

Date: September 7, 2016

To: Child Care and Education Committee Members

From: Nakeshia Knight-Coyle and Dawn Barberis

Re: Relief Nursery Follow up

At the August 11, 2016 CCEC meeting, committee members, staff and interested parties reviewed briefing materials and presentations regarding relief nurseries. Throughout the discussion, clarifying questions were raised and this memo provides responses to those inquiries.

Q1. What is a relief nursery and what services do they provide:

- A. A request for more detailed information about the funding: what is eligible/prohibited (allowable) for local 25% match?

RESPONSE: Statute references "financial support". Historically, match was met in the form of cash. Program managers will maintain this interpretation of "financial support."

- B. What is meant by "the community", (1) in statute- how broad or narrow is it defined?; and (2) in terms of 25% financial support match

RESPONSE: Community is not defined in statute as it relates to the 25% match. If the committee determines it necessary to define, staff recommends defining broadly. Defining "community" could include a community driven non-state governmental organization, or non-profit.

- C. How can cost per child be determined if each relief nursery is only required to do two services (therapeutic ECE and parenting support) but many do much more to be able to meet their mission? Or #'s served: How do we speak to positive impacts, where do we want to focus?

RESPONSE: ELD may develop a funding model based on cost per "service delivery unit." ELD's cost modeling will be informed by the minimum (or "core") required services.

- D. Request for additional detailed information about services: how do they align with Preschool Promise requirements?

RESPONSE: See Attachment 1 which provides detailed information about service alignment among contracted programs.

- E. How do home visiting services align with state core competencies? Do we have established state core Home Visiting Competencies or are these work in progress?

RESPONSE: While we have state developed examples of home visitor competencies, there currently is no over-arching policy that requires alignment with said competencies. The ELC, through its Best Beginnings Committee, is currently working on professional development for the home visiting system, which will include core competencies for home visitors.

- F. How does relief nursery align with/compare with other state programs (HFO, OPK)?

RESPONSE: Relief Nursery services are one of many service options for children and families. See Attachment 1 which provides detailed information about service alignment among contracted programs.

G. Is there a standardized home visiting curriculum or model used by all relief nurseries?

RESPONSE: No. Relief Nurseries vary from locale to locale in the types of home visiting curricula used.

H. Is it evidence based?

RESPONSE: This could be considered by the Committee.

I. Is it culturally responsive?

RESPONSE: This could be considered by the Committee

J. Is there a standardized parenting support/education curriculum used by all relief nurseries?

RESPONSE: No. Relief Nurseries vary from locale to locale in the types of parenting support/education curricula used.

K. How does the OARN assure fidelity to the RN model given (what i perceive as) a large degree of local decision making over design of curriculum/services?

RESPONSE: ELD is not responsible for ensuring RN compliance to its model, only to the services we are purchasing, as defined in statute and clarified through rule. Going forward, ELD will ensure contractual compliance through the submission of reports and other evidence that verify compliance with minimum/core requirements and standards, as noted in rule.

L. Differentiation of what the state is purchasing that may or may be not included within the relief nursery model (BW)

RESPONSE: ELC will determine the services that align with the goals of the state's comprehensive early learning system. The scope of services provided by RNs may be broader than what the state is purchasing.

Q2. Governance issues:

A. What role does the OARN have, if any, with governance, start-up, monitoring, oversight, and technical support of the relief nurseries?

RESPONSE: OARN certifies and ensures compliance to RN model fidelity. The state ensures contractual compliance, both fiscally and within the parameters of funded services that align with broader early learning system goals.

B. What is the relationship between OARN and the ELD/ELC, in terms of roles and authority?

RESPONSE: OARN certifies and ensures compliance to RN model fidelity. The state ensures contractual compliance, both fiscally and within the parameters of funded services that align with broader early learning system goals.

C. How does the board of directors relate to the ELD?

RESPONSE: OARN, as a member organization would continue to be a partner to the ELD/ELC in serving children and families and in aligning the mutual objectives toward a comprehensive and coordinated early learning system. Each individual RN has a board and these boards have certain legal and fiduciary responsibilities.

D. Allow community and local level flexibility

RESPONSE: Local or regional needs can be met through local planning and coordination with the Regional Early Learning Hub.

Q3) Specific questions about the statutes ORS 417.788, ORS 624 Section 28, and ORS 131A.365(3) (d):

A. ORS 417.788 (3): what is meant by "the community," specifically, in terms of 25% financial support match?

RESPONSE: Community is not defined in statute as it relates to the 25% match. If the committee determines it necessary to define, staff recommends defining broadly. Defining "community" could include a community driven non-state governmental organization, or non-profit.

B. How much flexibility is ELD willing to give us on fundraising and use of state funds?

RESPONSE: The ELD interprets General Fund, asset forfeiture funds and the 25% financial support match to be used exclusively to support minimum statutory requirements and minimum services purchased. Any additional funds beyond the required 25% match that are raised through fundraising efforts would not be restricted.

Q4. How the state governs or supports relief nurseries:

A. ORS 417.788 states that the ELC is responsible for 1. support of and 2. contracts with relief nurseries. Also states on page 1 that the ELD is engaged in operationalizing support and monitoring of relief nurseries. I noted a general lack of detail or attention to the "support" from ELD in this document.

RESPONSE: The state ensures contract compliance, both in terms of fiscal oversight and programmatic service delivery. We are in the process of creating a monitoring plan that will spell out what the state expectations are for funded RN providers. Support also is provided through technical assistance provided by program specialists and analysts.

B. What do "risk" and Quality" refer to?

RESPONSE: Per contract, risk means factors correlated with child abuse and neglect, which include, but are not limited to: single parent household in poverty; history with child protective services; substance abuse; domestic violence. Quality is defined by the early learning system through various other policy decisions and strategic initiatives (see answer to Q5 A below).

C. How are "risk" and "quality" measured?

RESPONSE: Per contract, risk means factors correlated with child abuse and neglect, which include, but are not limited to: single parent household in poverty; history with child protective services; substance abuse; domestic violence. Quality is defined by the early learning system through various other policy decisions and strategic initiatives (see answer to Q5 A below).

D. Questions about the "alignment with hubs" bullet...is there any chance the RN's standards or mission would NOT align with the early learning hub priority areas? if so...what does that mean?

RESPONSE: Refer to Attachment #4 Hub Metrics. The Division is moving towards funding programs in areas where community needs exist. There is a strong role for the Hubs to play – not only in the identification of needs, but also in how community needs get addressed.

E. Under "monitoring tracking and reporting" - rural areas are most effected by the licensing and QRIS requirements (harder to attain or climb ladder)...consider when making rules - would 'QRIS participation' be added to the "contractor's shall" list? licensing is there...why not QRIS?

RESPONSE: QRIS is a voluntary rating system and is recognized as Oregon's measure of quality. ELD/ELC encourages participation of all programs and providers in the QRIS and is working to address barriers experienced by various early learning service providers.

Q5. How the state governs or supports relief nurseries:

A. Under "policy matters or questions to be addressed:" bullet 2...what all state guidelines are being referred to?

RESPONSE: Health and Safety (licensing). Quality equates to quality markers, e.g., culturally and linguistically oriented and responsive; other dimensions modelled through quality standards, such as those in the QRIS.

B. What age range of children is eligible for RN services?

RESPONSE: 0-6 years

C. I thought that bullet 3 and 4 were redundant...what is the nuance/difference between the two?

RESPONSE: Bulleted statements were combined

D. Under "Specific Service Requirements" – What ages of children are eligible for services?

RESPONSE: 0-6 years

- E. What does it mean that only 2 of the 6 are required by law at this time...will the others be added? Remain optional? –

RESPONSE: Staff recommends including only statutorily required elements.

- F. Is "home visiting outreach" different than "home visiting"? Or does it imply fewer visits? Since it's listed as separate bullet...implies its different purpose than parent education and support?

RESPONSE: Home visiting is a core service component, along with therapeutic classrooms and parent education and support

- G. What are the current methods for determining that the required services are or are not being adhered to?

RESPONSE: Contractors are currently required to submit "workbooks" and reports.

- H. Under "alignment with health, safety and quality guidelines" – related to bullet 1: who decides what "fiscally viable" is?

RESPONSE: For the purposes of contracting, the state will determine and define "fiscally viable."

- I. Related to bullet 4...please describe what the "established program and service standards" specifically refer to.

RESPONSE: This refers to licensing standards and equivalent standards found in other program requirements.

- J. Under principles, expectations and accountability for outcomes – at what "level" are the bulleted list? At the individual relief nursery level? County level? Early learning hub level?

RESPONSE: At the program or provider level

Request for Materials:

- 1. Provide PSU (or most recent) Relief Nursery Evaluation**

RESPONSE: Request was made and no response received.

- 2. Provide Committee a summary of HUB metrics and a map showing Relief Nurseries to Hubs**

RESPONSE: Attachment 2 – Map of Nurseries to Hubs
Attachment 4 – Hub Metrics

3. Provide information on HFO formula for funding rural programs

RESPONSE: [Attachment 3 – HFO Funding process document](#)

4. Provide crosswalk of ELC goals with RN services. Tied to hub metrics

RESPONSE: [Attachment 4 – Hub Metrics](#)

5. Provide a copy of OARN business plan

RESPONSE: Request was made and no response received

1. Attachment 1 - Grid
2. Attachment 2 – Map of nurseries to Hubs
3. Attachment 3 - Healthy Families funding process document
4. Attachment 4 - Metrics and brief sheet

ATTACHMENT - 1

Child Care Education Committee of the Early Learning Council

Rule promulgation workgroups

DRAFT Policy Categories

Program Name and Administrative Rule Chapter and Division	Regulated Child Care							Contracted Services Programs				
	Regulated subsidy provider (home based) OAR under development	Regulated subsidy provider (center based) OAR under development	Recorded Programs 414-425-0000 to 0040 (School Age) and 414-450-000 to 0040 (Preschool)	Registered Family (RF) 414-205-0000 to 0170	Certified Family (CF) 414-350-0000 to 0405	Certified Center (CC) 414-300-0000 to 0415	School Age (Licensed) OAR Under development	Special Populations: Teen Parent, A&D, Migrant Seasonal, Inclusive CC 414-150-0120	Relief Nursery 423-045-0101	Early Intervention/ Special Ed 581-015-2700.	Or Pre-K 581-019-0005 to 0035	Preschool Promise (reflects what is in the law) 581-019-0036 to 0049
Statutory Authority	ORS 329A.500	ORS 329A.500	ORS 329A.257 (School Age) ORS 329A.255 (Preschool)	ORS 329A.330	ORS 329A.280	ORS 329A.280	ORS 329A.010	ORS 329A.010	ORS 417.788	ORS 343.475	ORS 329.175	ORS 329.172
Eligible population of children and families	DHS Determined. Qualified low-income working families who receive a child care subsidy.	DHS determined. Qualified low-income working families who receive a child care subsidy.	NA	NA	NA	NA	NA	Teen parents, migrant & seasonal farm workers, parents in A&D treatment programs, parents of children with disabilities	0-5 or until kindergarten entry. Must meet five eligibility risk factors.	Birth – 3 for Early Intervention. Birth to Kindergarten for ECSE.	At least three years old. At least 90 percent must be from low-income families. 45 CFR 1305 § 1305.4 (See Table G)	Age of child is above 3 and not eligible for kindergarten, up to 200% of FPL
Personnel pre-service Training requirements	NA/DHS Rules CCDBG 2014 allows for preservice or completion during orientation period: First aid/CPR RRCAN Health and Safety course	NA/DHS Rules CCDBG 2014 allows for preservice or completion during orientation period: First aid/CPR (minimum number of staff) RRCAN – all staff Health and Safety course	Not statutorily allowed or required	Overview First aid/CPR RRCAN Food Handlers Health and Safety	First aid/CPR RRCAN Food Handlers I/T 30 clock hours specific training	Varies according to role	Varies according to role.	Referred to as “staffing standards” in rule . OAR currently provide these areas to be covered in Contract.	Same as Certified Center (CC)	NA - State Board of Education rule authority. OAR is silent on preservice training.	Head Start Standards	Legislation is silent on personnel preservice training requirements.
Personnel qualification (teacher/provider)	NA/DHS Rules	NA/DHS Rules	Not statutorily allowed or required	18 years	18 years + one year qualifying teaching experience or 20 /30 credits in ECE or Step 8 in the Oregon Registry	18 years + 6 months qualifying teaching experience plus 10 credits in ECE or Step 8 in the Oregon Registry	18 years + 6 months qualifying teaching experience plus 10 credits in ECE or Step 8 in the Oregon Registry	Referred to as “staffing standards” in rule. OAR currently provides these areas to be covered in contract.	a) A bachelor’s degree in early childhood or relevant field with early childhood teaching experience; or (b) A combination of an associate’s degree, Oregon Registry Level 4, and appropriate experience; or (c) A degree in a field other than child development or early childhood education and six courses in child development or early childhood	EI and ECSE specialists must meet the following criteria: (a) Possess a minimum of a baccalaureate degree in early childhood, special education or a related field; (b) Have a professional development plan based on the content of the EI/ECSE competencies; and (c) Hold one of the following credentials:	Teacher – Equivalent ECE BA w/experience 45 CFR 1306 § 1306.21. (See Table G)	Highly trained lead preschool teachers w/ BA or approved plan to attain

									education focusing on children from birth to age six. (2) Exceptions. Relief Nursery directors may make an exception to staff qualifications in a special circumstance. Applicants who do not meet the qualifications above may be hired if a two-year Professional Development and Training Plan is written and implemented. Staff hired under this exception must receive more intense training and supervision during the two-year training period.	(A) TSPC licensure or endorsement in EI/ECSE; (B) TSPC licensure or endorsement in related field; or (C) Within 12 months of employment, authorization as an Early Childhood Specialist under OAR 581-015-2905.		
Personnel training	NA/DHS Rules CCDBG 2014 mandates ongoing training hours. Specifics to be determined by state.	NA/DHS Rules CCDBG 2014 mandates ongoing training hours. Specifics to be determined by state.	Not statutorily allowed or required	10 hours every 2 years	15 hours annually	15 hours annually	15 hours annually	Referred to as "staffing standards" in rule. OAR currently provide these areas to be covered in Contract.	Same as CC	No requirements in OAR.	15 hours per year	High Quality Professional development for all staff
Group size & ratio	Must meet licensing exemption	Under development	Not statutorily allowed or required	10 children maximum including their own (no more than 6 preschool aged, and no more than 2 under 2 years)	Provider can select ratio from table A, B or C (see below) and change throughout the day. Group size is 12-16 depending on children's ages	Up through 23 mo. 1:4 (max 8) 24 mo. to 36 mo. 1-5 (max 10) 36 months to kindergarten 1:10 (max 20) School age 1-15 (max 30)	School age 1-15 (max 30)	Under staffing standards. See above.	Minimum ratios of adults to children, which may include a mix of qualified staff and trained volunteers. A minimum of three adults, at least two of whom must be staff, for: (a) Six children, ages 6 weeks to 24 months; (b) Eight children, ages 24 to 36 months; and (c) Eleven children, ages 3 to 5 years.	No requirements in OAR.	Center Based 1 Teacher + 1 Aide or 2 Teachers, and when possible a volunteer. 1 Family child care Provider ratio is 1:6 w/ no more than 2 under 2. 1 Family child care Provider + Aide ratio is 2:12 with no more than 4 under w. (45 CFR 1306 § 1306.32): Class size varies with age of children e.g., 4/5 yrs:17-20 3 yrs: 15-17 (45 CFR 1306 §1306.20):	A child : staff ratio of no more than 10 to 1; A class size of no more than 20 with a highly qualified staff
Food service and nutrition	NA/DHS Rules	NA/DHS Rules	No requirement in law	Follow USDA CACFP guidelines	Follow USDA CACFP guidelines	Follow USDA CACFP guidelines	Follow USDA CACFP guidelines	Under "service standards" in rule.	Follow USDA CACFP guidelines	No requirements in OAR.	Staff/family coordination of	Legislation is silent.

								Covered in Contract.			child's nutritional needs; Must meet nutritional needs and feeding requirements of each child. Meals and snacks must provide at least 1/3 of the child's daily nutritional needs if part-day and 1/2 to 2/3 for full day; Breakfast must be served if needed. 45 CFR 1304 § 1304.23	
Health and safety inspections	OCC conducts annual inspections on health and safety requirements.	OCC conducts annual inspections on health and safety requirements.	Not statutorily allowed or required	OCC conducts biennial inspections which include Licensing Specialists checking fire and environmental health compliance. OCC conducts unannounced monitoring visits mid-license period (during the two year license period) which include Licensing Specialists checking fire and environmental health compliance.	OCC conducts biannual inspections. Environmental Health conducts annual inspections.	OCC conducts biannual inspections. Fire Marshall and Environmental Health conduct annual inspections.	OCC conducts biannual inspections. Fire Marshall and Environmental Health conduct annual inspections.	Either same as CC or as regulated subsidy provider center	OCC conducts inspections twice annually. Fire Marshall and Environmental Health conduct annual inspections.	If services are provided in any setting other than the family home, the contractor shall assure that each subcontractor meets all applicable state and local requirements including: applicable state health, and safety regulations, careful checking of personal and professional references for all potential employees, The provision of adequate space to assure the full participation of all children. applicable personnel standards outlined in OAR 581-015-2900	Center-Based Safety inspection conducted at least annually of children. Family child care home must have written description of health, safety, and emergency policies and procedures, and a system for routine inspection. 45 CFR 1304 § 1304.53 (See Table G)	Must meet requirement appropriate for the license type.
Regulated and monitored by ELD	Yes monitored, regulated	Yes, monitored, regulated	Yes Regulated. No Monitoring. Self-report compliance with back ground checks	Yes	Yes	Yes	Yes	Yes	Yes	No	Licensed OPK sites only	Contracts monitored by Hubs. QRIS and licensing monitoring by ELD systems.
Program Standards	No	No	No	No	Yes. Written program of activities specific to age group	Yes. Written program of activities specific to age group	Yes. Written program of activities specific to age group	If licensed, must follow requirement of license type. If not licensed, covered in contract	Yes. Written program of activities specific to age group as required by license.	No reference in OAR.	Head Start Early Learning Performance Standards	Programs must meet QRIS standards
Parent fees	Provider determined. Co-pay required	Provider determined. Co-pay required	Provider determined	Provider determined	Provider determined.	Provider determined.	Provider determined.	Provider determined. Co-pay may be	No reference in rule.	No cost to parents	A Head Start program must not prescribe	No reference in legislation. PP is free to children

								required			any fee schedule or otherwise provide for the charging of any fees for participation in the program.	and they may be mixed with fee paying parents.
Funding (program allotment or payment made on behalf of parent for all or part of the fee)	CCDF, State General Fund. DHS subsidy voucher per child Payment made by DHS on behalf of enrolled parent. Unless under the contracted slots programs providers do not get paid per child. Rather they can bill for services provided up to the maximum rate set by DHS for type of care.	CCDF, State General Fund. DHS subsidy voucher per child Payment made by DHS on behalf of enrolled parent. Unless under the contracted slots programs providers do not get paid per child. Rather they can bill for services provided up to the maximum rate set by DHS for type of care.		NA providing care to a child whose parent is enrolled in DHS subsidy program.	NA providing care to a child whose parent is enrolled in DHS subsidy program.	NA providing care to a child whose parent is enrolled in DHS subsidy program.	NA providing care to a child whose parent is enrolled in DHS subsidy program.	CCDF funds	State General Fund; a % of asset forfeiture; local match.	State General Fund	Federal and/or State General funds	State General Fund. Funding model under development
Additional services or requirements	NA	NA	NA	NA	NA	NA	NA	Teen Parent program provides parent education	Therapeutic classrooms, home visiting transportation; may provide respite care, mental health consultation, clothing, emergency meals; See minimum requirements in rule.	Instruction in physical education, speech-language services, travel training, and orientation and mobility services in any of the following settings: home, hospitals, institutions, special schools, classrooms and community childcare and/or preschool settings.	Transportation Requirements, comprehensive child development services.	TO BE DETERMINED Minimum and target salary Requirements. Provision of Instructional hours meeting the annual number for full day kindergarten

TABLE A - Ratio for Certified Family

When All Children in Care Are:	No Group May Exceed:	With a Caregiver to Child Ratio of:	Notes
Six Weeks to 24 Months	12	1:4	If more than 12 children are in care, the groups must be separated, and if more than eight of the 13 children in care are infants or toddlers, the group size may not exceed eight.
24 Months to Eligible for First Grade	12	1:10	If more than 12 children are in care, the groups must be separated.
Eligible for First Grade to Age 13	16	1:15	May be one group; must have second provider if over 15 school-age children are in care.

TABLE B - Certified Family. If children in care include any infants and/or toddlers, the following table determines the staff/child ratio

When Children in Care Include:	No Group May Exceed:	With a Caregiver to Child Ratio of:	Notes
One Child under 24 Months	12	1:8	If more than 12 children are in care and one is under 24 months, the group must be separated. Each group must meet the appropriate adult to child ratio. Practice Note: Groups may be arranged to have the younger child in a separate group with 1:8 ratio. For other group, use ratios in Table A if all children are the same age; Table C if mixed-ages.
Two Children under 24 Months	12	1:7	If more than 12 children are in care and two are under 24 months, the group must be separated. Each group must meet the appropriate adult to child ratio. Practice Note: Groups may be arranged to have the younger children in a separate group with 1:7 ratio. For other group, use ratios in Table A if all children are the same age; Table C if mixed-ages.
Three Children under 24 Months	12	1:6	If more than 12 children are in care and over three are under 24 months, the group must be separated. Each group must meet the appropriate adult to child ratio. Practice Note: Groups may be arranged to have the younger children in a group with 1:6 ratio. For other group, use ratios in Table A if all children are the same age; Table C if mixed-ages.
Four or More Children under 24 Months	12	1:4	If more than 12 children are in care and four are under 24 months, the group must be separated. Each group must meet the appropriate adult to child ratio and if more than eight infants or toddlers are in care, group size may not exceed eight. Practice Note: Groups may be arranged to have the younger children in a separate group with 1:4 ratios in Table A if all children are the same age; Table C if mixed-ages.

TABLE C - Certified Family. If children in care include a mix of only preschool and school-age children, the following table determines the staff/child ratio.

When All Children in Care Are:	No Group May Exceed:	With a Caregiver to Child Ratio of:	Notes
One Child in Care Age 24 Months to Eligible for First Grade; The rest of children in care are school-age	12	1:12	If more than 12 children are in care, the groups must be separated to create groups of 12 or fewer children.
Between two and 12 Children are Between 24 Months and Eligible for First Grade; The rest of the children in care are school-age	12	1:10	If more than 12 children are in care, the groups must be separated to create groups of 12 or fewer children.

TABLE D – Certified Center Ratios

Age of Children	Minimum Number of Caregivers to	Maximum Number of Children in a
Six Weeks of Age through 23 Months	1:4	8
24 Months of Age through 35 Months	1:5	10
36 Months of Age to Attending Kindergarten	1:10	20
Attending Kindergarten and Older	1:15	30

Center Staff Qualifications

TABLE E- Certified Center - Qualifications for Head Teacher

Option	Infant and Toddler Age Program	Preschool-Age Program	School-Age Program
(a) Bachelor’s Degree (BS/BA) from college or university with a major in:	<ul style="list-style-type: none"> • Early childhood education • Child development 	<ul style="list-style-type: none"> • Early childhood education • Child development • Elementary education • Special education 	<ul style="list-style-type: none"> • Child development • Elementary education • Physical education • Recreation • Special education • Early childhood education
OR (b) Associate’s Degree (AS/AA) from a college with a major in:	<ul style="list-style-type: none"> • Early childhood education • Child development 	<ul style="list-style-type: none"> • Early childhood education • Child development • Or related degree 	<ul style="list-style-type: none"> • Child development • Physical education • Recreation • Special education • Early childhood education • Or related degree
OR (c) A one year state or nationally recognized credential:	<ul style="list-style-type: none"> • Related to infant and toddler care 	<ul style="list-style-type: none"> • Related to preschool- age care 	<ul style="list-style-type: none"> • Related to school-age care
OR (d) Completion of 20 credits (semester system) or 30 credits (quarter system) of training at a college or university in: AND At least one year of qualifying teaching experience in a Certified Child Care Center or comparable group care program, in the care of:	<ul style="list-style-type: none"> • Early childhood education • Child development • Infants and/or toddlers 	<ul style="list-style-type: none"> • Early childhood education • Child development • Elementary education • Special education • Preschool-age children 	<ul style="list-style-type: none"> • Child development • Physical education • Elementary education • Special education • Recreation • Early childhood education • School-age children
OR (e) At least two years of qualifying teaching experience, with at least one year as a teacher, in a Certified Child Care Center or comparable group care program, in the care of:	<ul style="list-style-type: none"> • Infants and/or toddlers 	<ul style="list-style-type: none"> • Preschool-age children 	<ul style="list-style-type: none"> • School-age children
OR (f) Documentation of attaining at least step 8.5 in the Oregon Registry			

TABLE F – Certified Center - Qualifications for Teacher

Option	Infant and Toddler Age Program	Preschool-Age Program	School-Age Program
(a) Completion of 20 credits (semester system) or 30 credits (quarter system) of training at a college or university in:	<ul style="list-style-type: none"> • Early childhood education • Child development 	<ul style="list-style-type: none"> • Early childhood education • Child development • Elementary education • Special education 	<ul style="list-style-type: none"> • Child development • Elementary education • Physical education • Recreation • Special education • Early childhood education
OR (b) A one year state or nationally recognized credential:	<ul style="list-style-type: none"> • Related to infant and toddler care 	<ul style="list-style-type: none"> • Related to preschool-age care 	<ul style="list-style-type: none"> • Related to school-age care
OR (c) At least one year of qualifying teaching experience, with at least one year as a teacher, in a Certified Child Care Center or comparable group care program, in the care of:	<ul style="list-style-type: none"> • Infants and/or toddlers 	<ul style="list-style-type: none"> • Preschool-age children 	<ul style="list-style-type: none"> • School-age children
OR (d) Completion of 10 credits (semester system) or 15 credits (quarter system) of training at a college or university in: AND At least six months of qualifying teaching experience in a Certified Child Care Center or comparable group care program, in the care of:	<ul style="list-style-type: none"> • Early childhood education • Child development • Infants and/or toddlers 	<ul style="list-style-type: none"> • Early childhood education • Child development • Elementary education • Special education • Preschool-age children 	<ul style="list-style-type: none"> • Child development • Elementary education • Physical education • Recreation • Special education • Early childhood education • School-age children
OR (f) Documentation of attaining at least step 8 in the Oregon Registry			

Table G – Head Start Standards

Head Start Standards 45 CFR 1301-1311 Performance Standards and Other Regulations. 2015		
Staff Qualifications	45 CFR 1306 - § 1306.21 Head Start programs must comply with section 648A of the Head Start Act and any subsequent amendments regarding the qualifications of classroom teachers	<p>Teacher</p> <ul style="list-style-type: none"> • a baccalaureate or advanced degree in early childhood education; or • a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children. <p>Head Start education coordinators, including those that serve as curriculum specialists</p> <ul style="list-style-type: none"> • a baccalaureate or advanced degree in early childhood education; or • a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children. <p>Teaching Assistants</p> <ul style="list-style-type: none"> • at least a child development associate credential; • enrolled in a program leading to an associate or baccalaureate degree; or • enrolled in a child development associate credential program to be completed within 2 years.
Group size & ratio	45 CFR 1306 § 1306.32 45 CFR 1306 §1306.20	<p>Center Based: 1 Teacher + 1 Aide or 2 Teachers, and when possible a volunteer. Family child care Provider ratio is 1:6 w/ no more than 2 under 2. Family child care Provider + 1 + Aide. Ratio is 2:12 with no more than 4 under 2. Class size varies with age of children e.g., 4/5 years: 17-20 3 years: 15-17</p>
Health, food service and nutrition	45 CFR 1304 § 1304.23 Child nutrition	<p>Staff and families must work together to identify each child's nutritional needs. Grantee and delegate agencies must design and implement a nutrition program that meets the nutritional needs and feeding requirements of each child,</p>
Health and safety inspections	45 CFR 1304 § 1304.22 Child health and safety	Health emergency procedures; Conditions of short-term exclusion and admittance; Medication administration; Injury prevention; Hygiene
Eligibility:	45 CFR 1305 § 1305.4	Age of children and family income eligibility
Standards and monitoring	Sec. 641A. STANDARDS;	MONITORING OF HEAD START AGENCIES AND PROGRAMS [42 U.S.C. 9836A]

Attachment 2 - Map of Nurseries to Hubs

Early Learning Hub Region	Northwest Early Learning Council	Early Learning Multnomah	Washington County Early Learning Community Hub	Clackamas County Early Learning Hub	Four Rivers Early Learning Hub	Linn Benton Lincoln Early Learning Hub	Lane Early Learning Alliance	Early Learning Hub, Inc.	South-Central Oregon Early Learning Hub	Wellness and Education Board of Central Oregon	South Coast Regional Early Learning Hub	Southern Oregon Early Learning Hub	Frontier Oregon Services Hub	Blue Mountain Early Learning Hub	Eastern Oregon Community Based Service Hub	Yamhill Early Learning Hub
Counties	Clatsop, Columbia, Tillamook	Multnomah	Washington	Clackamas	Hood, Wasco, Sherman, Wheeler, Gilliam	Linn/Benton/Lincoln	Lane	Marion/Polk	Douglas/Klamath/Lake	Deschutes, Jefferson & Crook	Coos/Curry	Jackson/Josephine	Grant/Harney	Umatilla/Union/Morrow	Baker/Wallowa/Malheur	Yamhill
CCRR	SDA #4 (Clatsop, Tillamook) and #16 (Columbia)	SDA #2	SDA #16	SDA #15	SDA #10	SDA #4 (Lincoln) and #5 (Linn, Benton)	SDA #6	SDA #3	SDA #6 (Douglas) and #9 (Klamath, Lake)	SDA #12	SDA #8	SDA #9	SDA #17	SDA #14 (Umatilla, Morrow) and #17 (Union)	SDA #17	SDA #3
Office of Child Care	Tualatin Field Office (Henry)	Gresham Field Office (Kathryn)	Tualatin Field Office (Henry)	Gresham Field Office (Kathryn)	The Dalles Field Office (Kathryn)	Salem Field Office (Tami)	Eugene Field Office (Tami)	Salem Field Office (Tami)	Medford Field Office (Henry)	Redmond Field Office (Tami)	Medford Field Office (Henry)	Medford Field Office (Henry)	Milton-Freewater Field Office (Kathryn)	Milton-Freewater Field Office (Kathryn)	Milton-Freewater Field Office (Kathryn)	Salem Field Office (Tami)
Healthy Families Oregon	Community Action Team (Clatsop/Columbia) & CARE Inc. (Tillamook)	Multnomah Co. (subcontracts: IRCO, Impact NW, Albina HS, & 1 more.)	Washington Co. (subcontracts: Community Action & LifeWorks NW)	Clackamas Co. (Subcontracts: Clackamas County Childrens Commission HS)	The Next Door (HR & Wasco). Subcontract: Gilliam ESD (Sherman, Wheeler & Gilliam)	Old Mill Center (Linn & Benton) & Lincoln County (for Lincoln Co.)	Lane County (subcontracts to Relief Nursery & Parenting Now!)	Family Building Blocks (Marion - Salem, W. Salem)	UCAN (Douglas) & Klamath Basin Behavioral Health (Klamath Co.)	WEBCO HUB (subcontracts with Deschutes ESD, Jefferson Co. & Crook County)	Southwestern Oregon Community College	Siskiyou Community Health	Families First of Grant County	Umatilla Morrow Community Head Start	Building Healthy Families (Subcontract with Malheur County)	Lutheran Community Services
Preschool Promise	YES	YES	YES	YES	NO	NO	YES	YES	YES	NO	NO	YES	NO	NO	NO	NO
OPK	Community Action Team (Clatsop/Columbia/Tillamook)	Abina, Portland Public Schools, Mt. Hood Community College, Neighborhood House, OCDC	Community Action Head Start of Washington County, OCDC	Clackamas County Childrens Commission, Clackamas ESD	Umatilla-Morrow (Gilliam/Sherman/Wheeler), North Central ESD (Sherman/Wheeler), Mid-Columbia Children's Council (Hood River/Wasco)	Kidco (Linn/Benton), Oregon State University (Benton), Community Services Consortium (Lincoln)	Head Start of Lane County	Community Action Head Start of Marion and Polk (aka Mid-Willamette Valley), Salem-Keizer (Marion), OCDC	United Community Action Network (Douglas), Klamath Family Head Start (Klamath/Lake), OCDC (Klamath)	NeighborImpact (Deschutes/Crook), The Children's Learning Center (Jefferson), Mid-Columbia Children's Council (Jefferson)	South Coast Head Start (aka Oregon Coast Community Action)	Southern Oregon Child and Family Council, OCDC (Jackson)	Umatilla-Morrow (Grant), Head Start of Harney County (Harney)	Umatilla-Morrow Community Head Start (Umatilla/Morrow), Eastern Oregon University (Union)	Eastern Oregon University (Baker), Umatilla-Morrow (Wallowa), Malheur County Child Development Center (Malheur)	Head Start of Yamhill County
Relief Nurseries	NO	LifeWorks (N. Portland, E. Portland); Family Relief Nursery-Volunteers of America (SE Portland x2)	Lifeworks (Hillsboro)	LifeWorks (Gladstone)	NO	Family Tree Relief Nursery (Linn - Albany, Lebanon); Old Mill Center Relief Nursery (Benton - Corvallis)	Family Relief Nursery (Cottage Grove, Drain); Relief Nursery, Inc. (Eugene, Springfield)	Family Building Blocks (Marion - Salem, W. Salem)	Family Development Center (Douglas - Roseburg, Myrtle Creek)	MountainStar Family Relief Nursery (Deschutes - Bend, Jefferson - Madras)	South Coast Family Harbor (Coos - Coos Bay)	Family Nurturing Center (Jackson - Medford, N. Medford, Grants Pass)	NO	Pioneer Relief Nursery (Umatilla - Pendleton)	Treasure Valley Children's Relief Nursery (Malheur - Ontario)	A Family Place Relief Nursery (McMinnville, Newberg)
Early Head Start (federal and/or state funded regions, including Region XII - migrant/season Head Start and Early Head Start)	NO	Albina, Mt. Hood Community College, OCDC, Neighborhood House (Portland Children's Levy)	Community Action Head Start of Washington County, OCDC	Clackamas County Childrens Commission; OCDC	Mid-Columbia Children's Council (Hood River/Wasco); OCDC (Hood River)	Kidco (Linn/Benton)	Head Start of Lane County	Community Action Head Start of Marion and Polk (aka Mid-Willamette Valley), OCDC (Marion); Kidco (Marion)	United Community Action Network (Douglas), Klamath Family Head Start (Klamath/Lake)	OCDC (Jefferson)	South Coast Head Start (aka Oregon Coast Community Action)	Southern Oregon Child and Family Council (Jackson/Josephine); OCDC (Jackson?)	NO	Umatilla-Morrow Community Head Start; OCDC	OCDC (Malheur)	Head Start of Yamhill County

Healthy Families Oregon

Allocation Disbursement, Priorities and Process

PRIORITIES: (in order)

1. Increase wages throughout HFO programs. Most home visitors have been making between \$12 - \$15 hour. Even those with many years of seniority.
 - i. See narrative on how HFO's history of staff turn-over negatively affects families, programs and how many families programs are able to serve.
2. "Right Size" smallest/most rural programs who have historically been well underfunded.
3. Add Screening capacity to large programs
4. Increase home visit capacity in largest programs
5. If funding requests could not be met, ODE would prioritize based on Child Abuse and Neglect rates/risk in each community

PROCESS:

1. Developed a spreadsheet of all RFP Requests (moderate and dream budgets)
 - a. Each of these budgets were to include salary increases for staff
2. Smallest programs and those that told ODE they did not feel that they needed additional capacity in their community, only funding for raising wages, were funded first.
3. Large programs were assessed to ensure that new screening capacity was in their budgets.
4. Programs with HIGH child abuse rates were then "funded on the spreadsheet" at a "dream" budget level.

5. Programs at a MEDIUM or LOW levels of risk for child abuse and neglect, were “funded on the spreadsheet” at their Moderate budget level.
6. Once this was done, our total budget was overspent by \$4.6 million. It is very clear, that even with a fantastic investment form our legislature, we still are unable to meet the need in our communities.
7. All programs funded at “dream” above (#3) were moved to funding at their Moderate increase amount. Moderate level funded programs were reduced below their “moderate” ask:
 - a. Looked for any possible calculation errors,
 - b. Looked at possible structure changes and/or reducing number of new staff.
8. After reducing nearly everyone’s budget some, the total statewide budget was now \$1.2 million over budget. At this point, a flat 6% was taken from everyone’s budget .

Summary of Hub Metrics
8/21/15 *revised*

- Baseline:** A measure of recent activities against which future measurements will indicate change toward a desired goal.
- Target:** Indicates the desired degree of improvement at the end of a period of time above the established baseline.
- Benchmark:** An established standard against which the degree of change in a metric is assessed. Benchmarks typically come from outside an organization (e.g., national standards) and often represent a reference point to strive for over multiple years.
- Measuring:** The shared process of developing reliable and valid data sources and reporting procedures for data-driven decision making.
- Monitoring:** Ongoing dialogue with Hub Facilitator regarding processes and progress; quarterly and annual progress checks by ELD staff.
- Reporting:** Quarterly and/or annual submissions of required data to ELD.
- Review:** Annual end-of-year review with metric ratings determined.

When?	What?	Baseline & Target Required?	How?
Annually	1.1.A The hub has a strategic plan in place that details the role of all five sectors (business, early learning, health, K-12 education, human services) in achieving shared outcomes for children and families.	NO	MEAS: Strategic Plan & Annual Work Plan MON: Facilitator REP: Strategic Plan & Annual Work Plan REV: Annually
Annually	1.1.B The hub has active participation of leaders from all five sectors within their governance structure.	NO	MEAS: Governance meeting attendance sheets MON: Semi-annual QA visit with Facilitator REP: Semi-annually w/ att. sheets; Annual Narrative Report REV: Annually
Annually	1.1.C Memoranda of Understanding/Declarations of Cooperation (MOUs/DOCs) are in place with partners from all five sectors and specify shared outcomes and activities.	NO	MEAS: Shared agreements MON: Facilitator REP: Shared agreements REV: Annually
Annually	1.1.D MOUs/DOCs specify that each sector partner will share data regarding budgets, services provided, and the number of children served within the hub coverage area.	NO	MEAS: Shared agreements MON: Facilitator REP: Shared agreements REV: Annually

Annually	1.1.E	The hub utilizes mechanisms to share funding and blend/braid resources.	NO	MEAS: MON: REP: REV:	Annual Work Plan Facilitator Annual Narrative Report Annually
Annually	1.2	Demonstrated meaningful engagement with children and families from all of the communities served by the hub.	NO	MEAS: MON: REP: REV:	Strategic Plan & Annual Work Plan Facilitator Annual Narrative Report Annually
Annually	1.3	Demonstrated engagement with culturally-specific community based organization as partners in delivery of services to children and families.	NO	MEAS: MON: REP: REV:	Strategic Plan, Work Plan, shared agreements Facilitator Annual Narrative Report Annually
Annually	1.5	Hub demonstrates that their operating administrative overhead is below 15% annually.	< 15%	MEAS:MON:REP:REV:	Develop Strategic Plan & Annual Work Plan ELD Annually Annually
Quarterly	1.4	Program participation data demonstrates increase in services to children and families from identified priority populations.	YES	MEAS: MON: REP: REV:	Participation data with demographics Quarterly, ELD Hub QTR Reporting Workbook; Annual Narrative Report Annually
Quarterly	2.1	The hub has demonstrated shared activities among early learning providers, families, and K-3 partners.	1+	MEAS: MON: REP: REV:	Work Plan, shared agreements Facilitator Annual Narrative Report Annually
Quarterly	2.2	Increase the number of children from Early Head Start, Head Start, OPK, Relief Nurseries, Healthy Families Oregon and/or other waiting lists <u>served</u> by a Hub partner program.	YES (FY 2016)	MEAS: MON: REP: REV:	Data collection and reporting system; # children served Quarterly, ELD Hub QTR Reporting Workbook; Annual Narrative Report Annually
Quarterly	2.3	Increase in number of 3, 4, and 5-star QRIS <u>providers</u> and children from hot spots and communities of color.	YES	MEAS: MON: REP: REV:	Hot spot identification; ELD/Hub data Quarterly, ELD Hub QTR Reporting Workbook; Annual Narrative Report Annually

Quarterly	2.4	Increase in percent of children who receive a developmental screen before the age of 3.	YES	MEAS: MON: REP: REV:	Hub Quarterly Data Report (ELD) Quarterly, ELD Hub QTR Reporting Workbook; Annual Narrative Report Annually
Quarterly	2.5	Increase in percentage of children enrolled in kindergarten before start of school year.	YES (FY 2016)	MEAS: MON: REP: REV:	Data coll. and reporting system; # children enrolled Quarterly, ELD Hub QTR Reporting Workbook; Annual Narrative Report Annually
Quarterly	3.1	Increase in percentage of children in Employment Related Day Care (ERDC) in a 3, 4 or 5-star QRIS program.	YES	MEAS: MON: REP: REV:	Hub Quarterly Data Report (ELD) Quarterly, ELD Hub QTR Reporting Workbook; Annual Narrative Report Annually
Quarterly	3.2	Increase in the number of children and families served by DHS (e.g., through TANF or child welfare) who are receiving early learning, parent education or family support services.	YES, (FY 2016)	MEAS: MON: REP: REV:	Data collection and reporting system; # served Quarterly, ELD Hub QTR Reporting Workbook; Annual Narrative Report Annually
Quarterly	3.3	Increase in the percentage of children on OHP who make it to 6 or more well-child visits by 15 months of age.	YES	MEAS: MON: REP: REV:	Hub Quarterly Data Report (ELD) Quarterly, ELD Hub QTR Reporting Workbook; Annual Narrative Report Annually