



**PARTNERSHIP
FOR PRESCHOOL
IMPROVEMENT**

Case Studies of Professional Learning Systems in 10 Oregon State Funded Preschool Programs

Snapshot of Professional Learning Systems as of Spring 2020

THE PARTNERSHIP FOR PRESCHOOL IMPROVEMENT PROJECT (PPI) is a multi-year partnership between the Oregon Early Learning Division (ELD); researchers from OSLC Developments, Inc., Portland State University, and Oregon State University; Start Early (™); the University of Washington; and the Alliance for Early Success. PPI is funded by the Bill and Melinda Gates Foundation. The goal of the PPI is to support ongoing efforts to improve the quality of state-funded PreKindergarten through professional development, advocacy, and research.

As part of the PPI, the Oregon research team, known as the Research Practice Partners (RPPs), worked with the Oregon ELD to learn more about what it takes to implement high-quality professional learning for early learning providers. Professional learning, in this context, is used to describe a variety of professional development supports, including coaching, training and follow-up support, mentoring, peer learning opportunities, and professional learning communities. Using a “ground up” approach to this inquiry, four Early Learning Hubs implementing Preschool Promise programs (Eastern Oregon Early Learning Hub, Southern Oregon Early Learning Services, Lane Early Learning Alliance, and Northwest Regional Early Learning Hub) and six Oregon PreKindergarten (OPK) grantees (Albina Head Start, Umatilla-Morrow Head Start, NeighborImpact, Salem-Keizer Head Start, South Coast Head Start, and Malheur County Child Development Center) were nominated by ELD staff to serve as “case studies.” Case study sites were selected to include grantees and Hubs that ELD stakeholders felt were using well-implemented approaches to job-embedded professional development for early learning staff, and to ensure representation from different geographic regions, types of early learning programs, and strategies for supporting quality. Interviews were conducted in early 2020 with teachers, coaches/instructional leaders, and program leaders at each of the sites or programs, and included

questions about the kinds of coaching, mentoring, and other job-embedded professional learning strategies used since fall 2019 to help support quality improvement.

Interviews were conducted with 26 individuals (referred to as “instructional leaders/coaches”) who played a coaching role (this included coaches, mentors, education coordinators, site supervisors, regional managers, site leads, inclusion specialists, mental health consultants, early learning coordinators, quality improvement specialists, business development coordinators, and principals), 38 educational staff (including head, lead, and assistant teachers), and 11 grantee leads (including education coordinators, early learning systems facilitators, consultants, directors, program managers, and site supervisors).

Case study interviews focused on understanding key components of the job-embedded professional learning systems and support being provided by the Preschool Promise and OPK grantees during 2019–2020. Results were used to create individual case study reports as well as graphic representations (“roadmaps”) of each program’s professional learning system. These reports and “roadmaps” can be found at <https://ppi.oregonpreschoolresearch.org>. Key findings are organized within each of these components.

Key Components of the Job-embedded Professional Learning Systems

1. Training, Workshops, and Professional Certifications
2. Observations
3. Coaching and Mentoring Supports
4. Support for Coaches and Instructional Leaders
5. Supporting Social and Emotional Well-Being
6. Professional Learning Communities
7. Cultural and Linguistic Support
8. Impacts and Outcomes

The summary below identifies strategies being used within the case study sites that were identified as key strengths of effective job-embedded professional learning systems. Some of these were shared by a number of the grantees as important, and thus reflect elements in common for these programs. Other strategies were identified that stood out as being innovative or unique and that were consistently mentioned by interviewees within a program as essential factors underlying the program's success. These are highlighted as "**Promising Practices**" throughout the document.

Following this, we identify aspects of professional learning systems that emerged as frequently-mentioned challenges for these program sites. These aspects may warrant attention as areas likely to need improvement across state-funded preschool programs throughout the state.

It is important to note that the information in this report reflects a "snapshot" of the professional learning supports being provided at a specific point in time, in this case spring 2020. State-funded preschool programs, and the state agencies that oversee them, are continually working to improve and adapt their professional development supports. Thus, this information may not reflect changes made since the interviews were conducted. Moreover, many programs were responding to the COVID-19 pandemic during case study data collection, potentially impacting their professional learning system.



Strengths of Current Professional Development Systems Across Program Sites

Training, Workshops, and Professional Certifications

Follow-up support after trainings that helped teaching staff to implement new practices and approaches was clearly identified as critical for ensuring that information provided in training was translated into the classroom. This included:

- ▶ Post-training support (in classroom, with feedback) provided by a coach.
- ▶ Post-training professional learning communities focused on ongoing implementation was also important.

Organizational support for continuing education and creating strong professional career pathways was also identified as important; programs that had a culture that explicitly and intentionally supported staff to engage in ongoing professional development were described as effective. Participants noted that:

- ▶ Supervisors play a key role in encouraging and supporting educational staff to take college/other classes.
- ▶ For increasing the number of Black, Indigenous, People of Color (BIPOC) staff, well-developed and well-supported systems to “promote from within” and providing or facilitating access to a smooth pathway from parent to substitute teacher, assistant teacher, and beyond were relatively rare, but described as effective.

Other components of effective training systems included:

- ▶ Trainings that are **coordinated and build on one another**, as opposed to “one-off” trainings.
- ▶ **Individualizing training** content based on feedback from staff.
- ▶ **Interactive, engaging** trainings.

* Notable Professional Learning Practices

For teachers at Albina Head Start interested in getting their CDA or Associates of Arts (AA) degree in early childhood, courses at Mt. Hood Community College is paid for, along with textbooks. Time is dedicated for teachers to attend college classes during classroom hours or in-service days. This allows teachers to not have to use time outside of normal work hours to complete classes.

Annual countywide professional development days were hosted through Eastern Oregon Early Learning Hub in April and October. One instructional leader/coach mentioned that they were able to provide input on the content of these trainings based on what types of trainings that they were noticing were most needed by educational staff.

“We have a team at the ESD who work super hard on making sure that we get all the best trainings that we can, they search for them, look for them, and bring them here during our October and our April countywide professional development days. They pool their money or something—I don’t know how they how they afford to get people here, but we do get some really good trainers...So I think our agency does a really good job with that.”

Observations

Systems and tools for doing formal (e.g., using a standardized instrument) and informal observations of early childhood education settings varied widely. Key approaches to doing observations that were described as especially effective included:

- ▶ **Informal observations** and “on the spot/real time” feedback.

Multiple teachers shared that informal observations and feedback given through coaching were helpful for supporting effective teaching practices. Teachers described this process as helping in providing opportunities for them to reflect on coach’s feedback from the observations and to be able to apply classroom-specific techniques.

- ▶ Formal observations that included **follow-up and conversations with peers**.

After formal observations, **planned debriefing sessions**, during which time observers shared results from standardized tools and helped to translate results into individualized goal setting, were useful. This approach to Classroom System Scoring Assessment (CLASS) observations resulted in staff being more capable to clearly understand expectations for teacher-child interactions in their classrooms, and built broader buy in to the use of the CLASS as a tool for continuous improvement.

Providing **peer-to-peer observations** was useful, as it allowed time for teachers to be able to observe other teachers and classrooms to learn how they implement teaching practices.



Coaching and Mentoring Supports

The importance of having a system that includes accessible, supportive coaches/instructional leaders cannot be understated. As has been noted in the research literature, these grantees also underscored that the quality of the relationship between coaches/instructional leaders and staff is foundational to effective coaching. Specific aspects of strong coaching systems included:

- ▶ **Strengths-based, supportive, and individualized coaching** is clearly important.
- ▶ Coaching that was deepened by **longer-term, ongoing relationships**.
- ▶ Organizations that **built a culture of coaching** that shifts the staffs' perceptions of coaching as something that is only used when staff "need help" to a coaching culture in which staff see this as a way to get support to improve their practices.
- ▶ Having **accessible and frequent coaching**—often described as coaches/educational staff having an "open door policy"—in which coaching is provided regularly to all educational staff, not just those with identified challenges. In some systems described as effective, coaches/instructional leaders had dedicated, regular quality time in classrooms to work with educational staff on specific goals.
- ▶ Providing **intensive coaching and intentional support** for new and newly promoted staff. "Cohort-based" coaching for groups of new staff that included peer learning time was also a practice that was reported by staff as effective.
- ▶ Using **videotaped interactions** was mentioned infrequently; however, where it was in place, it was noted as very helpful.

* Notable Professional Learning Practices

All educational staff received coaching support, because, as one instructional leader/coach described, "I think of everyone who interacts with the kids as a teacher and, really, that includes center aids, assistant teachers, all of them." A coaching model with site leaders at each site facilitated "reciprocal relationship[s] with their supervisors so that [educational staff] feel more comfortable seeing them as a support and a guide and a resource."

Coaching support at Malheur Child Development Center included brainstorming and collaboration between instructional leaders/coaches and educational staff. One teacher described the collaborative nature of the coaching they had experienced: "She incorporated us in it. It wasn't just, 'this is the way I want you to do it.'"

Umatilla-Morrow Head Start responsively adapted their coaching approach to be positive, strengths-based, and teacher-led. Teachers reported that coaches were seen as accessible, served as consistent advocates for teachers, and provided helpful resources.

Supports for Coaches and Instructional Leaders

One of the important components of effective professional learning/job-embedded professional learning systems is ensuring that those who are in coaching and in instructional leadership roles are, themselves, receiving supportive and regular supervision and mentorship. At the same time, this was an area in which many grantees identified challenges.

- ▶ **In a few programs**, we identified active supervision being provided to coaches/instructional leaders, typically either by the program director or through peer learning opportunities for coaches/instructional leaders to meet and support each other professionally. These examples, however, were relatively rare (see Areas for Growth).
- ▶ A notable exception was for instructional leaders who had participated in **Lead, Learn, Excel (now called Essential Fellowship)**, a training and coaching model that was provided for several cohorts of instructional leaders in Oregon over the past few years. This training, which includes follow-up coaching for coaches/instructional leaders, additionally was seen as a valued source of support by those who participated.



Supporting Social and Emotional Well-Being

One of the most important supports provided through systems of professional learning is focused on supporting children's social-emotional development. These supports often include (a) support provided by coaches/instructional leaders and staff **for all children**, which is designed to promote positive social-emotional development and prevent challenging behaviors, as well as (b) coaching specifically related to helping staff **meet the needs of children who may require additional, individualized support**.

In terms of **preventing behavior challenges and promoting positive social-emotional development for all children**, participants consistently identified having consistent and frequent feedback from instructional leaders/coaches as a critical form of support. Other important supports identified included:

- ▶ **Frequent “drop-ins” by coaches/instructional leaders** that were described as helping staff to quickly implement changes in their practices, building opportunities for positive support for staff successes, and allowing “in the moment” demonstration of new or different ideas to build a supportive classroom environment.
- ▶ Specific strategies that emphasized **promoting and encouraging children's positive behaviors** were seen as most valuable.
- ▶ **Specific curricula/training models** were described as being useful by some programs, namely Conscious Discipline and Positive Behavior Intervention and Supports. These models are notable in that they not only provided strategies for promotion and prevention, they provide more tiered interventions for Children with Special Needs. Again, the importance of having ongoing, “hands on” coaching and support for implementing these models was noted.

* Notable Professional Learning Practices

Additional support for children's social and emotional well-being was provided at Salem-Keizer Head Start through check-ins between educational staff and instructional leaders/coaches and the Early Childhood Coordinator, as well as meetings with disabilities and education coordinators, behavior support staff, mental health specialists, advocates, and parents. Instructional leaders/coaches, directed by the Early Childhood Coordinator, provided intensive support (e.g., every day for 2–10 days) to any classrooms that were having challenges (“behavioral hotspots”). Support was also available from Care Team staff (i.e., Early Childhood Coordinator, mental health consultant, Family Service staff, Willamette Educational Service District [when child is already being served in program], and parent) that met monthly to address specific children's challenging classroom behaviors. The Care Team provided screening information, a functional behavior analysis, a record of behaviors and strategies tried, and met with the teaching team to discuss and advise on strategies to support children's needs.

In describing effective professional learning related to helping staff to **support children with specific emotional/behavioral concerns**, the importance of having ongoing early childhood mental health consultation was frequently mentioned. Although the details of who provided mental health consultation and how frequently these consultants worked directly with staff and children varied, the role of having a knowledgeable and experienced mental health professional who could observe classrooms, provide feedback to staff, and work directly with children and families when needed was clearly valued.

* Notable Professional Learning Practices

In the Southern Oregon Early Learning Hub the community supported Warm Line was seen as an important support for early educators and parents in the Southern Oregon Early Services Hub region as a source of no-cost assistance and consultation to support quality, inclusive childcare and education for all children, including those experiencing disabilities, challenging behaviors, or special health care needs.



Professional Learning Communities

At several of the program sites, participants described the use of peer learning communities (PLCs) as an important part of the system of professional development supports. These varied in how they were structured, and in who participated, but shared several key characteristics.

- ▶ Effective PLCs were described as those that were **regularly occurring** (at least monthly), staffed by an instructional leader/coach, and focused on a specific curricula or learning objective(s) (e.g., as a follow up from trainings).
- ▶ In some programs, **coaching was regularly provided to “cohorts” of staff** who participated in specific trainings as a way to ensure successful post-training implementation of new practices.
- ▶ To the extent that PLCs created opportunities for **staff to share ideas with each other**, help problem solve, and in some cases observe each other’s classroom practices, they were seen as a valuable addition.

“[We] would meet once a month, either at her building or my building. She helps me with evaluation of scale and improving my scores based on my formal observations. She coached me and helped me with communicating with my administrators and advocating for myself. She also coached and helped me with my planning of curriculum for the classrooms as well as my relationships and teamwork with my assistant. So, I did a lot with [her] and then currently we’re doing a ton of collaboration, the two of us, for the distance learning that we’re doing for our preschoolers.”

* Notable Professional Learning Practices

NeighborImpact Staff participated in Professional Learning Communities (PLC) that provided opportunities for staff to connect, share, and learn from one another. The PLCs included a new teacher cohort for lead teachers and assistant teachers, an inclusion assistance PLC (inclusion services), an advocates PLC (Family Engagement Services), and a PLC for supervisors and staff members to work together on improving their professional development.

Educational staff studied the topic and made a plan of how to implement it in the classroom. They were videotaped implementing the plan and, when the PLC met again, the whole group watched the videos together and educational staff received “feedback from their peers, on how it worked, or great things that they saw.” PLCs were described by one educational staff as “very helpful.”

Peer mentorship relationships at Lane Early Learning Alliance were established between experienced educational staff and newer providers. For example, staff at nearby rural sites might be paired together. Educational staff were allocated paid time to observe in each other’s classrooms. Peer mentors met once a month to review evaluations and engage in planning. This relationship strengthened the mentee’s own teaching skills and helped to improve confidence.

Cultural and Linguistic Support

With the increasing diversity of families as well as the early childhood workforce, the ability of professional learning systems to provide culturally and linguistically responsive and specific training, coaching, and mentoring has begun to be addressed. Typically, however, **work in this area was most likely to be described as functional**—for example, the translation and interpretation of trainings and materials. In a few programs, however, staff told us about the value and importance of **having instructional leaders/coaches who reflected the cultural/linguistic backgrounds of staff** (and often of families). Having coaches and instructional leaders who reflect staffs' cultural background was seen as helpful both because (a) these instructional leaders were seen as having a better understanding of community context, cultural values, and other factors that contribute to children's experiences in preschool and (b) they are better able to “culturally translate” training strategies and concepts into ideas that were perhaps better aligned with staff members' (and families') cultural values, practices, and norms.

“They’re [South Coast Head Start] always providing ways in which you could help bilingual students. For example, my credential is a bilingual credential. I was able to apply and get that because they paid for it.”

* Notable Professional Learning Practices

Largely due to the intentional focus Albina Head Start had for recruiting parents/caregivers from the community for paid professional jobs in Albina's classrooms, staff were described as reflecting the cultural and linguistic backgrounds of the children they serve. The presence of teachers who look like the participating families, speak their language(s), and understand cultural norms allows other parents/caregivers to feel more comfortable about engaging with program services.

One instructional leader/coach in the Northwest Regional Early Learning Hub described their proudest moment as working with a Spanish-speaking provider who has been in the field for many years to get them resources about how to become a Preschool Promise provider. The provider wanted to participate in Preschool Promise but did not feel able to. The instructional leader/coach then worked with them to enroll in the local Focused Child Care network, connect them to trainings and group sessions, enroll in the PBIS training cohort, as well as connecting the provider to a grant writer to support them with their Preschool Promise application for services.

Impacts and Outcomes

When asked to describe how programs monitored the effectiveness of their systems of job-embedded professional learning, several key sources of information were identified.

- ▶ A number of programs cited **CLASS data as useful for ongoing monitoring and continuing improvement** of teacher practices and specifically for documenting the impact of coaching.
- ▶ Several programs shared their confidence that coaching was working on the basis of noticing teachers' CLASS scores improved over time after a year of coaching and mentoring.
- ▶ Participants also shared that **CLASS results were often effectively used by coaches/instructional leaders** to develop and monitor individualized goal plans for staff.
- ▶ At least one program site described using **multiple sources** of information to develop individualized plans, including ECERs, CLASS, Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT), and TS-GOLD.
- ▶ A few programs described successful coaching outcomes in terms of **retaining children**, who they felt otherwise might be suspended or expelled.

* Notable Professional Learning Practices

A behavioral incident reporting system was used at South Coast Head Start to track unsafe behaviors in the classroom. This enabled instructional leaders/coaches to reach out to staff who required further support. Additionally, instructional leaders/coaches watched videos of the classroom to find areas in which more support was needed. According to an instructional leader/coach, "this visual reinforcement helps capture all the nuances in the classroom." Instructional leaders/coaches met monthly to review these reports, as well as results from observations, referrals, and classroom videos.





Areas for Growth

Interview participants also described areas in which they felt their professional development systems could be strengthened. These included aspects of their programs' systems, as well as areas in which the broader state, federal, or other systems could be improved.

Training, Workshops, and Professional Certifications

In terms of improving training and ongoing professional educational opportunities, participants most frequently identified the need for **more advanced trainings**, as well as having trainings that was planned and offered more intentionally so that skills and knowledge could be developed sequentially. This connected to the commonly shared view that “one-off” trainings and workshops were generally perceived to be ineffective, at least in terms of shaping actual teacher practice. In addition, participants again reiterated the importance of **pairing training and educational experiences with follow-up coaching and implementation support**.

A few programs also identified the following challenges:

- ▶ The need for K-12 systems to provide more appropriate training and supports for preschool staff working within those settings.
- ▶ More frequent training on specific techniques and models known to be effective in supporting children’s social-emotional development and changing teacher practices (e.g., Conscious Discipline).
- ▶ More individualized training options.
- ▶ Trainings in more languages/home language of staff.
- ▶ Improved training quality, in particular by making trainings more interactive.
- ▶ The need to involve more staff (instructional assistants, for example) in more ongoing training.



Observations

Considerable variability was described in systems for doing observations, in terms of:

- ▶ **Frequency** of both formal and informal observations; although, in particular, the need for more informal observations was noted in some sites. Even formal observations (i.e., those that used a standardized tool of some sort) varied from once per month to several times yearly. Increasing opportunities and systems for conducting formal and informal observations could be useful.
- ▶ **Who Conducted Observations.** Observers came from both within and outside of the program. While pros and cons were noted in relationship to both, useful observational feedback was most often facilitated by someone with an ongoing relationship to staff, often someone internal to the program. Familiarity with the program, regardless of whether observers were internal or external, was noted as important.
- ▶ **Use of Tools.** The CLASS was by far the most frequently mentioned tool for doing observations, although a few programs also used additional tools such as the Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT: an assessment of the social-emotional interactions and classroom environment), the Environment Rating Scale, and others.

The most frequent area for improvement related to doing formal observations and classroom assessments was the need for more training and supports to encourage positive, improvement-oriented use of CLASS observations. In several cases, teachers felt that the observations results either were never shared with them, or shared in a way that was not well integrated into their professional goals and activities; both of which were perceived as not helpful or useful for improving educational practices.

Finally, at some sites, multiple observers and/or different observational tools created confusion and disconnects; this was more often the case in sites located within K-12 elementary schools and systems. Observations conducted by external consultants (mental health consultants, etc.) were sometimes perceived as disconnected from other observations conducted by in-house coaches or supervisors.



Coaching and Mentoring Supports

The most frequent themes for improving coaching reflected the **desire for more coaching**, Coach shortages, and a lack of protected time for coaches/instructional leaders to support teaching staff, limited their ability to support teaching practice.

Other areas for improvement that were noted included:

- ▶ Having **more dedicated/resourced time for teachers** to work with coaches/instructional leaders outside the classroom.
- ▶ Providing **more direct coaching and support to instructional assistants**; it was noted that instructional assistants were less frequently included in observation debriefs or one-on-one coaching relationships, and typically received classroom feedback largely through their lead teacher.
- ▶ Strengthening and shifting the relationship between instructional staff/coaches and educational staff. In some programs, coaching staff identified a need to **create more trust between educational staff and coaches**, noting that it was a barrier when educational staff perceived coaching as something that was only provided to those who “needed help” rather than as something that was provided to everyone as a positive source of support.

Supports for Coaches and Instructional Leaders

It was common for coaches and instructional leaders to describe that **their own professional development supports required improvement**.

- ▶ Overall, many coaches/instructional leaders did not appear to be receiving much direct supervision and/or coach-specific training.
- ▶ Several mentioned that **Lead, Learn, Excel (now Essential Fellowship)** was one of the only trainings they had ever participated in that was focused primarily on helping coaches build skills related specifically to how to provide effective coaching and create collaborative team supports.
- ▶ Some also noted that they would value **more time with their supervisor** for quality reflective supervision.
- ▶ Many sites expressed a desire for **additional funding or resources** to allow instructional leaders/coaches to focus solely on coaching (e.g., hire more instructional leaders/coaches; hire other staff who could take on the administrative duties currently managed by education coordinators).

Supporting Social and Emotional Well-Being

When asked specifically about ways to strengthen professional development supports that are focused on children's social-emotional needs, many participants reiterated challenges noted previously (e.g., more advanced, well-sequenced trainings, more coaching support). Additionally, the need for **more mental health consultation time and resources** was frequently noted. Other areas for growth included:

- ▶ The need for more **community resources** for referrals for children and families.
- ▶ The desire for ways to use **strategies that could bridge PreKindergarten and the home environment** (for example, by supporting parents to use similar approaches to positive behavior support).
- ▶ Having coaching and consultation that was focused more at the **classroom level** and on helping teachers increase their skills and capacity, rather than just having coaching/consultation time primarily focused on supporting specific children.

Cultural and Linguistic Support

There is clearly a need to expand and deepen the current level of culturally and linguistically supportive professional learning opportunities. Several areas for growth were identified.

- ▶ Most programs described this almost exclusively in terms of having training materials **translated**; occasionally trainings were provided in staffs' home language.
- ▶ The need to have trainings and materials available in **more languages** (typically only Spanish translations were available).
- ▶ Within one program, the important role of a bilingual/bicultural coach was highlighted—an important goal is to **identifying ways to create professional pathways so that more bilingual/bicultural coaches** are available.
- ▶ Another program that has an intentional emphasis on creating professional development pathways for community members and parents to transition into professional roles, noted that—at the coaching level—**educational, and other system requirements were a frequent barrier for experienced teachers to move into a coaching role.**

Impacts and Outcomes

Many sites described the need for more training and capacity development among educational staff in terms of **how to actively use data in their work**, including topics such as following through with planning, putting goals into action, and self-monitoring.

- ▶ Instructional staff/coaches were also in need of **more support around how to use data** (in some of the programs). In a number of programs, data access was a barrier at multiple levels.
- ▶ Program leads described the need for improved data systems that could **increase accessibility of information**. This need included individual staff-level and child-level data, as well as compiled program information. Coaches and staff at some sites also had the experience that results of assessments (especially CLASS assessments) were not easily available or accessible for them to use.
- ▶ Finally, some programs described collecting a variety of different data and information but a lack of skill or capacity for integrating information and feedback gleaned from across the different tools and data sources. **Having a more integrated data system** was seen as important for ensuring more effective data-based systems for improving quality practice by creating cohesion in job-embedded professional learning systems data systems.

Other Areas for Growth

A few challenges were described that fell somewhat outside the major categories of professional learning systems, but which have implications for systems improvement. These included:

- ▶ Ensuring that **family-based child care programs and providers have access** to the same level and quality of professional development supports (including coaching, Peer Learning Communities, training, and mental health consultation) that are available to center-based classrooms.
- ▶ **Working with leadership at K-12/elementary schools** in which preschool programs are embedded to improve their understanding of developmentally appropriate practices and how to support preschool staff skills and knowledge specifically.
- ▶ **Addressing barriers in current Oregon Registry Online systems** related to the process, amount, and types of documentation needed.