

Early Learning Council Meeting

Thursday, November 19, 2015

9:00am – 1:30pm*

Center for Evidence-based Policy

Conference Room 250 C&D

3030 SW Moody Ave,

Portland, OR 97201

*Members of the public who want to give public testimony must sign in.
Each individual speaker or group spokesperson will have 2 minutes.
Electronic testimony may be submitted to Alyssa.Chatterjee@state.or.us.*

AGENDA

PAM CURTIS
*Early Learning Council
Chair*

HARRIET ADAIR

MARTHA BROOKS

JANET
DOUGHERTY- SMITH

TIM FREEMAN

KALI THORNE-LADD

CHARLES McGEE

EVA RIPPETEAU

LYNNE SAXTON

TERI THALHOFER

JERRY WAYBRANT

BOBBIE WEBER

MARLENE YESQUEN

SALAM NOOR

MEGAN IRWIN
*Early Learning
System Director*

- | | |
|---|--------|
| I. Board Welcome and Roll Call | 9:00- |
| Chair Pam Curtis | 9:05 |
| II. Chair's Report | 9:05- |
| Chair Pam Curtis | 9:30 |
| III. Director's Report | 9:30- |
| Megan Irwin, Early Learning System Director | 10:00 |
| IV. Mixed-Delivery Preschool: Community Engagement & What We Have Heard So Far | 10:00- |
| Lillian Green, Equity Director, ELD | 10:30 |
| Karol Collymore, Public Affairs Director, ELD | |
| V. Mixed-Delivery Preschool: Hub Readiness Assessment – <i>Action Item</i> | 10:30- |
| Eva Rippeteau, Ad-Hoc Advisory Committee Chair | 11:30 |
| David Mandell, Director of Early Learning Policy & Research, ELD | |
| Gwyn Bachtel, Mixed Delivery Preschool Program Coordinator, ELD | |
| VI. Teen Parent/Alcohol & Drug Program Rules Recommendations – <i>Action Item</i> | 11:30- |
| Bobbie Weber, Child Care & Education Committee Chair | 12:00 |
| VII. Home Visiting Budget Note – <i>Discussion Item</i> | 12:00- |
| Martha Brooks, Best Beginnings Committee Chair | 12:30 |
| Nakeshia Knight-Coyle, Director of Programs & Cross-Systems Integration, ELD | |
| Cate Wilcox, Maternal & Child Health Section Manager, OHA | |
| VIII. Consent Agenda – Action Item | 12:30- |
| <i>A motion to adopt the Consent Agenda serves as adoption of the Healthy Families Oregon Recommendations, Committee Reports and ELC Meeting Minutes.</i> | 1:00 |
| a. Healthy Families Oregon Recommendations | |
| Martha Brooks, Best Beginnings Committee Chair | |
| Nakeshia Knight-Coyle, Director of Programs & Cross-Systems Integration, ELD | |
| Erin Deahn, Healthy Families Oregon Statewide Coordinator, ELD | |
| Kim Hankins, DAS Procurement | |
| b. Acknowledge Receipt of Written Committee Reports | |

- i. Best Beginnings Committee Membership Recommendation
- ii. Child Care & Education Committee Membership Recommendation
- c. ELC September Retreat Meeting Minutes

IX. Public Testimony

X. Adjournment

Times Approximate. Items may be taken out of order and breaks may be added as needed. All meetings of the Early Learning Council are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to **Alyssa Chatterjee at 971-701-1535 or by email at Alyssa.Chatterjee@ode.state.or.us. Requests for accommodation should be made at least 48 hours in advance.*

Board Action Summary

AGENDA ITEM: Mixed-Delivery Preschool: Community Engagement & What We Have Heard So Far

Summary of Recommended Board Action

ACTION: No Action – Discussion Item

ISSUE: The Early Learning Division has been conducting community engagement sessions with a variety stakeholders to help inform the rollout of the Mixed-Delivery Preschool (Preschool Promise) program.

BACKGROUND: The Early Learning Division has met and plans to meet with the following stakeholders and communities:

Early Learning Hub Staff
Pendleton – Tribal Educational Directors
Early Learning Hub Leads
Bend – Head Start Directors
Portland – Child Care Providers
Portland – CBO Program Coordinators
Pendleton – Educators and Parents
Portland – Providers and Parents

Salem – Superintendents
Union Represented Child Care Providers
Head Start Providers and Parents
Portland – K-12 Educators
Salem – Educators
Clackamas– Hub, Educators and Parents
Superintendents

CONTACT:

Karol Collymore, Public Affairs Director, ELD
Lillian Green, Equity Director, ELD



PRESCHOOL PROMISE COMMUNITY ENGAGEMENT

NATIVE AMERICAN TRIBES,
OREGON PRE-K/HEAD START, HUBS, CHILD CARE
TEACHERS, COMMUNITY ORGANIZATIONS

November 19, 2015

How We Did It

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The primary purpose of our community engagement strategy is to involve the community impacted by mixed delivery preschool to help inform the Early Learning Division's work to prepare policy recommendations to the Early Learning Council.

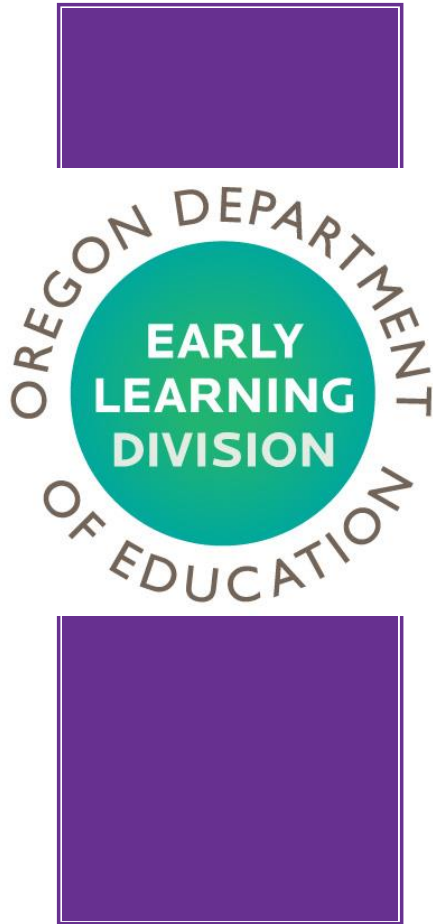
Target Audiences

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- Community Based Organizations (CBOs)
- Families
- Tribes
- K-12 Educators and Administrators
- Child Care Providers
- Early Learning Hubs
- Oregon Pre-Kindergarten Programs

Topics Covered

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- The Role of Early Learning Hubs
- Culturally Responsive Teaching
- Engagement and Enrollment
- Continuity Services/Wrap Around Services
- BA Requirement/Training/Professional Support Needs
- Assessments
- Monitoring/Continuous Improvement Approaches

Engagements To Date

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September

- 9/15 Hub Learning Collaborative Webinar, Online – *Early Learning Hub Staff*
- 9/25 Government to Government, Pendleton – *Tribal Educational Directors*
- 9/29 Megan's Hub Kitchen Cabinet, Online – *Early Learning Hub Leads*

October

- 10/8 Oregon Pre-K/Oregon Head Start Association Meeting, Bend – *Head Start Directors*
- 10/9 OAEYC Fall Conference, Portland – *Child Care Providers*
- 10/9 IRCO, Portland – *CBO Program Coordinators*
- 10/27 Pendleton School District/Early Learning Center, Pendleton – *Educators and Parents*
- 10/28 African American Community (Co-hosted with BPI and Kairos PDX), Portland – *Providers and Parents*
- 10/30 COSA Vision & Policy Coalition, Salem or Online – *Superintendents*

November

- 11/2 AFSCME/Union, Online – *Union Represented Child Care Providers*
- 11/5 Oregon Head Start Association Fall Conference – *Providers and Parents*
- 11/19 David Douglas School District, Portland – *K-12 Educators*

December

- 12/7 Salem-Keizer Staff Meeting, Salem – *Educators*

Dates TBD

- Clackamas Community Forum – *Hub, Educators and Parents*
- Superintendents Engagement Session (Co-hosted with Children's Institute) – *Superintendents*

Role of the HUBS

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- **How can hubs interact?** Consensus around home visits with whole family, language immersion, and parent participation in a hub itself.
- **Advice for hubs:** Listen and be transparent, ensure community voices are represented, hub communication to public
 - ▣ Hubs can/should apply together
- **Barriers to accessing service:** Transportation, internal politics and the time it takes to resolve matters may be a barrier
 - ▣ Way to let parents know how many slots are available, what the waiting lists look like, identifying gap populations of both providers and kids and help them find options.

Culturally Responsive Teaching

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- Consistency in the way we treat ALL children
- Parent volunteers that can make those initial connections
- Respect and awareness that cultural norms are different
- Build trusting relationships with parents that foster open communication
- Include families as part of teaching teams (importance of including the entire family)
- Financial or time allotment for teachers to be active in community/community events (learning community for cultural responsiveness/empathy)
- Transportation is vital
- Teachers or other staff that can speak the language of the children (bicultural/bilingual staff)
- Home visits
- Changing dynamics is what diversity means in each community
- Consultants that understand cultural/communities of color diversity
- Focus on racial/ethnic diversity in a region/diverse providers
- Look for communities that ALREADY blend culturally

**For
Parents**

Engagement

Parent education around tools they can use for their kids

Parents as partners

Meeting parent language needs – not just translation services

Home visits (relates to transportation needs for parents)

Relationship building, especially with someone who can reflect their culture
OR have cultural empathy

Class volunteering

Regular check ins

Diversity as a value

Add focus to teen parents

For
schools

Enrollment

Someone in class speaks language of child

Coordinate with Head Start so no “stealing kids”

Efforts around determining the “neediest” of the clients to prioritize for enrollment

No requirement for toilet training, behavior competency

Recruit kids through community partners

After hours

Problem: Kids who fall in the limbo space; just above guideline but clearly need support

Wrap Around Services

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- Housing support/homelessness
- Parent services/whole family support/older & younger sibling care
- Substance abuse/mental health services
- Medical/dental services
- Immigration support
- Food security
- Language services
- Full day care/Full year care

BA Requirement

- Great requirement, kids deserve the best trained teachers
- Many limitations of teachers to be able to finish this requirement/also a QRIS barrier
 - Time and money
 - Availability
 - Baby sitting
 - Lack of incentives
 - Preschool teaching is already a salary restricted position

BA Requirement

- Loan forgiveness after a certain number of years teaching in a specified area
- Web-based opportunities
- Scholarships for training
- Make technology accessible for those who need it

**Related
experience**

BA Requirement

- Social work
- Teaching
- Research
- Early childhood
- Lots of degrees relate
- Can teacher have international degree?

Recurring Themes

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- Home Visits – Important for cultural connections
- Transportation – access to services
- Cultural awareness
- Supporting/being involved with the whole family
- Food security – wrap around services
- Health screenings – wrap around services
- Helping break language barriers
- Support for BA requirement and request for help in getting there

Recurring Issues

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- Can a preschool work with a child care center that operates on odd hours?
- Full day preschool AND child care? How would that work?
- Can mixed delivery work with full care centers that care for infants to 4 year olds?
- Are multiple ages allowed in the mixed delivery space?
- What are the expectations around weather days or in-service days?
- Why can't QRIS 3-star level be eligible? Are we moving the bar?



Questions?



Board Action Summary

AGENDA ITEM: Mixed-Delivery Preschool: Hub Readiness Assessment

Summary of Recommended Board Action

ACTION: Adoption of criteria for Preschool Promise RFA to the Hubs

ISSUE:

The Early Learning Council will be deciding at its March meeting which 4-6 Hubs to select for the launch of Preschool Promise. In order to meet this timeline set by the Early Learning Council, ELD staff needs to complete the writing of the RFA before early December. Staff needs to complete the draft of the RFA by that time, so that at other procurement steps, such as DOJ review, can happen on time, and the RFA posted by the end of December. ELD staff is seeking guidance on the selection criteria for the RFA.

BACKGROUND:

At their September 24th meeting, the Early Learning Council decided that Preschool Promise should be launched in a limited number of Hubs (4-6) based on information collected through a Request for Applications (RFA) process that would include a readiness assessment as a required part of the application. The ELC also decided that the selection of Hubs should be made no later than March 2016. It was agreed at the September meeting that staff would bring recommendations for selection criteria to the ELC's November meeting.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION:

BOARD MEMBER PRESENTING REPORT FOR ADOPTION: Eva Rippeteau

CONTACT:

David Mandell, ELD Policy & Research Director
Gwyn Bachtle, Preschool Promise Program Administrator



Early Learning Division | 775 Summer St NE, Suite 300, Salem, OR 97301

Phone: 503-373-0066 | Fax: 503-947-1955

To: Early Learning Council

From: Gwyn Bachtel, Preschool Promise Program Administrator; David Mandell, Policy & Research Director

RE: Preschool Promise Program Request for Applications

Date: November 10, 2015

Decision:

During the November 19 Council meeting, the Early Learning Council will be asked to provide input and approve criteria that will guide ELD staff in writing the RFA for selecting Hubs for the first year of the Preschool Promise Program. This memo is to provide the Council with a summary of Council actions to date and the activities of the Preschool Promise Ad Hoc Advisory Committee. ELD staff is also seeking guidance from the Council as to whether Hubs should be allowed to use some of the funds to build the capacity of preschool providers so that they can achieve the programs standards outlined in legislation. If the Council supports this use, by January the ELD will develop a more detailed proposal for how those funds would be used and how they would be allocated.

Background:

At its September 24th meeting, the Early Learning Council decided that Preschool Promise should be launched in a limited number of Hubs (4-6) and that those Hubs should be selected based on information collected through a Request for Applications (RFA) process that would include a readiness assessment as a required part of the application.

The Council also decided that the selection of Hubs should be made no later than March 2016. It was agreed at the September meeting that staff would bring recommendations for selection criteria to the Council's November meeting. In order for the March deadline to be met, it is necessary for the Council to provide input on and approve selection criteria at their November meeting, so that the RFA can be posted before the end of December, allowing adequate time for Early Learning Hubs to respond. The RFA will be conducted as a special procurement. This process has specific timelines and deadlines, including a Department of Justice review and approval prior to public posting of the RFA slated for late December (see attached RFA process timeline).

Preschool Promise Ad Hoc Advisory Committee Actions:

Since the Council's decision in September, the Preschool Promise Ad Hoc Advisory Committee discussed and provided input on information that should be asked of Hubs as applicants. The Committee met on five separate



occasions between September 16 and November 4, either web-based meetings or in person with significant staff work in between meetings.

The Committee and ELD staff have identified the information that they believe would be most appropriate and useful to inform the Council's selection of the Hubs for the first year of the Preschool Promise program. The Committee's discussion was informed by feedback received during ten ELD led community forums throughout Oregon. The forums engaged a variety of community groups, including Oregon's nine federally enrolled tribes¹, prekindergarten and Head Start administrators², K-12 and education sector³, parents, child care providers⁴, Hubs⁵ and culturally-based organizations such as the Immigrant and Refugee Community Organization⁶ and leaders of the African American community in Portland. The ELD has received and compiled feedback from nearly 220 Oregonians to date with more engagement activities planned (please refer to Community Engagement briefing included in ELC materials packet for further details.)

At the November meeting, prior to discussing RFA criteria, the Council will receive a report from ELD staff on what we heard and learned during the Preschool Promise community engagement sessions.

Committee Input:

The committee identified the following areas where it would be important for the Hubs to demonstrate competence and capacity: engage parents and the community to effectively identify the areas of greatest need for pre-k within the service delivery area; identify and secure contracts with an array of providers (and the need for effective contracting practices); coordinate the implementation of high quality services; offer or collaborate to provide the necessary professional development opportunities; and to monitor, collect and report required data and outcomes, as well as budgets.

The Committee recommended that the final RFA criteria should be informed by questions similar to those outlined below. The Early Learning Council is being asked to provide guidance as to whether these are the right types of questions to inform the RFA. **The ELD is prohibited by state procurement rules from providing the full RFA or a list of the actual RFA questions for public review, including by this body, prior to its vetting by DOJ and official posting.**

The Committee proposes categorizing the Preschool Promise RFA questions into three overarching sections:

- **Demonstrated Need and Connection to Community:** Readiness and capacity questions related to community needs assessment, community and provider engagement, and parent engagement.
- **Capacity to Support a Mixed Delivery Model:** Questions on the areas of organizational capacity, financial and contracting qualifications and sustainability, and governance.

¹ Government to Government, Pendleton – Tribal Educational Directors

² Oregon Pre-K/Oregon Head Start Association Meeting, Bend – Head Start Directors

³ Pendleton School District/Early Learning Center, Pendleton – Educators and Parents

⁴ AFSCME/Union – Union Represented Child Care Providers

⁵ Hub Learning Collaborative Webinar – Early Learning Hub Staff, and Megan's Hub Kitchen Cabinet – Early Learning Hub Leads

⁶ IRCO, Portland – CBO Program Coordinators, African American Community, Portland – Providers and Parents



- **Capacity to Support High Quality Preschool Programs:** Questions focused on accountability to outcomes, capacity to promote high quality early learning programs, commitment to continuous quality improvement, and collaborative and effective professional development for participating providers.

To ensure the Equity Lens was utilized and embedded in the criteria, the ELD Equity Director provided the Committee with an overview of and guidelines for utilizing the Equity Lens as they discussed and considered the RFA questions. Referencing the Tool for Organization Self-Assessment Related to Racial Equity staff will incorporate recommended questions into the RFA. For example, one area to be captured could be the Applicant's current capacity to implement policies and practices that demonstrate an organizational commitment to racial equity in areas such as community collaboration, resource allocation and contracting practices.

ELD staff will be responsible for drafting the actual RFA language that captures the intent of these criteria and sample questions. The ELD will also provide demographic and service information to applicants (e.g., populations of three- and four-year olds in households below 200% FPL) and service information (e.g., number of QRIS providers in the community, number and percent of eligible children currently served in state funded pre-k programs by demographic category, etc.) that will enable applicants to craft proposals aimed at children furthest from opportunities and, as part of the scoring process, will allow the Council and reviewers to both gauge need and capacity for each applicant.

Examples of the topics of questions that may be asked in the RFA include:

- How Hubs engage and connect to the Community:
 - Identify children experiencing the greatest disparities in accessing pre-k programs
 - Assess need for expanded pre-k options at both the community and family levels
 - Demonstration of commitment to/experience with racial, cultural and linguistic equity in its priorities
 - Coordination of services, working across systems
- Capacity to Support a Mixed Delivery Preschool Model
 - Organization's capacity
 - Financial qualifications and sustainability
 - Governance structure
 - Contracting practices
- Capacity to Support High Quality Preschool Programs:
 - Accountability to outcomes
 - Grant coordination
 - Recruitment and coordination of Early Learning Providers
 - Service coordination
 - Data tracking/management
 - High-quality coaching
 - Professional development.

Use of funds to build provider capacity

Preschool Promise provides the opportunity to raise the quality of early learning programs and support the professional development of the early learning workforce. Input from the Committee and community engagement sessions has identified the ability to serve children in programs that reflect communities that have been historically underrepresented as important and essential to achieving the state's vision for equity. While many of the programs reflective of historically underrepresented and underserved communities have the capacity to meet the standards for Preschool Promise (QRIS 4 & 5; teachers with B.A.), many have not yet had



the time, opportunity or support to get there. The authorizing legislation (HB 3380) for Preschool Promise gives the Council the option for granting programs one-year waivers for standards with the understanding that those waivers are tied to a plan for how the program will reach quality standards and engage in professional development.

In order to address concerns that if Hubs only work with providers who already meet all of the programs standards outlined in HB 3380 that will not effectively serve many of the children in the opportunity gap, the Committee has identified the need for funds to build the capacity of programs to reach the standards for Preschool Promise outlined in HB 3380. For example, capacity building supports could be used for training and technical assistance in alignment with quality improvement plans that address the high quality standards related to culturally responsive teaching methods, family engagement, curricula, assessments, and QRIS star rating advancement. The supports could also be used to provide professional development opportunities so that Preschool Promise teachers and assistants meet the Bachelors degree requirements defined in Legislation. If the Council supports the suggestion to enable Hubs to use some funds to build the capacity of providers to meet Preschool Promise standards, ELD staff will develop a more formal proposal for how these capacity funds could be used and leveraged with other dollars available in the system for focused supports for providers working to build their programs into enriching developmental/learning environments for the children in their care.

Next Steps:

Upon completion of the RFA drafting, the Committee will begin to look at the other aspects of the program that will require approval by the Council: provider requirements, salary scale for teachers and waiver processes identified in HB 3380. Updates and recommendations on those topics will be brought back to the Early Learning Council in January. The Legislature, when it approved the funding for Preschool Promise, asked the ELD to report on implementation prior to the release of funds in its February 2016 session. The ELD will be submitting that report in January. If there is a set-aside for capacity building, it will be included in the report to the Legislature. Please reference the attached RFA timeline for further details on the application and selection process for these awards.





Preschool Promise RFA Timeline

OCTOBER 2015

RFA Drafted (staff, Ad Hoc Advisory Committee, community engagement input).

NOVEMBER 2015

Finalize application content and criteria.
Submit Board Action Summary Form to ELC.
RFA approved.
RFA submitted to DAS for formatting.
Finalize RFA.
Determine technical assistance and roll out plan.

DECEMBER 2015

RFA released to Hubs.

JANUARY 2016

Bidder's Conferences

FEBRUARY 2016

Training for RFA reviewers.
Application closes.
RFA scoring occurs and Award Team finalizes recommendation.

MARCH 2016

Recommendation made to ELC.
ELC makes final determination of awardees.
Awardees notified of intent to award; contract preparation/drafting begins.
Two day training provided to Awardees.
Negotiations scheduled and conducted with Awardees.

APRIL 2016

Contracts finalized.

MAY 2016

Contracts signed.



Child Care and Education Committee – Administrative Rule Summary

Title/OAR #: Special Populations /414-150-0050 to 0130		Date: 10-2-2015	
Staff/Office: Sonja Svenson, Office of Child Care			
<input type="checkbox"/> Temporary Rule	<input type="checkbox"/> New Rule	<input checked="" type="checkbox"/> Amend Existing Rule	<input type="checkbox"/> Repeal Rule
Hearing Date: _____		<input type="checkbox"/> Hearings Officer Report Attached	
Prompted by: <input checked="" type="checkbox"/> State law changes		<input checked="" type="checkbox"/> Federal law changes	<input type="checkbox"/> Other
Action Requested:			
<input type="checkbox"/> Adoption of Temporary Rule			
<input checked="" type="checkbox"/> Adoption of Final Rule			

PROPOSED/AMENDED RULE RECOMMENDATION OPTIONS:

Review and adopt new Oregon Administrative Rule for the Teen Parent and Alcohol and Drug Treatment child care programs, which are two of four Special Populations programs under administration of the Early Learning Division, Office of Child Care.

BACKGROUND:

The Teen Parent and Alcohol and Drug Treatment Child Care Subsidy programs started in 1991 under the administration of the former Child Care Division (Office of Child Care-OCC). The administrative rule for these programs is combined and has not been revised since 2003. The revised rule adds definitions, adds or deletes language to reflect current federal regulations, state legislative changes for child care subsidy eligibility, and makes significant changes for program administration requested by school districts and alcohol and drug treatment programs.

The purpose of these two distinct programs is to provide child care services (subsidies) for 1) teen parents attending school or community-based teen parent and child development programs that lead to a high school diploma or General Education Degree, and 2) parents either residing at or participating in a state-approved alcohol or substance abuse treatment program.

School or community-based teen parent programs must be licensed by the OCC and meet teen parent and child development program standards developed by the Department of Education under ORS 329.395 and 329.415. Alcohol and drug treatment programs are generally license-exempt and not required to be regulated because parents are onsite with their children.

TIMELINE OF KEY ACTIVITIES & PUBLIC ENGAGEMENT:



- July-August 2014 – Early Learning Division, Office of Child Care staff reviewed current **Child Care Program for Targeted Populations under the Child Care and Development Fund Block Grant**, OAR 414-150-0050 to 0130.
- Staff developed draft revisions based on current program policies, input from licensing staff, and changes to federal administration of CCDBG law.
- September 2014 - Reviewed draft of rule with Teen Parent Child Care Rule Advisory Committee. Members of the RAC included school districts, representative from Department of Human Services (DHS) Child Care Program, Special Populations Quality Improvements Coordinator, Division staff, and community-based teen parent programs. The committee discussed and approved changes to the draft.
- September 14, 2014 – Revised draft of rules sent back to the RAC and all Teen Parent programs for additional input.
- October 2014 - Reviewed draft of rule with Alcohol and Drug Child Care Rule Advisory Committee. Members included community-based alcohol and drug treatment programs, representative from DHS Child Care Program, Division staff. The committee discussed and approved changes to the draft.
- October 2014 – Final draft approved by both RACs with the recognition that the Early Learning Council would review the draft rule revisions and provide final approval after the formal Public Hearing process.
- October 2014 – Final draft of administrative rule given legal review by Kathleen Hynes, Legal and Compliance Director.
- March 2015 – final draft of revised administrative rule reviewed by the Child Care and Education Workgroup and recommended to the Early Learning Council for final approval. These revisions were paused until the Early Learning Council developed and adopted a new process for review of administrative rules.
- Following adoption by the Early Learning Council of a rule promulgation framework, the CCEC approved the revised rules that primarily reflect updated language and reflect the intent of the program.

ALIGNMENT WITH RULES PRINCIPLES:

See attached administrative rule side-by-side document.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

The revisions do not meet two principles: principle 7 regarding consistency since these rules are not reviewed within the context of other related rules; and principle 6 regarding obtaining parent input. The CCEC recommends to move forward with the proposed revisions and to include the special population rules when reviewed with the Preschool Promise workgroup.

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

- ☐ Adopt Temporary administrative rule
- ☒ Adopt Final administrative rule
- ☐ Repeal Rule



☐ No recommendation at this time

Comments: None



CHILD CARE PROGRAM FOR TARGETED POPULATIONS UNDER THE CHILD CARE AND DEVELOPMENT FUND BLOCK GRANT
Rules review and revision

NOTE: Targeted Populations are now referred to as Special Populations.

Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
<p>414-150-0050 Purpose (1) The purpose of these rules is to set forth standards to be followed when entering into contracts with programs to provide child care services to targeted population clients. (2) These rules implement elements of Oregon's Block Grant Plan for funds received under the federal Child Care and Development Block Grant Act of 1990, and Chapter 45, Code of Federal Regulations, Parts 98 and 99. [Publications: The publication(s) referred to or incorporated by reference in this rule are available from the agency.]</p> <p>Stat. Auth.: ORS 657A Stats. Implemented: ORS 657.A.010 Hist.: HR 7-1992 (Temp), f. 2-27-92, cert ef. 3-1-92; HR 26-1992, f & C. ef. 8-27-92; CCD 1-1994, f & Cert. ef. 1-12-94; Renumbered from 410-100-0059</p>	<p>414-150-0050 Purpose (1) The purpose of these rules is to set forth standards to be followed when entering into contracts with programs to provide child care services to <u>Specialtargeted</u> <u>Populations</u> clients. (2) These rules implement elements of <u>the federal Child Care and Development Fund (CCDF) State Oregon's Block Grant</u> Plan for funds received under the federal Child Care and Development Block Grant Act of <u>20141998</u>0, and Chapter 45, Code of Federal Regulations, Parts 98 and 99. [Publications: The publication(s) referred to or incorporated by reference in this rule are available from the agency.]</p> <p>Stat. Auth.: ORS <u>329657</u>A Stats. Implemented: ORS <u>329657</u>.A.010 Hist.: HR 7-1992 (Temp), f. 2-27-92, cert ef. 3-1-92; HR 26-1992, f & C. ef. 8-27-92; CCD 1-1994, f & Cert. ef. 1-12-94; Renumbered from 410-100-0059</p>	<p>CCEC Administrative Rule Principles</p> <p>1. Standards and rules aim to ensure that children are in safe environments that promote healthy physical, social, emotional and cognitive development and support high quality interactions among families and providers.</p> <p>All teen parent/child development programs contracted through ELD must be licensed and follow all regulations and administrative rule, regardless of whether they are a local government. Child development activities must follow standards development by the Department of Education.</p> <p>Alcohol and drug treatment programs are not required to be licensed because parents are onsite. However, quality improvement funds will be available to current programs in the 2015-17 biennium to improve health and safety environments. Programs are required, by contract, to maintain ratios and some licensing standards as a condition of receiving child care subsidy payments.</p> <p>2. Standards and rules support and encourage diversity and equity; promoting equal access, especially for children from targeted populations.</p> <p>All the Special Populations contracted programs are located in areas where there is high need or have a high level of targeted populations. Not all programs that could qualify are served for the following reasons:</p>

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Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
		<p>a. Lack of knowledge b. Lack of interest in a subsidy program c. Do not want to be licensed d. Limited funding at the state level</p> <p>3. Standards and rules are based on research, knowledge of child development, and best practices.</p> <p>Teen parent programs must follow the Child Development Standards development by the Department of Education.</p> <p>4. Standards and rules provide a foundation for high quality early learning and licensing rules serve as the first step of Oregon's Quality Rating and Improvement System.</p> <p>Many teen parent programs are pursuing voluntary QRIS status. Alcohol & Drug programs do not qualify for QRIS because they are license-exempt; some programs may pursue licensing but most have parents onsite.</p> <p>5. In conducting its responsibilities for rule promulgation and revision, ELC is moving beyond a culture of compliance to one of continuous improvement.</p> <p>While the basis for the QRIS is a licensed program, this rule reflects eligibility for Special Populations subsidy, not licensing, which is in part determined by federal regulations. The state does have expanded flexibility on access to services, which has been reflected in the current changes.</p> <p>6. ELC believes parents and children are primary stakeholders for all of its rules and will actively engage families and other impacted persons and organizations in rule promulgation and/or revision to ensure</p>

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Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
		<p>community/cultural norms are taken into consideration/reflected in rule.</p> <p>All Teen Parent programs and Alcohol and Drug Treatment programs were invited to participate in the Rule Advisory Committees in September and October 2014. There was a high rate of participation from the Teen Parent programs; only 6 of 11 contracted A&D programs participated. Although direct input from parents was not received, program administrators brought forth concerns from families regarding income reporting, state residency, and parent copayments. Those concerns are reflected in the new rule.</p> <p>Much of the work on community/cultural norms will be reflected in program protocols and procedures. Current changes to rule reflect one on one conversations with programs that serve a target population (i.e., NARA serves Native Americans)</p> <p>7. ELC will aim for consistency across sets of rules over which it has authority, and will align rules with broader state goals and those of related agencies to the extent possible.</p> <p>The administrative rule for Special Populations subsidy is much more flexible than those governing the Employment Related Day Care program. This program is a ‘last resort’ for families that do not qualify for ERDC and reflects the best efforts of program administrators to serve as many families as funding allows.</p>
414-150-0055 Definitions (1) “Block Grant” means federal Child Care and Development Block Grant. (2) “Block Grant Plan” means the Oregon Plan approved by the Department of Health and Human	414-150-0055 Definitions <u>(1) “Administrator” means the Administrator of the Child Care and Development Fund for the Department of Education. -Early Learning Division.</u> <u>(2) “Alcohol and Drug Treatment Program” means a</u>	

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<p>Services for child care and related programs funded by the Block Grant.</p> <p>(3) “CCR&R” means Child Care Resource and Referral Agency.</p> <p>(4) “Administrator” means the Administrator of the Child Care Division of the Employment Department.</p> <p>(5) “CCCF” means the County Commission for Children and Families.</p> <p>(6) “Department” means the Employment Department of the State of Oregon.</p> <p>(7) “Parent” means parent, custodian or guardian who exercises care and custody of a child.</p> <p>(8) “Program” means community or school-based teen parent education program, or licensed women-specific alcohol and drug treatment program.</p> <p>(9) “Provider” means a person who is responsible for direct child care, supervision of children, and guidance of children in approved child care setting.</p> <p>(10) “Special Needs Child” means a child under the age of 18 who requires a level of care over and above the norm for his/her age due to a physical, developmental, behavioral, mental or medical disability.</p> <p>(11) “Teen Parent” means a parenting or pregnant adolescent who is attending high school or participating in an approved high school completion program.</p> <p>Stat. Auth.: ORS 657A Stats. Implemented: ORS 657A.010 Hist.: HR 7-1992 (temp), f. 2-27-92, cert. ef. 3-1-02; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0055; CCD 6-2003, f. 12-23-03, cert. ef. 12-28-03</p>	<p>program that provides services to the eligible child whose parent(s) is in a program for the treatment of alcohol or drug/substance abuse.</p> <p>(1)(3)</p> <p>(2) “CCDF Block Grant” means the Child Care and Development Fund which is the federal funding awarded to the Department of Education under the Child Care and Development Block Grant.,-</p> <p>(4)</p> <p>(3) “CCDF State Block Grant Plan” means the Oregon pPlan approved by the federal Department of Health and Human Services for child care and related programs funded by the Child Care and Development -Block Grant.</p> <p>(5) (3) “CCR&R” means Child Care Resource and Referral Agency.</p> <p>(4) “Administrator” means the Administrator of the Child Care Division of the Employment Department.</p> <p>(5) “CCCF” means the County Commission for Children and Families.</p> <p>(6)(6) “Department” means the State of Oregon, Employment Department of Education of the State of Oregon, which is the Lead Agency for the federal Child Care and Development Fund.</p> <p>(7) “Early Learning Division” is the division of the Department that administers funding and contracts under the federal Child Care and Development Fund.</p> <p>(8) “Early Learning Hub” means the local coordinating body for early learning services contracted by the Early Learning Division.</p> <p>(9) “Employment Related Day Care” means the program administered by the Department of Human Services that provides child care services to low-income working families.</p> <p>(10) “Office of Child Care” means a unit of the Early Learning Division that regulates child care facilities and provides contract administration for the Special Populations Child Care Services Program.</p> <p>(11)</p> <p>(7) “Parent” means parent, custodian or guardian who exercises care and custody of a child.</p> <p>(12)</p>	<p>Formatted: Indent: Left: 0", First line: 0", Tab stops: 0.24", Right + Not at 0.3"</p> <p>Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.25"</p> <p>Formatted: Indent: Left: 0", First line: 0", Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.25", Tab stops: 0.18", Right + Not at 0.3"</p> <p>Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.25"</p>

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	<p>(8)“Program” means community or school-based teen parent education program, or licensed alcohol and drug treatment program.</p> <p>(13)</p> <p>(9)“Provider” means a person or program who is responsible for direct child care, supervision of children, and guidance of children in approved child care setting.</p> <p>(14)</p> <p>(10)“Special Needs Child” means a child under the age of 18 who requires a level of care over and above the norm for his/her age due to a physical, developmental, behavioral, mental or medical disability.</p> <p>(14) “Special Populations” means families considered:</p> <p>(a) to be at high-risk of instability; and</p> <p>(b) have high needs for child care services;</p> <p>(c) have very low income; and</p> <p>(d) are not eligible for education-related child care services subsidy from the Department of Human Services either under the Employment Related Day Care program or TANF JOBS administered by the Department of Human Services.”</p> <p>(15) “TANF JOBS program recipient” means a family that is receiving services through the Temporary Assistance to Needy Families program administered by the Department of Human Services and is receiving child care services under the Jobs Opportunity and Basic Skills (JOBS) program.</p> <p>(11)(16) “Teen Parent” means a parenting or pregnant adolescent age 21 and under who is attending high school or participating in an approved high school completion program.</p> <p>Stat. Auth.: ORS 329657A Stats. Implemented: ORS 329657A.010 Hist.: HR 7-1992 (temp), f. 2-27-92, cert. ef. 3-1-02; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0055; CCD 6-2003, f. 12-23-03, cert. ef. 12-28-03</p>	
414-150-0060 Administration (1) The Child Care Division, of the Employment	414-150-0060 <u>Program Administration and Funding Allocations</u> (1) The <u>Department of Education, Early Learning</u>	

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<p>Department, is the designated state agency responsible for administration of the Block Grant.</p> <p>(2) The Child Care Division Administrator is responsible for coordination of Block Grant programs in Oregon and for the administration of child care services for targeted populations described by these rules.</p> <p>Stat. Auth.: ORS 657A Stats. Implemented: ORS 657A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0060</p>	<p>Division, Child Care Division, of the Employment Department, is the designated state agency responsible for administration of the <u>Child Care and Development Fund</u>Block Grant.</p> <p>(2) The Child Care Division Administrator is responsible for coordination of <u>CCDF-funded</u>Block Grant programs in Oregon and for the administration of child care services for <u>Special Targeted</u> Ppopulations described by these rules.</p> <p>(3) Federal funds for the Special Populations Child Care Services program will be contracted by the Administrator to state-licensed or state-approved alcohol and drug treatment programs, to school districts for school-based programs, and to local non-profits or counties for community-based programs.</p> <p>(4) After annual appropriations for the Child Care and Development Fund are awarded to the state, the Administrator will allocate funds to contractors as provided in section (3) of this rule and forward this information to the local Early Learning Hubs.</p> <p>(3)(5) The <u>Early Learning Division</u>Child Care Division shall have final responsibility for developing a contract with recommended programs as outlined in OAR 414-150-0120.</p> <p>Stat. Auth.: ORS 329<u>657</u>A Stats. Implemented: ORS 329<u>657</u>A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0060</p>	
<p>414-150-0070 Targeted Populations</p> <p>(1) The Contracted Child Care Program is established for specific low income populations having demonstrable need for child care services.</p> <p>(2) Targeted populations eligible for assistance under the Contracted Child Care Program include the following groups:</p> <p>(a) Teen Parent. To be eligible for services the teen parent must be attending high school or participating in an approved high school completion program sponsored</p>	<p>414-150-0070 Overview of and Eligibility Criteria for Special Targeted Populations Child Care Services</p> <p>(1)(4) —The <u>Special Populations</u>Contracted Child Care Services Program is established for specific low-income, <u>high-risk</u> populations having demonstrable need for child care services.</p> <p>(2) <u>Special Targeted</u> Ppopulations eligible for assistance under the Contracted <u>Special Populations</u> Child Care Services Program include <u>Teen Parent(s) and parent(s) receiving treatment for alcohol and drug abuse</u>, the</p>	

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<p>by a local school district, community college, or certified private school, and the parent requires child care in order to attend and complete a program leading to GED or high school diploma;</p> <p>(b) The parent must be participating in a state-licensed and/or approved treatment program in order to receive contracted child care. Child care services shall be provided at the facility site where the parent is undergoing supervised treatment and counseling for substance abuse, or at a nearby facility under supervision of a State licensed and/or approved treatment program;</p> <p>(c) Parent(s) with Children Enrolled in School-based Child Development Programs. Child care services under this category will be limited to child development cents that have been approved by the Department of Education in accordance with provisions of ORS Chapter 871.</p> <p>(d) Parent(s) Receiving Treatment for Substance Abuse. The parent has custody of a child considered by the State to be at –risk of neglect or abuse resulting from parental misuse and/or abuse of drugs or alcohol.</p> <p>Stat. Auth.: ORS 657A Stat. Implemented: ORS 657A.010 Hist.: HR 7-1992(Temp) f. 2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0070</p>	<p>following groups:</p> <p>(a) Teen Parent(s). To be eligible for services, the teen parent <u>must meet the following criteria:</u></p> <p>i. <u>must be attending high school or participating in an approved high school completion program sponsored by a local school district, community college, community-based non-profit, or certified private school, and the parent requires child care in order to attend and complete a program leading to GED or high school diploma;</u></p> <p>ii. <u>must be attending a child development school-based teen parent program that meets program standards approved by the Department under ORS 329A.385.</u></p> <p>iii. <u>must enroll child(ren) in child care services shall be provided by a facility certified or registered by the Office of Child Care which is located on the same campus as the teen parent/child development educational program the teen parent is attending.</u></p> <p>(b) For <u>parent(s) receiving treatment for alcohol or drug substance abuse</u>, the parent must:</p> <p>(i) <u>The parent has have physical custody of an eligible child professionally assessed to be at risk of neglect or abuse resulting from parental misuse or abuse of drugs or alcohol.</u></p> <p><u>(i) The parent must be enrolled in and have a diagnosis for treatment with participating in a state-licensed and/or State-approved alcohol or drug abuse treatment program in order to receive subsidized contracted child care services.</u></p> <p>(iii) (c) Child care services must be provided at the facility site where the parent is undergoing supervised treatment and counseling for substance abuse, or at a nearby facility under supervision of a State licensed and/or state- approved <u>alcohol or drug abuse</u> treatment program;</p> <p><u>(3) Child Care Services. For child care services, the following standards apply:</u></p> <p>a. <u>The child receiving services must meet the following conditions:</u></p> <p>i. <u>Be under 13 years of age, or a child with Special Needs under 18 years of age;</u></p> <p>ii. <u>Be a U.S. citizen or have legal immigration status.</u></p> <p>b. <u>Parental income must be at or below 185 percent of</u></p>	

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	<p>or above of the Federal Poverty Level as published in the most recent Federal Register.</p> <p>c. The child being placed for services is residing with a parent or parents who are either participating in an approved educational program or participating in an alcohol or drug treatment program;</p> <p>d. The parent making the application for assistance must be a current resident reside in of Oregon;</p> <p>e. The determination of income shall be based on a review of all teen-parental income for the preceding 30 days prior to application for child care services;</p> <p>f. Review and calculation of income for teen parent(s) shall be limited to the teen parent(s) income only and not include income received by other members of the same household.</p> <p>g. A parent enrolled in residential substance abuse treatment programs shall be considered single parents. Family size and income will be limited to the parent and child(ren) living on-site in the residential treatment program.For the purpose of the child care subsidy, all teen parents are considered single parents regardless of marital status. Family size and income will be limited to the teen parent and their child(ren).</p> <p>h. Parents eligible for child care services through the TANF JOBS child-care program must access that program for services and do not qualify for the Special Populations Child Care Services program.</p> <p>(e) Parent(s) with Children Enrolled in School-based Child Development Programs. Child care services under this category will be limited to child development centers that have been approved by the Department of Education in accordance with provisions of ORS Chapter 871.</p> <p>(d) Parent(s) Receiving Treatment for Substance Abuse. The parent has custody of a child considered by the State to be at risk of neglect or abuse resulting from parental misuse and/or abuse of drugs or alcohol.</p> <p>Stat. Auth.: ORS <u>329657A</u> Stat. Implemented: ORS <u>329657A.010</u></p>	

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414-150-0080 Eligibility for Contracted Services 1. To be eligible for Contracted Child Care Services the following standards shall apply: (a) The child receiving services must be under 13 years of age, or a child with special needs under the age of 18 who requires a level of care over and above the norm for his/her age; (b) Parental income must be below 75 percent of the state median income. Under the Block Grant, median income will be based on information reported in the Federal Register, Department of Human Services; (c) The child being placed for services is residing with a parent or parents who are either employed, attending job training, or participating in an approved educational program; or participating in an alcohol/drug treatment program; (d) A parent making application for assistance must be a current resident of Oregon. 2. The determination of income shall be based on a review of all parental income for the preceding 12 months prior to application for child care service. 3. Review and calculation of income for teen parent(s) shall be limited to the teen parent(s) income only and not include income received by other members of the same household. Stat. Auth.: ORS 657A Stats. Implemented: ORS 657A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0080; CCD 6-2003, f. 12-23-03, cert. ef. 12-28-03	414-150-0080 Eligibility for Contracted Services 1. To be eligible for Contracted Child Care Services the following standards shall apply: (e) The child receiving services must be under 13 years of age, or a child with special needs under the age of 18 who requires a level of care over and above the norm for his/her age; and be a US citizen or have approved immigration status. (f) (b) Parental income must be below 75 percent of the state median income. Under the Block Grant, median income will be based on information reported in the Federal Register, Department of Human Services; (g) The child being placed for services is residing with a parent or parents who are either employed, attending job training, or participating in an approved educational program; or participating in an alcohol/drug treatment program; (h) A parent making application for assistance must be a current resident of Oregon. 2. The determination of income shall be based on a review of all parental income for the preceding 12 months prior to application for child care service. Review and calculation of income for teen parent(s) shall be limited to the teen parent(s) income only and not include income received by other members of the same household. Parents enrolled in residential alcohol and drug treatment shall be considered single parents — family size and income will be limited to the parent and child(ren) living on-site in the residential treatment program. 3. Parents who are eligible for child care subsidy through the TANF JOBS program must access that subsidy and will not qualify for the Special Populations Subsidy. Stat. Auth.: ORS <u>329657A</u> Stats. Implemented: ORS <u>329657A.010</u>	<div>Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.25"</div> <div>Formatted: No bullets or numbering</div> <div>Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 3 + Alignment: Left + Aligned at: 0" + Indent at: 0.25"</div> <div>Formatted: Indent: Left: 0", First line: 0", Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 3 + Alignment: Left + Aligned at: 0" + Indent at: 0.25"</div>

Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
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414-150-0090 Funding Allocations <p>(+)(6) Federal funds for the Block Grant program will be awarded by the Administrator to approved A&D programs, to school districts for school-based programs and to counties for community-based programs. County allocations will be based on targeted population need and availability of funds.</p> <p>(+)(7) After annual appropriations for the Block Grant are awarded to the state, the Administrator will allocate funds as provided in section (1) of this rule and forward this information to the local CCCF where funds are assigned.</p> <p>(+)(8) The CCCF shall have 60 days from receipt of the allocation to advise the Administrator of its intent to participate in the planning and process for selecting programs to contract for available child care funds within the county.</p> <p>Stat. Auth.: ORS 657A Stat. Implemented: ORS 657A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0090</p>	414-150-0090 Funding Allocations <p>(4) Federal funds for the Block Grant program will be awarded by the Administrator to approved A&D programs, to school districts for school-based programs and to counties for community-based programs. County allocations will be based on targeted population need and availability of funds.</p> <p>(5) After annual appropriations for the Block Grant are awarded to the state, the Administrator will allocate funds as provided in section (1) of this rule and forward this information to the local CCCF where funds are assigned.</p> <p>(6) The CCCF shall have 60 days from receipt of the allocation to advise the Administrator of its intent to participate in the planning and process for selecting programs to contract for available child care funds within the county.</p> <p>Stat. Auth.: ORS 329657A Stat. Implemented: ORS 329657A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0090</p>	
414-150-0100 Area Planning and Provider Selection Process <p>(1) It is the intent of the Department that comprehensive child care planning for targeted populations be conducted through existing local planning processes. The Department encourages county CCCFs to coordinate and facilitate plan development for the Contracted Child Care Program.</p> <p>(2) In planning for child care services for targeted populations the following guidelines are established by</p>	414-150-0100 Area Planning and Provider Selection Process <p>(1) It is the intent of the Department that comprehensive child care planning for targeted populations be conducted through existing local planning processes. The Department encourages county CCCFs to coordinate and facilitate plan development for the Contracted Child Care Program.</p> <p>(2) In planning for child care services for targeted populations the following guidelines are established by</p>	

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<p>the Department to assist local CCCFs in formulating strategies that address child care needs in the area:</p> <p>(a) A work group shall be convened by CCCF to achieve the widest possible coordination with ongoing child care activities in the county. The work group should be selected from the following interests with effort made to insure that a member represents only one area:</p> <p>(A) Adult and Family Services Division;</p> <p>(B) Local Schools (staff or school board);</p> <p>(C) JOBS Program Contractor;</p> <p>(D) Child Care Provider;</p> <p>(E) A&D Provider;</p> <p>(F) Mental Health;</p> <p>(G) Child Care Resource and Referral;</p> <p>(H) Teen Parent Service Providers (school-based and community-based programs);</p> <p>(I) Health Division;</p> <p>(J) Local A&D Advisory Committee;</p> <p>(K) Consumer.</p> <p>(b) In areas where comparable work groups or planning committees on child care already exist, CCCFs are encouraged to use locally established processes to meet standards of this guideline;</p> <p>(c) The CCCF will be expected to evaluate the status of child care in the area and recommend goals for service improvements. Planning statements should be developed that address the following elements:</p> <p>(A) Description of the present condition of services within the county for the targeted populations;</p> <p>(B) Identification of the optimal availability and condition of child care for the targeted populations in future years;</p> <p>(C) A two-year Action Plan setting forth the direction the community wishes to take in achieving goals listed in the optimum statement; more specifically:</p> <p>(i) A method for using available contracted child care slots including program identification;</p> <p>(ii) Recommended options and steps for plan implementation; and</p> <p>(iii) Delineation of responsibilities for carrying out the</p>	<p>the Department to assist local CCCFs in formulating strategies that address child care needs in the area:</p> <p>(a) A work group shall be convened by CCCF to achieve the widest possible coordination with ongoing child care activities in the county. The work group should be selected from the following interests with effort made to insure that a member represents only one area:</p> <p>Adult and Family Services Division;</p> <p>(A) Local Schools (staff or school board);</p> <p>(B) JOBS Program Contractor;</p> <p>(C) Child Care Provider;</p> <p>(D) A&D Provider;</p> <p>(E) Mental Health;</p> <p>(F) Child Care Resource and Referral;</p> <p>(G) Teen Parent Service Providers (school-based and community-based programs);</p> <p>(H) Health Division;</p> <p>(I) Local A&D Advisory Committee;</p> <p>(J) Consumer.</p> <p>(b) In areas where comparable work groups or planning committees on child care already exist, CCCFs are encouraged to use locally established processes to meet standards of this guideline;</p> <p>(c) The CCCF will be expected to evaluate the status of child care in the area and recommend goals for service improvements. Planning statements should be developed that address the following elements:</p> <p>(A) Description of the present condition of services within the county for the targeted populations;</p> <p>(B) Identification of the optimal availability and condition of child care for the targeted populations in future years;</p> <p>(C) A two-year Action Plan setting forth the direction the community wishes to take in achieving goals listed in the optimum statement; more specifically:</p> <p>(i) A method for using available contracted child care slots including program identification;</p> <p>(ii) Recommended options and steps for plan implementation; and</p> <p>(iii) Delineation of responsibilities for carrying out the planning goals.</p>	

Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
<p>planning goals.</p> <p>(d) The CCCF must review all recommendations received from the work group and submit to the Department's Child Care Division the approved planning statements and recommendations for community-based teen parent and A&D treatment programs. CCCFs are encouraged to integrate the adopted planning statements into local Comprehensive Plans.</p> <p>(3) In the process of selecting programs or contracted services, CCCF and Department shall follow acceptable procurement practices and comply with state and federal contracting requirements. The principal processes to be followed for equal treatment and full and open competition requirements are described in 45 CFR Part 74, the Federal Acquisition Regulations (FAR), Part 6, and ORS Chapter 279. All documentation concerning the program selection process shall be maintained by the CCCF for a period of at least three years or until 90 days after all pending matters are closed, whichever is later, and made available to the Department's Child Care Division upon request.</p> <p>(4) The Department Child Care Division shall have final responsibility for developing a contract with recommended programs as outlined in OAR 414-150-0120.</p> <p>[Publications: The publications(s) referred to or incorporated by reference in this rule are available from the agency.]</p> <p>Stat. Auth.: ORS 657A Stat. Implemented: ORS 657A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0100</p>	<p>(d) The CCCF must review all recommendations received from the work group and submit to the Department's Child Care Division the approved planning statements and recommendations for community-based teen parent and A&D treatment programs. CCCFs are encouraged to integrate the adopted planning statements into local Comprehensive Plans.</p> <p>(3) In the process of selecting programs or contracted services, CCCF and Department shall follow acceptable procurement practices and comply with state and federal contracting requirements. The principal processes to be followed for equal treatment and full and open competition requirements are described in 45 CFR Part 74, the Federal Acquisition Regulations (FAR), Part 6, and ORS Chapter 279. All documentation concerning the program selection process shall be maintained by the CCCF for a period of at least three years or until 90 days after all pending matters are closed, whichever is later, and made available to the Department's Child Care Division upon request.</p> <p>(4) The Early Learning Division/Department Child Care Division shall have final responsibility for developing a contract with recommended programs as outlined in OAR 414-150-0120.</p> <p>[Publications: The publications(s) referred to or incorporated by reference in this rule are available from the agency.]</p> <p>Stat. Auth.: ORS 329657A Stat. Implemented: ORS 329657A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0100</p>	
<p>414-150-0110 Application for Services (1) Families that qualify under targeted populations criteria and eligibility standards of this rule shall make application for child care services directly through a</p>	<p>414-150-0110 Application for Services (1) Families that qualify under <u>Special</u>targeted <u>P</u>populations criteria and eligibility standards of this rule shall make application for child care services directly</p>	

Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
<p>contracting program. Application must be made on Child Care Division approved form and signed by both parent and program. In completing application, the parent shall be required to declare information on:</p> <p>(a) Parents and dependent members of the household;</p> <p>(b) Place of residence;</p> <p>(c) Employment status of parents;</p> <p>(d) Participation in job training, substance abuse treatment, or enrollment in school programs; and</p> <p>(e) Parent income.</p> <p>(2) The Administrator shall send notification regarding contracted programs to CCR&R agencies located throughout the state. Parents seeking assistance may contact local resource and referral agencies for information on programs having a service contract for child care.</p> <p>(3) Child care slots for targeted populations are limited in all regions of the state, and shall, therefore, be assigned to parents on a first-come, first-served basis. The parent signature date on the application form will be used as the basis for determining priority of access to service.</p> <p>(4) Eligibility for continuing child care services shall be subject to redetermination by the program at the end of every six-month service period. Parents are responsible for notifying the program whenever a change of circumstance occurs that may affect their eligibility status.</p> <p>Stat. Auth.: ORS 657A Stats. Implemented: ORS 657A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0110</p>	<p>through a contracting program. Application must be made on an Office of Child Care Division<u>Early Learning Division</u> approved form and signed by both <u>applying</u> parent and program <u>staff</u>. In completing application, the parent shall be required to declare <u>and provide verification as required</u> information on:</p> <p><u>(a)</u> Parents and dependent members of the household;</p> <p>(a)(b) <u>U.S. Citizenship or immigration status of children who are to receive subsidized child care;</u></p> <p>(b)(c) <u>Place of residence;</u></p> <p>(c)(d) <u>Employment status of parents;</u></p> <p>(d)(e) <u>Participation in job training, substance abuse treatment, or enrollment in school programs; and</u></p> <p>(e)(f) <u>Parent income.</u></p> <p>(2) The Administrator shall send notification regarding contracted programs to CCR&R agencies located throughout the state. Parents seeking assistance may contact local resource and referral agencies for information on programs having a <u>child care services</u> contract for child care.</p> <p>(3) Child care slots availability <u>for targeted Special</u> populations <u>is</u>are limited in all regions of the state, and shall, therefore, be assigned to parents on a first-come, first-served basis. The parent signature date on the application form will be used as the basis for determining priority of access to services.</p> <p><u>(4)</u> Eligibility for continuing child care services shall be subject to redetermination by the program:</p> <p><u>(a)</u> at the end of every <u>12</u>six-month service period;</p> <p><u>or</u></p> <p><u>(b) whenever a change of circumstance occurs that may affect a parent's eligibility status. Parents are responsible for notifying the program of such changes; or</u></p> <p>(c) at the beginning of each school year for teen parent participants.<u>period of time. Parents are responsible for notifying the program whenever a change of circumstance occurs that may affect their eligibility status.</u></p> <p>Stat. Auth.: ORS 3296<u>57</u>A</p>	<p></p>

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Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
	Stats. Implemented: ORS 329657 A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0110	
<p>414-150-0120 Service Standards</p> <p>(1) Prior to accepting a child for care under these rules, the program shall sign a contract with the Department's Child Care Division. The contract shall include, but is not limited to, the following provisions:</p> <ul style="list-style-type: none"> (a) Term of the contract; (b) Description of services; (c) Facility and service standards; (d) Program responsibilities (e) Payment for services; and (f) Compliance with appropriate state and federal regulations. <p>(2) A program or a provider certified by Child Care Division (CCD) for operation of a child care center shall be in compliance with the standards defined in OAR 414-300-0000 through 414-300-0410.</p> <p>(3) A program or provider certified by CCD for operation of a certified family child care home shall be in compliance with the standards defined in OAR 414-350-0000 through 414-300-0400.</p> <p>(4) A registered family child care provider shall be registered with CCD and meet requirements of OAR 414-205-0000 through 414-205-0170.</p> <p>(5) If a program or a provider is operating a child care facility that is specifically excluded by Oregon law from state certification requirements under ORS 657A.250 – 657A.290, the standards for service shall be defined by the Department's Child Care Division in agreement. The CCD may require information regarding the status of certification. The Department will require a criminal record check of all providers and caregivers through the Oregon State Police Law Enforcement Data System per ORS 181.537.</p> <p>Stat. Auth.: ORS 657A State Implemented: ORS 657A.010</p>	<p>414-150-0120 Service Standards</p> <p>(1) Prior to accepting a child for care under these rules, the program shall sign a contract with the <u>Early Learning Department's Child Care</u> Division. The contract shall include, but is not limited to, the following provisions:</p> <ul style="list-style-type: none"> (a) Term of the contract; (b) Description of services; (c) Facility and service standards; (d) Program responsibilities; (e) Payment for services; and (f) Compliance with appropriate state and federal regulations. <p>(2) A program or a provider certified by <u>the Office of</u> Child Care Division (CCD) for operation of a child care center shall be in compliance with the standards defined in OAR 414-300-0000 through 414-300-0410.</p> <p>(3) A program or provider certified by <u>the Office of</u> Child Care-CCD for operation of a certified family child care home shall be in compliance with the standards defined in OAR 414-350-0000 through 414-300<u>350</u>-0400.</p> <p>(4) A registered family child care provider <u>registered</u> shall be registered with the Office of Child Care-CCD <u>shall and be in compliance with the standards defined in</u> meet requirements of OAR 414-205-0000 through 414-205-0170.</p> <p>(5) If a program or a provider is operating a child care facility that is specifically excluded by Oregon law from state certification <u>or registration</u> requirements under ORS 329657A.250 – 329657A.290, the standards for service shall be defined by the <u>Department's Office of</u> Child Care Division in the contract agreement. The <u>Office of</u> Child Care-CCD may require information regarding the status of certification <u>or registration</u>. The Department will <u>requires</u> a criminal record check <u>and enrollment</u> of all providers and caregivers <u>in the through the Oregon State</u></p>	

Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
<p>Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0120; CCD 6-2003, f. 12-23-03, cert. ef. 12-28-03</p>	<p>Police Law Enforcement Data System per ORS 184.537 <u>Office of Child Care, Central Background Registry.</u></p> <p>Stat. Auth.: ORS 329.657329.657A State Implemented: ORS 329.657329.657A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0120; CCD 6-2003, f. 12-23-03, cert. ef. 12-28-03</p>	
<p>414-150-0130 Payment for Services (1) The CCD shall establish payment rates allowable for the Contracted Child Care Program, and make this information available to the public on request. (2) Payment for contracted child care shall be made directly to the program by the Department after services for the month have been rendered. Forward funding, not to exceed ten percent of the total contract amount, may be allowed at the discretion of the CCD. (3) To receive payment, the program shall submit an invoice to the Department on a CCD approved form. (4) The rate of payment to the program shall be state in the agreement. (5) The program shall be responsible for collection of any copayments from the parent. Copayment will be determined from the AFS Employment Related Day Care Copayment Standard established in OAR 461-155-0150. Families having income below Oregon's poverty level, based on published U.S. Department of Health and Human Services (HHS) information, shall be exempt from the copayment standard.</p> <p>Stat. Auth.: ORS 657A Stat. Implemented: ORS 657A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0130</p>	<p>414-150-0130 Payment for Services (1) <u>The maximum rates the Early Learning Division (ELD) pays for the Office of Child Care</u>CCD shall establish payment rates allowable for the Contracted Special Populations Child Care Services Program, and make this information available to the public on request. <u>are determined by the most recent Department of Human Services (DHS) market price survey and shall be stated in the contract.</u> (2) Payment for contracted child care <u>services</u> shall be made <u>by the Department</u> directly to the program by the Department on behalf of the client after services for the month have been rendered. Forward funding, not to exceed ten percent of the total contract amount, may be allowed at the discretion of the CCD. (3) To receive payment, the program shall submit an invoice to the Department on an Office of Child Care CCD approved form <u>a form approved by the Early Learning Division ELD.</u> (4) The rate of payment to the program shall be stated in the contract agreement. (4) The program shall be responsible for collection of any copayments from the parent. Copayment will be determined from the <u>Department of Human Services, AFS</u> Employment Related Day Care Copayment Standard established in OAR 461-155-0150. Families having income below Oregon's poverty level, based on published U.S. Department of Health and Human Services (HHS) information, shall be exempt from the copayment standard.</p>	

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Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
	<p>Stat. Auth.: ORS 329657A Stat. Implemented: ORS 329657A.010 Hist.: HR 7-1992 (Temp), f.2-27-92, cert. ef. 3-1-92; HR 26-1992, f. & cert. ef. 8-27-92; CCD 1-1994, f & cert. ef. 1-12-94; Renumbered from 410-100-0130</p>	
	<p>414-150-xxxx <u>Limits on Disclosure</u> (1) No employee or volunteer of the ELD, or other agency, may disclose information about clients except as stated in OAR 412-001-0100 through 412-001-0170, or at the direction of a court of competent jurisdiction, or upon advice of the Attorney General. (2) The ELD may disclose information in order to administer its programs and provide services when it is in the best interest of the applicant's family, unless specifically forbidden by statutes, these rules or by court order. Reasons for disclosure include, but are not limited to, providing information to: A social service agency, or service provider for the purpose of arranging appropriate child care services for the applicant's family.</p> <p>Stat. Auth: ORS 657A Stat. Implemented: ORS 657A.010 Hist.: CCD 1-1994, f. & cert. ef. 1-14-94</p>	
	<p>414-150-xxxx <u>Exception</u> (1) Specific exception to any section of these rules may be granted for good and just cause by the Early Learning Division. (2) The exception must be requested in writing to the Early Learning Division and show how</p>	

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Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
	<u>the intent of the rule(s) will be met. All exceptions will remain on file.</u> <u>(3) No exception will be granted which may jeopardize the health, safety, and well-being of any child in care.</u> <u>(4) The granting of an exception shall not constitute a precedent for any other care provider or client family.</u>	
	<u>414-150-xxxx</u> <u>Parent Complaints</u> <u>(1) All Contractors for the Special Populations child care services program shall establish a process through which families may present a grievance or complaint regarding child care services.</u> <u>(2) Records of all complaints shall be maintained and the ELD must be notified in writing of all grievance and complaints within ten (10) working days of receipt.</u>	
	<u>414-150-XXXX</u> <u>Mandatory Reporter.</u> <u>As required by Oregon Revised Statutes (ORS) 419B.005 through 419B.050, Contractor must immediately inform either the local office of the Department of Human Services (DHS) or a law enforcement agency when they have reasonable cause to believe any child with whom the Contractor comes in contact has suffered abuse, or any person with whom the Contractor comes in contact has abused a child. Oregon Law recognizes child abuse to be physical injury; neglect or maltreatment; sexual abuse and sexual exploitation; threat of harm; mental</u>	

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Current OAR 414-150-0050 to 414-150-0130	Proposed Changes	Comments
	<u>injury; and child selling. Report must be made immediately upon awareness of the incident.</u>	

Board Action Summary

AGENDA ITEM: Home Visiting Budget Note

Summary of Recommended Board Action

ACTION: Discussion Only – *Information provided on status and next steps of Budget Note work group.*

ISSUE:

The ELC commissioned and charged the Best Beginnings Committee to advise ELC on the issues, challenges, successes, and priorities related to serving at-risk families who are pregnant and/ or have children aged three or under. Priority areas include:

- Increasing access to home-based services
- Identifying state level policy changes that support family well-being and stability
- Increasing focus on critical aspects of development and attachment for children aged 0-3 and their families
- Finalizing and implementing a statewide screening tool and assessment protocol for family risk factors
- Developing best practice referral pathway for 0-3 services statewide

During the 15-17 session, HB 5507 included a budget note that directed the Early Learning Division and Oregon Health Authority to develop a set of recommendations for developing shared outcome metrics, an integrated professional development system, and a common screening tool. Given the scope of this work and its connection to the charge of the Best Beginnings workgroup, the ELC charged Best Beginnings with the task of working to develop the recommendations specified in the budget note, within the required time frame.

Today's presentation is a progress update on work to-date in meeting the budget note.

BACKGROUND:

The Best Beginnings Committee is responsible for developing a set of recommendations, as directed in HB 5507:

Given the expanded Healthy Families Oregon home visiting funding added to the Early Learning Division's budget, the Early Learning Division and the Oregon Health Authority are instructed to:

- *Develop a set of outcome metrics connected to evidence of impact for consideration by the Early Learning Council and the Oregon Health Policy Board that any home*

based service that receives state dollars must meet in order to continue to receive state funds, effective July 1, 2016;

- *Develop a plan and timeline for integrating the state's professional development system for early learning providers with the emerging professional development system for home visitors; and*
- *Develop a common program agnostic screening tool to identify potential parent/child risk factors and intake form for families who are eligible for home visiting services and require implementation by state funded home visiting programs by July 1, 2016.*

The Early Learning Division and the Oregon Health Authority shall report on progress to the appropriate legislative committee.

ACTION PRECEEDING RECOMMENDED BOARD ADOPTION:

- September 29th: first Best Beginnings Committee Meeting. Decision made to convene a small workgroup to work towards developing recommendations in response to the home visiting Budget Note.
- October 13th: Budget Note Workgroup held first meeting to discuss professional development component.
- October 20th: Budget Note Workgroup met to discuss data, metrics and outcomes.
- October 28th: Budget Note Workgroup met to discuss work to date on universal/ common screening tools.
- October 20th- November 2nd: Budget Note recommendations drafted and PowerPoint developed with the goal of presenting to the ELC in November and the OHPB in January. Final approval for the recommendations will occur at the joint ELC/OHPB meeting in February 2016.

BOARD MEMBER PRESENTING REPORT FOR ADOPTION:

Martha Brooks, Best Beginnings Committee Chair

CONTACT: Nakeshia Knight-Coyle, Director of Early Learning Programs, ELD
Erin Deahn, Healthy Families Oregon Statewide Coordinator, ELD

Consent Agenda Items

A motion to adopt the Consent Agenda serves as adoption of the Healthy Families Oregon Recommendations, Committee Reports and ELC Meeting Minutes.

- Healthy Families Oregon Recommendations
- Committee Reports
 - Best Beginnings Committee Membership Recommendation
 - Child Care & Education Committee Membership Recommendation
- ELC September Retreat Meeting Minutes

Board Action Summary

AGENDA ITEM

Summary of Recommended Board Action

ACTION: *Approve (round 3) recommendations for Health Families Oregon contracts.*

ISSUE:

The Early learning Division inherited a number of programs, including Healthy Families Oregon, without consistent or accountable contracts, or alignment to the new service delivery areas established by the state's Early Learning Hubs. Additionally the Healthy Families Oregon program has not been competitively bid since its initial creation. As a result, ELD, under the leadership of the ELC, embarked upon a competitive Request for Proposal process to align HFO service delivery areas with Early Learning Hubs and to strengthen contracts and accountability with service providers. This is the first of a series of program re-bids and adjustments the Council and the Division must complete to more fully align programs with the local early learning systems developing with the Early Learning Hubs.

BACKGROUND:

Healthy Families Oregon (HFO), previously known as Healthy Start, began in Oregon in 1993 as a "pilot project" created from the like named program in Hawaii. Now, in 2015, HFO is an accredited multi-site state system with Healthy Families America (HFA) and Oregon's largest child abuse prevention program. Participation in HFO is a voluntary and free family support and parent education home visiting program. HFO focuses on strengthening the parent-child relationship to assure healthy child growth and development. Home visitors support parents in cultivating and strengthening a nurturing, positive relationship with their baby at each visit. Parents receive information on topics like parent child attachment, child development, infant care, keeping their baby healthy, as well as learning what other resources are available in their communities to support new families. Many families are eligible for home visits with a trained home visitor, who coach them as they build their skills as parents and help their baby be safe, healthy and learn.

In 2013-2014, the program provided information and referral services to almost 8,000 Oregon families, and intensive home visiting to almost 2,500 of our most vulnerable families. Healthy Families has shown that it works to reduce child maltreatment and increase children's readiness for school.

The annual HFO Status Report, produced by NPC Research shows the numerous impactful outcomes that this program has. A few of these include:

- 93% of Healthy Families parents report reading to their baby at least 3 times per week
- 93% of parents also report experiencing positive parent-child interactions
- 98% of children in HFO are connected to a primary care provider.

The HFO 2013-2014 Maltreatment report, which has not officially been released yet, shows that the rate of abuse and neglect among families receiving support from HFO is 11 per 1,000 children. While families receiving no support from HFO is 20 per 1,000. Research shows that children raised in nurturing environments, free of abuse and neglect, will be more successful in school, have better health outcomes, better overall well-being, and later life successes!

On March 17, 2014, former HFO Statewide Coordinator Lisa Sutter submitted the HFO Operational Proposal to the Early Learning System Director and her leadership team. The proposal outlined needed HFO system refinements to improve quality and efficiencies. Among others, this proposal included:

1. Regionalization of programs
2. Improved funding allocation methodology; and
3. Subcontracting improvements

This proposal was approved by the Early Learning Division Leadership and planning for this RFP process began in October 2014. The RFP was released in March 2015 and was open for 74 days. Early Learning Division staff conducted 6 bidder's conferences along with posting weekly (8) question and answer documents on the Early Learning Council web site and ORPIN, the state procurement web site, along with weekly emails to applicants with answers to questions. See below for more details:

Applicants were asked to submit proposals addressing questions under the following key topics :

1. Organizational Management
2. Experience Providing Similar Services
3. Implementation of Services and Transition Planning
4. Coordination and Networking with other Service Providers
5. Equity
6. Accountability to Outcomes
7. Cost Proposal/ Budget

ACTION PROCEEDING RECOMMENDED BOARD ADOPTION:

- March 3, 2015: HFO Competitive Request for Proposal #1, released
 - Between March 3 – May 15th, ELD/DAS hosted 6 Webinar Q&A Sessions
 - Between March 3 – May 15th, ELD/DAS released 8 Q&A documents, posted both to ORPIN and the Healthy Families Oregon/RFP webpage
- May 15, 2015: HFO Competitive Request for Proposal #1, closed
- Proposals were disqualified in 3 Service Delivery Areas (SDA) due to not completing minimum qualifications for the application.
- June 1, 2015 RFP #2 was released for these SDAs only
- ELD/DAS hosted 1 Q & A Conference Call
- June 11, 2015 RFP #2 closed
- June 10, 2015: RFP #1 Review Team Meetings to discuss proposal scores
- June 23, 2015: RFP #2 Review Team Meetings to discuss proposal scores
- June 25, 2015: Executive Committee, reviewed scores and comments from review team and developed final recommendation for RFP #1 proposals
- July 7, 2015: Executive Committee, reviewed scores and comments from review team and developed final recommendation for RFP #2 proposals
- July 23, 2015: Martha Brooks (ELC member) and ELD staff presented HFO RFP Award recommendations to ELC. These recommendations were approved.
- After a 7 day protest period (required by DAS procurement) from the first award announcement, instructions were given to all proposers in “competitive range” regarding what additional information they needed to submit to the Executive Review Committee. This additional information was due 8/17.
- August 24, 2015: Executive Review Committee met to review scores and make final award recommendations.
- September 24th: ELC approved recommendations presented (this approval left 2 proposers in competitive range and 2 SDAs that would require to have competitive RFPs re-released).
- November 3, 2015 – Competitive Range Interviews (recommendations below) with the 2 proposers for the SDAs that were not awarded in “round 2”
- October 9, 2015 – RFP for SDA (Deschutes, Jefferson & Crook counties) was released.
- October 12, 2015 – DAS/ELD hosted 1 webinar/bidders conference
- November 3, 2015 – Round 1, Competitive Range interviews for Wallowa/Baker/Malhuer and Coos/Curry Service Delivery Areas.
- November 4, 2015 – RFP (Deschutes, Jefferson & Crook) Closed
- November 10, 2015 – Review Committee met and reviewed scores (of RFP).
- November 16, 2015 – Executive Review Committee met (see recommendation below)

BOARD MEMBER PRESENTING REPORT FOR ADOPTION: Martha Brooks

CONTACT: Nakeshia Knight-Coyle, ELD, Director of Early Learning Programs
Erin Deahn, ELD, Healthy Families Oregon, Statewide Coordinator
Kim Hankins, ELD, State Procurement Analyst

Round 3 – HFO RFP Award Recommendations:

Review Process/Criteria:

1. All proposal scores were given a color or Red, Yellow or Green (stop light analysis)
 1. Red – Proposal's total score was less than 60% (proposal score vs. total possible score)
 2. Yellow – Proposal's total score was between 60.0% and 75.9%
 3. Green – Proposal's total score was between 76.0% and 100%

The following Criteria has been used during previous HFO reviews, whether there was a sole proposer for an SDA or a clear winner the following recommendations were made based on proposer's score:

1. Red – No Award – Re-RFP for this SDA
2. Yellow – Move to Competitive Range, asking for additional information
3. Green – Intent to Award, but can ask for clarifying information during contract negotiation meetings.

Even though WEBCO's score was 0.2% below the previous cut-off criteria for award, the review committee felt that moving this proposer into Competitive Range, rather than Intent to Award, would not be in the best interest of these communities nor benefit the overall process.

Intent To Award: *Award dependent on successful contract negotiations*

Two proposals were received for this RFP. The award committee recommends award of one 9-month contract (January 1, 2016 – September 30, 2016) to The Wellness and Education Board of Central Oregon (WEBCO), pending successful negotiations.

The negotiation team will focus on specific outcomes and program improvements to be met within those 9 months. Those negotiated terms will be written into WEBCO Contract with the expectation WEBCO will present program improvements to the Executive Review committee in July 2016. If approved, ELD will then extend the contract for services for the final year of the biennium.

Competitive Range: *Requesting supplemental information*

No proposals are currently in competitive range.

Early Learning Council Best Beginnings Committee Report:

November 19, 2015

Committee Charge:

Advise the Early Learning Council on the issues, challenges, successes and priorities related to serving at risk families who are pregnant and/or have children age of 3 years old or under.

Committee Membership: Chair Martha Brooks, James Barta, Jessica Britt, Christy Cox, Donalda Dodson, Beth Green, Marguerite Kenagy, Theresa Martinez, Salam Noor, Janet Dougherty-Smith

Report:

The Best Beginnings Committee had their first meeting on October 29th in Wilsonville. The focus of this meeting was to get to know each other as committee members and frame up the charge and work of the Committee and expectations of Committee members.

Key Issues Discussed & Uncovered:

- Staged out the work of the budget note workgroup with quick turnaround and short time frame; three meetings planned: (1) explore existing work and best practices in developing professional development systems; (2) explore existing outcome metrics used across different systems; and (3) explore existing work and efforts to develop a common screening tool.
- Discussed workgroup assignments: budget note and HFO advisory and accreditation workgroups
- Work group assignments were made.
- Healthy Families Oregon (HFO) RFP Process is almost complete with 4 service delivery areas remaining to be completed.

Upcoming Key Decisions:

Home Visiting Budget Note recommendations – February 2016

Final HFO contracts completed – February 2016

Committee vacancies:

Two recommendations are being made to the ELC for Best Beginnings membership.

- *Lindsey Manfrin, Public Health Manager, Yamhill County Public Health.* Lindsey will be filling the Health opening on the committee.
- *Elena Rivera, Health Policy and Program Advisor, Children's Institute.* Elena will be filling the second Advocate opening on the committee.

Staffed by:

Nakeshia Knight-Coyle, Program & Cross-Systems Integration Director, ELD

Erin Deahn, Healthy Families Oregon Statewide Coordinator, ELD

EARLY LEARNING COUNCIL

Kate Brown, Governor



Early Learning Council Child Care and Education Committee Report:

November 19, 2015

Committee Charge: The Child Care and Education Committee (CCEC) is chartered to advise the Early Learning Council (ELC) on the issues, challenges, successes and priorities related to affordable, quality child care and early education programs in Oregon, to provide outreach and act as a liaison between citizens and the ELC through community forums and surveys to engage parents, early care and education providers and union representatives and to prioritize outcome based policies for child care and early education issues related to quality, affordability and system coordination.

Committee Membership:

Bobbie Weber, Chair; Michelle Gury; Jodi Blackman; Sabrina Escobedo; Kamala Wymore; Leslee Barnes; Zeenia Junkeer; Rob Saxton; Harriet Adair

Report:

The CCEC serves as the Early Learning Council's rule advisory committee for all rules related to early learning and development programs in Oregon under its authority. The CCEC has developed two workgroups to overview rules that govern child care settings and rules that govern programs funded by the state's Early Learning Division. Committee members have self-identified which workgroup to serve on and will begin by grounding themselves in the information and purpose of programs in November.

Key Issues Discussed & Uncovered:

The CCEC reviewed and revised Oregon Administrative Rules for the Teen Parent and Alcohol and Drug Treatment child care programs, which are two of four Special Populations programs under administration of the Early Learning Division, Office of Child Care. The revisions do not meet two principles of the framework adopted by the Early Learning Council: principle 7 regarding to consistency since these rules are not reviewed within the context of other related rules; and principle 6 regarding obtaining parent input. The CCEC recommends to move forward with the proposed revisions and to include the special population rules when reviewed with the Preschool Promise workgroup.

Upcoming Key Decisions:

The CCEC will overview a summary of the Child Care and Development Fund (CCDF) state plan that will include activities, initiatives and changes identified in the plan. The CCEC will offer input and recommendations to the Early Learning Council regarding the state plan.

Committee Vacancies:

One recommendation is being made to the ELC for Child Care and Education Committee Membership:

- *Jesus Arizmendi, Parent.* Jesus is being recommended to fill the parent vacancy on the committee.

Staffed by: Kim Parker, Director of Business Operations and Heidi McGowan, Consultant.



Early Learning Council Equity Implementation Committee

Report: November 19, 2015

Committee Charge:

The Equity Implementation Committee is chartered to educate the Early Learning Council (ELC) on the issues, challenges, successes and priorities related to implementing the [equity recommendations](#) adopted by the Council on March 18, 2015. They are chartered to create an evidence-based, data driven plan relating to aligning early learning policy and practice with the equity lens, with a focus on culturally responsive practice, operating systems and data/resource allocation. The committee will assist the ELC in understanding equity issues from a data standpoint to help the ELC:

1. Actualize this information in setting policy for the early learning system.
2. Celebrate diversity.

Committee Membership:

Marlene Yesquen, Interim Chair; Lennie Bjornsen; Nicole Briggs; Cade Burnette; Carmen Ellis; Sadie Feibel Holmes; Joyce Harris; Rashelle Hibbard; Richard Hines Norwood; Charles McGee; Erin Moore; Francisca Perez; Eva Rippeteau; Lynne Saxton

Report:

The Equity Implementation Committee met on Tuesday, November 3rd. A quorum was not present, so no formal action was taken. However, present Committee members discussed the urgency of this work and the need to move ahead.

Key Issues Discussed & Uncovered:

The Committee reviewed their committee bylaws and the ELC Equity Subcommittee Report. Though they weren't able to take a formal vote, the Committee reviewed and validated the Equity Breakthrough Work Plans. Specifically, Committee members identified possible benchmarks for work and future indicators for success.

Upcoming Key Decisions:

None at this time

Staffed by:

Lillian Green, Equity Director, ELC

Karol Collymore, Public Affairs Director, ELD



Early Learning Council September Retreat

September 23-24, 2015

McMenamins Edgefield

September 23, 2015 – Building Internal Relationships

1. ¿Quienes Somos? - What. So what. Now what

- Recognize how fast we are.
- Found similarities moving.
- Find deeper connections, go beyond the 10%.
- Dialogue vs monologue
- No time to formulate perceptions
- Authentic conversation
- Surprises- Refreshing
- People can grow together

2. Cultural Bag - What. So what. Now what.

- Many things interrelated.
- Uniqueness is shared.
- A chance to focus on things not explored—Shape us.
- Raises consciousness- explore/examine.
- Contradict assumptions.

3. Organizational Culture

- Not enough time to get to heart of work.
- Who changes agenda
- Changing organization
- Norms
- Expectations
- Beliefs
- Attitudes
- Characteristics
- Shared experiences
- What do. Accomplish
- Mission statement
- Policies
- Practices
- Hire/Fire
- Innovation
- Boss
- Promotions
- Investment in organization.
- Trusting others to provide info/work.
- Shared knowledge of a few heavily involved in the work- smaller group(6).
- New ways of communication
- How are decisions made?
- What is staff vs Policy
- My job/ your job
- Advisory vs policy- authority
- Agreements/ commitments
- Set proactive timelines
- Helping create environments where others can be successful.
- Dissatisfaction with how council is working currently.
- Individual engagement varies
- Helping to manage evolution.
- Getting material ahead of time.
- Sometimes “what” can decide “how” we have no control of – Legislative timelines.
- Committees meeting every other month.
- Council meets every other month
- Responsibility to “Hubs”.
- Build state system to build bridge to communities. Vision.

A. Type of conversation- honest/ respectful.

B. How I decide to show up in group forming

4. Next Steps

- Re-examine 5yr rolling strategic plan.
- Figure way to hear family/ community voice- prioritize it.
- Confirm shared vision.
- Make connection of council/ staff and structures to achieve shared vision- what are the “Bridges”.
- As building plane changes- “need level of internal trust- deal with outside time- limits- what can be slowed down? “Advance on our own”
- Smaller committee work. Trust the work.
- Begin to shape 2017 agenda and governor’s budget.
- Continuing diversity conversation (without or with observers).

September 24, 2015 – Strategic Planning & Council Business

Welcome & Framing

Chair Pam Curtis recapped the September 23rd retreat activities and reviewed the upcoming agenda for the day. Alyssa Chatterjee, Early Learning Council Administrator, briefly reviewed the Policy & Procedures Manual.

Working Sessions: Committee Focus Areas

Council Members broke up according to the standing committee they serve on. ELD Staff led each group through the relevant portions of the Early Learning Council Strategic Plan to ensure the Council is on track and tackling the appropriate bodies of work.

Strategic Planning

Council Members reconvened to share the feedback and next steps identified by each committee.

Governor’s Vision

Lindsey Capps, Education Policy Advisory to Governor Brown, joined the Council to answer questions and share the Governor’s vision and goals looking ahead.

While balancing the number of implementation projects:

- Cradle to career – including pathways to college
 - Bringing multiple services and supports through Hubs and home visiting
- EI/ECSE strategies
- OEIB – how to implement the equity work with agency collaboration and engagement
 - Opportunities & accessibility

Council Business Meeting (3:30-5:00pm)

I. Board Welcome and Roll Call

Pam Curtis, Chair

Members Present: Pam Curtis, Harriet Adair, Martha Brooks, Janet Dougherty-Smith, Tim Freeman, Kali Thorne-Ladd, Eva Rippeteau, Teri Thalhofer, Jerry Waybrant, Bobbie Weber, Megan Irwin.

Excused: Charles McGee, Lynne Saxton, Marlene Yesquen, Salam Noor

II. Mixed-Delivery Preschool Funding Options

Eva Rippeteau, Mixed-Delivery Preschool Implementation Ad-hoc Advisory Committee Chair
David Mandell, Director of Policy & Research, ELD

Advisory Committee Chair Eva Rippeteau reviewed the funding options discussed by the Mixed-Delivery Preschool Ad-hoc Advisory Committee. Council members referred to the feedback of the committee before voting on a Request for Applications (RFA) option with a Hub Readiness Assessment component.

[Mixed-Delivery Preschool & ELC Decisions](#)

III. Healthy Families Oregon Recommendations

Martha Brooks, Best Beginnings Committee Chair
Nakeshia Knight-Coyle, Director of Programs & Cross Systems Integration, ELD
Erin Deahn, Healthy Families Oregon Statewide Coordinator, ELD

Best Beginnings Chair Martha Brooks reviewed the recommendations to move Healthy Families Oregon service delivery areas ahead for contracting.

[Healthy Families Oregon Recommendations](#)

IV. Consent Agenda

- a. Rules Principles & Child Care and Education Committee Membership
Bobbie Weber, Child Care and Education Committee Chair
- b. Policy Manual
Alyssa Chatterjee, Early Learning Council Administrator, ELD

[Consent Agenda Materials](#)

V. Public Testimony

No members of the public signed up to testify.

VI. Adjournment

The Early Learning Council adjourned at 5:02pm.