation to be conducted by external partners.

Reductions

The Governor's Budget, makes the following reductions:

- $(11.6M) General Fund reduction to Employment Related Daycare (ERDC).
- $(5.5M) total fund reduction to Services and Supplies across DELC Operations.
- $(0.4M) General Fund reduction to capture additional vacancy savings.
- Removes 1 OPA4 position (1.0 FTE) from the Budget Services Division.

Budget Drivers

In the 2023-25 biennium, the Department of Early Learning and Care will focus on three key strategies to support the early learning system and child care sector:

1. Ensure families with young children have access to the services, supports and information they need to thrive;

2. Ensure the early childhood educator and child care workforce is supported to serve families and is recognized as a professional workforce;

3. Ensure the sustainable operations of the new Department of Early Learning and Care to provide necessary infrastructure for the early learning and child care system.

Centering Families: Early childhood education and child care is a critical support for families and provides key resources to promote healthy early childhood development. Research has shown that the effects of high-quality early childhood education can carry through to high school graduation, degree attainment, and even have positive long-term health impacts. The Department of Early Learning and Care's proposed ARB is focused on expanding families' access to high-quality, affordable, developmentally appropriate, culturally responsive and inclusive child care and early learning settings. While many of these services are tied to income requirements, the Agency's ARB also recognizes the need to provide wrap around supports to families, offering screening services, transportation, and settings that better serve children experiencing disabilities. The Agency has a strong commitment and serious responsibility for maintaining the health and safety of children in the child care settings it regulates and monitors.

Supporting the early learning workforce: A strong early learning system requires a strong early learning workforce – a workforce that is well-trained, fairly compensated, culturally responsive, and culturally, racially and linguistically diverse. Currently, the workforce faces low wages and high rates of turnover. The availability of professional training and support is often limited and difficult to access. The Agency's ARB also focuses on ensuring the early learning workforce has the resources to be able to meet the needs of the children in their care. In addition to specific programs focused on training, coaching and continuous quality improvement, the budget also addresses workforce compensation through funding of DELC administered early learning and child care assistance programs.

Sustainable Operations: The Department of Early Learning and Care is the result of years of recognition of the importance of early childhood development and funding an historically under-resourced sector that provides critical supports for children and families. As the investments in early childhood have grown, the infrastructure has been the last to develop. The Agency's operations budget represents 9.67% of the overall 2023-25 Current Service Level. While the Agency brings together core early learning and child care functions into one place, the Agency provides the framework and infrastructure to ensure that families continue to have increased access to the supports they need to be successful. The Agency's ARB includes resources to expand critical components of work necessary to providing efficient, high-quality services. This includes investing in program quality assurance, program evaluation and research, data analytics, and procurement capacity. While the Agency's ARB includes additional investments in infrastructure, these POPs are primarily focused on direct services resources, which would lower the Agency's operations budget to 7.79%.

Cost Containment Strategies

The creation of the Department of Early Learning and Care is an opportunity to identify and implement long-term cost containment strategies. The Agency is currently in the process of establishing policies, processes and procedures across the agency that are responsive to the needs of DELC partners, particularly home-based child care providers. The Agency is aligning and coordinating policies and data collection across programs to reduce the burden on grantees and create internal efficiencies for information processing. This includes replacing legacy IT systems, such as a grants management system and the provider management platform that will issue provider payments.

Program Prioritization

These initiatives reflect the following priorities of the Agency:

1. Families with young children have access to the services and supports they need to thrive;

- This work is supported by investments in the following programs:
    - Baby Promise
    - Early Childhood Equity Fund
    - Healthy Families Oregon
    - Oregon Prenatal to Kindergarten
    - Parenting Education
    - Preschool Promise
    - Relief Nurseries

2. The early childhood educator and child care workforce is supported to serve communities and recognized as a professional workforce;

3. The new Department of Early Learning and Care has the resources to sustain operations and provide necessary infrastructure for the early learning and child care system.

Major Changes / Technical Adjustment

Governor's Budget Package 090 makes an ($11.6M) ERDC reduction to Special Payments. DELC does not have enough Special Payment funds within this account to account for the reduction. DELC proposes the transfer amount from ODHS within Policy Package 102 be reduced by the $(11.6M) to more accurately reflect the reduction.

Significant Issues that remained unresolved for 2021 – 23

There are three significant issues that remain unresolved for the 2021-23 biennium:

1. Expansion of Preschool Promise
2. Expansion of Oregon Prenatal to Kindergarten
3. Design and Implementation of the Early Childhood Suspension and Expulsion Prevention Program (SEPP)

The expansion of Preschool Promise and Oregon Prenatal to Kindergarten were impacted by several issues that are being addressed through the creation of internal processes, as well as recommended investments in the Governor's Budget. As DELC develops internal policies, processes and procedures related to procurement, the Agency will be able to more nimbly request applications for funding, allowing programs to apply for resources

and be awarded funding on a timeline that aligns with program enrollment. In addition to procurement impacts on expansion, the workforce and facilities shortages impeded programs' abilities to fully expand. The GB investments to stabilize the existing program structure through increased compensation will allow programs to recruit and retain the qualified workforce needed to operate at full capacity. Additionally, the recommended early learning facilities investment with Business Oregon will allow programs to access capitol resources to expand their physical space. This is particularly important for Oregon Prenatal to Kindergarten programs that wish to convert to full-day care.

The SEPP is currently in the process of engaging with communities to ensure that the appropriate resources are developed and available to support early learning and child care providers in advance of the ban of suspension and expulsion that takes place in 2026. While the implementation of this service is delayed, there is a clear path forward, with key contracts issued and regional system process development underway.

Budget issues related to Covid-19 & emerging issues not captured

The Department of Early Learning and Care will utilize an estimated $122 million of one-time American Rescue Plan Act Discretionary (ARPA) funds during the 2023-25 biennium for continuing investments in DELC information technology related projects, professional development for child care providers and child care subsidy payments for the Employment Related Day Care program (ERDC). Information technology projects include a provider management platform, data infrastructure and final phases of the grants management system (estimated cost $22 million). ERDC child care subsidy supports is estimated at $96.6 million and estimated $4 million in continuation of existing agreements supporting child care providers (business coaching and creation of substitute pool). As ARPA funds are one-time federal funds that must be liquidated by 9/30/2024, a budget shortfall will exist in the 2025-27 biennium as DELC must maintain the investment in technology and continuing case load of ERDC. The cost of maintaining information technology systems is to be determined; however for ERDC the 2025-27 shortfall could be as high as $96 million. DELC will continue to refine the projected short-fall for 2025-27 biennium through the coming months.

Legislation to implement Governor's Budget

Senate Bill 427: This bill amends pre-existing procurement law, specified uses of and fund distributions from the Early Learning Account, and the Early Learning System Director's authorities. In addition, this bill will accomplish the following:

- Establishes a clear and appropriate distinction between the use of Early Learning Account Funds by the Oregon Department of Education (ODE) and the DELC and clarifies the uses for which funds may be expended (Sections 1 and 2).
- Preserves the ability, which the Early Learning Division has under ODE, to expend appropriated funds in a manner consistent with the appropriation (Section 3).
- Establishes authority for the directors of DELC and the Oregon Department of Human Services to delegate duties, functions, or powers to one another in pursuit of administering programs, without which, the ERDC program could not operate as a part of the ONE Eligibility System (Section 4).
- Establishes the authority for DELC to enter into data sharing agreements and to host data across multi-agency systems, which is necessary to support data sharing across agencies (Section 5).
- Ensures that DELC's procurement authority accurately reflects the scope of programmatic and administrative responsibilities under DELC and its governing body, the Early Learning Council (Section 6).
- Ensures that legally the Director can delegate duties within the agency (Section 7).

PROGRAMS AND SERVICES

Operations

The Operations unit provides leadership and direction for all of the Department of Early Learning and Care. Sections include the: Director's Office, Office of Policy and Research, Office of the Chief of Staff, Chief Operations Office, Office of Child Care, and Chief of Programs.

Director's Office

The Director's Office includes the director and their staff, the Human Resources unit, and the Office of Tribal Affairs. See brief descriptions of the units below.

- **Human Resources** - The Human Resources unit manages employee-related needs and concerns to support the work of the Department of Early Learning and Care, with a strong focus on high-quality, responsive customer service. The unit is responsible for providing direction, guidance, and assistance to employees on personnel, labor relations, position classification, recruitment, affirmative action, payroll and benefits, employee development and workforce enhancements, and safety and health matters. This unit supports the development of a diverse, well-trained, and highly-motivated workforce that views the agency as their employer of choice.
- **Office of Tribal Affairs** – The Office of Tribal Affairs serves as the single point of contact for all tribal matters, including the administration of the Tribal Hub. The office ensures relevant programs and policies are developed in consultation with the nine (9) federally recognized tribal governments in Oregon and maintains meaningful engagement and dialogue with tribal nations via a government-to-government consultative approach. The connection between the Office and tribal nations helps foster professional development and technical assistance opportunities for early learning professionals who serve American Indian/Alaskan Native children, families, and tribal communities across the state.

Office of Policy and Research

The Office of Policy and Research oversees the Department of Early Learning and Care's policy-development, research, and evaluation efforts and functions. Much of the office's policy work focuses on developing legislation, administrative rules, and guidance documents, as well as state plans, such as the federal Child Care and Development Fund (CCDF) State Plan. The Office regularly interfaces with the legislature, child care workforce union representatives, and community partners impacted by rule changes and supports the Early Learning Council, the governance body responsible for the development and implementation of Raise Up Oregon. The Office manages DELC's research efforts, overseeing the connections between university-based researchers, state agency staff, the network of child care resource and referral entities, and child care practitioners.

Office of the Chief of Staff

The Office of the Chief of Staff is comprised of a variety of services to support functions across the agency. It includes the Project Management Office, Organizational Training and Engagement Unit, Quality Assurance Unit, Equity and Strategy Unit, Data and Analytics unit, and Communications and Outreach.

- **Project Management Office** – The Project Management Unit centralizes and standardizes the process for development, vetting, and execution of agency initiatives to establish consistent and efficient processes across the agency. The unit is responsible for tracking project progress; raising

interdependencies, issues, and risks; and facilitating decision-making opportunities with leadership. The unit serves as a critical connector to all parts of the agency, providing technical expertise to ensure the agency is maximizing resources and reducing barriers for children and families.

- **Organizational Training and Engagement Unit** – The Organizational Training and Engagement Unit assesses and identifies agency activities that are working well and areas where there are gaps and risk in internal operations and intra-agency coordination. The unit is responsible for developing plans alongside Human Resources to address the gaps and risks and create a culture of continuous improvement and efficiency.
- **Quality Assurance Unit** – The Quality Assurance Unit manages the Department of Early Learning and Care's (DELC) design and use of key performance measures and indicators (KPMs and KPIS) for DELC's operations and early learning and care programs. Managing the design and use of key performance measures includes processes for regularly reviewing, discussing, and acting on the status of key performance measures with DELC staff teams at every level. The Quality Assurance Unit also provides oversight for the submission, decision-making, tracking, and reporting of DELC's continuous improvement projects.
- **Equity and Strategy Unit** – The Equity Strategy Unit directs and manages Equity, Diversity and Inclusion at the agency, ensuring access to equitable opportunities and resources that eliminate disparities and improve outcomes, while working proactively to create a system that eliminates racism by embracing diversity in a multitude of forms, including race, gender, ability, ideology, orientation and socioeconomic status. The unit provides strategies that operationalizes and embeds equity into the Department of Early Learning and Care, including fostering inclusive communications, strengthening community engagement, creating a more inclusive workplace culture and developing system accountability measures. Additionally, The Equity Strategy Unit serves as an advisor and resource for management and staff in these areas.
- **Data and Analytics Unit** – The Data & Analytics Unit manages the agency's data governance structures and provides data analyses and products related to early learning, child care, and education services. Data governance starts with ensuring that data collection methods and infrastructure are developed to ensure accurate and reliable information is captured. The unit takes these outputs and generates consumable and actionable analyses for the Department, enabling staff to monitor and improve individual programs through data-driven evidence.
- **Communications and Outreach** – The Communications and Outreach Unit is responsible for planning, creating, and executing a communications strategy for the agency. The unit supports communications for both internal and external audiences and utilizes a wide range of communications forums, including media relations, social media, interagency communication collaborations, community engagement, graphic design and maintenance of internal and external websites. The work carried out by the unit helps foster and maintain agency relationships with the communities it serves, from child care providers and grantees to families and employees. The Department of Early Learning and Care is committed to centering community voice in policy and operations. The unit ensures equity and accessibility are at the forefront of this work, and supports other units in the agency to ensure those values are interwoven into materials supporting their programs.

Chief Operations Office

The Chief Operations Office includes Budget Services, Procurement Services, Information Technology, Financial Services, Grants Management, and the Direct Pay Unit. See brief descriptions of the units below.

- **Budget Services** – The Budget Services unit is responsible for the management, development and execution of the Agency's budget. The unit also generates and tracks fiscal impact statements during Legislative Sessions, assists with Emergency Board and Joint Ways and Means letters and communication, communications between Legislative Fiscal Office, Department of Administrative Services (DAS), Chief Financial Office and DAS, Standard Accounting, Budgeting, and Reporting Unit. The unit is responsible for establishing and managing budgetary policies and procedures to ensure alignment with DAS budget directives and to provide effective internal management and oversight of agency resources.
- **Procurement Services** – The DELC Procurement Office (DPO) supports all offices of the Department of Early Learning and Care (DELC) by procuring supplies, services and work in the most cost-effective, inclusive, and equitable manner through innovative and responsible solutions. The DPO not only oversees the coordination of purchasing of goods, but also prepares and issues solicitations and prepares and executes contracts, grants and governmental agreements for the agency. The unit is also responsible for contract maintenance and collaboration with program staff on contract topics including administration, termination, reinstatement, and contract disputes. In addition, DPO works strategically to generate savings and efficiencies agency-wide through effective strategic planning, sourcing, and procurement.
- **Information Technology (IT) Unit** – The Information Technology Unit manages, supports, administers, and maintains the hardware, software, data, and cloud systems which are necessary for secure, effective, and efficient agency operations. IT is responsible for ensuring that agency technology is well supported, securely implemented, and operating effectively and efficiently. The IT Unit has three distinct functions: 1) the setup, administration, support (including end-user support and training), and maintenance of desktops, laptops, mobile devices, servers, network equipment, software, and systems; 2) development of IT governance, architecture, and plans to facilitate agency technology growth, business alignment, sustainability, and external integration; and 3) the setup, administration, support, and maintenance of data systems, including the planned agency data warehouse, database servers/systems, data security and classification, and the data migration (export, transform, and load). The unit ensures that relevant functions are coordinated with Enterprise Information Services (EIS) Data Center Services (DCS).
- **Financial Services** – The Financial Services team is responsible for all agency accounting operations. Primarily, the financial services team processes all accounts payable, including the disbursement of grant dollars for program and service administration in communities. The accounting team also manages all internal accounting, primarily SPOTS card management and travel reimbursements. Additionally, the accounting team is responsible for developing and maintaining all accounting internal controls, processes and procedures to align with GAAP, GASB and the Oregon Accounting Manual.
- **Grants Management** – The Grants Management Unit is responsible for the fiscal monitoring of the Department of Early Learning and Care's grants and contracts. These grants and contracts include supporting publicly funded preschool programs, professional development opportunities to early learning providers, Early Learning Hubs, Child Care Resource & Referral (CCR&Rs) agencies, Early Childhood Equity Fund programs, and other activities for the early learning system. The unit is also responsible for overseeing grantee/contractor funding allocations, monitoring and providing analyses of expenditure rates, and providing technical assistance to grantees/contractors. Grant managers collaborate with the Office of Programs and often work

directly with grantees and contractors to ensure that awardees understand the allowable uses of the funding, payment timelines, expenditure documentation, and other concerns regarding funds.

- **Direct Pay Unit** – The Direct Pay Unit (DPU) oversees provider payment activities for the Employment Related Day Care (ERDC) and the Teen Parent Program. DPU's primary responsibilities are to process provider listing forms and provider payments. DPU also coordinates with both the Child Care Assistance team and the Office of Child Care to ensure providers are complying with all relevant state and federal requirements. The unit also provides billing and technical assistance to child care providers and agency staff and responds to provider billing inquiries.

Office of Child Care

Families can access child care for their children from six (6) weeks of age through 12 years, and up to 17 years of age in special circumstances. Child care programs may be licensed as Registered Family, Certified Family, or Certified Center providers, recorded as a School-Age or Preschool Recorded program, or as a license-exempt provider accepting Employment Related Day Care subsidy. The Office of Child Care's (OCC) primary function is to ensure the health and safety of children within child care settings, providing consumer protections within the Department of Early Learning and Care. OCC is responsible for establishing licensing requirements and overseeing the licensing process for Oregon's child care facilities, as well as compliance with established licensing requirements. OCC has two major units: Field Operations and Central Office.

- **Field Operations (includes Licensing)** – OCC has seven field offices located across the state (Portland, Tualatin, Salem, Eugene, Medford, Redmond, La Grande). Staff in these offices conduct inspections of child care facilities to assess compliance with child care rules and provide technical assistance and resources to child care providers to maintain compliance. Each field office has a manager and senior licensing specialist assigned to ensure consistency and quality of licensing practice across provider types. The licensing team is responsible for ensuring corrective action from each child care provider when noncompliance is observed and following up to ensure compliance is restored. Licensing Specialists are the primary point of contact for OCC when a provider needs assistance with child care regulations and coordinate with Child Care Resource and Referral agencies to provide on-site visits or one-on-one supports
- **Central Office** – OCC's Central Office houses several different teams: Customer Service, Intake, Background Checks, Investigations, Compliance, Legal and Enforcement, Policy and Administration. These teams receive, process and investigate complaints, enroll and remove subject individuals in the Central Background Registry, and take legal action on licenses when the health and safety of children in care is at risk. In addition, several administrative functions are held within Central Office, such as public records requests, filing and mail, and front desk operations.

    - Customer Service: The OCC Customer Service team responds to inquiries from the public, providers, and other interested parties. They receive inquiries via telephone or email and provide information regarding OCC application processing and program requirements, explain rules and policies and clarify processes or direct the caller to the appropriate party within OCC.
    - Intake: The OCC Intake team conducts a thorough check on all incoming applications in multiple state data systems in compliance with state and federal requirements. They

review facility license and Central Background Registry enrollment applications for completeness and accuracy and make determinations regarding a course of action whether an application is complete or if it needs further information, they reach out to the applicant for additional information.

- Background Checks: The OCC Background team conducts background checks for licensed, recorded programs and license-exempt child care providers in the state to determine the eligibility of individuals applying for enrollment in OCC's Central Background Registry. The team runs a series of checks including criminal history, child protective services, the National Sex Offender Registry, adult protective services, and fingerprint checks through the Oregon State Police and FBI databases. This team works closely with the Compliance team to ensure that OCC conducts a thorough assessment of persons with access to children in child care facilities and recorded programs to ensure the health and safety of children in Oregon's child care system.
- Investigations: The OCC Investigations team conducts tandem investigations with the Oregon Department of Human Services' Office of Training, Investigations and Safety (OTIS) or Child Protective Services (CPS), and, when appropriate, law enforcement agencies when a complaint is received involving a child care provider/director or staff member, and allegations of possible violations of rules of certification or registration. The Investigative Specialists also conduct complaint visits, investigate allegations of illegal child care, and compliance verification visits for child care programs. This team carries out activities to determine whether a complaint allegation is valid, unable to substantiate or invalid. Assessments include a visit, interviews with the provider/director and staff, records review, program observation, etc.
- Compliance: The OCC Compliance team oversees legal actions and hearings with progressive sanctioning starting at the lowest level prior to taking stronger legal actions when noncompliance is observed, while prioritizing child health and safety when determining the course of action. Examples of legal actions this team handles include civil penalties, suspension or revocation of Central Background Registry enrollment or child care facility license, or placing conditions on a license. OCC's compliance team ensures swift response when it receives information of harm to a child in care, such as in cases of founded abuse or neglect from partnering agencies. OCC's compliance team oversees legal hearings, including prep with DOJ. In addition, the team receives and assigns complaints that are reported to OCC, and provides information to the public inquiring about a child care facility's compliance history.
- Legal and Enforcement: The OCC Legal team, led by the Enforcement Officer, is responsible for evaluating evidence gathered by the Investigations and Compliance teams to determine whether legal action by the agency is warranted in order to protect the health and safety of children in child care. Legal action falls into two main categories: actions against facility licenses and actions against individuals' enrollment in the Central Background Registry. The team is responsible for all legal notices issued by OCC and monitors contested case proceedings, including the negotiation of settlements. The Legal team includes the agency's Public Records Specialist, who is responsible for gathering the administrative record in a contested case proceeding and delivering it to the Department of Justice. In addition, the Public Records Specialist, in consultation with the Enforcement Officer, manages all public records requests and information requests from other public entities.

- OCC Policy and Administration (Rules, Quality, Etc): The OCC Policy and Administration team is assigned licensed and unlicensed child care rule revision work, project improvement tasks as well as development and recommendations of OCC Policy. This team also oversees communications, and training of staff on new rules, policies or project improvements.

Chief of Programs Office

The Chief of Programs Office is responsible for the Program Design, Community Systems, Professional Learning for Early Childhood Educators, and Child Care Assistance teams. See brief descriptions of the units below.

- **Program Design** – The Program Design unit is responsible for the design (rules, policies, standards), implementation, oversight (monitoring and technical assistance), and evaluation of state-funded early learning and home visiting programs. The office oversees the following programs: Baby Promise, Early Childhood Equity Fund, Healthy Families Oregon, Oregon Prekindergarten (Prenatal to Kindergarten)/Head Start, Preschool Promise, and Relief Nurseries. These programs are all designed to support families and young children by increasing and preserving access to high quality child development opportunities during the most important period of child development.
- **Community Systems** – The Community Systems office manages the development and maintenance of regional early learning system partnerships, including partnerships with Early Learning Hubs, Child Care Resource and Referral agencies, and regional parenting education. Additionally, this office plays a primary role in connecting the early learning system to early intervention/special education and the K-12 education system/school districts across the state, leading to more efficient and effective use of funding and increased outcomes for children and families who have been historically underserved and under-resourced. Services administered under this office provide active, on-going technical assistance, via coaching, monitoring visits, submission and review of quarterly reports; progress reviews related to the Raise Up Oregon strategic plan; and monthly and annual peer-learning opportunities.
- **Program Design** – The Program Design unit is responsible for the design (rules, policies, standards), implementation, oversight (monitoring and technical assistance), and evaluation of state-funded early learning and home visiting programs. The office oversees the following programs: Baby Promise, Early Childhood Equity Fund, Healthy Families Oregon, Oregon Prekindergarten (Prenatal to Kindergarten)/Head Start, Preschool Promise, and Relief Nurseries. These programs are all designed to support families and young children by increasing and preserving access to high quality child development opportunities during the most important period of child development.
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reports; progress reviews related to the Raise Up Oregon strategic plan; and monthly and annual peer-learning opportunities.

Program Summaries

Employment Related Day Care (ERDC)

Overview

Employment Related Day Care (ERDC) is Oregon's child care assistance program, subsidizing child care for eligible families to support employment, education and family well-being in stable child care arrangements that support child development. The program previously resided in the Oregon Department of Human Services (ODHS), before moving to the Department of Early Learning and Care (DELC) as a result of HB 3073 (2021), which also greatly expanded program eligibility.

Description

The ERDC program helps families offset the cost of quality child care by making payments on their behalf to eligible child care providers. Child care supports are crucial to maintain the labor market and assist parents to obtain and maintain employment and upward mobility by way of education and training, while quality child care settings support child development and early education necessary for preparation for kindergarten and beyond. Families must have incomes below 200% of the Federal Poverty Level (FPL) to be eligible for ERDC and, once enrolled, can continue in the program until their income exceeds 250% FPL.

ERDC offers families flexibility to choose a child care provider that best meets their needs, whether that is a child care center, a licensed family child care home, or a licensed-exempt provider or relative. Families whose incomes are above 100% FPL are required to make a co-pay on a sliding scale, not to exceed 7% of their household income. The Agency pays the child care provider for the remainder of the cost of the child care, up to the maximum reimbursement rate. As of August 2022, the program has approximately 3,800 active child care providers, who are serving an average caseload of 9,286, with over $90 million in direct payments being made to child care providers each year. As a result of ERDC, the state is a significant purchaser of child care in Oregon, and ERDC provider policies, including payment rates, impact the overall child care market.

In 2021, House Bill 3073 passed and directed the transfer of the ERDC program to Department of Early Learning and Care from the Oregon Department of Human Services. The legislation included expanded eligibility for parent physical presence, family well-being activities, coverage for full-time students, and coverage for undocumented children. In addition, the legislation expanded 12-month eligibility for all families who are eligible for the program and requires a shift from basing provider reimbursement on the market rate to referencing the cost of quality care through an alternative rate methodology.

Beginning July 1, 2023, the Early Learning Council, as the rulemaking body for DELC-administered programs, has rulemaking authority for ERDC. The Agency continues to contract with ODHS for certain functions necessary for the administration of the program, such as eligibility determination, which is conducted through the ONE Integrated Eligibility System and with the support of ODHS field offices. A significant portion of ERDC funding is from the federal Child Care and Development Fund (CCDF) and ERDC is subject to federal CCDF regulations, which includes eligibility determination, provider payment rates, family co-pays and on-site health and safety monitoring of ERDC child care providers. DELC, as the CCDF lead agency and

administrator of ERDC, is responsible for ensuring that ERDC complies with these federal requirements.

Oregon Prenatal to Kindergarten (OPK)

Overview

Oregon Prenatal to Kindergarten (OPK) is Oregon's state-funded Head Start and Early Head Start program. All grantees follow the federal Head Start Act and the Head Start Program Performance Standards.

Description

The Oregon Prenatal to Kindergarten (OPK) program is an early child development and preschool program with comprehensive services that serves children prenatal through five (5) and their families who live at or 100% below the federal poverty level, including children who are in foster care or are considered houseless. The OPK program provides infant toddler and preschool programming, with wrap-around services that focus on the whole child: cognitive, developmental, and socio-emotional supports; medical and dental screenings and referrals; nutritional services; mental health services; parent engagement opportunities; and referrals to social service providers for the entire family.

For children prenatal to age three (3), the program provides services year-round, comprehensively and flexibly meeting the needs of individual families as children grow. Program models include center-based services, with home visits at least twice per year, such as:

- Home-based services with weekly home visits to each enrolled child and family;
- Family Child Care services provide care and education to children in a private home setting; and
- Locally-designed options that tailor services and settings to community needs. Most often these models are two days a week in class, with monthly family home visits.

For children ages three to five (3-5), the program offers two models for center-based preschool, a part day and a full day model. In program year 2022-2023, approximately 45% of the children will participate in the extended duration service model that offers at least 1,080 hours of instruction during over an eight to nine (8-9) month period. The part day model provides center-based instruction for a minimum of 3.5 hours per day, four (4) or five (5) days a week, for at least 32 weeks over an eight- or nine-month period. At least 10% of the children in the program are children with identified disabilities and receive specialized services from Early Childhood Special Education.

Preschool Promise

Overview

The Preschool Promise program offers free, high-quality preschool to Oregon families with incomes at or below 200% of the federal poverty level (FPL) and children in foster care. Children must be at least three (3) years of age but not older than five (5) years of age, as determined by the date used to determine kindergarten eligibility, to be eligible for Preschool Promise and can participate in the program for up to two (2) years.

Description

Preschool Promise is a publicly funded, high-quality preschool program for families with incomes at or below 200% FPL. Families are offered a minimum of 900 service hours annually and guaranteed services six (6) hours per day, four (4) days per week. High-quality early care and education access is a proven driver of early childhood success, with decades of research showing that preschool has the ability to impact children and their families during the most sensitive period of brain development – with an overall return on investment of up to $9 for every $1 invested in early learning.[1] Currently, 38% of eligible children in Oregon lack access to publicly funded preschool statewide, with less than 30% of eligible children having access in many of our densely populated counties along the I-5 corridor.

Preschool Promise incorporates a mixed-delivery approach, which recognizes that high-quality early learning experiences can take place in a wide variety of settings, giving families the ability to choose the setting that works best for them and their child. Settings include elementary schools, Head Start programs, Relief Nurseries, licensed centers and home-based child care programs, education service districts, culturally specific programs, and community-based organizations. All programs are expected to adhere to program quality requirements that are associated with positive outcomes for children. Preschool Promise providers receive technical assistance to promote continuous quality improvement.

Effectiveness and quality go hand in hand in preschool programs. State law specifies that providers meet certain quality requirements to be eligible to participate in Preschool Promise. Preschool Promise providers must have these elements in place or must apply for a temporary waiver to achieve them. These include:

- Planned participation in the quality recognition and improvement system (QRIS), also known as Spark;
- Culturally responsive teaching methods and practices;
- High quality, culturally responsive family engagement environment, curricula, assessments, and professional development opportunities;
- Health and developmental support for children and families, such as screenings, referrals, and coordination with health care providers;
- Implementation of best practices in outreach, enrollment and programming for diverse cultural and linguistic populations and children who have been historically underserved in preschool programs;
- Collaboration with community programs to ensure families have knowledge of, and are connected to, community resources and supports to meet the needs of children and families; and
- Participation in an ongoing monitoring and program evaluation system that is used

for continuousprogram improvement.

Early Learning Hubs (Hubs) and Child Care Resource and Referral entities (CCR&Rs) play a vital role in the implementation of the Preschool Promise program. Hubs support grantees with the recruitment, eligibility, selection, and placement into the program. CCR&R staff provide coaching, technical assistance, and training to grantees in meeting Preschool Promise Quality requirements.

[1] Center on the Developing Child (2007). Early Childhood Program Effectiveness (InBrief). Retrieved from www.developingchild.harvard.edu.

Early Head Start

Overview

Early Head Start provides early, continuous, intensive, and comprehensive child development and family support services to low-income pregnant women, infants, toddlers and their families.

All Early Head Start programs serve families through a full day, full year program option that best meets the needs of their families. After conversations with families, this program provides options that can meet the needs of families. As infants and toddlers grow and change, and as family needs evolve, diverse program options can support them over time. This ensures that families can grow within a consistent, supportive setting. Program options for Early Head Start include the following:

- **Center-Based services** provide early learning, care and enrichment experiences to children in an early care and education setting. Staff members also visit family homes at least twice per year.
- **Home-Based services** are provided through weekly home visits to each enrolled child and family. The home visitor provides child-focused visits that promote a parent's ability to support their child's development. Twice per month, the program offers opportunities for parents and children to come together as a group for learning, discussion, and social activity
- **Family Child Care services** provide care and education to children in a private home or family-like setting.
- **Combination services** combine both home- and center-based services.

Baby Promise

Overview

Baby Promise increases access to high-quality infant and toddler early learning and care environments for families that earn less than 200% of the Federal Poverty Level. Baby Promise providers participate in professional development focused on providing high-quality infant and toddler care and receive supports to strengthen business practices. Child Care Resource & Referral entities (CCR&Rs) contract with providers in Oregon's mixed delivery system to provide high-quality care for eligible infants and toddlers. Contracts are based on the true cost of providing care and help provide financial stability for providers.

Early Childhood Equity Fund

Overview

The Early Childhood Equity Fund (ECEF) was created as part of the 2019 Student Success Act and provides grants to support a broad
range of culturally-specific early learning, early childhood, and parent support programs. The Fund aims to close opportunity gaps for children and families who experience systemic disparities – because of any combination of factors, such as race, income, zip code, or language – by funding early learning services rooted in culture, home language, and lived experience.

Description

The Early Childhood Equity Fund provides grants to support a broad range of culturally specific kindergarten readiness and family support programming in early learning and care (ECE) settings. Culturally specific organizations serve a particular cultural community and are primarily staffed and led by members of that community, increasing the ability to create and deliver ECE programming that meaningfully reflects the needs of that community. Programming focuses on promoting positive parent-child interactions and enhancing parenting education, as well as helping children prepare to make the transition to kindergarten. For programs supporting tribal communities, efforts are made to preserve, revitalize, restore, and maintain tribal language.

Kindergarten Readiness Partnership & Innovation (KPI)

Overview

The Early Learning Kindergarten Readiness Partnership & Innovation Program (KPI), which flows through the Early Learning Hubs, invests in promising models for connecting early learning and K-3 education across the state. This program promotes community and school partnerships that result in measurable increases in children's readiness for kindergarten. This program funds direct, collaborative services for families and children preparing to enter kindergarten; alignment and coordination activities for early learning and K-12; and cross sector partnership-building facilitation on a local level that reaches beyond K-12 and early learning to reach mental health, ODHS, Early Intervention/Early Childhood Special Education, and other partners.

Description

Oregon's Kindergarten Readiness Partnership and Innovation Fund (KPI) was authorized by the Oregon Legislature in 2014 to support innovative, community-driven work to improve children's school readiness and success and to reduce opportunity gaps for the state's most vulnerable children. KPI uses a framework for improving these outcomes known as the Prenatal-to-Grade 3 (P3) approach. This approach assumes that individual interventions or programs, no matter how effective, are necessary but not sufficient to create sustained improvements in children's school success. Instead, the focus of P-3 work is to build a system of aligned, coordinated supports from birth through third grade. Third grade is seen as a key benchmark based on the considerable research that demonstrates children who are meeting academic standards for reading and mathematics in third grade are more likely to be successful in school and to graduate from high school.

The Agency provides KPI funds to the state's 16 Early Learning Hubs ("Hubs"), which are given considerable local flexibility to implement innovative approaches (often blending and braiding other funding sources) in one or more of the following areas:

- Supporting kindergarten readiness skills and smooth transitions to kindergarten;
- Increasing family engagement in children's learning and connecting families and schools as well as families with each other;
- Providing professional development to early learning and/or elementary school professionals to improve knowledge and skills; and/or
- Increasing system alignment, connection, and collaboration between early learning, K-12 and other key partners in the P3 system.

Via the Early Learning Hubs, Early Learning Kindergarten Readiness Partnership & Innovation (KPI) Program awards funds to recipients across the state who model innovative strategies for connecting early learning and K-12 and getting children to kindergarten ready to succeed. The goal of this program is to help Oregon create a stronger alignment between its early learning and K-3rd grade (P-3) education systems, by promoting community and school partnerships and innovations that result in a measurable increase in children's readiness for kindergarten.

Parenting Education

Overview

The Department of Early Learning and Care provides resources for parenting education through Oregon's Parenting Education Collaborative (OPEC) program. The program provides resources for parents to learn about age-appropriate child development skills and milestones, promote positive play and interaction between parent and child, and locate and access community services and supports.

Description

Parents are their children's first and most important teachers. The Agency administers the parenting education program through OPEC. The program provides families access to high-quality parenting programs and a stronger, more coordinated parenting education system statewide. Resources fund family activities, and evidence-based parenting education classes, offering families an opportunity to learn about child development, share parenting strategies, and connect with other families to create a community where children can thrive. OPEC also supports grantees through evaluation, technical assistance, and professional development led by OSU.

Summary of IT Projects

Grants Management System (Target Completion: Phase 1, July 2023 | Phase 2, December 2023)

A new Grant Management System (GMS) is needed for DELC. GMS will allow providers to monitor grant funds and submit claims. GMS implementation plans anticipate an "off-the-shelf" product that will be available through state of Oregon price agreements. With a constrained schedule the project team has prioritized business critical functionality for implementation by July 1, 2023 with additional functionality being implemented later. In the event that the selected vendor cannot implement business critical functionality in the required timeline, ELD is identifying manual processes and existing technology which may be deployed on an interim basis, should the project schedule extend past July.

DELC Website (Target Completion: July 2023)

This project, a joint communications and IT initiative, will create a new web presence for DELC. This effort will streamline the launch and management of the new website and reduce the chances of users finding inconsistent or outdated information. DELC is seeking to migrate to the .GOV domain space, better align to state web standards, and utilize existing enterprise web contracts.

DELC IT Agency Design Project (Target Completion: July 2023)

The DELC IT Agency Design Project involves the core IT services which must be implemented to support a new agency. This work includes the tasks listed below.

IT Governance, Policies, and Procedures

The IT Governance, Policies, and Procedures task involves the creation of IT-related rules and documentation. Notably, this task includes the transition of IT Governance from an interim committee to a permanent structure, and the development of several core IT policies and procedures outlining IT asset procurement and provisioning, IT security, mobile communications, remote access, etc.

ODE System Access

The transition to DELC will require limited, temporary access to some ODE systems. For instance, continued access through 2023 will be required to close out grants initiated through the ODE Electronic Grant Management System. It is also likely that individual DELC teams will transition to the new DELC environment before July 1, 2023. These groups will need to maintain access to ODE systems until the transition is complete. Accordingly, provisions must be made to ensure interim access to many ODE financial systems. This task will principally involve the development of processes and agreements with ODE to ensure that access is appropriate and consistently managed.

ODHS ONE Governance & Access

Continued use of several ODHS systems will be necessary as part of the Employment Related Day Care (ERDC) program transition. In particular, Direct Payment Unit (DPU) staff will transition to DELC on July 1, 2023; however, the core technology systems that support this work will not transition until the DELC Provider Management Platform (PMP) has been implemented. During PMP implementation interim access to ODHS legacy DPU-supporting systems will be required. This includes access to ODHS systems such as OTIS, IRMS, OPAR, Hummingbird, and ONE. Some system changes may be required from ODHS,

however it is anticipated that supporting system processes will largely be status quo, and DELC task work will focus on the development of processes and agreements with ODHS to ensure that access is appropriate and consistently managed.

Unlike DPU, eligibility determination components of the ERDC process are anticipated to remain long-term with ODHS. This means that in addition to temporary, interim access to DPU related systems, DELC will also require continual access to eligibility-related systems, such as the ONE system. This access will allow DELC to participate in eligibility determination processes, and to retrieve reports, data, and analytics related to eligibility processes. This portion of task work will also involve the development of processes and agreements with ODHS to ensure that access is appropriate and consistently managed.

End-User Device Management

This task includes the development of desktop, laptop, and mobile device standard installation images and the testing of systems and processes for automated image distribution and device management. The development of desktop images includes identifying and testing standard software combinations (e.g., Microsoft Office, Antivirus, and Adobe). This task also includes the identification and implementation of a Mobile Device Management (MDM) solution, for managing agency owned mobile phones.

User Migration

This task will migrate all end-users and data from their respective domains and infrastructures (ODHS and ODE) to the DELC domain and IT Infrastructure. Migration will include user accounts, end-user devices (e.g., desktops, laptops, and phones), active directory, and email.

Service Desk (Target Completion: December 2023)

The purpose of this project is to create an IT service desk, including people, process, and technology. This project effort will define the help desk service catalog and implement a three-tiered support structure. This project includes integration of asset management tools and, potentially, the extension of the service desk to include additional, non-IT departments. An interim helpdesk ticketing system has been implemented to allow full implementation after July.

Data Infrastructure (Target Completion: Late 2024)

The purpose of this project is to establish data infrastructure for DELC, including internal and partner data ingestion pipelines, data store(s), master data management, report/dashboard development capabilities and catalog for data discoverability. This is a significant, multi-biennium project with many interested parties and complex project management.

This project will have the following phases:

- Define Options for Data Infrastructure and Analytic
- Complete Data Infrastructure and analytics RFP and Procurement
- Architect and Implement Data Infrastructure - Internal KPM & Analytics
- Architect and Implement Data Infrastructure - Grantee Data Analytics
- Architect and Implement Data Infrastructure - Public Dashboards

Provider Management Platform (Target Completion: Late 2024)

The purpose of this project is to implement a Provider Management Platform which includes current provider payment capabilities supported by the ODHS Direct Payment Unit (DPU) and licensing capabilities supported by the ELD Child Care Regulatory Information System (CCRIS). This is a significant, multi-biennium project with many interested parties and complex project management.

2023-25 Supervisory Span of Control Report

In accordance with the requirements of ORS 291.227, Department of Early Learning and Care (DELC), presents this report to the Joint Ways and Means Committee regarding the agency's Proposed Maximum Supervisory Ratio for the 2023-25 biennium.

For this report, DELC is utilizing 2023-25 Current Service Level position data. The agency actual supervisory ratio as of July 1, 2023 will be 1:9.

The agency's actual supervisory ratio based on budgeted positions is calculated using the following criteria:

1. Total supervisors minus the agency director: 34 -1. Total supervisors equals 33.
2. Total non-supervisors: 298
3. Span of Control equals 1:9 = 298/33

When determining an agency maximum supervisory ratio all agencies shall begin of a baseline supervisory ratio of 1:11, and based upon some or all of the following factors may adjust the ratio up or down to fit the needs of the agency

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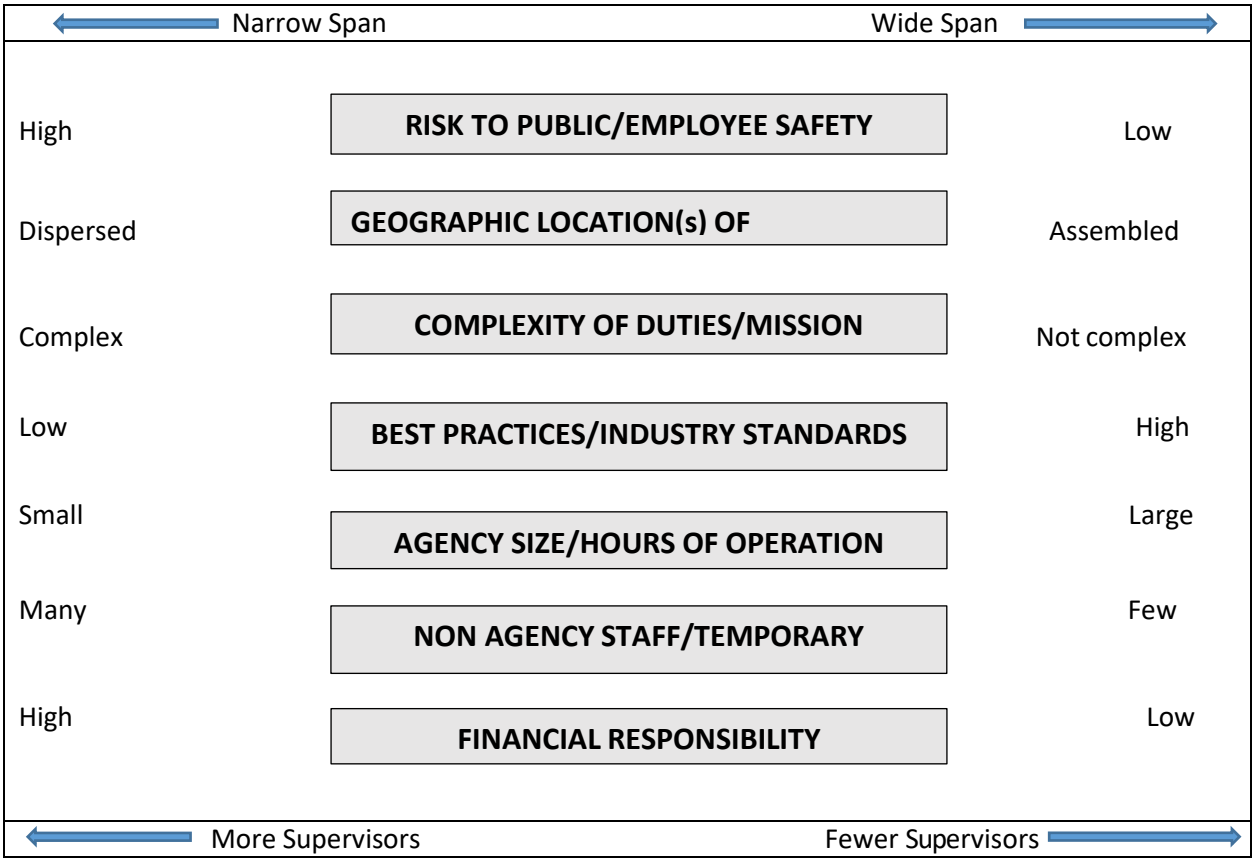

Ratio Adjustment Factors

Is safety of the public or of State employees a factor to be considered in determining the agency maximum supervisory ratio? Y/N

- Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11

- No

Is geographical location of the agency's employees a factor to be considered in determining the agency maximum supervisory ratio? Y/N

- Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11
  - Yes. DELC has 5 field offices located throughout the state which require supervision of teams below the maximum supervisory ratio. This impacts the supervisory ratio downwards.

Is the complexity of the agency's duties a factor to be considered in determining the agency maximum supervisory ratio? Y/N

- Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11
  - Yes. ELC has several operational units that are specialized units that require supervision below the maximum supervisory ratio, including human resources, budget, accounting, information technology, procurement and Tribal Affairs. This impacts the supervisory ratio downwards.
    - Human Resources: 1:6: This unit provides human resource supports for the entire agency.
    - Budget 1:7: Budget and Accounting Supervisor manages the accounting manager and budget team which develops and implements the Agency's just over $1 billion dollars.
    - Accounting 1:7: Accounting Manager focuses on the financial responsibilities and daily operations of the accounting functions. Includes overseeing payment to hundreds of vendors and interagency/governmental payments. Unit assures generally accounting practices and DAS accounting standards are properly
    - Procurement 1:9: Procurement Manager focuses on the procurement of all goods and services for the agency. This includes several hundred grants as well as contracts, interagency an intergovernmental agreements and supplies to support programs and operations of the Agency.
    - Information Technology 1:7.5: IT unit oversees all the technology needs of the agency and has multiple supports from help desk (including multiple field offices throughout the state), maintaining databases, servers and programs, including supporting existing programs such as Child Care Regulator System at Employment Department while moving the agency to a new provider management system and grants management system.
    - Tribal Affairs Manager 1:2: The Manager of this unit will support the Early Learning Tribal Hub as well as relationship, coordination and support between DELC, early learning programs and the Nine Tribal Nations.

Are there industry best practices and standards that should be a factor when determining the agency maximum supervisory ratio? Y/N

- Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11
  - No

Is size and hours of operation of the agency a factor to be considered in determining the agency maximum supervisory ratio? Y/N

- Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11
    - No

Are there unique personnel needs of the agency, including the agency's use of volunteers or seasonal or temporary employees, or exercise of supervisory authority by agency supervisory employees over personnel who are not agency employees a factor to be considered in determining the agency maximum supervisory ratio? Y/N

- Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11
    - No

Is the financial scope and responsibility of the agency a factor to be considered in determining the agency maximum supervisory ratio? Y/N

- Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11
    - No

Department of Early Learning and Care
Audit Response Report
2023-25 Agency Request Budget

As a new agency, DELC has not audit response report, however audits for the Oregon Department of Education and Oregon Department of Human Services do impact programs that were funded by federal CCDF funds. The audit findings and responses that involved DELC related federal funds are listed below for informational purposes:

Secretary of State Audit	Agency	Report	Scope of Audit	Finding Number	Audit Finding	Audit Recommendation	Agency Response
Statewide Single Audit Report Fiscal Year 2019	Department of Human Services	Report 2020-14	Schedule of Expenditures of Federal Awards for Year Ended June 30, 2019	2017-016	Improve controls over monthly copay calculations	Department management ensure a client's monthly copay is correctly calculated and applications are retained. Also recommended department management reimburse the federal agency for unallowable costs.	On June 21, 2018, DHS completed the reimbursement to the federal agency for the known questioned costs of $1,939 on document BT172966. Child Care Policy reissued a transmittal (SS-IM-18-016) on June 15, 2018 to department field staff as a reminder to reinforce the importance of increased accuracy in the Employment Related Daycare (ERDC) program. Quality Assurance in collaboration with Quality Control and Policy Analysts completed a focused review of ERDC cases the first week of August 2018. Quality Assurance, also in collaboration with the policy team, published another specific edition of an Accuracy in Action newsletter focusing on ERDC budgeting and child care hours published March 2018 Volume 3 Issue 1. Issue included information referring to verifying income and hours, ERDC hours, marginal income, two parent working families, child support and ERDC, prospective eligibility and budgeting and transitioning TANF to ERDC. In August of 2018, tools were developed and shared with field staff during the year in efforts to improve co—pay calculations and documentation. An ERDC mini-training was offered and a Child Care Policy transmittal was reissued to department staff as an important reminder of increased accuracy in the ERDC program. Another edition of an "Accuracy in Action" newsletter was issued focusing on ERDC budgeting and child care hours.
Child Safety; Background Checks	Oregon Department of Education, Oregon Department of Human Services and Oregon State Police	Report: 2020-21	To Report on Oregon's efforts to meet the federal and state child care background check requirements to help ensure the safety of children in child care.	Not Applicable	Child Care Provider background checks	To ensure consistency and standardization, propose legislation to have all child care background checks performed by a single agency that conducts child care provider background checks.	OCC agrees with the recommendation. OCC and DHS-BCU suggested this idea to the auditors, as this is the best way for the state to have the most consistent background checks performed on child care providers, regardless of whether they are licensed through OCC or only receiving ERDC payment through DHS. An earlier potential recommendation was for the BCU and OCC standards to be amended to more closely align. OCC and DHS-BCU suggested, however, that the better way to achieve uniformity, while also make use of state resources more efficiently, is for one agency to conduct all background checks using the same criteria. OCC is better situated to perform this work. OCC and BCU are already working with DAS and the Governor's Office to introduce legislation for the 2021 session. The agencies ask that the executive branch introduce such legislation, to allow this task to be complete by February 2021. In addition, OCC commits to actively pursuing passage of that legislation.
Child Safety; Background Checks	Oregon Department of Education, Oregon Department of Human Services and Oregon State Police	Report: 2020-21	To Report on Oregon's efforts to meet the federal and state child care background check requirements to help ensure the safety of children in child care.	Not Applicable	Child Care Provider background checks	Specific Actions to take: 2a. In consultation with the Oregon Department of Justice, create a consistent list of automatic disqualifying crimes to use in background check determinations for state licensed and regulated child care providers, and periodically evaluate that list as criminal laws change. Agencies should seek clarification from the U.S. Department of Health and Human Services Office of Child Care, as needed, for act requirements. 2b. Work together to set the same background check requirements for all child care providers that are at a high enough standard to protect the welfare of children. At a minimum, this should happen on a regular basis due to law changes and include determining other concerning crimes to consider, looking at trends or patterns of concerning behavior, timing of renewal and interim background checks, setting minimum age requirements, and reporting requirements. 2c. Advocate to the U.S. Department of Health and Human Services Office of Child Care the need for interstate sharing of information critical in assessing child care providers. 2d. Establish policies and procedures to share updated, pertinent information resulting from background checks on related individuals. 2e. Check the provider's address with Oregon's sex offender registry when conducting background check procedures on a provider whose home is where child care is provided.	2a) OCC agrees with the recommendation. The two agencies need to work with multiple attorneys at the Department of Justice and with our federal partners to create a consistent list of automatically disqualifying crimes. Once the agencies develop a beginning list, both agencies should open their respective rule-making processes, which must include a Rules Advisory Committee (RAC). OCC is governed by the Early Learning Council (ELC) and must seek approval at one of their quarterly meetings. OCC anticipates being ready to propose rules at the second quarter 2021 meeting 2b) OCC agrees with the recommendation. However, if the legislation in recommendation 1 becomes law, this recommendation will no longer be needed. Should the legislation pass, the analysis will be used for OCC to improve the forthcoming unified background check standard. Should the legislation not pass, the agencies will continue with a rule-writing process to achieve this recommendation.2c) OCC has been advocating to the US Office of Child Care since 2017 for a national leadership clearinghouse of state data. Oregon's OCC will continue to advocate at the regional and national level. 2d) OCC will collaborate with the Department of Justice and Oregon State Police to clearly identify what information may be exchanged under which circumstances, and establish a clear process for consistent and accurate exchange. 2e) OCC will collaborate with OSP's Sex Offender Unit to identify and implement the specific procedures necessary to review home-based provider applicants' addresses and crosscheck for offenders listed at that address. The agencies will collaboratively develop procedures to take appropriate action when a check reveals a potential hit on a provider address.

Department of Early Learning and Care
Audit Response Report
2023-25 Agency Request Budget

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Secretary of State Audit	Agency	Report	Scope of Audit	Finding Number	Audit Finding	Audit Recommendation	Agency Response
Child Safety; Background Checks	Oregon Department of Education, Oregon Department of Human Services and Oregon State Police	Report: 2020-21	To Report on Oregon's efforts to meet the federal and state child care background check requirements to help ensure the safety of children in child care.	Not Applicable	Child Care Provider background checks	Propose legislative changes to confirm or conduct criminal background checks on employees and volunteers in preschool and school-age recorded programs and ensure employees and volunteers are held to the same background check standards as licensed child care providers.	OCC agrees with this recommendation and is developing a legislative concept and Policy Option Package (POP) for the 2021 Legislative session.
Statewide Single Audit Report Fiscal Year 2020	Department of Human Services	Report 2021-13	Schedule of Expenditures of Federal Awards for Year Ended June 30, 2020	2020-025	Improve controls over copay and child care hour calculations and multiple provider copays	Recommended department management ensure a client's monthly copay and childcare hours are correctly calculated, and provider addresses are updated timely. In addition, in situations with multiple providers, the department should seek reimbursement from a client when the client copay is not met as the primary provider did not provide care. Also recommended department management reimburse the federal agency for unallowable costs.	ODHS agrees with this recommendation: Corrective Action: *Child Care Program will issue a policy transmittal to all staff determining ERDC eligibility providing information on the importance of calculating both child care hours and copay correctly based on current Family Service Guide's instruction. *Direct Pay Unit (DPU) manager and lead will provide a refresher training to DPU representatives to update provider address information correctly. *DPU will review the uncollected copay report monthly to ensure processes are in place for copays to be collected each month. In addition, a refresher training for DPU representatives to issue billing forms with copays correctly. *Child Care Program will provide case findings information to OPAR for recoupment purposes. *ODHS agrees to reimburse the federal agency for unallowable costs. Anticipated Completion Date: July 31, 2021
Statewide Single Audit Report Fiscal Year 2020	Department of Human Services	Report 2021-13	Schedule of Expenditures of Federal Awards for Year Ended June 30, 2020	2020-026	Improve controls over incentive payments.	Recommended department management extend its retention policies for a sufficient length of time to ensure the department and auditors can verify federal awards are necessary and reasonable. In addition, the department should review all incentive payments made to providers to ensure duplicate payments have been identified and reimburse the federal agency for all improper costs.	ODHS agrees with this recommendation. Corrective Action: *Provider log retention guidelines are aligned with Early Learning Department/Office of Child Care (ELD/OCC) for twelve months. Program will consult with lead agency ELD/OCC for consideration of extending provider log retention periods. *DPU will identify all incentive duplicate payments sent to OPAR for recoupment efforts. *ODHS agrees to reimburse the federal agency for improper costs associated with the incentive payments. Anticipated Completion Date: July 31, 2021
Statewide Single Audit Report Fiscal Year 2020	Department of Human Services	Report 2021-13	Schedule of Expenditures of Federal Awards for Year Ended June 30, 2020	2020-027	Investigate fraud referral cases and conduct other fraud detection activities	Recommend department management implement controls to ensure actions listed in Oregon's CCDF State Plan are accurate and occurring. We also recommend department management timely investigate its fraud referral cases in order to recover improper payments	ODHS agrees with this recommendation. Corrective Action:*Child Care Program to continue to ensure that school age report is being reviewed timely and submit an annual summary to the lead agency per the Inter-Agency Agreement (IAA). School age subsidy report to be reviewed monthly by ODHS from October, November, January, March, April and May. ODHS will not review work for March and November due to amount of time children are not attending school or are on Spring break periods and Winter holidays. *Child Care Program is requesting a quarterly report from the Fraud Investigations Unit (FIU) with status updates on fraud investigations involving child care providers receiving subsidy payments on behalf of families eligible for ERDC benefits and ensure appropriate referrals are sent to OPAR for recoupment of improper payments. *CCDF State Plan is currently being updated to reflect any updates or to remove items that are outdated. Anticipated Completion Date: December 31, 2021
Statewide Single Audit Report Fiscal Year 2020	Oregon Department of Education	Report 2021-13	Schedule of Expenditures of Federal Awards for Year Ended June 30, 2020	2020-028	Improve controls to ensure expenditures are liquidated by federally mandated date	Recommended department management review and revise how it relies on the accounting system to ensure payments are liquidated by federally mandated dates. Also recommend department management reimburse the 2018 grant award.	Agency agrees with this finding and the recommendation that the department revise how it relies on the accounting system to ensure payments are liquidated by federally mandated dates. ODE has made the corrective entries for the finding and will take the following steps to ensure payments are liquidated federally mandated dates: 1) Review obligation and liquidation dates with program and grants team. 2) Create procedure for Period of Availability and Liquidation Procedure. 3) Review existing agreements, modifications to agreements and new agreements to ensure obligation and liquidation dates of grant funds are met. Anticipated Completion Date: August 2021

Department of Early Learning and Care
Audit Response Report
2023-25 Agency Request Budget

As a new agency, DELC has not audit response report, however audits for the Oregon Department of Education and Oregon Department of Human Services do impact programs that were funded by federal CCDF funds. The audit findings and responses that involved DELC related federal funds are listed below for informational purposes:

Secretary of State Audit	Agency	Report	Scope of Audit	Finding Number	Audit Finding	Audit Recommendation	Agency Response
Statewide Single Audit Report Fiscal Year 2020	Oregon Department of Education	Report 2021-13	Schedule of Expenditures of Federal Awards for Year Ended June 30, 2020	2020-029	Improve controls over expenditures	We recommend department management improve its review of timesheets, ensure position descriptions are completed and retained, and strengthen its review of data entry. We also recommend department management reimburse the federal agency for unallowable costs.	ODE agrees with the audit finding and the recommendation provided by the OAD. In addressing this finding, ODE intends to take the following actions:1) Fully implement the use of Workday for the storage of all signed position descriptions. This will be a required process for all managers and will enable the Human Resources Team to do quality control for new hires which don't have a position description uploaded. Any position without an uploaded PD will prompt immediate follow-up by the Human Resources Team for corrective action. 2) Increase communication, training, and follow-up to all managers responsible for electronically approving staff timesheets. The expectation is that all monthly timesheet approvals be performed electronically by the assigned manager or their delegate. In addition, Executive Management will clearly reinforce this expectation and take necessary disciplinary action for managers that consistently do not comply. For situations, which may occur from time to time, where a manager inadvertently does not electronically approve their employee timesheet, the Human Resources Team will ensure the manager provide a manually signed timesheet for those automatic approvals. These timesheets will be collected by the Human Resources Team and maintained in a central directory for documentation. 3) Establish a new procedure and practice on the application of cost centers to employee position cost. Specifically, ODE will examine the practice of the use of default cost centers for Federal Funds. As part of this procedure and practice, the ODE will ensure that a) prior to the use of Federal Fund cost centers, a follow-up examination be conducted to ensure position responsibilities warrant the use, and b) any use of default cost centers with Federal Funds, has controls in place to ensure that the position, or the use of that position, is always mobilized appropriately. ODE intends to take immediate action in each of these areas and will complete by December 31, 2021, however, due to the pandemic, and the impact it may have on fully implementing Action Item 1, this particularly item may be delayed until June 30, 2022. In terms of the funding identified as unallowable cost, ODE has already taken immediate action to correct this cost and reimburse the federal program in which it was charged. Anticipated Completion Date: December 31, 2021
Limited Review of Grant Administration July 2020	Oregon Department of Education	Not Applicable	Focused review of grant administration for Preschool Promise, Oregon Pre-K and Early Childhood Equity Grants as part of Student Success Act (2019 HB 3427)	Not Applicable	From review, management was provided with items to consider.	• Work with the Hubs to provide consistent and readily available information to potential applicants at all locations. • Consult with the Council to determine whether parameters should be established for when applicants may appeal the award decision. • In the grant award letter, explicitly state the grant amount is not guaranteed and is contingent upon the availability of funds. Although such language is included in the grant agreement, it may be easily overlooked. • When developing grant monitoring procedures for the Early Childhood Equity Fund, consider procedures that provide assurance grantees are using state funds in accordance with program rules and legislative intent. For all programs, include procedures in ELD's onsite inspections to review a sample of grantee invoices to ensure state funds are used for appropriate purposes.	*ELD will work with the Hubs to communicate grant opportunities to potential grantees through their networks and communication channels. This can be done through collaboration and through our HUB contracts.*ELD is currently in the middle of the appeals process for the SSA grants. The appeals processes are in administrative rule for each program. ELD sent written notification to each grantee of their opportunity and instruction on their right to appeal to the Early Learning Council. ELD will consult with the Early Learning Council to determine if parameters should be established for future grant decisions. *ELD will be issuing the award letters will incorporate the recommended language.*ELD is developing a fiscal monitoring procedure for all SSA programs to begin this year

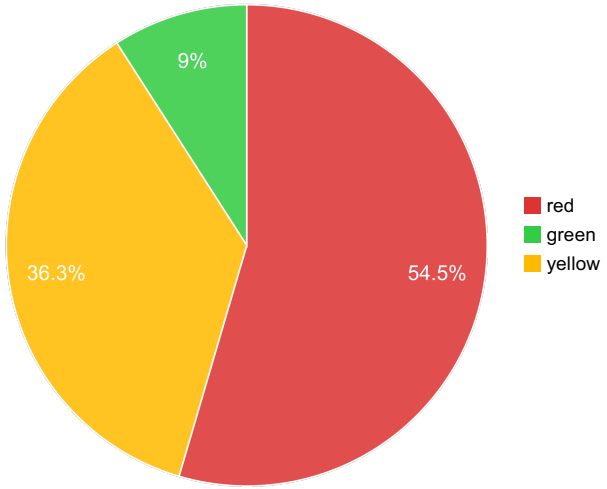
Education, Department of

Annual Performance Progress Report

Reporting Year 2022

Published: 9/30/2022 11:28:12 AM

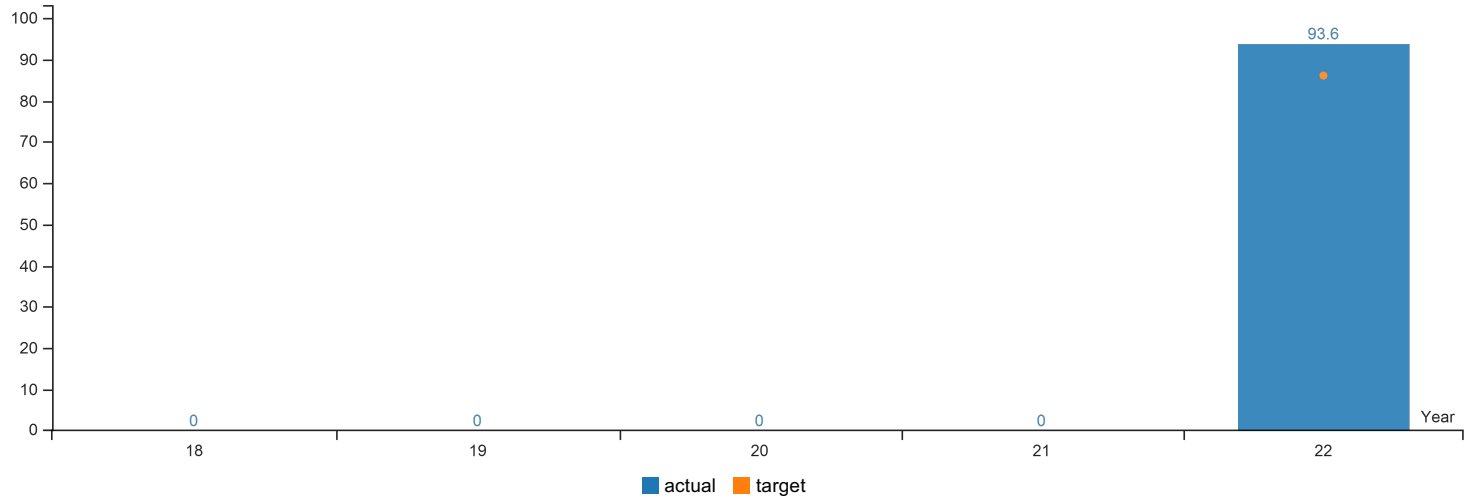
KPM #	Approved Key Performance Measures (KPMs)
1	Protecting the Health & Safety of Children in Child Care - Percentage of citations for a serious valid finding that received a timely follow-up visit to confirm compliance
2	Access to Early Care and Education: Infants & Toddlers - Percentage of infants/toddlers (birth-2 years) with access to a regulated child care slot.
3	Access to Early Care and Education: Preschool Age - Percentage of preschool age children (3-4 years) with access to a regulated child care slot. Regulated child care slots include Certified Centers, Certified Family, and Registered Family Providers.
4	Early Learning Workforce Retention (all) - Percentage of early learning providers who have remained in the workforce.
5	Early Learning Workforce Retention (by race and ethnicity) - Percentage of early learning providers who have remained in the workforce disaggregated by race and ethnicity.
6	EARLY LITERACY - Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading
7	STUDENTS ON TRACK TO GRADUATE - Percentage of 9th grade students on track to graduate.
8	HIGH SCHOOL COMPLETION - Percentage of students who complete high school within four years
9	COLLEGE GOING - College-going rate of Oregon residents into post-secondary institutions
10	CHRONIC ABSENTEEISM - Percentage of students who are absent more than 10% of days of the school year
11	CUSTOMER SERVICE - Percentage of customers rating the agency's customer service as "good" or "excellent"



Performance Summary	Green	Yellow	Red
	= Target to -5%	= Target -5% to -15%	= Target > -15%
Summary Stats:	9.09%	36.36%	54.55%

KPM #1	Protecting the Health & Safety of Children in Child Care - Percentage of citations for a serious valid finding that received a timely follow-up visit to confirm compliance
	Data Collection Period: Apr 01 - Mar 31

** Upward Trend = positive result*



Report Year	2018	2019	2020	2021	2022
Protecting the Health & Safety of Children in Child Care					
Actual					93.60%
Target					86%

How Are We Doing

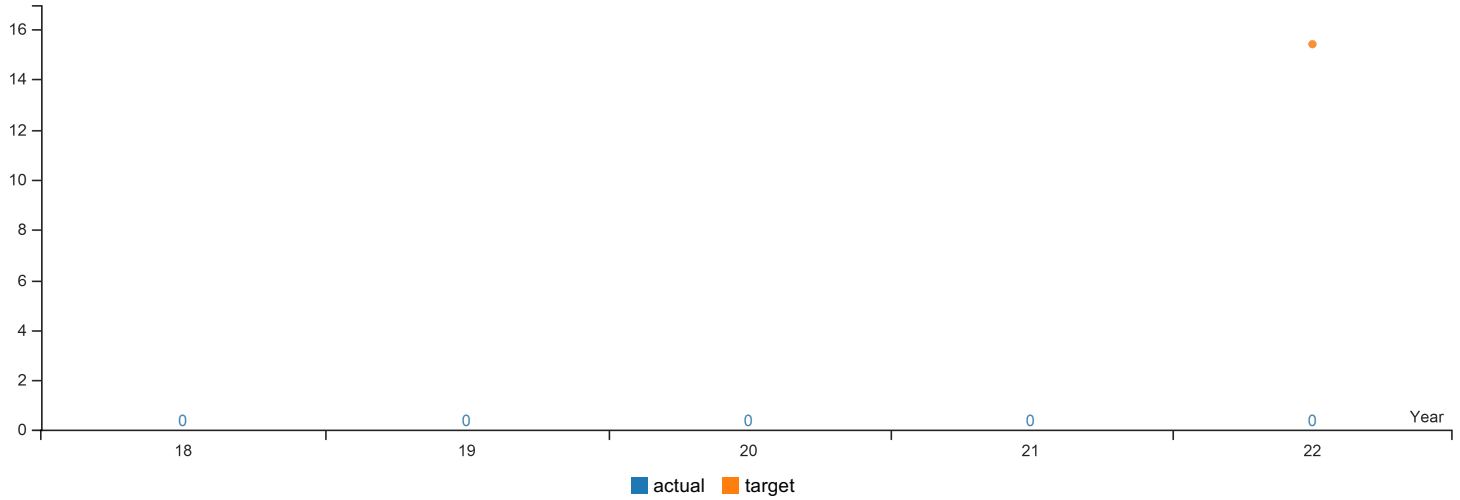
The percentage of citations for a serious valid finding that received a timely follow-up visit to confirm compliance has increased from 81% (2021) to 93.6% (2022). ELD has exceeded the target of 86% that was set in 2021.

Factors Affecting Results

The current report period represents the first full year that data has been available to analyze for this KPM. The value reported for 2021 (81%) was based on data from only a 2-month period, after the "serious" data point had been added to ELD's database to allow for data collection. Therefore, it is difficult to interpret the observed change in the value for this KPM from 2021 to 2022.

KPM #2	Access to Early Care and Education: Infants & Toddlers - Percentage of infants/toddlers (birth-2 years) with access to a regulated child care slot.
	Data Collection Period: Jan 01 - Jan 01

** Upward Trend = positive result*



Report Year	2018	2019	2020	2021	2022
Access to Early Care and Education: Infants & Toddlers					
Actual					
Target					15.40%

How Are We Doing

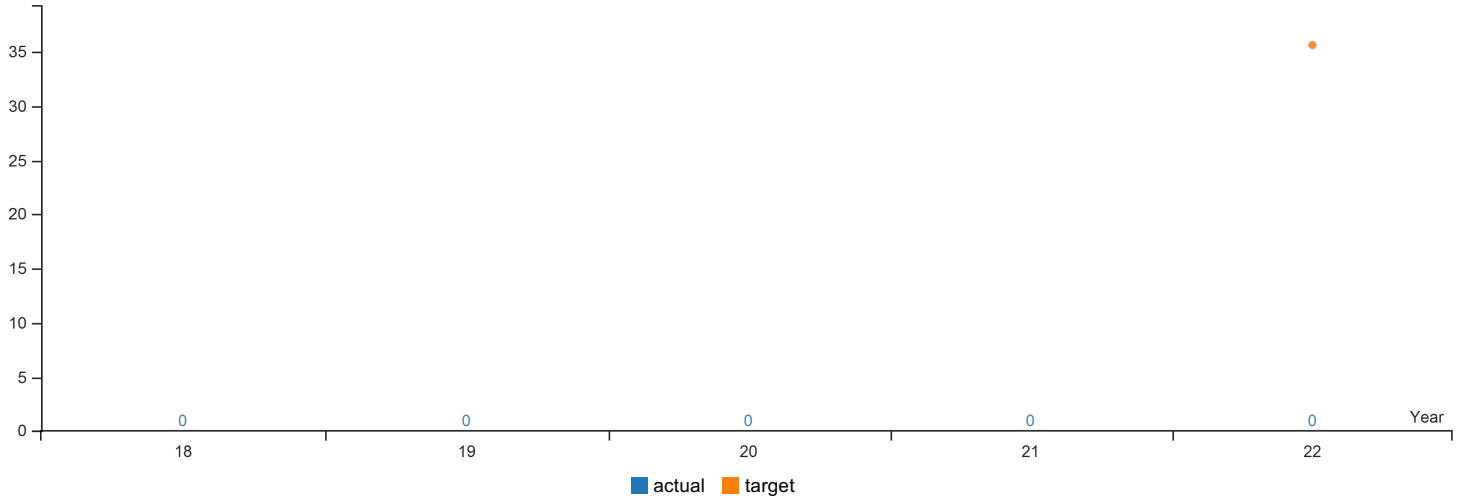
ELD is currently waiting on updated data for this KPM.

Factors Affecting Results

The COVID-19 pandemic produced tremendous turmoil to the field of child care. ELD recognizes that the numbers available for 2018 (12%) and 2020 (14%) may not yet reflect the full impact of the pandemic on families' access to early care and education, and ELD is continuing to monitor this.

KPM #3	Access to Early Care and Education: Preschool Age - Percentage of preschool age children (3-4 years) with access to a regulated child care slot. Regulated child care slots include Certified Centers, Certified Family, and Registered Family Providers.
	Data Collection Period: Jan 01 - Jan 01

** Upward Trend = positive result*



Report Year	2018	2019	2020	2021	2022
Access to Early Care and Education: Preschool Age					
Actual					
Target					35.65%

How Are We Doing

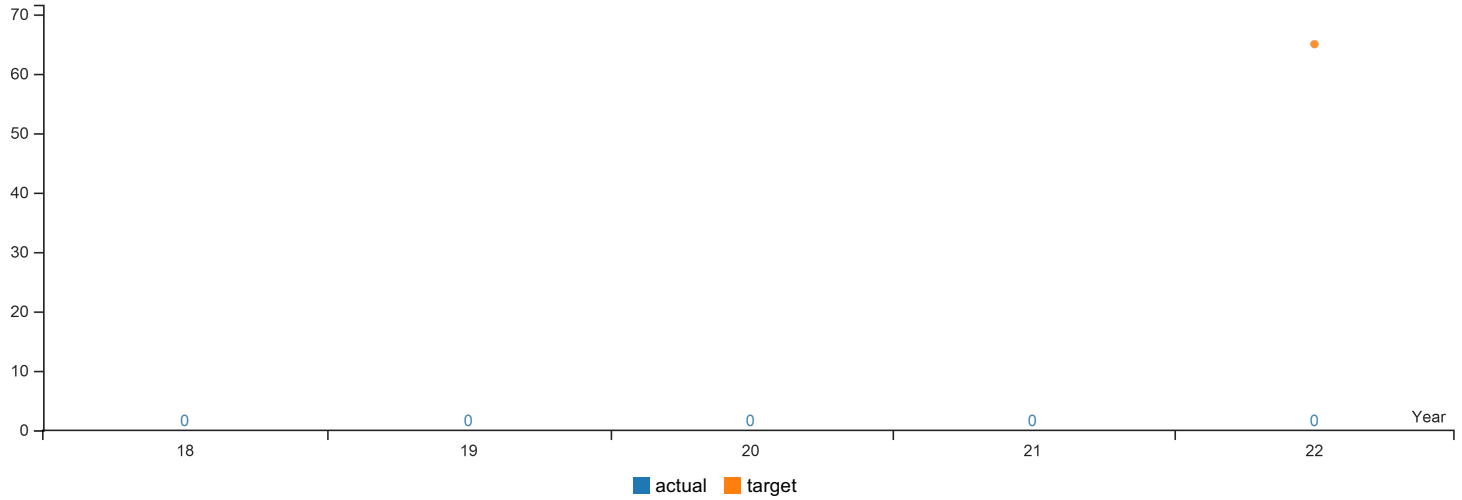
ELD is currently waiting on updated data for this KPM.

Factors Affecting Results

The COVID-19 pandemic produced tremendous turmoil to the field of child care. ELD recognizes that the values available for 2018 (29%) and 2020 (31%) may not yet reflect the full impact of the pandemic on families' access to early care and education, and ELD is continuing to monitor this.

KPM #4	Early Learning Workforce Retention (all) - Percentage of early learning providers who have remained in the workforce.
	Data Collection Period: Jan 01 - Jan 01

** Upward Trend = positive result*



Report Year	2018	2019	2020	2021	2022
Early Learning Workforce Retention (all)					
Actual					
Target					65.05%

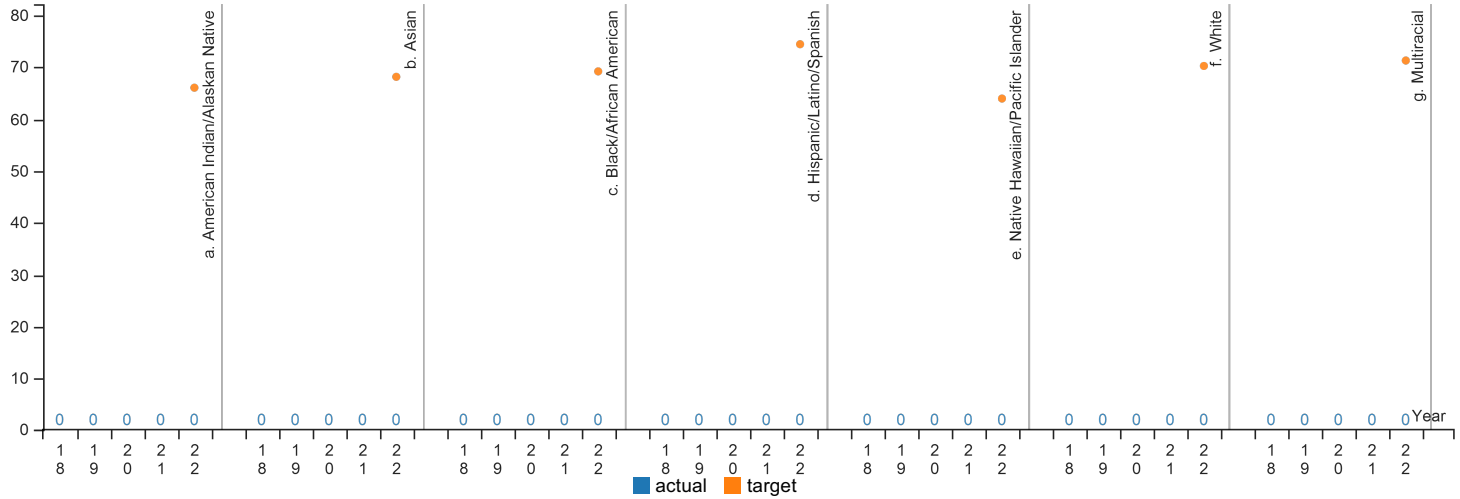
How Are We Doing

ELD is currently waiting on updated data for this KPM.

Factors Affecting Results

The COVID-19 pandemic produced tremendous turmoil to the field of child care. ELD recognizes that the values available for 2017-2018 (62%) and 2018-2019 (61%) may not yet reflect the full impact of the pandemic on early learning workforce retention, and ELD is continuing to monitor this.

KPM #5	Early Learning Workforce Retention (by race and ethnicity) - Percentage of early learning providers who have remained in the workforce disaggregated by race and ethnicity.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2018	2019	2020	2021	2022
a. American Indian/Alaskan Native					
Actual					
Target					66.15%
b. Asian					
Actual					
Target					68.25%
c. Black/African American					
Actual					
Target					69.30%
d. Hispanic/Latino/Spanish					
Actual					
Target					74.55%
e. Native Hawaiian/Pacific Islander					
Actual					
Target					64.05%
f. White					
Actual					
Target					70.35%
g. Multiracial					
Actual					

Report Year	2018	2019	2020	2021	2022
Target					71.40%

How Are We Doing

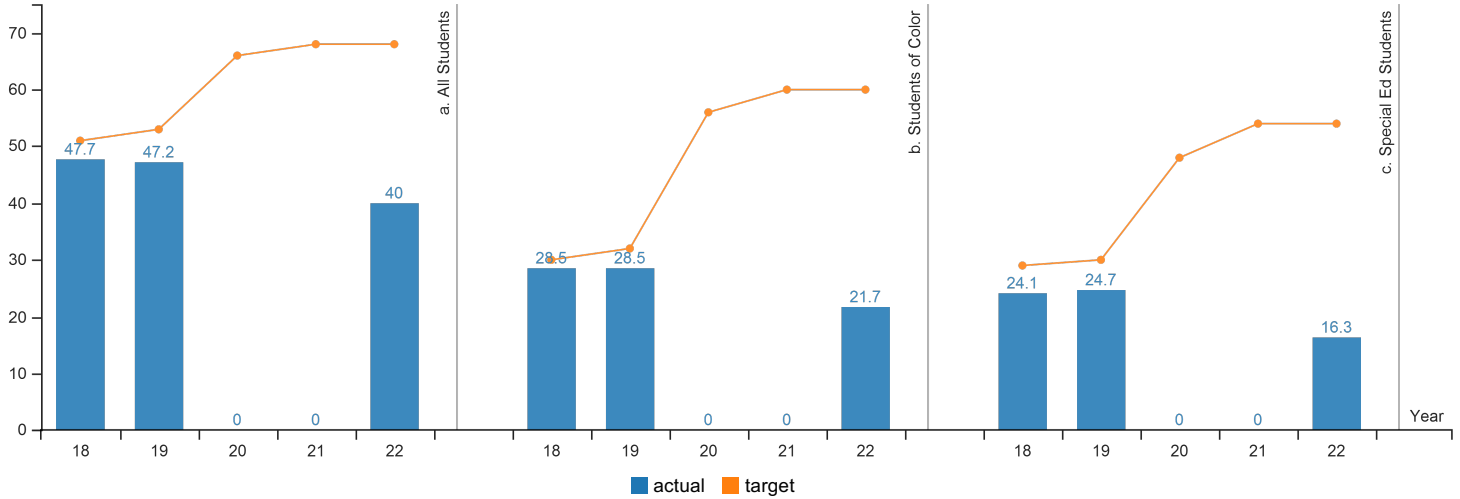
ELD is currently waiting on updated data for this KPM.

Factors Affecting Results

The COVID-19 pandemic produced tremendous turmoil to the field of child care. ELD recognizes that the most-recently available values (listed below) may not yet reflect the full impact of the pandemic on early learning workforce retention, and ELD is continuing to monitor this.

2018-2019: American Indian/Alaskan Native: 63%; Asian 65%; Black/African American 66%; Hispanic/Latino/Spanish 71%; Native Hawaiian/Pacific Islander 61%; White 67%; Multiracial 68%

KPM #6	EARLY LITERACY - Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading
	Data Collection Period: Feb 01 - Jun 30



Report Year	2018	2019	2020	2021	2022
a. All Students					
Actual	47.70%	47.20%			40%
Target	51%	53%	66%	68%	68%
b. Students of Color					
Actual	28.50%	28.50%			21.70%
Target	30%	32%	56%	60%	60%
c. Special Ed Students					
Actual	24.10%	24.70%			16.30%
Target	29%	30%	48%	54%	54%

How Are We Doing

Oregon implemented the comprehensive state summative assessment system in 2021-22, including a return to full test blueprints for English language arts and mathematics. The pandemic substantially impacted student learning, with proficiency dropping from 2019 to 2022 overall in every grade level and content area, as well as in all student groups. This pattern is also present in other data sources from national assessments, such as NAEP long-term trend data, and in reviewing other states' data.

Factors Affecting Results

Summative Assessment Participation: Though there are grade levels in which participation remains a concern in Oregon, participation improved compared to the spring 2021 administration. Participation at 3rd grade, in particular, was strong enough to make state level reporting and decision making a defensible practice.

Instructional Materials: Oregon's state content standards for English Language Arts were adopted by the State Board of Education in June of 2019, following a process of review and revision. This revision resulted in the development of more robust foundational reading skills standards. In addition, ODE revised the criteria for ELA instructional materials adoption to ensure a greater focus on early literacy in newly-adopted instructional materials. Districts are implementing their newly-adopted ELA instructional materials in fall of the 2022-23 school year.

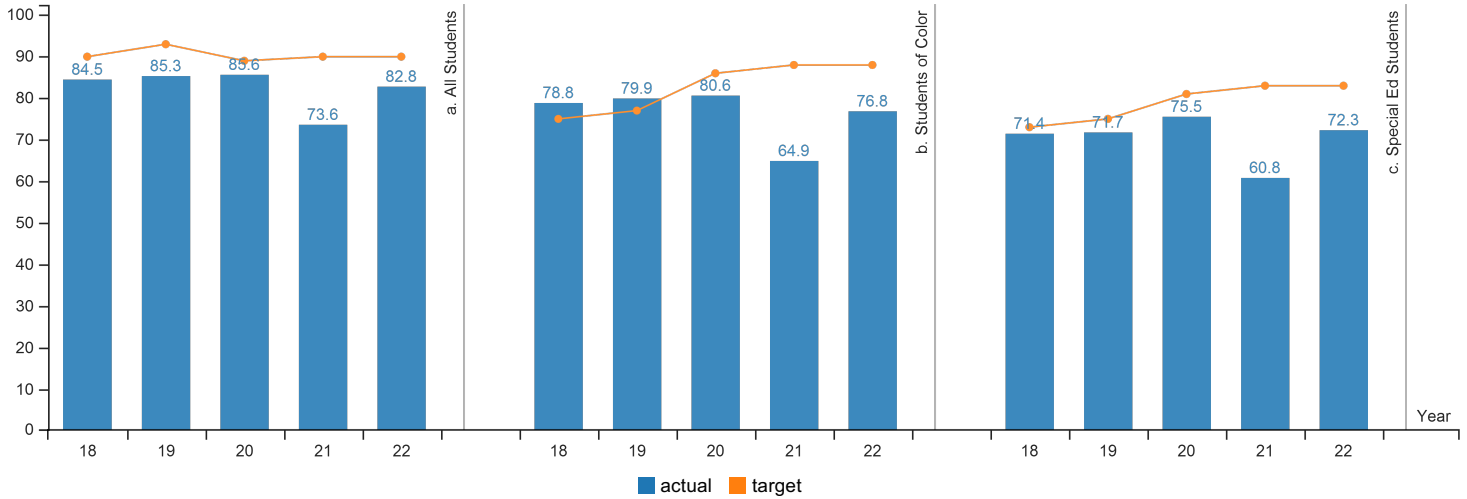
New and Renewed Agency Positions: ODE has a Language Arts Standards and Instruction Specialist, an English Language Arts Assessment Specialist, a PreK-3rd Grade Coordinator, a K-2 Balanced Assessment Specialist, and an Early Language and Literacy Intervention Specialist. This team works to build agency capacity around early literacy in the areas of policy advice, technical assistance, systems, and organizational improvement regarding strategy implementation. Additionally, ODE has hired a K-5 literacy program coordinator to help organize and oversee the K-5 Literacy ESSER III Investment.

K-5 Literacy Investment: One of 12 key ESSER III investments, the K-5 Literacy investment is aimed at developing and promoting literacy in Kindergarten through Grade 5. To address unfinished learning and support literacy education infrastructure for the long term, ODE will invest American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER III) funds for three purposes:

- **Update K-5 Literacy Framework.** ODE will update Oregon's K-5 Literacy Framework, with input from a diverse group of educators, researchers and other partners. The revised framework will elevate knowledge and practices that have emerged from decades of research, which have become collectively known as The Science of Reading, and will incorporate the most recent findings on literacy development and instruction. The Framework will include research about teaching literacy to multilingual students and those who speak other dialects of English.
- **Fund Literacy Professional Development.** The literacy catalyst professional development series will ground educators in the most current foundational literacy pedagogy and cultivate a network of peer support for best practices. Equity will guide the system-wide vision at the state, district, and school levels, bringing coherence across educator knowledge, instructional materials, evidence-based practices, and formative assessment.
- **Revitalize Small School Libraries.** ODE will support small school libraries through revitalization grants, to expand library collection size and range.

Across these projects, ODE is committed to dismantling systemic barriers to literacy as well as providing tools to help students develop as readers, writers, speakers, and critical thinkers. ODE will ensure funds are prioritized for students facing disparities that were only worsened by the pandemic, specifically students from African American/Black, American Indian/Alaska Native, Latino/a/x, and Pacific Islander communities; students experiencing disabilities; multilingual students; and students navigating poverty. Teacher training and framework recommendations will focus on addressing unfinished literacy learning.

KPM #7	STUDENTS ON TRACK TO GRADUATE - Percentage of 9th grade students on track to graduate.
	Data Collection Period: Jul 01 - Jun 30



Report Year	2018	2019	2020	2021	2022
a. All Students					
Actual	84.50%	85.30%	85.60%	73.60%	82.80%
Target	90%	93%	89%	90%	90%
b. Students of Color					
Actual	78.80%	79.90%	80.60%	64.90%	76.80%
Target	75%	77%	86%	88%	88%
c. Special Ed Students					
Actual	71.40%	71.70%	75.50%	60.80%	72.30%
Target	73%	75%	81%	83%	83%

How Are We Doing

2021-22 was a year of strong growth for 9th grade students on track to graduate. While not entirely back to pre-pandemic levels, rates increased dramatically from 2020-21. This increase is a testament to the hard work and innovative practices of Oregon's educators and students in working to complete unfinished learning and become on-track to graduate.

The rate for students of color (Black, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students) and for students with disabilities grew more than the overall rate, representing progress towards gap closure, though work remains to be done to ensure that all students are on-track to graduate at the end of their 9th grade year.

Factors Affecting Results

Students in this cohort experienced substantial disruption to their education throughout their 8th grade year as schools shifted to offering comprehensive distance learning (CDL), hybrid, and in-person instruction at various times during the year. Students, families, and communities feel the impact of school closures and loss of access to normally relied-upon resources. CDL may have resulted in interruptions not only to instructional models, but also to engagement efforts and other resources designed to help students get and remain on-track to graduate. While most schools returned to in-person instruction for 2021-22, some disruptions continued due to the ongoing pandemic conditions, and the impact of disruptions in the prior year may have some students starting high school with

fewer than normal credits, and less well-prepared to earn high school credits. Districts and schools will continue to maintain rigorous expectations and support to accelerate learning for all students to help bring these students back on-track to graduate.

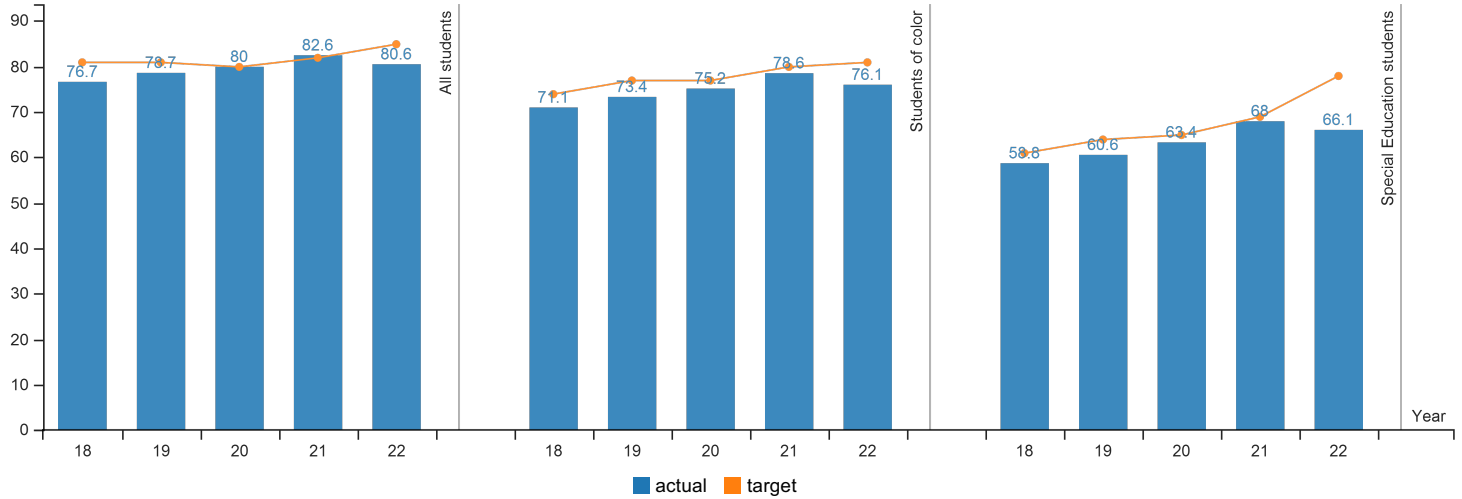
The gaps identified above reflect the disproportionate impact of the pandemic and related closures on students of color. The Oregon Department of Education is committed to promoting educational systems that support every child's identity, health and wellbeing, beauty, and strengths. ODE has developed and continues to develop resources and research on the best ways to support students who are not on-track to graduate in order to help them graduate on time.

ODE has applied the following strategies to increase the number of Oregon's 9th grade students who are on track to graduate:

- In early 2022, High School Success staff conducted comprehensive eligibility reviews of each recipient, evaluating among other things the recipient's practices to evaluate data and develop strategies to make sure 9th graders get and remain on-track. 23 recipients were identified as not meeting in one or both of these two areas. These recipients were provided with technical assistance and corrective action plans starting in Spring 2022, to support them in developing systems to help all students get and remain on-track to graduation.
- Since the creation of the High School Success Initiative, ODE has invested in training the High School Success staff and management about effective systems to increase the number of 9th grade students on track to graduate. ODE is using 9th grade on track as a metric for evaluating High School Success fund success, and districts are more focused on using these data to drive institutional practices. With the adoption of guidance integrating multiple grant programs, and the resumption of longitudinal performance growth target setting under the Student Investment Account, grantees will participate in a collaborative goal setting process around 9th grade on-track rates, both overall and for focal student groups.
- ODE provided supports to the high schools receiving targeted or comprehensive support from ODE to increase student achievement, including increasing 9th grade students on track to graduate.
- ODE continues to provide statewide technical assistance to all districts to improve the quality of special education services, the Individualized Education Program (IEP) process, and ultimately, results for students with disabilities, including the percentage who are on track to graduate by the end of 9th grade. IEP teams must meet no less than annually but can meet more frequently in order to ensure a Free Appropriate Public Education (FAPE) is provided. Each IEP team is responsible for individually problem-solving the barriers that keep a child from independently accessing the general curriculum. This includes determining a child's present levels of academic achievement and functional performance (which could include on-track status), setting goals to enable the child to make progress in the general education curriculum, and determine the supports needed to allow the child to progress towards annual goals and the general education curriculum.

A focus on culturally responsive pedagogy and practice as well as strategic investments for students of color and English Learners provided evidence of the impact such supports provide. To that end, several of the grants funded by ODE's equity initiatives are focused on high school success, particularly directed at a strong first year performance, offering tutoring and mentoring programs to ensure consistent and significant support toward a positive 9th grade outcome.

KPM #8	HIGH SCHOOL COMPLETION - Percentage of students who complete high school within four years
	Data Collection Period: Jul 01 - Jun 30



Report Year	2018	2019	2020	2021	2022
All students					
Actual	76.70%	78.70%	80%	82.60%	80.60%
Target	81%	81%	80%	82%	85%
Students of color					
Actual	71.10%	73.40%	75.20%	78.60%	76.10%
Target	74%	77%	77%	80%	81%
Special Education students					
Actual	58.80%	60.60%	63.40%	68%	66.10%
Target	61%	64%	65%	69%	78%

How Are We Doing

The statewide graduation rate for the class of 2020-21 is 80.6 percent, the second highest cohort graduation rate ever recorded in Oregon. The 80.6 percent rate represents a slight uptick from the most recent, pre-pandemic rate of 80.0 for the class of 2018-19, but a 2 percentage point decrease from last year.

In addition to these overall gains, Oregon's students who have been historically underserved by the system also experienced continuing gains compared with previous pre-pandemic years. The year-to-year increase in graduation rates was greater for nearly every underserved student group than the increase in the state average, bringing those underserved student groups closer to the statewide average than ever before. Other key findings from the data:

- Students participating in a Career and Technical Education (CTE) course of study significantly exceeded the statewide average, graduating at a rate of 92.9 percent.
- Students who have successfully completed English Learner programs in Oregon graduated at 84.2 percent, 3.6 percentage points higher than the statewide average.
- Black/African American students' graduation rate of 73.5 percent was down from 76.3 percent the year before, but still higher than the 70.4 percent graduation rate for the Class of 2019.
- Hispanic/Latino/a/x students' graduation rate of 77.0 percent was down from 79.5 percent the previous year, but still higher than the 76.2 graduation rate for the Class of 2019.

- The Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multiracial student groups saw declines that put their graduation rates below pre-pandemic levels, as did CTE Concentrators and participants, though in most cases the declines over those two years were small.
- The graduation rate for students experiencing homelessness dropped five percentage points to 55.4 percent, the same rate as the Class of 2019.

These gains made by some of the student populations that have historically been underserved by the system are particularly important given the alarming historic persistence of a significant achievement gap in Oregon between white students and students of color, including multiracial students Remaining gaps provide stark evidence of a failing system for children of color in Oregon schools that continues to create a considerable challenge for our collective future. Additionally, decreases among some student groups may reflect an exacerbation of disparities during the pandemic, as well as additional challenges to providing quality CTE instruction and access.

Factors Affecting Results

Through implementation of the High School Graduation and College and Career Readiness Act of 2016 (High School Success), ODE has provided funding to improve high schools through ninth grade teacher collaboration meetings; building data systems to track behavior, attendance, and course performance; and building partnerships, systems to ensure on-time graduation, systems to address chronic absenteeism, and systems to ensure equitable assignment to courses. Recipients of the funds hired staff and supported educator professional learning, built CTE programs, and implemented strategies to increase student engagement and reduce pushout. Access to career and technical education (CTE) and other hands-on learning experiences has expanded in part as a result of High School Success funding. Students who earn credits in Career and Technical Education (CTE) have a far higher graduation rate than the state average. Even during the pandemic CTE programs continued to expand, though at a reduced rate.

High School Success also provides funding for districts and schools to increase access to college-level opportunities for students. An Education Northwest study showed that students who participated in college courses while in high school were 30 percentage points more likely to graduate from high school, 25 percentage points more likely to enroll in college and 22 percentage points more likely to persist in college compared to their peers who did not take college credit courses while in high school. The expansion of college level courses to more students, particularly those belonging to historically underrepresented student groups, has helped boost our graduation rate; however, participation rates in these challenging courses did fall during the pandemic.

Districts and schools receiving grants through High School Success and/or through the Student Success Act conduct extensive needs assessments and community engagement in order to identify the best strategies to engage and support all of their students, with particular emphasis on the needs of focal student populations, which reflect historically underserved groups such as English Learners, students of color, and students with disabilities. Beginning next year, these needs assessments will be part of an integrated budgeting and planning process, bringing these two programs together with four others to increase coordination and better identify and meet student needs.

ODE has also solicited recommendations from various equity-focused, ODE-sponsored advisory groups that have developed plans that provide guidance on improving graduation outcomes for traditionally marginalized student populations (i.e., the African American/Black Student Success Plan, the American Indian/Alaska Native State Plan, and the English Learner Strategic Plan). These plans provide actionable steps that schools and districts can take to improve outcomes for students in these groups and for students overall.

In 2021 and 2022, ODE conducted an extensive data review and community engagement process under SB744, culminating in a report investigating inequities in Oregon graduation outcomes, and making recommendations for modifications to graduation requirements to address those inequities and respond to statewide concerns heard throughout the engagement process.

Research shows that 9th grade on-track rates are strong predictors of a student's likelihood of on-time graduation; ODE is also investing in efforts to improve 9th grade on-track rates, detailed under KPM 2.

ODE has applied the following additional strategies focused on improving outcomes for students from culturally, racially, ethnically, and linguistically diverse backgrounds:

- Making graduation a high priority for all of our high schools and asking our leaders, teachers, and staff to identify structural supports that can provide pathways for graduation for students of color through the African American/Black Student Success Plan.
- Analyzing trends for students of color and identifying the strategies that are making the mark.
- Providing professional development and resources to district and school staff on culturally responsive pedagogy and practice, via the Office of Equity, Diversity, and Inclusion at ODE.

ODE has applied the following additional strategies focused specifically on improving outcomes for students with disabilities:

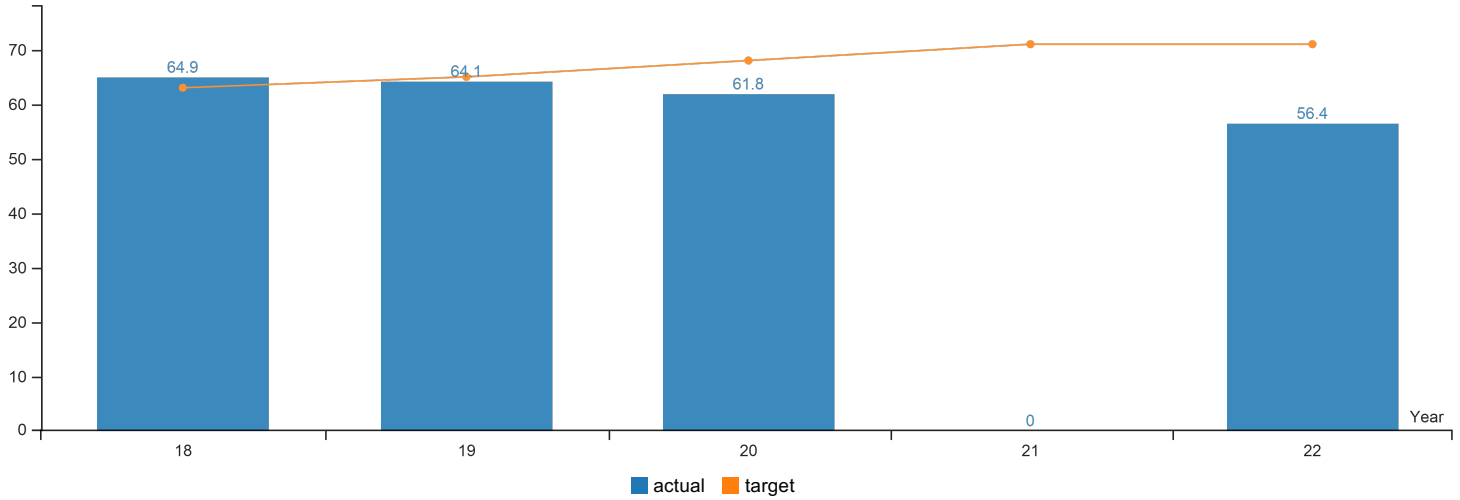
- Provide professional development to school districts using post-school outcome data (PSO) to make changes to transition programs by implementing evidence based practices and predictors of post school success for students with disabilities.

- Collaborate with Vocational Rehabilitation (VR) and Oregon Developmental Disabilities (ODD) to develop and implement 36 cross-agency Regional Employment Collaboration (REC) professional development trainings focused on employment opportunities for staff working in VR, Parent Training Information (PTI), Developmental Disabilities, tribal VR, and education. These trainings were designed to facilitate universal information sharing, encourage collaborative resource delivery, and promote the shared outcome of employment for all transition-age students with disabilities.
- Ongoing partnership with our Parent Training Institute (PTI) to train parents, families, and staff on understanding and participating in the IEP process and to create a culture that sets high expectations for students with disabilities.
- Collaboration with VR to fund the Transition Technical Assistance Network (TTAN), which continues the work to improve Oregon's systems of designing and delivering employment services for students with disabilities. The Transition Network Facilitators (TNF) work to support the collaborative efforts of Vocational Rehabilitation, Developmental Disability Services, Employment First Teams, and Local Education Agencies in Oregon in the implementation of the Workforce Innovation and Opportunity Act (WIOA) and the provision of Pre-Employment Transition Services (Pre-ETS). Transition Network Facilitators provide training and technical assistance in their communities by supporting school districts to recognize and understand the outcomes of Executive Order No. 15-01 and WIOA, specifically focusing on successful transition to employment and/or education.
- Continued work with the National Technical Assistance Center on Transition (NTACT) for intensive technical assistance to support Oregon's continual efforts to improve outcomes for youth with disabilities.
- A new general supervision plan to better identify and support districts in providing high-quality and equitable services to students with disabilities, in support of their progress towards graduation.

In addition, as part of Oregon's pandemic relief efforts, districts spent $24 million in funds allocated by the Governor and the Legislature over summer 2021, and over $32 million over summer 2022, to help more than 18,000 high school students earn credits towards graduation. Community-based organizations across the state were allocated an additional $50 million to help remove barriers to student participation for students with disabilities and other groups who have been historically underserved.

KPM #9	COLLEGE GOING - College-going rate of Oregon residents into post-secondary institutions
	Data Collection Period: Jul 01 - Jun 30

** Upward Trend = positive result*



Report Year	2018	2019	2020	2021	2022
College-going rate					
Actual	64.90%	64.10%	61.80%		56.40%
Target	63%	65%	68%	71%	71%

How Are We Doing

Because the Extended Participation Rate tracks participation within 16 months of high school graduation, the most recent year for which data is available is for the high school graduating class of 2019-20.

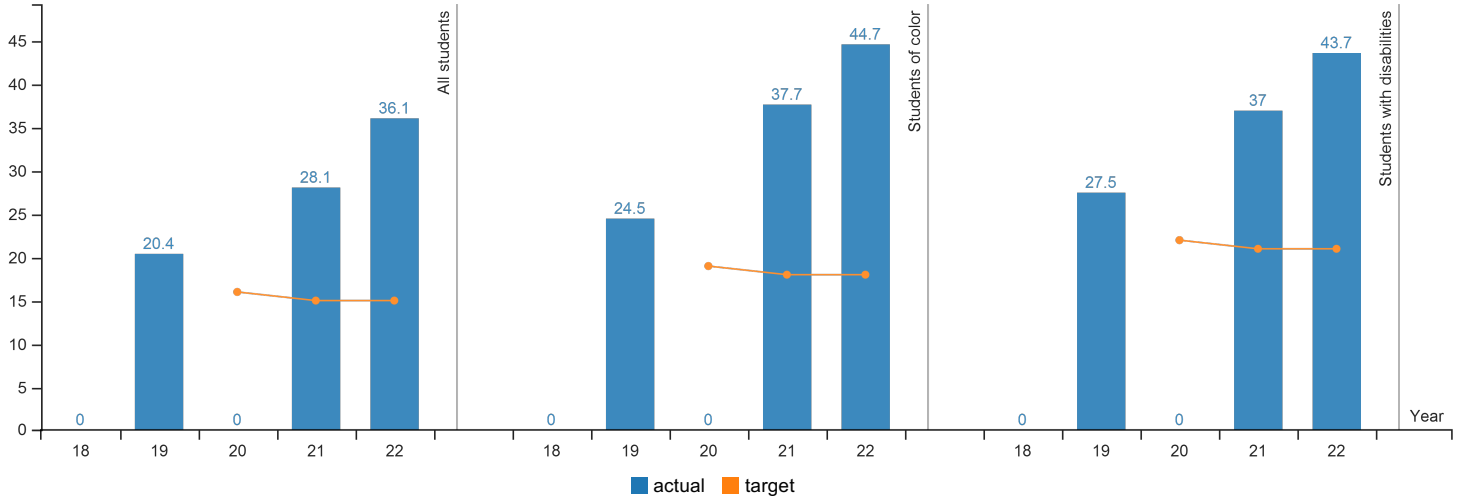
For the class of 2019-20, the Extended Participation Rate for Oregon students was 56.4%. Oregon's rates declined slightly for the class of 2014-15, increased for the class of 2015-16 through 2016-17, then dropped sharply in 2017-18 and again in 2018-19. The rate remained relatively flat in 2019-20. Up through the high school class of 2017-18, the rates exceeded the targets needed to keep Oregon on track to get to its year 2025 goal of 40% of high school students earning a bachelor's degree or higher, 40% earning an associate's degree or other postsecondary credential, and 20% earning a high school diploma (the "40-40-20 goal"). The fall in the Extend Participation Rate to 61.8% for the class of 2017-18, however, put it more than 3 percentage points below the target. The Extended Participation Rate currently sits more than 14 percentage points below the target for the class of 2019-20. The decrease in Extended Participation Rates may be attributable to the economic factors and tuition and fee increases that continue to outpace inflation.

Factors Affecting Results

A number of factors affect the college participation and success of Oregon high school graduates. Principal among them is the quality of preparation that students receive in the early grades and in high school. A number of other factors, however, also affect the rate at which students enter college and the success they have there, including the impact students' financial and family circumstances has on their ability to attend college and to remain there once they start. In addition, college attendance rates are sensitive to labor market conditions, with fewer students enrolling in college when job prospects are better in a growing economy. Nationally, first-time college student enrollment has been down since at least the fall of 2016 (National Student Clearinghouse,). Enrollment of first-time freshman college students decreased by 2 percent each fall term from 2016 through 2017, followed by a 4 percent drop in fall 2018 and an additional 2 percent drop in fall 2019. Due to the the Covid-

19 pandemic, enrollment dropped by nearly 10 percent in Fall 2020. By Fall 2021, enrollment had nearly stabilized.

KPM #10	CHRONIC ABSENTEEISM - Percentage of students who are absent more than 10% of days of the school year
	Data Collection Period: Jul 01 - Jun 30



Report Year	2018	2019	2020	2021	2022
All students					
Actual		20.40%		28.10%	36.10%
Target			16%	15%	15%
Students of color					
Actual		24.50%		37.70%	44.70%
Target			19%	18%	18%
Students with disabilities					
Actual		27.50%		37%	43.70%
Target			22%	21%	21%

How Are We Doing

The regular attender rates for 2021-2022 decreased from previous years of reporting. There was also an increase in disproportionality of chronic absenteeism; students of color, students who are of historically underserved races and ethnicities, students navigating poverty, and students with disabilities all experienced even higher rates compared to prior years.

Educators and school staff have found innovative and creative ways to provide resources and maintain communication and connection with students and families through in-person, hybrid, and remote learning. However, as schools are developing hybrid, remote, and customized learning options, attendance may not fully capture the extent of these connections and student learning.

Factors Affecting Results

Chronic absenteeism is a measure of how many students have missed 10% or more of their enrolled days in a school year. Changes to how student attendance is reported during the school year potentially have large effects on chronic absenteeism rates at the end of the year. ODE expects that a few changes in reporting for the 2021-22 school year had such effects:

- The 2021-22 school year was the first full year of in-person schooling since the onset of the COVID-19 pandemic. During the 21-22 school year, students, families, and educators all faced two

COVID-19 waves - “a larger Delta wave during August-September peaking August 16 with 2,625 case onsets; and the largest wave to date, the Omicron wave,” which rose into early 2022. Students and families were, and still are, navigating COVID-19 concerns, exposure, quarantines, changing COVID-19 guidelines, and long-covid. The many reasons for a student’s absence are not shown in the Chronic Absenteeism rate, as there is no state-wide attendance coding system that identifies absence reason, COVID-19 exposure, illness, mental health, or otherwise.

- In 2021-22, the 10-day drop was reinstated, and districts and schools continued to develop innovative hybrid options for students. Schools and districts have experienced three consecutive years of disruptions to attendance reporting. Temporary changes to attendance reporting guidance to support distance learning in 2020-21 reflected ways to track engagement beyond seat time. Online school enrollment sustained, and some new online options were opened in 2021-22. ODE shared guidance on attendance reporting for 2021-22, although reporting may have been implemented differently from school district to school district in implementing codes with fidelity. As with any large shift in the way data is collected, it is expected that it will take a couple of years for remote learning to become both valid and reliable across the state as training is provided, data is audited, and increased communication on best practices in reporting occurs. ODE maintains its commitment to clear guidance and training on attendance data collection and expects this to be a temporary lapse in data validity and reliability.
- Beginning in the 2020-2021 school year, online schools were required to track attendance daily, meaning that students had more opportunities to be counted as absent. This was a continued requirement for remote/hybrid attendance reporting in the 2021-22 school year, which may have contributed to current chronic absenteeism rates.

This data analysis reveals the continued need to address attendance barriers for Oregon’s students of color and students with disabilities. The Tribal Attendance Promising Practices and Every Day Matters work uses this state-wide data to focus support and investment in addressing the root causes of absenteeism.

Every Day Matters (EDM) and Aligning for Student Success: Integrated Guidance for 6 ODE Initiatives

Every Day Matters addresses the root causes of chronic absenteeism through attention to student engagement, school culture, climate, and safety, culturally sustaining pedagogy, and family and community involvement. Every Day Matters is the foundation for the five other initiatives in the Aligning for Student Success: Integrated Guidance for 6 ODE Initiatives, which center on equity and community engagement, expanding well-rounded education, and strengthening systems and capacities. As the foundation for the Integrated Guidance, EDM seeks to expand systemic understanding and support to address the root causes of chronic absenteeism.

Tackling the root causes of chronic absenteeism involves the whole system – ESDs, districts, schools, families, communities, community-based organizations, state agencies, and more. Partnerships between school districts, students and caregivers, community-based organizations, and ESDs are the pathways that center students’ sense of self, belonging, and well-being both within schools and the larger community. To deepen partnerships and alignment, EDM provides funding to all 19 Education Service Districts (ESDs) for technical assistance, coaching, and additional support for school districts and charter schools, specifically focusing on student attendance, belonging, and engagement. EDM is also developing a funding stream for community-based partnerships to deepen the involvement of communities in addressing chronic absenteeism directly with students and in collaboration with districts, ESDs, and other partners. This approach aims to address chronic absenteeism in ways that create the relational conditions that build trust between families, communities, districts, and ESDs to address the root causes of chronic absenteeism (Henderson, Mapp, et al. 2016).

Tribal Attendance Promising Practices (TAPP) program

The work to decrease Chronic Absenteeism continued with the new biennium of TAPP Grants being renewed at the nine TAPP school district sites, with an additional site added in January of 2022. Participating districts continued to receive grant funding to hire a community advocate position with deep local connections to the tribal community to create a school-wide initiative to reduce chronic absenteeism and to eliminate the disparity in attendance data between AI/AN and non-Native student groups. This position, known as the TAPP Family Advocate, works in close partnership with a named school district leader (known as the Project Director) and a designated staff member connected to educational efforts with the tribe (known as the Tribal Partner) to address and respond to the root causes of Chronic Absenteeism with American Indian/Alaska Native students in the local schools.

It is important to note that nine out of the ten TAPP district sites are school districts located the closest geographically to the tribal headquarters of the nine federally recognized tribes of Oregon. The schools served directly in the various TAPP school districts by a TAPP Family Advocate support 19% of the total population of AI/AN students in Oregon, with the potential to influence the educational experience of 47% of the AI/AN students in Oregon - the total percentage of AI/AN students enrolled in the ten TAPP district sites.

With school districts needing to respond rapidly to the COVID-19 global pandemic in March of 2020, TAPP programs and TAPP school sites shifted from monitoring and responding to attendance data with pre-pandemic best practices, to leveraging the relationships made with their tribal partners to create new systems and structures to respond to the immediate needs of families in crisis. TAPP Family Advocates continued to find themselves at the helm of this emergency response throughout the 2021-2022 school year, as COVID-19 safety guardrails, masking, and vaccination guidance continued to impact schools and to disproportionately impact our Native American community of Oregon. School sponsored Native American cultural activities and programs, as well as homework/tutoring centers which had become common practice throughout TAPP school sites, significantly decreased and even had to close due to COVID-19 guardrails. Delivering groceries, picking up medication for quarantined families, triaging and responding to technology needs related to virtual learning, connecting families with community based organizations to help with housing

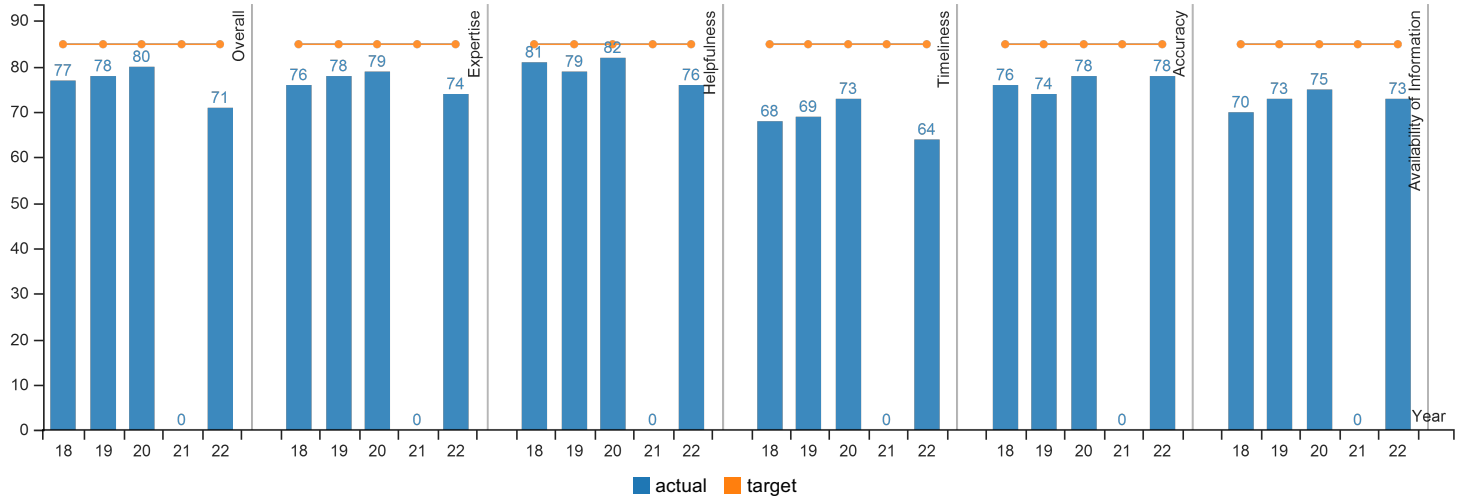
and utilities assistance, became a Tier 1 intervention, as the intergenerational nature of households with Native American families - many with unvaccinated children and elders living under one roof - meant that the day to day lives of AI/AN students dramatically shifted as social distancing and quarantining was ever-increasingly difficult, impacting regular attendance to school.

Despite COVID-19's disproportional impact on all AI/AN communities, while AI/AN students' chronic absenteeism rates were still 15.4% higher than the state overall average, this still reflects a continued drop in the overall data disparity since 2016. However, AI/AN chronic absenteeism rates increased statewide and at TAPP sites since 2020-2021, as the pandemic exacerbated inequities in our tribal communities.

In early drafts of a comprehensive evaluation of the TAPP program being completed by Western Oregon University, some of the most significant outcomes of the TAPP program related to equity have undoubtedly been the reason why chronic absenteeism rates were not higher. TAPP efforts at addressing the impacts of systemic racism in school districts serving some of our highest numbers of AI/AN students and their families are positively impacting our AI/AN community of Oregon. TAPP school districts have cited an increase of trauma-informed practices being implemented in schools to address chronic absenteeism, moving away from punitive measures implemented before. Furthermore, at several sites, the TAPP program's collaboration with the local tribe was found to play an important role in healing for tribes who have experienced trauma from the local school districts or school sites, by shifting the perception of schools perpetuating harmful practices to schools becoming a critical partner with the tribes in ensuring the dynamic needs of tribal families are met in real-time and delivered at the school site.

The Office of Indian Education is continuing to understand COVID-19's impact on the educational experience of AI/AN students throughout the state of Oregon, including paying close attention to the unique nature of TAPP school district sites, and are continuing to shift resources and leverage their Government to Government partnership with tribes to fully understand and meet this need. In the immediate future, TAPP Districts are receiving support from the TAPP Grant Manager in analyzing data with an equity lens, to identify root causes of AI/AN disengagement from schools. TAPP Family Advocates, Project Directors, and Tribal Partners are receiving professional development on data justice to further center the voice of the AI/AN community on how the pandemic has impacted them and what is needed from ODE to respond to and meet their needs.

KPM #11	CUSTOMER SERVICE - Percentage of customers rating the agency's customer service as "good" or "excellent"
	Data Collection Period: Dec 01 - Dec 31



Report Year	2018	2019	2020	2021	2022
Overall					
Actual	77%	78%	80%		71%
Target	85%	85%	85%	85%	85%
Expertise					
Actual	76%	78%	79%		74%
Target	85%	85%	85%	85%	85%
Helpfulness					
Actual	81%	79%	82%		76%
Target	85%	85%	85%	85%	85%
Timeliness					
Actual	68%	69%	73%		64%
Target	85%	85%	85%	85%	85%
Accuracy					
Actual	76%	74%	78%		78%
Target	85%	85%	85%	85%	85%
Availability of Information					
Actual	70%	73%	75%		73%
Target	85%	85%	85%	85%	85%

How Are We Doing

ODE administered its annual customer service survey in February 2022, asking customers to rate ODE's customer service during the 2021 calendar year. ODE experienced a slight decrease in ratings for all criteria compared with pre-pandemic years, with the most significant drops in *Timeliness* and *Overall* customer service. *Accuracy* was ODE's highest rated service criteria, with 78 percent of respondents rating ODE as good or excellent, followed by *Helpfulness*, at 76 percent.

Factors Affecting Results

ODE's mission and vision focus on fostering excellence for every learner, with an emphasis on providing excellent customer service to attain this goal. Throughout the pandemic, ODE, ELD, and YDD have continued to keep this mission statement front and center, maintaining a commitment to service in the face of highly volatile circumstances. In addition to maintaining pre-existing processes to provide excellent customer service, ODE, ELD, and YDD continued to implement new service strategies aimed at helping Oregon youth, schools, and communities recover from the pandemic. These efforts ranged in scope from supporting schools and districts in providing students with equitable access to education to ensuring that youth and their families had sustained access to nutritious food and other services. Staff continued to work tirelessly to distribute unprecedented levels of both federal and state relief funding and provide customers with updated guidance in response to the shifting landscape of the pandemic. Throughout the year, staff also centered care and connection with ODE's many partners and customers, including schools, other agencies, education partners, Tribes, community members, and families to align resources in support of Oregon's youth.