

Sec	Topic	Overview/Opportunity?	GA Example	Illinois Example	Oregon Example
1.1.1	Lead Agency	Generally helpful to understand	Georgia Dept of Early Care and Learning	Illinois Department of Human Services	Oregon Department of Education Early Learning Division
1.2.2 (b)	Who assists parents in locating child care	Generally helpful to understand	Community based organizations (checked)	Only Child Care Resource and referral agencies	CCDF Lead; TANF; CCR&R
1.3.2	Public Hearing Process	Note the dates	May 19, 22, 23	May 22	June 13, 2018
1.4.1	Lead agency coordination (which helps smooth transitions as children age into school) REQUIRED – includes workforce development, public education, and AFTERSCHOOL NETWORKS	Opportunity: Networks must have been consulted, ensure this language is the best description	The lead agency partners with the Georgia Statewide Afterschool Network, a public private collaboration dedicated to advancing, connecting and supporting quality afterschool programs to promote the success of children and youth throughout Georgia. Stand alone, school age programs are also able and encouraged to participate in the states QRIS system.	The lead agency contracts with the Illinois Afterschool Network to provide professional development activities for afterschool practitioners and programs	“The Early Learning Division/Office of Child Care has provided CCDF Discretionary funds as a match for a Charles Stewart Mott Foundation grant since 2005. Oregon ASK is a collaboration of public and private organizations and community members whose coordination goals seek to address common issues and concerns across all out-of-school time services – child care, recreation, education and youth development. The combined funds support the statewide afterschool network, Oregon ASK, which 1) convenes a quarterly stakeholder meeting for school-age program operators, 2) provides Spark and other quality improvement training to both management and front-line staff, 3) actively participates in the statewide STEM Council (science, technology, engineering, math), 4) represents and advocates for the before and after-school workforce at statewide meetings, and 5) provides educational materials to statewide and national policymakers”
1.4.1	Lead Agency Coordination <i>optional</i> – Parent Groups or Organizations	Generally helpful to understand	The lead agency employs a family engagement coordinator who works with different parent groups and organizations to ensure that families are continually being engaged.		Not listed
1.6.1	Public Private Partnerships	Opportunity: Possible place to highlight networks and partners	Discusses Quality rated advisory committee but network and OST partners not specifically mentioned here		YES- for school age highlights Oregon ASK- and ASKs ability to leverage funds including Gates Foundation, National Conference of State Legislatures, National Governors Association, the Supporting Student Success Report, and STEM next funding. Many other partners – Children’s Institute, Oregon Community Foundation, Ford Family Foundation, Portland State.
1.7.1	Lead agency funding for any child care resource and referral systems	Generally helpful to understand	2 parts- Georgia’s referral service at qualityrated.org and a network of 6 regional providers which provide free technical	Yes- each CC&R is a standalone entity which varies from YMCA organization to a community college to a public university	Yes – statewide network of 14 agencies including CBOs and state and local governments – has a designated central

			assistance and training in getting an initial QRIS rating and improving rating levels for school care learning centers, family day care homes, and school-age care programs		coordination contractor for support and data infrastructure. Also has a 211info.
2.3	Consumer Education Website	Generally helpful to understand			Just gives links: https://oregonearlylearning.com/providers-educators/become-a-provider/licensed-childcare/ https://oregonearlylearning.com/providers-educators/providers-educatorschr/ https://oregonearlylearning.com/parents-families/find-child-care-programs/
2.3.5 (b) and (c)	Consumer website list of providers and types of information available	Opportunity: Are both licensed and license exempt center-based providers included (esp in a state where many afterschool programs are license-exempt)? Is ages served and activities among the types of information?	Includes all, including local school system pre-k and head start, but license exempt family care and all relative care providers. Provides information on ages served, transportation, accepting children; non-profit status; activities; languages; curriculum; family engagement	Licensed CCDF, licensed exempt center based CCDF) all but family and relative care); ages, hours of operation, languages, results of inspections	Licensed CCDF and licensed non-CCDF; does not include license-exempt center-based CCDF providers
2.3.7	Posting of Monitoring and Inspection Reports	Generally helpful to understand	Provides copies of reports and a sample report at families.decal.ga.gov/ChildCare/Search	https://www.inccra.org/about/sdasearch	Inspection reports updated weekly on website
2.3.10	Ways for parents to contact consumer education website	Generally helpful to understand	GA has a hotline 1-877-ALLGAKIDS staffed by live local representatives that can provide families with additional information and a choosing child care checklist	Will be on the website	There is a "contact" link on the main web page. https://oregonearlylearning.com/contact
2.5.1	How the lead agency shares information with parents	Generally helpful to understand	The lead agency has launched a provider self-service website that allows child care programs to update basic demographic information, play license and enforcement fees and submit and track criminal records check applications	Email, targeted phone calls, written materials given in person or in email, social media, and mass text (when opted in)	Websites, local Human Services Offices, and the 211info
2.5.2	Partnerships formed to make information available to families	Opportunity: If the network can be a partner here this may be good to mention	Discusses public school system and united way among others. No mention of network	INCCRA- Illinois Network of Child Care Resource and Referral Agencies	includes, but is not limited to, local child care resource and referral programs, Early Learning Hubs, Oregon Health Authority, The Research Institute (Spark administrator), and the Oregon Center for Career Development in Childhood Care and Education at Portland State University.
2.5.4	How the lead agency makes available to parents, providers and the public research on best practices, including healthy eating and physical activity	Opportunity: Can the network play a role in best practice? Can the network support school-age HEPA work?	GA SHAPE Program and Recognition – Though a partnership between the department of public health and the lead agency's nutrition services and quality rated programs, the lead agency provides access to materials and supplies for centers that provide higher quality	Information and videos on the website http://exceletrateillinois.com	The Early Learning Division has a strong partnership with the Child Well Being Team of the Oregon Health Authority who has strategic initiatives to educate parents, the general public, providers and other stakeholders on child development.

			in meal service and incorporate physical activity in daily center routines		
2.5.5	Information on the lead agency's policies in social-emotional and behavioral issues	Opportunity: Can the network play a role here – esp for older ages?	The lead agency has gathered all SEL strategies under the SEEDS for Success Initiative. These are early development strategies- not sure where older youth come in.	Caregiver Connections- Statewide Early Childhood Mental Health Consultant (MHC) program	Oregon offers four standardized trainings through the Child Care Resource and Referral program focused on social and emotional development available to all child care providers. Including one on: Discovering Potential: Social and Emotional Development of School-age Children
3.1.6	Promote continuity of care	Opportunity – Possibility to build out the role for transitions from early care to school age, or to mention summer programming	CAPS works with families to utilize certificates for summer programs and during school breaks to meet the needs of families and reduce the time that parents must miss work	Early Care – Departments Child Care Collaboration Programs are to facilitate collaboration between Illinois child care and other early childhood programs	Continuity of care is promoted when authorizing CCDF child care services as follows: An eligibility certification period of no less than 12 months is in place for families. An exit limit exists to allow a graduated phase-out for families whose income exceeds the agency threshold to initially qualify for CCDF child care assistance
3.4.3	Other factors used to determine family co-payments	Generally helpful to understand		If all the children are school-age (age 5-13) and approved for part-time (less than 5 hours per day) the parent share is 50% the amount shown on the table	Families receive a lower copay when they are using a Spark star rated provider as follows: the \$27 copay is reduced to \$0, copays of \$28 to \$200 are reduced by \$20 a month, copays of \$201 or more are reduced by 10%.
4.1.3	Child Care Services through grants or contracts	Opportunity- (a-iii)- Awareness of who receives contracts; (b) do contracts go to increase the supply or quality of programs for school aged children? If so, is it well explained or can it be built out, if not, can there be if desired?	GA does not offer contracts of grants for programs serving school age children	Yes- Child Care providers, CC&R agencies, family care networks and community based agencies.	Hard to tell what is checked –don't think this includes school-aged- seems to be used for Head Start, Early Head Start
4.3.1 (g)	Base payment rates and percentiles for school aged child in full time licensed center (if interested, read 4.4 to learn more about how these were determined)	Generally helpful to understand	In GA \$110 per week; just below 20 th percentile (Summer market rate)	\$37.72 per day; 72.9% of MRS (school age is 6 years)	Have rates for school aged care (6-12) and school age summer only programs (4.2.4). School aged full time licensed care = \$850/mo; 90 th MRS. Part time care is 63 to 135 hours a month.
4.3.2	Differential Rates – includes boxes for school age programs and higher quality	Opportunity: Is there a differential rate checked for school-age programs? Should there be? Does any differential rate for higher quality allow school age programs to participate?	GA does not differentiate for school age programs. GA does differentiate for higher quality. For providers who sign up and participate in QRIS and receive a rating there is a tiered reimbursement bonus added to the subsidy rate- 5% for 1 star; 10% for 2 star; 25% for three star.	IL does not differentiate for school age. IL does differentiate for quality – QRIS ExceleRate Illinois. For licensed providers 10%, 15% depending on rating.	Does not differentiate for school age programs. Does by quality - quality providers, rated at a three, four, or five- star on the Oregon Quality Rating and Improvement System, who care for children of families receiving a subsidy. Incentive payment is for full time child care.

4.6.1	Identify shortages in the supply of quality child care providers for different types	Opportunity: Afterschool is not listed here, but there is underserved areas and a box (e) for other - consider if there is a reason to mention school age here or if it helps to ask the state to look into it in answer to this question	Afterschool is not mentioned		Afterschool in not mentioned.
4.6.2	Methods used to increase supply and quality in response to 4.6.1	Opportunity: if afterschool is mentioned in the above than it can be mentioned again in the other (d) section here	Afterschool is not mentioned		
4.6.3	Need to prioritize investments in areas of high concentrated poverty and unemployment	Opportunity: might be a way to highlight school age programs in these areas	GA's lottery funded Pre-K program researches poverty rates to determine where classes are needed in high need areas. (Not mentioned but might be an opportunity to piggy-back on geographic need)	Coordinate with the IL Department of Employment Security to determine which counties in the state have the highest percentage of families receiving unemployment compensation benefits and with TANF for high percentage of TANF counties.	data to identify high pockets of poverty and unemployment when designing and supporting early learning services. State investments prioritize funding to areas with significant concentrations of poverty.
5.1.1	Licensing Summary	Opportunity: Important to understand requirements which if any programs are exempted – if there is a need for exemptions from requirements meant for earlier ages, this and the two sections below is where it should be mentioned	GA exempts government owned and operated programs by state, county, federal or municipal government (includes schools and parks and rec); and School age day camp programs. Notes “in some areas of the state there is a lack of licensed care, meaning that day camps are the only resource available to working families for care outside school hours. Without this exemption category and the opportunity for subsidy children to attend, families and children would be put at risk”	Defines “Day Care Centers”	exempt from licensing are facilities operated by a school district, a political subdivision of Oregon, or a government agency. There are safeguards and program requirements in place to ensure children’s safety – still need criminal background check and completion of health and safety standard training – list of every providers general responsibility listed here, annual safety monitoring visits
5.1.2	Providers subject to licensing – Check box for center based care	Important to know – similar to 5.1.1 – depends where state decides to put all the information	As above (5.1.1)	Center based child-care	Center based child care
5.1.3	Exempt from Licensing (if interested, more detail in 5.1.4)	Important to know – similar to 5.1.1 – depends where state decides to put all the information	As above (5.1.1.)	“Whether called “schools” “child care centers” “nursery schools” “kindergartens” “day nurseries” or similar names, day programs are exempt from licensure as day care centers to the extent that their services are provided exclusively to children who have attained the age of 3 years	As above (5.1.1)
5.2.1	Standards on ratios, group sizes and qualifications – (a)#4 is school age – center based care – (a)#5 is any changes to the requirements for exempt centers	Generally helpful to understand	School age – defined as 5 years and older; ratio 1:20 (5 year olds); 1:25 (six years and older); group size 40 (5 year olds); 50 (6 and older); Lead teacher qualifications- at least 18; minimum education of a credential...if no	School age – child attending kindergarten through 12 years; ratio 1”20; group size 30; 30 semester hours, or 1560 hours experience and 6 semester hours, or HS diploma and 3120 hours experience in recreational program, kindergarten,	School aged – is a child eligible to be enrolled in the first grade or above in the next school year up to age 13. Ratio 1?15; Group size: 30. A teacher must be 18 with a minimum documentation of attaining step 8.5 in the Oregon Registry or at least two years of

			credential must enroll in a program within 6 months...Assistant Teacher qualifications...	licensed day care center serving school age or license exempt school age child care program operated by a public or private school...director qualifications...	qualifying teacher experience in the care of school-age; or one year state or nationally recognized credential.
5.2.2	Health and Safety standards for CCDF providers	May be important to know – ie are these reasonable for school age? For license exempt providers? Will these lead to programs closing?	Nothing immediately notable – no variations for center based school age	Nothing immediately notable- no variations for center based school age or license exempt	For prevention of sudden infant death syndrome – notes under variations that “rules apply to infants only” – this exclusion is in this section only
5.2.2 (a) #1	Optional Standards around nutrition	Generally helpful to understand – especially if working with school age HEPA		Refers to the code in the licensing handbook- DCFS Day Care Licensing Standards- sec 407.330	All types must meet USDA Child and Adult Care Food program standards
5.2.2 (a) #2	Optional Standards around access to physical activity	Generally helpful to understand- especially if working with school age HEPA	Centers operating five hours or more per day shall provide each child who is not an infant at least one and one-half hours of outdoor activity per day	Refers to the code 407.200	Rule for all types require providers to have physical activities available to children – certified centers outline specific requirements for running, climbing and other vigorous physical activities
5.2.2 (a) #3	Optional standards around special needs	Generally helpful to understand		Basic course of 6 hours on this topic	
5.2.2 (a) #4	Optional standards around other areas	Generally helpful to understand	There are additional rules for licensed child care programs that address the instruction and learning environment for children enrolled. These rules specifically address teaching methods, lesson plans, and developmentally appropriate play activities. GELDS- Georgia Early Learning and Development Standards, Common Core for K-12.	No	
5.2.3	Health and Safety Training for CCDF providers on required topics (and 5.2.5 on-going training descriptions by category such as license exempt)	Important: Is there flexibility? Are school age programs excluded from trainings that may not be relevant like SIDS and safe sleep practices (#2) or shaken baby syndrome (#6)? Are there different policies for school age where needed on physical premises safety (#5) or transportation (#9)? Are they provided with trainings that are relevant in child development (#12) and possibly a stand alone school age area (#13-other) maybe technology use or healthy choices for older students?	Licensed providers (#12) child development all staff shall attend 10 clock hours of training that is task focused on early childhood education, child development, or subjects relating to job assignment and is offered by an accredited college, university, or vocational programs, or other Lead-agency approved source. Licensed exempt (#12) must comply with all health and safety standards. Additionally must complete pre-service orientation and training requirements within the first three months of employment and 10 hours of ongoing health and safety training each calendar year thereafter.	Licensed child care centers 15 hours pre-service;	Licensed Center: All new staff members are required to receive orientation within the first two weeks of employment which includes training on contents of licensing rules that cover the health and safety requirements. Introduction to Child Care Health and Safety must be completed within 30 days of hire if not completed pre-service. First Aid and Infant Child CPR and a course on recognizing and reporting child abuse and neglect can be completed during a 90 day orientation period. Total hours for orientation period training that covers all ten required topics is approximately 12 hours For license exempt CCDF providers, all health and safety training is completed pre-service. The health and safety trainings and orientation total 10 hours and include all ten topics.

5.2.4	Minimum number of annual hours of training on health and safety	Generally helpful to understand – especially if making the case that these hours should be relevant to the age of children in care	10 clock hours	15 hours annual	15 hours annually at least 8 of those in child development or early childhood education
5.3.2 (a) 5.3.3 (a)	Inspections for licensed CCDF providers (a- center based care); and 5.3.3 (a) for License exempt center based care	Opportunity: May be able to discuss different needs based on age groups -#4 asks about differential monitoring -	The lead agency uses differential monitoring. Providers receive an annual on-site licensing study where all rules, including fire safety are evaluated. Providers also receive an annual on-site monitoring visit where core rules (those rules that have been identified to have the greatest impact on health and safety) are evaluated.	All licensing standards must be in compliance prior to the recommendation for the license/permit; all providers CCDF or not are subject to annual unannounced monitoring for the purpose of determining compliance with day care licensing standards	License - The State conducts pre-license inspections for compliance with health, safety and fire standards in each type of licensed child care facility. Annual unannounced inspections are conducted for Certified Child Care Centers. Checklists used for monitoring inspections capture a center's compliance with licensing standards. Unannounced monitoring visits of Spark rated facilities with good compliance history may receive a differential monitoring visit based on key indicator rules. License exempt: The state conducts an annual announced monitoring visit to ensure compliance with health, safety and fire standards.
5.3.5 (a)	Licensing Inspectors – ensure they are qualified to inspect and received training appropriate to the age of the children in care	Opportunity: May be able to discuss different training for school-age care inspections		Must meet qualifications – once hired individuals receive on the job training from their supervisors and must pass tests on the licensing standards for child care centers, family care homes, group child care homes, and the Child Care Act.	Desired attributes for the licensing specialist position include background and education in child care settings. Current practice is to recruit and retain staff members that reflect cultural and language diversity of the provider population served. The state has bilingual/bicultural licensing staff members that speak Spanish, Russian, Vietnamese, Chinese, as well as English. All new licensing staff are trained in all aspects of the state's licensing requirements. The position description for licensing staff require that "the individual in this position must possess knowledge of child development, early childhood education and health and safety requirements".
5.4.1	Background check requirements	Generally helpful to understand – is the system easy to navigate, is it timely, is it prohibitively expensive? How will the state help providers? What can a		For license exempt providers the background check process was covered through an intergovernmental agreement between the state agency and DCFS. For license exempt, all background checks must be cleared prior to approval as a provider.	Individuals apply online or by paper application to the Early Learning Division's Office of Child Care Central Background Registry or by paper to the Department of Human Services Background Check Unit. The Office of Child Care and the Background

		program do while waiting – provisional employment?			Check Unit request fingerprints through a statewide vendor, and runs a State and an FBI fingerprint check. Simultaneously, the Office of Child Care or the Background Check Unit run a check of the ORKids data base with child protective services records (child abuse and neglect registry). Background checks for Regulated Subsidy providers that are license exempt and subject individuals are conducted within the Background Check Unit of the Department of Human Services.
5.4.9	Describe how lead agency ensures that fees don't exceed costs	Generally helpful to understand	GA – the lead agency does not charge for the comprehensive background check. The third party vendor Gemalto Cogent charges \$47.25 to conduct the fingerprint scan.	Illinois does not charge providers for fees incurred to conduct background checks. All costs incurred are paid for by the Illinois Department of Children and Family Services. IDCFS in accordance with the inter-government agreement bills the lead agency for all costs incurred for conducting background checks for the license exempt provider population.	Currently, the state subsidizes all background checks processing and administrative costs. Fees charged are less than the actual cost.
6.1.1	Professional Development Framework – includes standards and competencies, career pathways, advisory structure, and optional elements	Opportunity: Ensure school age standards and competencies are mentioned here; see if there is a network role/school-age perspective in the advisory structure; look for roles in career pathways and articulation, look to include school-age focus under “optional elements” section as well	Georgia’s workforce knowledge and competencies (WKC) are a set of professional standards that guide the development of professional learning opportunities for early learning and school-age professionals across the state; Georgia has over 600 state approved trainers who have demonstrated skills and qualification in early learning, school age support and adult learning...Additionally the lead agency has created a trainer support network to encourage collaborative relationships among trainers and with lead agency staff in order to continually support development of quality training opportunities for early learning and school age professionals	Public act 096-0864 gives the lead agency the authority to operate Gateways to Opportunity, the IL Professional Development System, and to award the following credentials: Illinois Director Credential; ECE Credential; Infant Toddler Credential; and the School Age and Youth Development Credential . (The career lattice has 6 levels and includes these credentials as well)	Oregon’s 10 Core Knowledge Categories are the basis for training required for Oregon Child Care Licensing, Spark (QRIS), and programs that receive DHS subsidies. They are Diversity, Families and Community Systems, Health Safety and Nutrition, Human Growth and Development, Learning Environments and Curriculum, Observation and Assessment, Personal Professional Leadership, Program Management, Special Needs, and Understanding Guiding Behavior. These 10 areas offer guidance to professionals for providing quality, and culturally responsive care and education for children. Career Lattice -The Oregon Registry: Pathways for Professional Recognition in Childhood Care and Education. There are three pathways for moving up in the Oregon Registry. 1) Degree, Credential, Certificate (DCC), 2) College Course Credit (CCC), and Community Based Training (CBT). If individuals achieve an Oregon Registry Step 7 they can present this to their local community college and follow the process for acquiring college course credit. The

					<p>Southern Oregon Early Learning Professional Development Consortium is a pilot project to establish articulation agreements among four Community Colleges and Southern Oregon University to support Early Educators obtain ECE degree. The collaborative partnership includes three Child care resource and referral programs.</p> <p>Advisory structure: The Professional Development Committee (PDC) is a statewide representative group of cross sector early childhood agencies, organizations and individuals who approach the early learning professional development system from different needs and interests.</p> <p>Describe: The Early Learning Division funds organizations to provide professional development services and access to the early learning workforce. These include the statewide child care resource and referral system, and the Oregon Center for Career Development in Childhood Care and Education that operates the Oregon Registry Pathways for Professional Recognition in Childhood Care and Education programs, including Spark (Quality Rating and Improvement System) initiatives supporting work at the program level as well as promoting increased professional development for staff within programs.</p>
6.1.2	Describe how the state developed its training and PD requirements	Generally helpful to understand	The Georgia's Childrens Cabinet is composed of the heads of all the state agencies that serve children birth to 18 and of select community, philanthropic, education and business stakeholders.	The Professional Development Advisory Council (PDAC) informs the development and implementation of gateways to opportunity. INCCRRA implements the statewide PD programs.	The Early Learning Division and a subcommittee of the Early Learning Council, the Childhood Care and Education Committee, worked together in gathering public feedback on rule revisions. This included rules on training and qualifications for the early learning workforce. Consultation was sought from Senior Licensing Specialists, and Oregon's professional development system, key partners and staff.
6.1.3	Identify how the framework supports the quality, diversity, stability and retention of staff	Generally helpful to understand	Georgia also has a thoughtful articulation system including CTE early childhood tracks, ways to turn credits into degrees, and scholarships to allow ECE professionals to get higher degrees with money for books and	Great START is a wage supplement program that rewards eligible early care and education and school age care(full day/full year programs) practitioners working in IL DFCS licensed child care centers...for	Licensed and license exempt providers through their perspective unions are eligible for financial assistance to receive college credit in an amount up to \$300. Through leveraged funding, the Oregon Center for

			financial bonuses upon completion and in staying with ECE center. Not much detail on school age.	attaining higher education and for remaining at their current place of employment.	Career Development offers statewide scholarships for individuals to attend college. Child care resource and referral programs provide incentives such as scholarships for trainings, curricula, classroom materials to reduce barriers to increased education and movement in Spark (Oregon's QRIS) and meet requirements to encourage retention. Education awards are offered to individuals who meet certain in the Oregon Registry Step milestones. Some child care resource and referral programs across the state have begun to work with local high schools to provide training on child care career pathways.
6.2.1	Describe how knowledge of developmental guidelines, health and safety, SEL, are incorporated into staff training	Opportunity: To be listed as a training partner if the network can play a role here in PD/TA	PEACH- online lesson planning tool	Caregiver Connections and Mental Health Consultants	There is no requirement for a specific social-emotional behavioral training model in the professional development requirements. However, in order to advance in the Oregon Registry following the community-based training pathway, or combination of community-based and college course pathway, an individual must have training hours in understanding and guiding behavior in order to advance past a Step 4.
6.2.5	Describe how PD requirements are appropriate for providers including those serving different age groups such as specialized credentials for infants/and or school age care...	Opportunity: Ensure your state has thought about this, and where possible offer connections with school age resources to build this section out		Members of the Child Care Advisory Council and PDAC represent providers of all classifications, The state also has professional development opportunities accessible to providers of other sectors of the early childhood and school-age field.... School-Age/Youth Development Credential Level 1 training series	The State's training requirements give direction on type of training but not specific training titles (except for Safety Set classes including first aid, CPR, recognizing and reporting child abuse and neglect, and food handler's certification). This allows child care providers to fulfill the requirements while concentrating on a specific age group such as school age, or a topic of need or interest such as guidance and discipline. The child care resource and referral system lists the relevant age group for each training and core knowledge category. ... (6.2.8)The Oregon Center for Career Development administers three credentials - the Infant Toddler Professional Credential, the School Age Credential, and the Director Credential.
6.3.1	Early Learning and Developmental Guidelines: Requirement is only birth to	Opportunity: If your state has these guidelines, see if there can be a mention here		Does not mention OST	Hard to tell seem to be a focus on birth to 5

	five BUT “At the option of the state early learning and developmental guidelines for out of school time may be developed”				
7.1.1 7.1.2	How the state assesses how it will spend its quality improvement funds and findings from the assessment	Opportunity: Ensure that the state’s assessment includes needs in the OST space	The challenges in Georgia’s primary goals for overarching quality improvement include:...” Increasing supports for teachers of specialized age groups particularly infant/toddler teachers and school-age/afterschool teachers ”	Lead agency tracks – number of CC&R activities; number of providers working toward a higher quality level; # and percentage advancing in quality; number of trainings participants took and hours completed; number of families receiving referrals to providers- focus on quality and practitioner credential attainment	The Early Learning Division systematically assesses multiple quality activities: (examples)The number, race, ethnicity and primary languages of early educators on all Oregon Registry steps. (quarterly) Assessment # 3: Parents requesting child care referrals What type of child care settings are parents requesting? (quarterly) What core knowledge categories are offered to early learning educators? (quarterly)
7.2.2	Use of Quality Funds	Generally helpful to understand			
7.3.1 (a)	Supporting Training and PD of the Workforce through quality funds including SEL/HEPA; parent engagement; culturally responsive instruction...more	Generally helpful to understand especially if involved with these topics	Box checked on SEL, self-regulation, friendship, and HEPA- TA provided on incorporating development, play, HEPA – including information on on-site gardening and practical PE activities - funded with CCDF, federal nutrition funds, state lottery funds and other state funds; family engagement specialist	Not much detail – often says - The topic is included in training curricula and credential competencies”	standards describe the skills, behaviors, and knowledge programs must foster in all children. Most focus seems to be on birth to 5; some on training The Early Learning Division has several assets that promote the professional development of the early learning workforce. At Mt. Hood Community College a group of diverse early learning educators have the opportunity to earn a Child Development Credential (CDA), while strengthening their skills in reading, writing and speaking English.
7.3.1 (a)	Supporting Training and PD – Positive Development of school-age children	Opportunity: Aim to make sure this is checked and includes a good description of this work	Licensed care and DOD sites that serve school age only populations are eligible to participate in quality rated, and receive training and technical assistance in best practices for school-age care and education. In 2017, a school-age care position was created at the lead agency as a join position with quality rated and childcare licensing. The role of school age care is to focus on quality improvements for school age programs monitored by the lead agency throughout the state and to create a path for school age programs housed in child care centers to participate in quality rated. The school age specialist works closely with the Georgia After School Network (GSAN)	Checked. “The topic is included in training curricula and credential competencies”	The Early Learning Division funds a position to focus on school age coordination, training, and other professional development opportunities.

7.3.1 (b)	How state connects providers with resources to pursue post-secondary education relevant to ece and school age workforce	Generally helpful to understand	Free educational counseling- DECAL Scholars Program	Coaches, mentors, consultants; financial awards	Checked all boxes
7.4.1 7.4.2	Does the state have a quality rating and improvement system (QRIS) and who is required to and who does participate – box for school age	Important to know to understand how programs and providers can get improved pay	Yes-all types of settings participate- participation is mandatory for providers serving children receiving a subsidy- all programs must be rated by 2020 to receive a subsidy and to be eligible for a Quality Rated Subsidy grant	Yes – participation is voluntary; school age box checked	Yes – participation is voluntary http://triwou.org/projects/qris ; license exempt providers are not checked to participate
7.4.3	Is there QRIS reciprocity with other standards and forms of accreditation	Generally helpful to understand – especially if afterschool accreditations overlap with the system	No	Yes- programs that meet national accreditation standards are able to meet all or part of the quality improvement standards	Yes- box checked programs that meet national standards can meet all or part of QRIS. Accredited programs: Oregon has worked with nationally accredited programs to create a crosswalk of the accreditation standards with QRIS standards. The crosswalks are meant to honor the work, improvements, and standards that the programs have achieved through other accreditation to help facilitate participation and success on the QRIS.
7.4.4	Does QRIS build on licensing requirements	Important to understand – especially where license exemption covers many OST providers	Yes- must meet licensing requirements for basic level of QRIS	Yes- Provider must meet basic licensing requirements to qualify for the base level of QRIS; embeds licensing in QRIS	Yes- embeds licensing in QRIS
7.4.5	State provided financial incentives to expand diversity of options and quality of services through QRIS	Generally helpful to understand	Yes – many – all but tax credits and payment of fees	Licensed child care providers who care for children on the Child Care Assistance Program (CCAP) and achieve the Silver or Gold level of quality can receive a quality add-on to the CCAP reimbursement rate for the CCAP children in their program	Yes – all checked and one time awards for career lattice milestones.(7.4.6) Oregon has invested in specific, targeted technical assistance to ensuring participation of providers in a variety of settings, including accredited programs, Head Start, Oregon Prekindergarten, and school age programs. Oregon has conducted two validation studies and a process evaluation to inform continuous quality improvement of Spark.
7.6.1	Child Care Resource and Referral System – if funds are used for this – describes how state will evaluate progress	Generally helpful to understand	Regional CC&R are used to provide TA to programs in the Quality Rated process	Same as 7.1.1 - number of CC&R activities; number of providers working toward a higher quality level; # and percentage advancing in quality; number of trainings participants took and hours completed; number of families receiving referrals to providers- focus on quality and practitioner credential attainment	Data used to inform decisions include – why providers left, workforce movement, types of care requested by parents, provider, parent and partner satisfaction surveys...more

7.7.2	Does the state provide funding to help with complying with minimum health and safety requirements?	Generally helpful to understand	No	Yes- assistance provided to licensed CCDF providers and license exempt CCDF providers	Yes- includes license exempt CCDF
7.8.1	How does the state and territory measures the quality and effectiveness of child care programs	Important to understand if afterschool programs are included in this section	Quality Rated – state’s tiered QRIS- as of 2018 62% of programs participating; 30% of eligible facilities have a star rating	ExceleRate Illinois uses a consistent set of 15 standards in the following domains – teaching and learning; family and community engagement; leadership and management; and qualifications and continuing education	Spark Data monthly reports – including number of children in quality rated programs -and educator professional development registry step levels
7.9.1	Accreditation	Important to understand if programs can get support for accreditation – especially if the state has a school age accreditation process or would like to develop or tie into one	Programs receive bonus points for the quality rated score if they are accredited by anyone in a list including the Council on Accreditation	CC&Rs provide TA on national accreditation and administer grant funds to assist providers in paying for accreditation fees; Statewide accreditation mentoring project- to assist in preparing and applying for accreditation	No plans for accreditation development
7.10.1	Program Standards – Health, Mental Health, Nutrition, Physical Activity	Generally helpful to understand	Develop the Georgia SHAPE award to recognize child care facilities achieving an overall Quality Rated 3 star level and exceeded requirements for nutrition and physical activity	None mentioned	“Health and safety is a domain in Spark program”
7.11.1	Other quality improvement activities	Generally helpful to understand	Expanding model sites and available TA for best practices in child social, emotional and behavioral health	None mentioned	Oregon has adopted program standards through Spark. With input from stakeholders and specific content experts, the standards have been created which address specific health domains around nutrition, health education, physical activity, and gross motor activities. In addition, the social-emotional component is a priority for Oregon as evidenced through its investment in the adult child interaction standard. Oregon requires an on-site Classroom Assessment (CLASS) of adult child interaction for its top-rated programs. Oregon is also engaging in a revision process, seeking additional input from specific stakeholders to improve Spark and help ensure Oregon is serving children from diverse communities via the equity lens.
8.1.2	Ensuring timely payments to providers	Generally helpful to understand	Lead agency allows providers to bill the lead agency as soon as the service week ends and up to 60 days after...all invoices are processed within two business days of receipt and paid each week on Wednesday.	Lots of levels of review and oversight	Billing forms are due within 90 days of issuance. All billings are reviewed for completeness and potential errors. Payments are typically issued within 4 to 5 business days from the date the completed billing is received.