



Early Learning Council Meeting

June 25, 2014

Division of State Lands Building

State Lands Board Room

775 Summer St NE, Salem, OR 97301

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Early Literacy Grant Rules

Kindergarten Partnership & Innovation Fund Rules

Early Learning Hub Rules



Early Learning Council

Wednesday, June 25, 2014

Division of State Lands, State Lands Board Room

775 Summer St NE

Salem, OR 97301

Video Streaming [HERE](#)

Members of the public wanting to give public testimony must sign in.

There will only be one speaker from each group.

Each individual spokesperson will have 2 minutes.

Members of the public may provide testimony electronically to EarlyLearning.OEIB@state.or.us

PAM CURTIS
ELC Chair

HARRIET ADAIR

VIKKI BISHOP

JANET
DOUGHERTY- SMITH

DANA HARGUNANI

CHARLES McGEE

EVA RIPPETEAU

CHRISTA RUDE

LYNNE SAXTON

NORM SMITH

TERI THALHOFER

JIM TIERNEY

ROBERTA WEBER

KIM WILLIAMS

DICK WITHNELL

MARLENE YESQUEN

ROB SAXTON

JADA RUPLEY
Early Learning
System Director

AGENDA

1. Board Welcome and Roll Call

2. Approval of Minutes from May Council Meeting

Action Item

3. Council Member Updates

All Council Members

4. OEIB Subcommittee Updates

Outcomes and Investments – Dick Withnell, Pam Curtis

Best Practices and Student Transitions – Lynne Saxton, Kim Williams

Equity and Partnerships – Janet Dougherty-Smith, Harriet Adair

5. Early Learning Council Workgroups

Equity Subcommittee – Marlene Yesquen

Early Learning Council/Oregon Health Policy Board Subcommittee – Dana Hargunani

6. Child Care & Education Workgroup Expanded Update

Bobbie Weber, Workgroup Chair

7. All Things Child Care

Kelli Walker, Director of Child Care Licensing and Subsidy

Lisa Harnisch, Transition Manager

Dawn Woods, Quality Improvement Manager

Rhonda Prodzinski, Child Care Program Manager, DHS

Paul Noski, Regional Program Manager, Office of Child Care Region X

Agda Burchard, Program Specialist, Office of Child Care Region X

Break & Working Lunch

The Council will break for lunch and join staff for a tour of the Early Learning Division.

8. Rules Update

Action Item

Strategic Initiatives Rules – Emily Nazarov, Executive Officer, Oregon Dept. of Education

Early Learning Hub Rules – Megan Irwin, Director of Policy and Programs

9. Early Learning Hub Award Team Recommendations

Action Item

Norm Smith, Early Learning Council Member

Duke Shepard, Policy Advisor, Office of Governor Kitzhaber

10. Professional Development Grant Review

Action Item

Bobbie Weber, Early Learning Council Member

Kim Williams, Early Learning Council Member

11. Lynne Angland Award

Bobbie Weber, Early Learning Council Member

12. Chair Report

Chair Pam Curtis

13. Director's Report

Jada Rupley, Early Learning System Director

14. Public Testimony

15. Adjournment

****Times are 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 Teresa Waite at 503-947-1891 or by email at Teresa.N.Waite@state.or.us. Requests for accommodation should be made at least 48 hours in advance. Testimony may be submitted electronically to EarlyLearning.OEIB@state.or.us.



EARLY LEARNING COUNCIL

May 22, 2014
InterMountain ESD
Lodgepole/Ponderosa Room
2001 SW Nye Av, Pendleton, OR 97801

ELC Members Present

Pam Curtis, Chair; Vikki Bishop; Janet Dougherty-Smith; Dana Hargunani; Eva Rippeteau; Christa Rude; Lynne Saxton; Norm Smith; Teri Thalsofer; Jim Tierney; Roberta Weber; Kim Williams; Rob Saxton

Members Attending by Phone

Marlene Yesquen – by phone
Dick Withnell – by phone

Members Excused;

Charles McGee

Staff/Other Participants

Jada Rupley, Early Learning System Director
Garrison Kurtz, Dovetailing
Lisa Harnisch, ELD Staff
Megan Irwin, ELD Staff
Brett Walker, ELD Staff
Teresa Waite, ELD Staff

[Joint Meeting Video](#)

[Joint Meeting Materials](#)

Joint Meeting with State Board of Education

1. Introduction

The meeting is called to order at 7:30am.

2. Developing Healthy Brains and Bodies in Tomorrow's Children

Dr. Kent Thornburg, OHSU

3. Full Day Kindergarten

Craig Hawkins, COSA
Jon Peterson, COSA

4. Kindergarten & Early Learning Suspension

Christa Rude, ELC
Cindy Hunt, ODE

It was recommended that the Early Learning Council and State Board of Education meet again to further discuss this topic and consider possible actions.

5. Public Testimony

None Given

Meeting Adjourned at 10:00 am

Break

[Council Video Pt 1](#)

[Council Video Pt 2](#)

[Council Meeting Materials](#)

[Kindergarten Partnership and Innovation Fund Award Team Recommendations](#)

Early Learning Council Meeting

1. Board Welcome and Roll Call

The meeting is called to order at 10:30 am

2. Early Learning Council Work

Equity Workgroup – Marlene Yesquen by phone

Early Learning Council/Oregon Health Policy Board Workgroup – Dana Hargunani

Child Care and Education Workgroup – Bobbie Weber

State Interagency Coordinating Council – Christa Rude

3. Approval of Minutes from March and April Council Meetings

Action Item

MOTION: Jim Tierney makes a motion to accept the minutes from March and April. Lynne Saxton seconds the motion. Motion passes unanimously with no objections.

4. Council Member Updates and Reflections on May 21 Visit and Presentation

5. OEIB Subcommittee Updates

Outcomes and Investments – Pam Curtis

Best Practices and Student Transitions - Lynne Saxton, Kim Williams

Equity and Partnerships – Janet Dougherty-Smith

6. Lynne Angland Award

Bobbie Weber, ELC

7. Head Start/QRIS Awards

Christa Rude, ELC

Break for Lunch Service

8. Early Learning Hubs Update

Megan Irwin, ELD

9. Rules Update and Approval

Action Item

Lisa Harnisch, ELD

MOTION: Lynne Saxton makes a motion to defer adoption of the Early Learning Hub Administrative Rules until the June meeting. Eva Rippeteau seconds the motion. Jada Rupley comments that the Early Learning Division will bring the rules through DOJ before the June meeting. Chair Curtis recommends the Rules are included in the agenda prior to awarding the next round of Early Learning Hubs. Motion passes unanimously with no objections.

MOTION: Norm Smith makes a motion to approve the Child Care Tax Credit and Migrant-Seasonal Farm Workers rules updates as presented. Lynne Saxton seconds the motion. Motion passes unanimously with no objections.

10. Master Strategy and Scorecard

Garrison Kurtz, Dovetailing LLC

MOTION: Lynne Saxton makes a motion to provisionally approve the Master Strategy and Scorecard with edits to follow. Jim Tierney seconds the motion. The Council engages in further discussion. The motion is not passed and is deferred to the September meeting/retreat. Motion is denied and Chair Curtis establishes that they will continue to work on this for September.

11. Kindergarten Partnership and Innovation Grant Award Recommendations

Action Item

Lynne Saxton, Award Team Chair

MOTION: Eva Rippeteau makes a motion to accept the recommendations for the Kindergarten Partnership and Innovation Grant Awards. Kim Williams seconds the motion. Motion passes unanimously with no objections.

12. Chair Update

Pam Curtis, Early Learning Council Chair

None Given

13. Director Update

Jada Rupley, Early Learning System Director

14. Public Testimony

None Given

Meeting Adjourned at 3:00pm

High Quality Affordable Child Care: A Definition

*A response to the Oregon Legislative Directive
(HB 4165, Section 417.728, 2012)
to
Define High Quality Child Care*



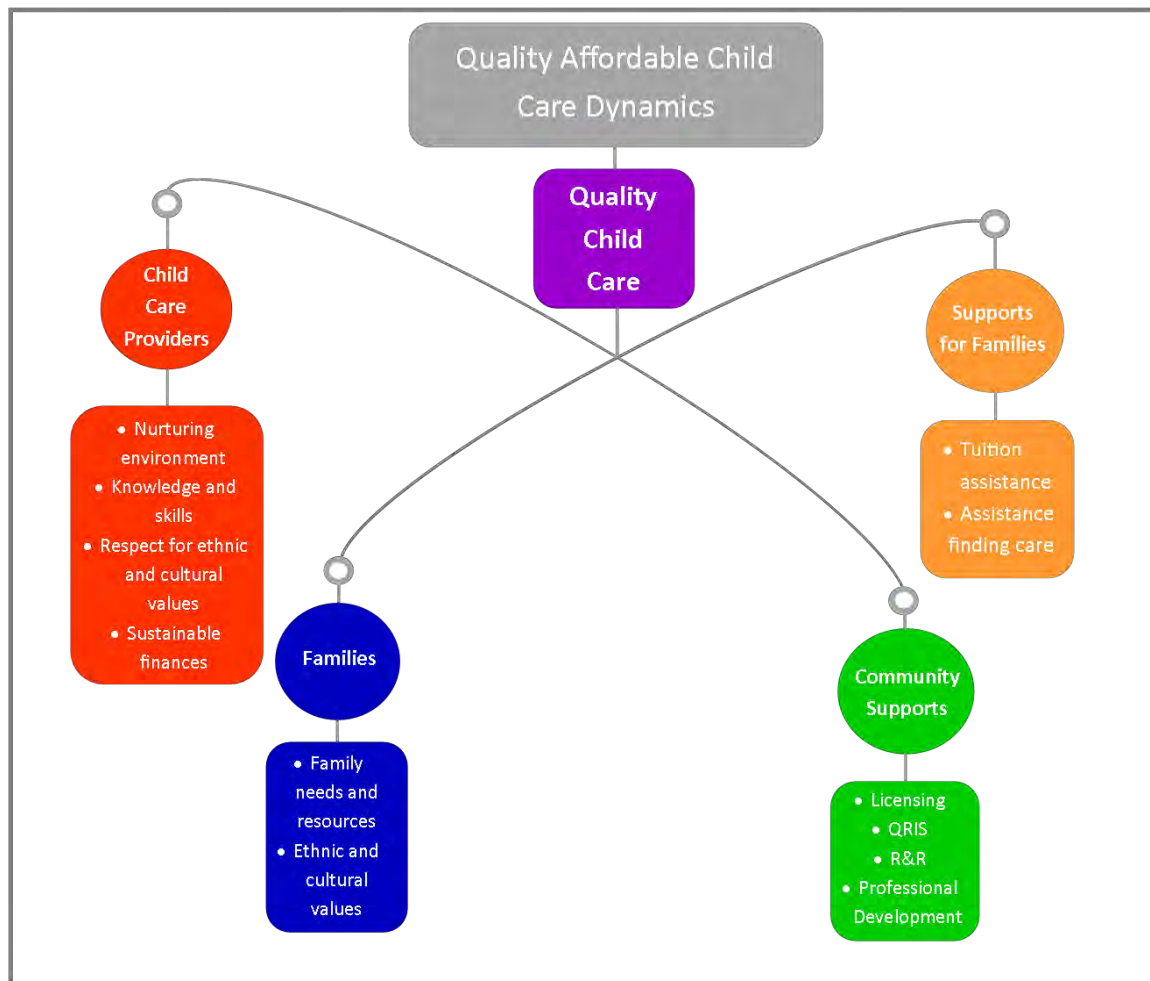
The Child Care and Education
Workgroup of the Early
Learning Council

06/25/2014

Research has documented that quality is found where significant adults and the larger community (government, philanthropy, faith-based organizations, non-profit, cultural-specific groups and other informal networks) support and nurture physical, social, emotional, and cognitive development in the individual child. Quality is an evaluative term and hence is tightly linked to a person's culture and values. Affordability focuses on the ability of families to access care and early learning experiences for their child. Quality and affordability are inextricably linked in efforts to use early learning experiences as a key strategy for ensuring kindergarten readiness for all of Oregon's children.

Quality Child Care and Early Education. In early care and education, researchers use the term "quality" to describe characteristics of early learning and development programs that research has demonstrated are associated with positive child outcomes¹. In quality programs there is a committed, dynamic relationship between the family and the caregiver or teacher that works to define what the physical, social, emotional, and cognitive needs are for that individual child. The family brings family history, cultural and ethnic values, and current family needs to the relationship. The quality caregiver brings a nurturing environment, knowledge of child development and educational methodology, and the day-to-day observation of how the child relates to peers and the larger world when she is not with her family. In addition, she is able to identify and support the needs of children from diverse cultures and who speak a language other than English, ensuring culturally and linguistically responsive communication, activities and parent engagement. Together, family and caregiver work to provide quality care and education that will support healthy growth and increase the probability of future success. They communicate regularly about the growth and the obstacles to growth that come up in each of their separate relationships with the child and together find ways to collaborate for the child's benefit. Reaching Oregon's 40-40-20 goal requires investments early in the child's life. Educational equity requires that we address achievement gaps common to children of racial and ethnic minority families and those whose primary language is other than English. Research demonstrates that early investments in high quality early learning programs have the greatest potential for closing the achievement gap.²

The larger community supports quality in early childhood care and education and the family/provider relationship with an infrastructure that includes health/safety regulations, financial resources, a statewide system of support for families, and professional development for providers. The Quality Rating and Improvement System (QRIS) brings together infrastructure components, increasing the ability of the system to support children and families³. The QRIS includes equity best practices to ensure providers from Oregon's communities of color have equal access to quality improvement opportunities training, and resources in diverse languages. Oregon provides education for parents and is developing supports for family, friend, and neighbor caregivers. Parent and caregiver education and supports are designed to enhance early learning and development in environments where children naturally are, whether at home with their parents or in the home of a caregiver. Additionally, Oregon reviews licensing rules including health and safety regulations on a regular basis. Proposed changes in federal rules for those who receive Child Care and Development Fund dollars would increase regulatory requirements for a substantial group of caregivers.⁴



Affordability for Families: Affordability is also based on a dynamic relationship between families, providers, and the larger community. Because families come from a range of economic circumstances, access to child care and early learning is uneven. Families balance a range of family needs and face numerous constraints, such as cost, access, and transportation. They choose what they perceive to be the best option for their child within constraints. Some families need help from the community to provide for their children's early care and education experiences. The Oregon Progress Board adopted a Benchmark that families pay no more than 10% of their gross monthly income on child care. Nationally, families in poverty who purchase care average 34% of household income spent on child care. This drops to 20% for low-income households (earning up to 200% of federal poverty level) and to 9% for those at or above 200% of the federal poverty level.⁵ Given Oregon's Benchmark, making early learning experiences accessible to poor and low-income families presents a substantial financial challenge to the community.

The two major public investments in child care and early education are Head Start and the Child Care and Development Fund, the major revenue source for Employment Related Day Care (ERDC). In the 2012-13 school year, Oregon Head Start Prekindergarten programs served approximately 51% of eligible children⁶. In 2009, over

Oregon 104,000 children were eligible for ERDC⁷ but only a little over 13,000 children were served each month in Spring 2012⁸. Payment rates were adjusted in 2013, thus increasing access to many of the programs best able to meet the needs of these low-income children who are served by the subsidy program.

Investing in both families and providers is most likely to achieve quality, affordable care and the best possible outcomes for children.

Affordability to Providers: Providers offer the highest quality care that their income and education level will sustain. In order for providers from Oregon's communities of color to provide quality affordable child care, greater efforts must be made to provide professional development opportunities that are culturally relevant. For providers to be able to "afford" to do this work means they must be paid enough to cover the cost of doing business: earning an adequate wage as well as program costs such as food, learning materials, and healthy environments. In 2011, in an average child care center, teacher wages ranged between \$19,760 and \$28,683⁹. As with other human service jobs, wages are lower than those of persons with similar education and skills earn in other sectors. A frequent reason given by experienced child care professionals for leaving the field is that they can no longer "afford" to stay in business or work for low wages with few if any benefits. The resulting high turnover causes instability for children, adds substantial recruitment and training costs, and weakens the quality of the workforce. This also places a substantial burden on the community that is pulled in many different directions with limited resources.

Affordability to the Larger Community: Research demonstrates that investing early results in cost-effective payoffs for all.¹⁰ Children thrive, families are more stable, and providers stay in the field longer and do better work. The larger community benefits from reduced costs for programs that deal with school dropout rates, teen pregnancy, substance abuse and juvenile detention. Due to these reduced costs, return on investment studies show savings of up to \$7 for every \$1 spent on early education.¹¹ As children get older, each intervention is more expensive and predicts progressively higher rates of failure. Oregonians can afford to raise healthy, happy children from the beginning when the investment yields positive results for everyone.

Looking Forward. The Early Learning Council and the Oregon Education Investment Board have adopted an Equity Lens as key to addressing the achievement gap for children/youth from Oregon's communities of color. Child care and education policies, programs and practices are now being viewed from a lens of equity. Its Quality Rating and Improvement System (QRIS) provides a foundation for these efforts. QRIS standards define quality in concrete terms and make measurement of quality possible. Over the next few years Oregon will document the level of quality provided in a substantial portion of early learning programs. Quality ratings will provide decision makers at all levels (parents, providers, and policy makers) data needed to guide investments. Multiple strategies will become available to help all families, especially those with children with high needs, access care and education with documented ability to meet the developmental needs of children.

Endnotes:

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- ¹ Phillips, D. Mekos, D., Scarr, S., McCartney, K., & Abbott-Shim, M. (2000). Within and beyond the classroom door: Assessing quality in child care centers. *Early Childhood Research Quarterly*, 15, (4).
- ² Dearing, E., McCartney, K., & Taylor, B.A.(2009). Does higher quality early child care promote low-income children's math and reading achievement in middle childhood? *Child Development*, 80 (5), 1329–1349
- ³ Udell T. (2013, January). *Oregon's Quality Rating and Improvement System for centers and family Child care programs (registered & certified): Field test t=master document standards with indicators, criteria, and evidence*. Available upon request to udellt@wou.edu.
- ⁴ An Oregon Child Care Research Partnership analysis shows that in Spring 2012 over 40% of certified programs receive some funding from the Child Care and Development Fund.
- ⁵ Smith, K. & Adams, N. (2013, May). *Child care subsidies critical for low-income families amid rising child care expenses*. Policy Brief No. 20. Downloaded on May 21, 2013 from http://carseyinstitute.unh.edu/sites/carseyinstitute.unh.edu/files/publications/PB-Smith-Adams-Child-Care-Subsidies-web_0.pdf
- ⁶ Data available from Kara Williams (kara.williams@state.or.us), Oregon Department of Education.
- ⁷ Assistant Secretary for Planning and Evaluation, HHS. (2012, August). *Estimates of child care eligibility and receipt for fiscal year 2009*. Downloaded on May 31, 2013 from <http://aspe.hhs.gov/hsp/12/childcareeligibility/ib.cfm#childcare3>
- ⁸ Weber, R.B., & Finders, J. Child care in Oregon and its Counties: 2012). Available for download from <http://health.oregonstate.edu/sbhs/family-policy-program/occrp-childcare-dynamics-publications>
- ⁹ Weber, R.B., & Finders, J. Child care in Oregon and its Counties: 2012). Downloaded on June 1, 2013 from <http://health.oregonstate.edu/sbhs/family-policy-program/occrp-childcare-dynamics-publications>
- ¹⁰ Heckman, J.(2001). Effecting child development strategies. In Zigler, E., Gilliam, W.S., & Barnett, S. (Eds). *The pre-k debates: Current controversies and issues*. Baltimore, MD: Paul Brookes Publishing Company. Downloaded on May 21, 2013 from http://heckman.uchicago.edu/sites/heckman.uchicago.edu/files/uploads/Heckman_2010_Effective%20Child%20Devel%20Strategies.pdf
- ¹¹ Bruner, C. Stitch in time: Calculating the cost of school unreadiness. Downloaded on May 21, 2013 from <http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/smld/412/ArticleID/293/Default.aspx>

Appendix: Members of Early Learning Council: Child Care and Early Education Workgroup

Name	Representing	Community
Christy Cox	Philanthropy	Roseburg
Stacy Cowan/Regan Gray	Union	Portland
Russ Crawmer*	Provider, Community based family child care and center	Bend
Randy Fishfader*	Higher Education	Salem
Pam Hester	Parent	Portland
Nnenna Lewis	Parent	Portland
Rosa Lopez	Parent	Eugene
Kirsten Manning	Parent	Salem
Deborah Murray *	Provider, Community based center	Portland
Judy Newman	Provider , Early Intervention/Early Childhood Special Education	Eugene
Sue Norton	CCR&R and Higher Education	Eugene
Tim Rusk	Provider, Relief Nursery	Bend
Cathy Wamsley	Provider, Oregon Head Start Prekindergarten	Pendleton
Tiffany Wright	Provider, KinderCare Learning Centers	Gresham
Marlene Yesquen	Early Learning Council	Medford
Bobbie Weber	Early Learning Council	Corvallis
Heidi McGowan	Consultant, Early Learning Division	Corvallis
Nancy Johnson-Dorn	Early Intervention/Early Childhood Special Education, ODE	Salem
Rhonda Prodzinski	Child Care Unit, Department of Human Services	Salem
Kelli Walker	Office of Child Care, Early Learning Division, ODE	Salem

KEY: * = Member of former Commission for Child Care

All Things Child Care

Including Presentation, Strategic Framework, Child Care General Characteristics, Child Care Development Fund Proposed Rule Summary, Child Care Development Fund White Paper, and Employment Related Day Care Info Sheet

Links of Interest:

[Alliance for Early Childhood Finance](#): Policy paper, designed by leading experts on financing child care on policy development related to addressing a more efficient and effective way to deliver services to children and families.

ALL THINGS CHILD CARE

PRESENTED BY

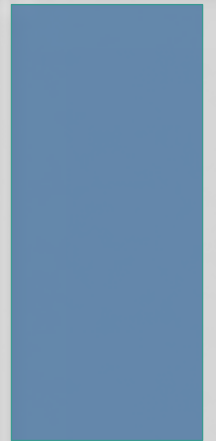
KELLI WALKER

DAWN WOODS

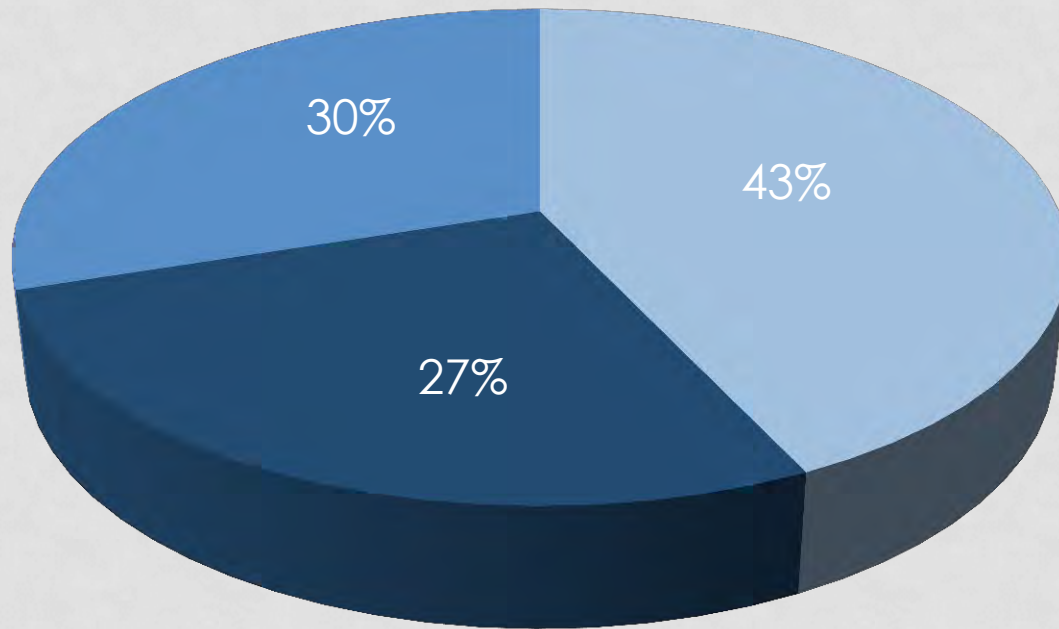
RHONDA PRODZINSKI

JUNE 25, 2014

OREGON EARLY LEARNING COUNCIL

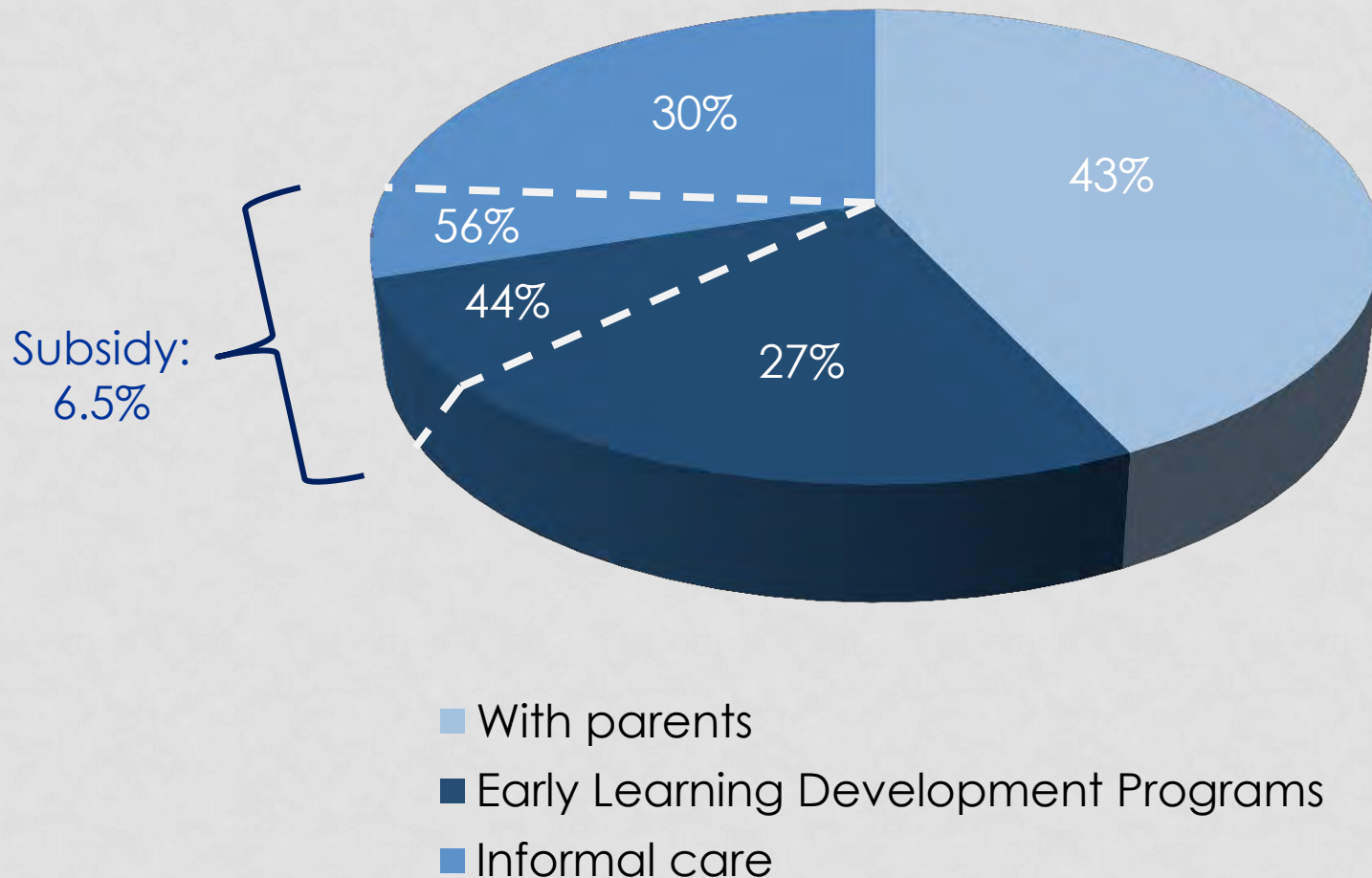


WHERE ARE THE CHILDREN?



- With parents
- Early Learning Development Programs
- Informal care

WHERE ARE THE CHILDREN?



CHANGE THE FIRST FIVE YEARS AND YOU CHANGE EVERYTHING

- <http://www.youtube.com/watch?v=GbSp88PBe9E&feature=kp>



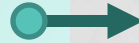
OFFICE OF CHILD CARE STRATEGIC FRAMEWORK

- Access to quality child care supporting parental employment in stable jobs to provide for their families;



- Children raised in stable and attached Families

- Healthy, happy & competent children who are ready for school w/ the necessary pre-academic skills; and



- Children ready for kindergarten & reading at grade level in 3rd grade

- High functioning CCDF grantees who use program dollars effectively, efficiently & with integrity, to benefit children and families.



- Integrated resources and services statewide

OFFICE OF CHILD CARE STRATEGIC FRAMEWORK



ADMINISTRATION FOR

CHILDREN & FAMILIES



Office of Child Care Strategic Framework

☑ Child Care and Development Fund (CCDF) Performance Measures

OUTCOMES

- ✓ Access to quality child care that supports parental employment in stable jobs that help them provide for their families;
- ✓ Healthy, happy, and competent children who are ready for school with the necessary pre-academic skills; and
- ✓ High-functioning CCDF grantees that use program dollars effectively, efficiently, and with integrity, to the benefit of eligible children and families.

Goal: Serve children in safe, healthy child care settings

Indicator:

- Strengthen standards to ensure safety, health, and well-being while supporting child care providers to enable them to meet standards

Goal: Increase the number of children, especially children receiving a subsidy, who are served in high quality care

Indicator:

- Establish Quality Rating and Improvement Systems built on a foundation of health and safety standards and meet high quality benchmarks for all child care and other early childhood programs developed by Health and Human Services in coordination with the Department of Education ☑
- Implement early learning guidelines that cover all domains and age groups, align with K-12 standards, and link with education and training of caregivers, preschool teachers, and administrators ☑

Goal: Build pathways to effective practice and professional recognition for child care professionals

Indicator:

- Implement professional development systems that meet benchmarks for providing a career path for early care and afterschool educators ☑

Goal: Build a child care subsidy system that is child-focused, family friendly, and fair to providers

Indicator:

- Enhance stability and continuity of subsidy receipt, quality child care arrangements to promote children's development and the financial security of families

Goal: Promote sound, accountable administration of Child Care and Development Fund (CCDF)

Indicator:

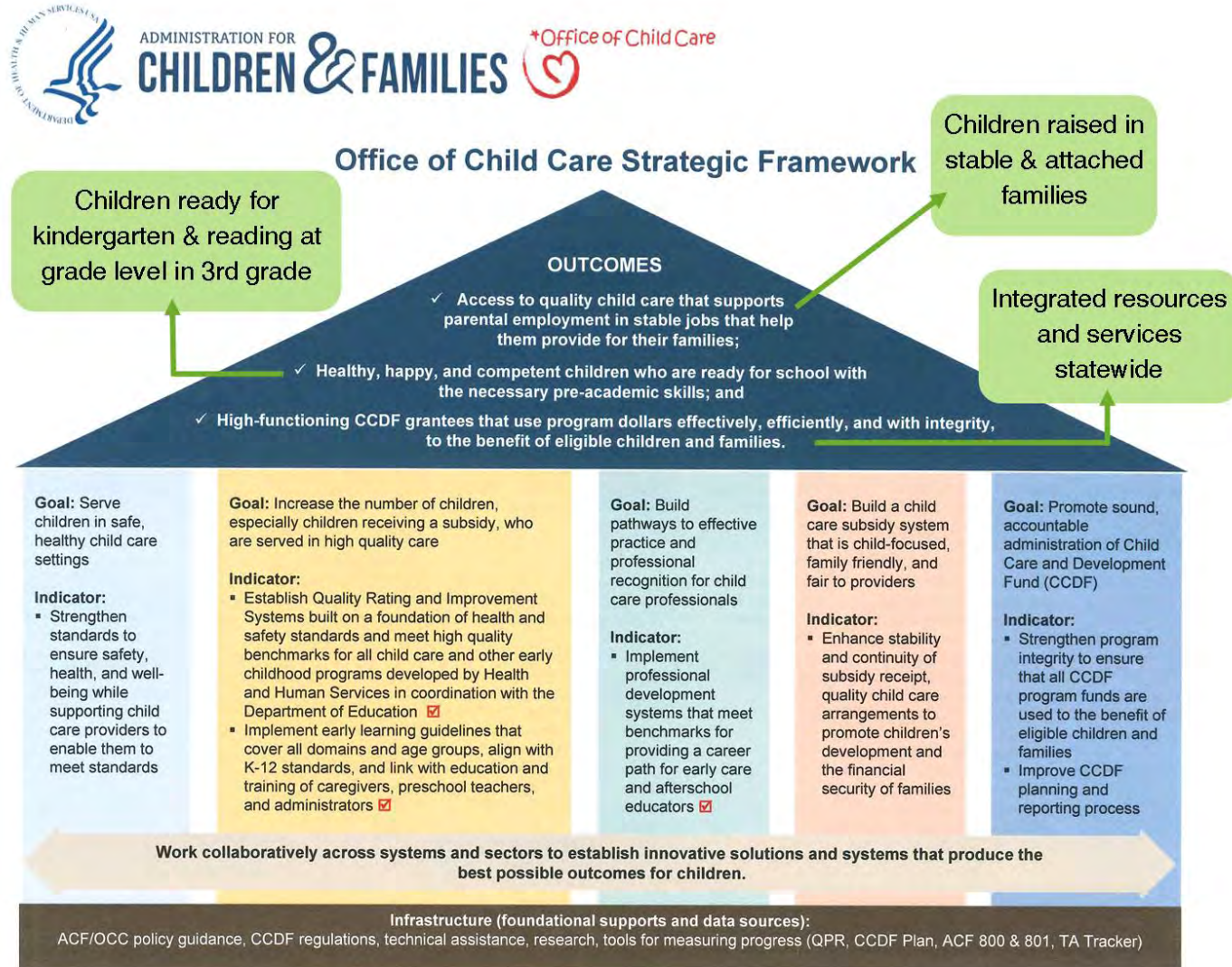
- Strengthen program integrity to ensure that all CCDF program funds are used to the benefit of eligible children and families
- Improve CCDF planning and reporting process

Work collaboratively across systems and sectors to establish innovative solutions and systems that produce the best possible outcomes for children.

Infrastructure (foundational supports and data sources):

ACF/OCC policy guidance, CCDF regulations, technical assistance, research, tools for measuring progress (QPR, CCDF Plan, ACF 800 & 801, TA Tracker)

EARLY LEARNING COUNCIL GOALS



GOAL: SERVE
CHILDREN IN SAFE
AND HEALTHY CHILD
CARE SETTINGS —
QUALITY ASSURANCE
THROUGH LICENSING
AND MONITORING





**GOAL: INCREASE THE
NUMBER OF CHILDREN,
ESPECIALLY CHILDREN
RECEIVING A SUBSIDY, WHO
ARE SERVED IN HIGH
QUALITY CARE**



LICENSING SYSTEM

Quality Assurance

QRIS: Tier 5

QRIS: Tier 4

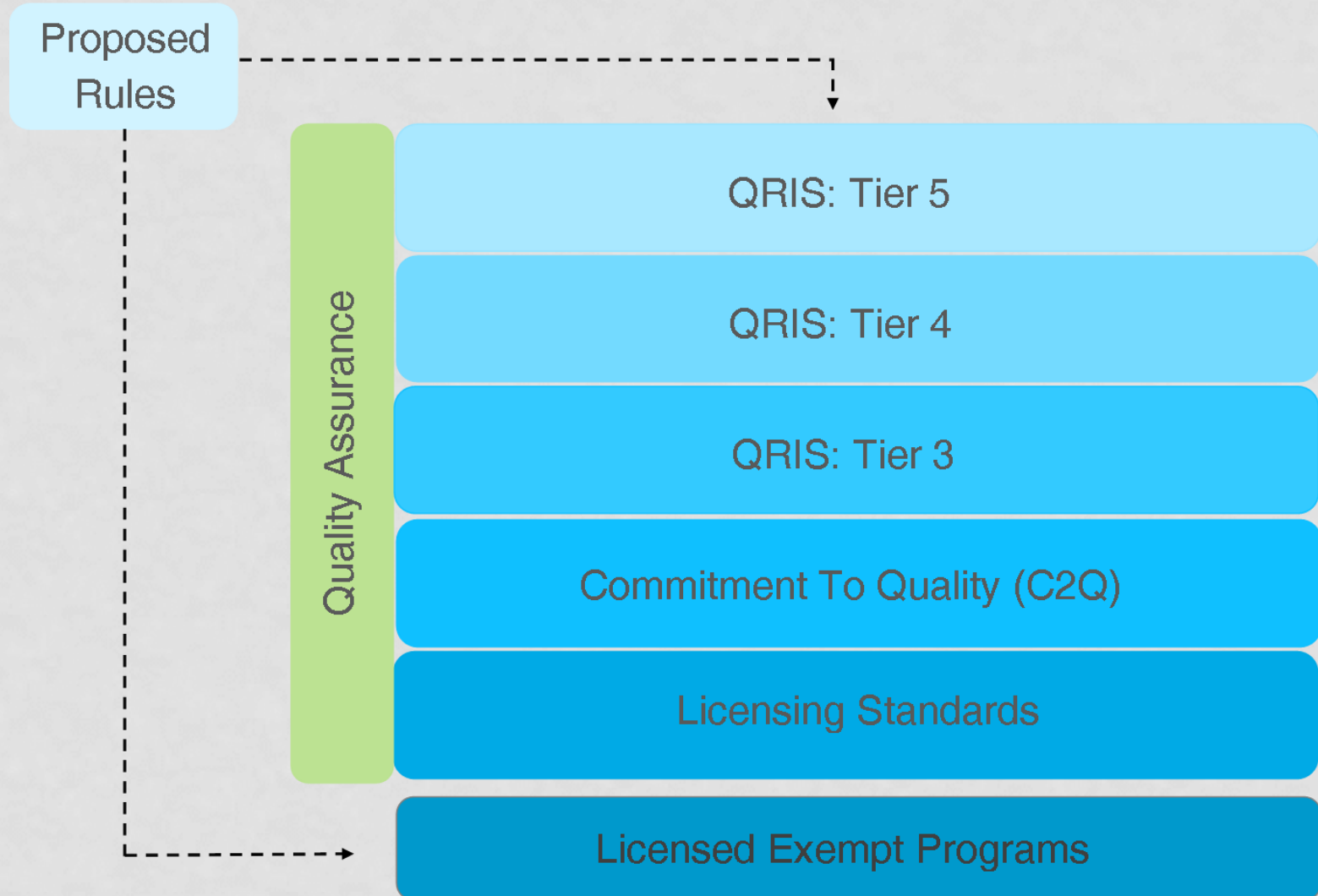
QRIS: Tier 3

Commitment To Quality (C2Q)

Licensing Standards

Licensed Exempt Programs

LICENSING SYSTEM WITH PROPOSED RULES



GOAL: BUILD PATHWAYS TO EFFECTIVE PRACTICE AND PROFESSIONAL DEVELOPMENT





**GOAL: BUILD A
SUBSIDY SYSTEM THAT
IS CHILD-FOCUSED,
FAMILY FRIENDLY, AND
FAIR TO PROVIDERS**



GOAL: CHILD-FOCUSED & FAMILY FRIENDLY



“I went from being completely dependent on the state to now being able to provide everything my children need.” –former ERDC client

- Affordable quality child care
- Family stability
- Progressive copayment
- Partner agencies / HUB's offer additional family support

GOALS OF THE CHILD CARE CONTRACTS

- Children have access to continuous quality child care
- Families have continuity of quality care to support their employment
- Providers have stable funding serving low-income children in quality programs



TIERED SUBSIDY REIMBURSEMENT



Goal to Increase:

- # of children receiving child care subsidy in QRIS settings
- # of star-rated programs serving families receiving subsidy
- # of children prepared for kindergarten
- focus on equity and building culturally specific care
- outreach and consumer education to at-risk families and families with children with special needs

OTHER CURRENT ACTIVITIES

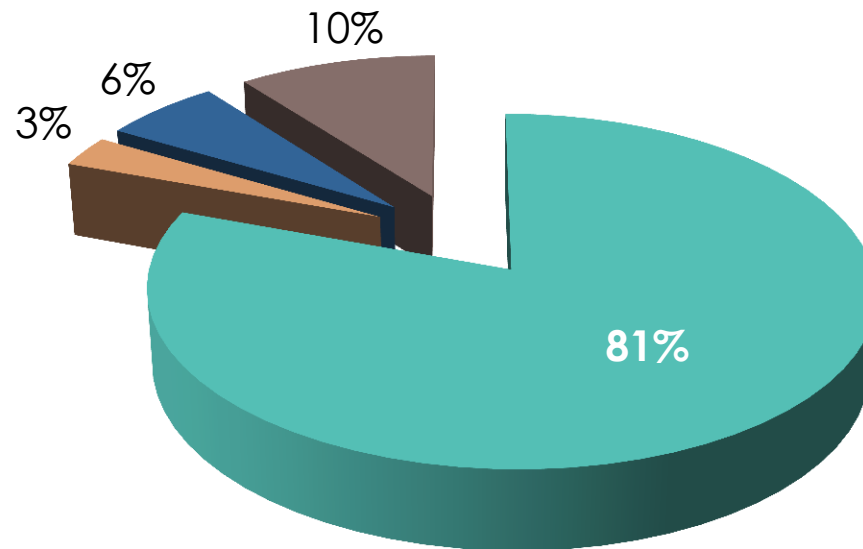
- Budget Note Student Child Care
- Professional Development Committee



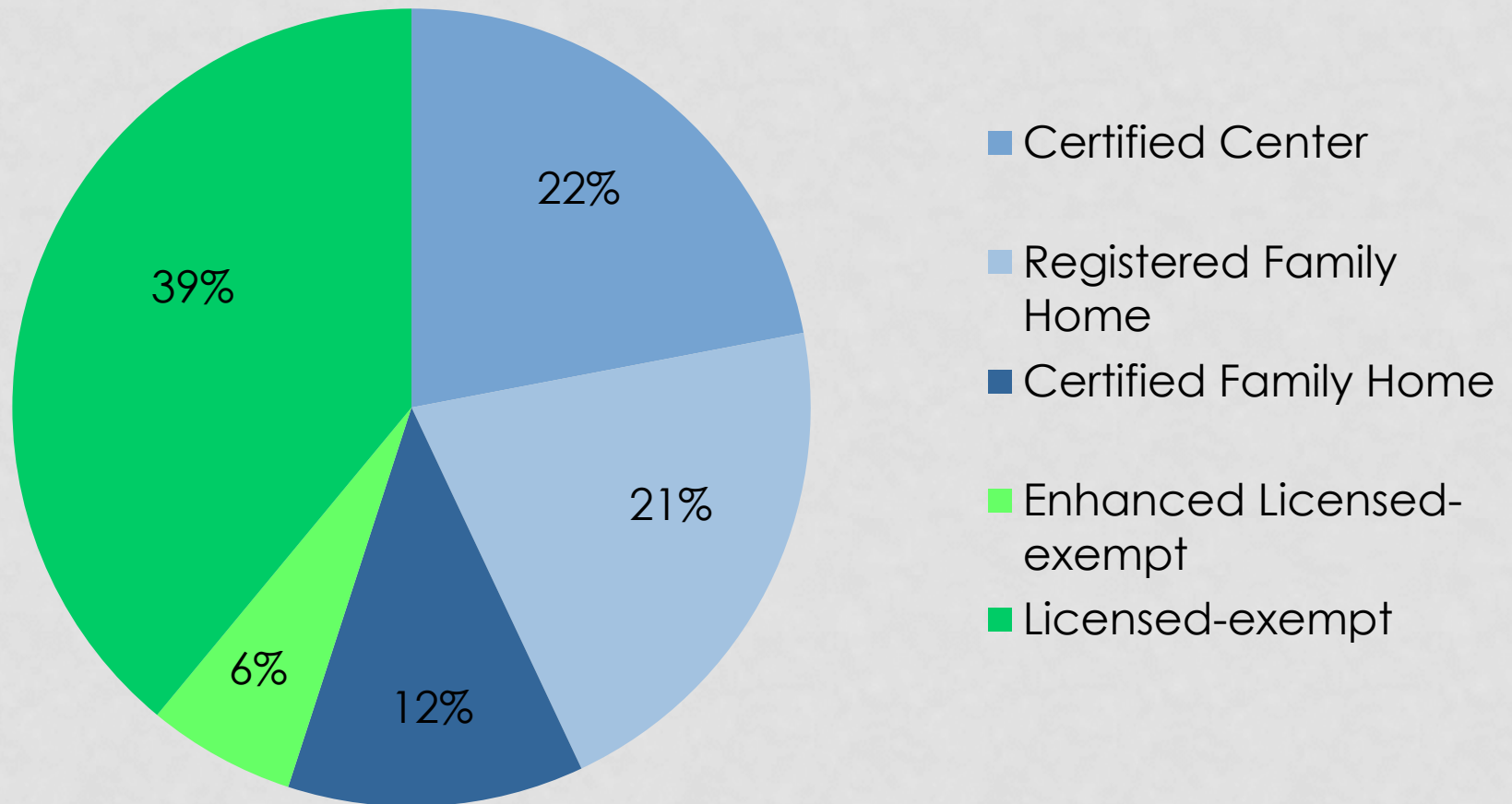
OREGON CCDF INVESTMENT

CCDF Allocations 2013-15

■ Subsidy ■ Subsidy Supports ■ Licensing ■ Licensing Supports



SUBSIDY BY TYPE OF CARE



CONVERSATION





ADMINISTRATION FOR

CHILDREN & FAMILIES



Office of Child Care Strategic Framework

✓ **Child Care and Development Fund (CCDF) Performance Measures**

OUTCOMES

- ✓ Access to quality child care that supports parental employment in stable jobs that help them provide for their families;
- ✓ Healthy, happy, and competent children who are ready for school with the necessary pre-academic skills; and
- ✓ High-functioning CCDF grantees that use program dollars effectively, efficiently, and with integrity, to the benefit of eligible children and families.

Goal: Serve children in safe, healthy child care settings

Indicator:

- Strengthen standards to ensure safety, health, and well-being while supporting child care providers to enable them to meet standards

Goal: Increase the number of children, especially children receiving a subsidy, who are served in high quality care

Indicator:

- Establish Quality Rating and Improvement Systems built on a foundation of health and safety standards and meet high quality benchmarks for all child care and other early childhood programs developed by Health and Human Services in coordination with the Department of Education ✓
- Implement early learning guidelines that cover all domains and age groups, align with K-12 standards, and link with education and training of caregivers, preschool teachers, and administrators ✓

Goal: Build pathways to effective practice and professional recognition for child care professionals

Indicator:

- Implement professional development systems that meet benchmarks for providing a career path for early care and afterschool educators ✓

Goal: Build a child care subsidy system that is child-focused, family friendly, and fair to providers

Indicator:

- Enhance stability and continuity of subsidy receipt, quality child care arrangements to promote children's development and the financial security of families

Goal: Promote sound, accountable administration of Child Care and Development Fund (CCDF)

Indicator:


















- Strengthen program integrity to ensure that all CCDF program funds are used to the benefit of eligible children and families
- Improve CCDF planning and reporting process

Work collaboratively across systems and sectors to establish innovative solutions and systems that produce the best possible outcomes for children.

Infrastructure (foundational supports and data sources):

ACF/OCC policy guidance, CCDF regulations, technical assistance, research, tools for measuring progress (QPR, CCDF Plan, ACF 800 & 801, TA Tracker)

Strategic Framework: Measures that Demonstrate Progress on Specific Indicators

Health and Safety	Quality Rating and Improvement Systems (QRIS) 	Early Learning Guidelines (ELGs) 	Professional Development (PD) and Workforce 	Subsidy Innovation	Program Integrity and Data Collection	
<ul style="list-style-type: none"> Strengthen health and safety standards to bring more providers in line with Caring for Our Children and Stepping Stones Promote improved nutrition and increased physical activity to encourage healthy lifestyles in children Improve the effectiveness and efficiency of child care licensing and other monitoring systems 	<ul style="list-style-type: none"> Establish QRIS standards beyond what is required for licensing that include indicators from each of these categories: Learning Environment and Curriculum, Teacher/Practitioner Standards, and Family Partnerships and Family Strengthening  Establish accessible supports for programs and practitioners, such as training, mentoring, and consultation, to help programs achieve and sustain higher levels of quality  Establish a variety of financial incentives that can be aligned through a QRIS framework to promote more effective investment and sustainable, quality results  Use symbols or simple icons to communicate levels of quality for child care programs and provide child care resource and referral services  Establish accountability and monitoring processes/ systems to ensure that programs and practitioners meet quality standards  	<ul style="list-style-type: none"> Develop ELGs for ages birth to five  Develop ELGs that cover a range of domains across physical, cognitive, and social and emotional development  Align ELGs with other standards, including Head Start, K-12, and state/territory prekindergarten standards  Incorporate ELGs into provider training, licensing standards, or QRIS activities  Utilize ELGs as a foundation for the development of child assessment approaches 	<ul style="list-style-type: none"> Establish Core Knowledge and Competencies (CKCs) as the central knowledge and skills required for all roles in the early childhood and school-age workforce as a basis for building aligned PD systems  Build an aligned system of training, education, and technical assistance for the early childhood and school-age workforce that translates knowledge into effective practice  Ensure the capacity of higher education, training, and technical assistance systems to meet the diverse needs of the workforce  Develop innovative approaches to improve access to PD opportunities for professionals in all sectors of the early childhood and school-age field  Provide compensation, benefits, financial incentives, and workforce strategies that support and sustain a highly qualified workforce  Build data systems that track and report on workforce demographics, PD needs and achievements for all roles across the early childhood and school-age settings and sectors 	<ul style="list-style-type: none"> Establish provider and payment policies that support stable provider income and sustain quality Establish eligibility policies that are family friendly and promote continuity of care Promote innovations in subsidy intake and consumer education to increase access to high quality care Promote fiscal innovations and strategies that increase access to quality child care and serve eligible children and families Establish policies and procedures that promote efficient and effective administration of the subsidy program 	<ul style="list-style-type: none"> Reduce administrative errors Develop stronger policies, procedures, and tools to prevent and detect improper payment and fraud Conduct self-assessment and establish mitigation plan 	<ul style="list-style-type: none"> Establish effective processes for submission of federally mandated data Establish effective processes for submission and certification of CCDF plans Use administrative data to inform decision making

Increase the number of states/territories that are working collaboratively across systems and sectors to establish innovative solutions and systems that produce the best possible outcomes for children.

Oregon Child Care – General Characteristics

License-Exempt Homes and Relative Care

Licensed by the state:	No
Health and safety inspection:	No – self-certification only
Monitoring:	None
Pre-service requirements	Orientation to DHS billing processes; 2 hour Health & Safety
Annual training:	None required

License-Exempt Homes and Relative Care - Enhanced

Licensed by the state:	No
Health and safety inspection:	No – self-certification only
Monitoring:	None
Pre-service requirements	Orientation to DHS billing processes; 2 hour Health & Safety, First Aid, CPR, Recognizing and Reporting Child Abuse and Neglect, Food Handlers permit
Training Requirements:	8 hours over 2 years

Registered Family Child Care

Licensed by the state:	Yes
Health and safety inspection:	Yes, pre-service then every 2 years;
Monitoring:	Annual
Pre-service requirements	Overview of Regulations; 2 hour Health & Safety (soon); First Aid; CPR; Recognizing and Reporting Child Abuse and Neglect; Food Handlers permit
Training requirements:	8 hours every 2 years; required training includes nutrition, physical activities, child development

Certified Family Child Care

Licensed by the state:	Yes
Sanitation inspection:	Yes, annually
Monitoring:	Annual license renewal and one mid-year
Pre-service requirements	Overview of Regulations; 2 hour Health & Safety; First Aid; CPR; Recognizing and Reporting Child Abuse and Neglect; Food Handlers permit
Training requirements:	15 hours annually; required training includes nutrition, physical activities, child development, supervision, behavior management

Certified Center Child Care

Licensed by the state:	Yes
Sanitation inspection:	Yes, annually; fire inspection annually
Monitoring:	Annual license renewal and one mid-year
Pre-service requirements	2 hour Health & Safety; First Aid; CPR; Recognizing and Reporting Child Abuse and Neglect; Food Handlers permit
Training requirements:	15 hours annually; required training includes nutrition, physical activities, child development, supervision, behavior management

THE CHILD CARE AND DEVELOPMENT FUND

PROPOSED RULE: OVERVIEW

BACKGROUND

The Child Care and Development Fund (CCDF) is a federal program that provides approximately \$5 billion to States, Territories, and Tribes to help low-income working families obtain child care and to improve the quality and supply of child care for all families. The program has far-reaching implications for America's poorest children with approximately 1.6 million low-income children receiving child care subsidies per month.

The new proposed rule would provide the first comprehensive update of CCDF regulations since 1998. The changes have the twin goals of promoting families' economic self-sufficiency by making child care more affordable, and fostering healthy child development and school success by improving the quality of child care. This NPRM is needed to improve accountability broadly across many areas of the CCDF program, but is especially focused on ensuring children supported by CCDF funds are in safe, healthy, quality child care, and empowering parents with transparent information about the child care choices available to them.

This overview is intended to provide summary information on some key points. For complete context and understanding, we encourage everyone to read the entire NPRM which was published in the Federal Register.

KEY PROVISIONS OF THE PROPOSED RULE

While keeping State Flexibility as a guiding principle, the NPRM focuses on the following four priority areas: (1) improving health and safety; (2) improving the quality of child care; (3) establishing family-friendly policies; and 4) strengthening program integrity.

1. IMPROVING HEALTH AND SAFETY IN CHILD CARE: Many States have already taken steps to ensure health, safety, and quality of child care and to better prepare children to succeed in school. However, State policies vary widely and critical gaps remain. Too many children served by the CCDF program are in settings that don't meet adequate health and safety standards. This proposed rule would establish a floor for these standards by:

Strengthening Minimum Standards: The proposed rule would require States to incorporate a minimum set of standards for all child care providers¹ serving CCDF children (whether or not they are licensed by the State) to include: (1) Comprehensive criminal background checks (including fingerprints); (2) Compliance with applicable state and local fire, health, and building codes, determined before serving children receiving subsidies; (3) Emergency preparedness and response planning; and (4) Minimum pre-service and orientation trainings (e.g. first aid, CPR, SIDS prevention, nutrition, etc.).

Strengthening Monitoring: The rule would require that all child care providers serving CCDF children be subject to on-site monitoring (including unannounced visits) by the State for compliance with minimum standards. The U.S. Department of Health and Human Services' Administration for Children and Families · Office of Child Care proposed rule also says that States cannot rely solely on self-certification (e.g. a checklist filled out by the provider without documentation or other verification) to prove compliance with requirements.

Hotline for Parents: The rule would require States to designate a hotline for parents to submit complaints about child care providers. States would be required to conduct an unannounced visit in response to any complaint pertaining to the health and safety of children receiving CCDF services.

2. IMPROVING THE QUALITY OF CHILD CARE: CCDF invests \$1 billion on improving the quality of child care. This proposed rule would make sure that this money is spent in an intentional and effective manner to improve quality. CCDF currently requires States to collect and disseminate consumer education that will promote informed child care choices.

¹ States have the option of exempting relative care providers from these health and safety requirements, and the proposed rule would also allow exemptions for care provided in the child's home. States would be able to exempt care by relatives or in the child's home and may also target based on a risk analysis.

However, States are not required to provide information about the actual quality of child care providers available to parents in their communities. The NPRM addresses this issue by:

Equipping Parents with Better Information: One of the pillars of CCDF is parental choice. OCC believes that in order for parents to make truly informed decisions, they need to have access to specific information on their provider options. This rule would require States to make information available to parents on any licensing or health and safety violations, including:

- **A user-friendly, easy-to-understand website** containing provider-specific information about compliance with health and safety requirements;
- **A transparent system of quality indicators** to provide parents with a way to differentiate the quality of child care providers available in their communities through a rating or other descriptive method.

Encouraging a Systemic Framework for Quality: States will be encouraged to implement a systemic approach for organizing and measuring quality improvement activities through a “recommended” framework.

3. IMPLEMENTING FAMILY-FRIENDLY POLICIES: Many CCDF families have difficulty accessing child care subsidies in a stable manner, often receiving assistance for a short period of time and frequently cycling on and off the program. The proposed rule to make the program more family-friendly by:

Establishing a 12-month Eligibility Redetermination Periods: The proposed rule would reduce the burden on families by requiring that CCDF eligibility be redetermined no sooner than every 12 months.

Reducing Eligibility Re/Determination Burden: Once a child is deemed eligible, the proposed rule would allow States to consider that child eligible until redetermination. This eases the burden on families that currently have to frequently report changes in circumstances. This also facilitates States’ ability to align eligibility processes with other programs (e.g. Medicaid, CHIP, and SNAP).

Allowing for Job Search: The proposed rule would require States to allow some period of job search for families who lose their jobs while receiving CCDF. Two-thirds of States currently have these policies. The proposed rule would require the rest of the States to adopt this policy, though they would have flexibility to determine the length of job search they choose to allow.

Expanding Access through Protective Services: The proposed rule would expand States’ ability to include specific groups of vulnerable children in the protective services category (e.g., homeless or migrant children). Under this category, income and co-pay requirements may be waived on a case-by-case basis.

Parent Co-payments: The proposed rule would also allow States to establish their own criteria for waiving parent-co-payments. Currently, they can co-payments from families whose incomes are at or below the poverty level of a family of the same size. This change would increase State flexibility to determine waiver criteria that U.S. Department of Health and Human Services’ Administration for Children and Families’ Office of Child Care they believe will best serve subsidy families. For example, a Lead Agency could use this flexibility to target particularly vulnerable populations, such as homeless families or migrant workers, or to better align services for children dually funded through both CCDF and Head Start.

4. STRENGTHENING PROGRAM INTEGRITY: CCDF currently requires States to conduct error rate reviews and report regularly on the amount of improper payments. The NPRM addresses this by:

Strengthening Requirements: The proposed rule would add requirements related to internal controls, procedures for identifying fraud, and procedures for documenting and verifying eligibility.

Requiring Corrective Action Plans for High-Error States: The proposed rule would strengthen program integrity by requiring States with high improper payment rates to develop a plan for reducing those rates.

Child Care Subsidy Programs

Employment Related Day Care and Special Populations

Child care subsidy programs are funded by the federal Child Care and Development Fund (CCDF) and administered by the Department of Education, Early Learning Division (ELD). The CCDF has three different funding components, Mandatory, Matching, and Discretionary funds, which have slightly different requirements for use and Maintenance of Effort (general fund expenditures) by the State.

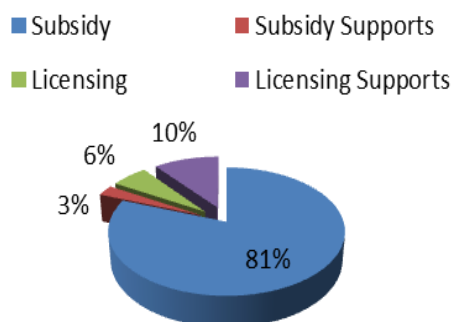
The Employment Related Day Care (ERDC) program, administered by the Department of Human Services through an interagency agreement with the ELD, helps low-income, working families become self-sufficient by providing payment assistance for quality child care. The program goals are to preserve parental choice by paying providers at a rate that gives parents access to a variety of child care options, to help families find and keep appropriate child care, and to improve the quality and stability of child care arrangements. ERDC is designed to provide consistent support for families as their financial situation changes. The family's copay is based on a sliding scale that considers income and household size.

The Special Populations Subsidy Program, administered by the Office of Child Care, provides payment assistance to very high-risk or economically fragile low-income families that do not qualify for ERDC. The populations served are teen parents working toward a high school diploma or GED, parents in alcohol and drug treatment programs, migrant or seasonal farmworker families, and parents of children with disabilities. Payment rates and copays are the same as the ERDC high needs subsidy payment rate.

Federal requirements for CCDF expenditures:	2013-15 Allocation (in millions)	Purpose	% of Fund Type
• At least 70 percent (70%) of the total <u>Mandatory</u> and <u>Matching</u> allocations must be used for subsidies.	\$ 76.4	Subsidies	100
• A 'substantial portion' of the <u>Discretionary</u> allocation must be used for subsidies.	\$ 32.4	Subsidies	55.9
• At least four percent (4%) of the aggregate CCDF and state funds must be used to improve the quality of child care (the requirement will increase incrementally up to 10 percent in 2017).	\$ 12.6	Licensing	8.7
	\$ 9.8	Licensing	6.7
	\$ 3.6	Subsidy Supports	2.5
• <u>Discretionary</u> Targeted Funds are specifically earmarked for: Infant and Toddler care; School-age Care; Child Care Resource and Referral; and Quality Expansion.	\$ 3.5	Enhanced Rate Subsidies	100

2013-15 Legislatively Approved Budget (LAB) Department of Education/Child Care Federal Funds (CCDF) only – \$135.1

CCDF Allocations 2013-15



Subsidy Supports:

- License-exempt orientations and provider stipends per Collective Bargaining Agreement (CBA)
- Market Price Study – Federal requirement
- Child care resource and referral for ERDC clients

Licensing Supports:

- Statewide child care workforce training and education delivery system
- Statewide child care workforce professional development registry
- Licensing compliance, hearings, union-related activities per CBA
- Criminal background checks and registry

ERDC Snapshot as of 12/31/2013

Budget (2013 - 2015)	\$121,113,760	<i>11% State Funds \$13,305,630 89% CCDF Funds \$107,041,255</i>
Caseload (11/30/2013)	9,234 Families	<i>6% Infant; 15% Toddler; 36% Preschool; 43% School Age Approximately 16,621 children</i>
Caseload Cap	8,100	<i>This represents an <u>average</u> caseload. Provider rates increased 10/1/2013 for licensed family child care and 11/1/2013 for license-exempt per AFSCME and SEIU CBAs. Center-based care rates increased on 11/1/2014. Increased costs per caseload are resulting in fewer families served.</i>
Income Limit	185% of FPL	<i>2012 Federal Poverty Level \$3,011 gross monthly income for a family of 3</i>
Cost per case	\$608.12 monthly	<i>Average cost per child \$337.84 monthly</i>
Family Statistics	1.8 children per case	
Average copay	\$193	
Minimum copay	\$27	
Reservation List	Reactivated 01/01/14	<i>The caseload will drop due to attrition to maintain the ERDC program cap. Exemptions to the reservation list exist for families who have gone over income for TANF, are working with Child Welfare, are eligible for a contracted child care slot, or those reapplying for ERDC benefits.</i>
Pre-Service Health & Safety requirements	Implementation 03/01/14	<i>All license-exempt and registered family providers will be required to take a web-based Health and Safety training to meet federal requirements. The training will be a prerequisite for DHS approval and will be available in alternate formats.</i>

Special Populations Snapshot as of 9/30/2013

Budget (2013 - 2015)	\$5,900,000	<i>100% CCDF Discretionary Funds</i>
Caseload (10/1/011 to 9/30/2013)	2,237 Families	<i>12 % Infant; 26% Toddler; 24% Preschool; 38% School Age Approximately 3,303 children Child breakdown by program: Teen Parent 22%; Drug and Alcohol 26%; Migrant/Seasonal 36%; Inclusive Child Care 16%</i>
Caseload Cap	None	<i>Caseload is determined by funding allocation. All families that are determined eligible are served.</i>
Income Limit	185% of FPL	<i>2013 Federal Poverty Level \$3,011 gross monthly income for a family of 3</i>
Cost per case	\$348.32 monthly	<i>Average cost per child \$279.25 monthly</i>
Family Statistics	1.48 children per case	
Average copay	\$38.28	<i>Only families with copay; with \$0 copay included average is \$9.64.</i>
Minimum copay	\$0	
Reservation List	No Reservation List	

Employment Related Day Care (ERDC)

Access • Safety • Stability • Quality • School Readiness

ERDC is a subsidy program that helps low-income, working families pay for child care so parents can retain employment. ERDC works with partners to help families find quality child care and to increase availability of child care. ERDC has a dual purpose of promoting family self-sufficiency and fostering healthy child development and school success.

Percent of Total Caseload by Group



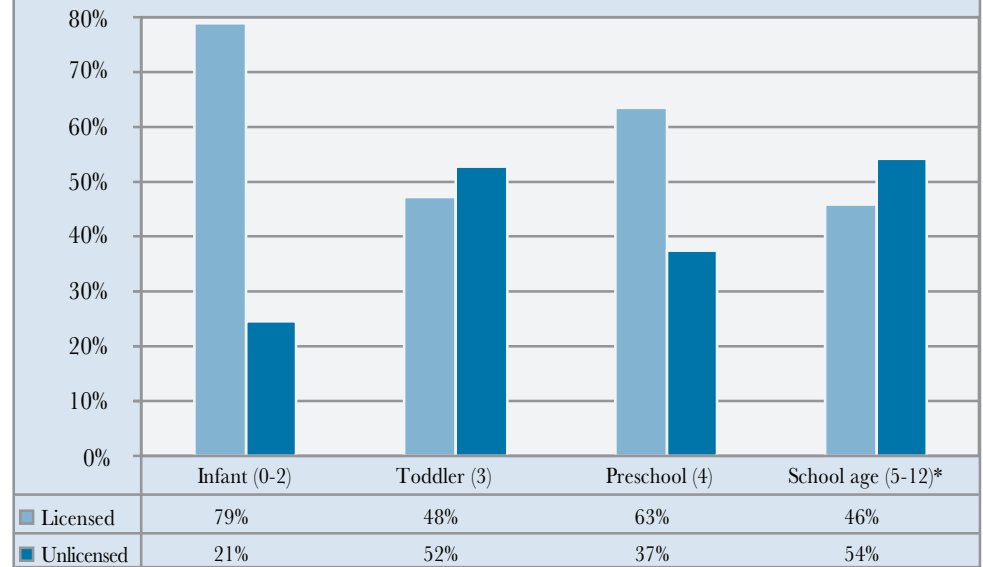
Subsidy Overview

Caseload Maximum

Average ERDC cost per child:	\$338
Average parent co-pay:	\$193
Minimum parent co-pay:	\$27

8,500 average cases with 1.8 children per case
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Licensed and unlicensed child care provider placements



*Special needs children served up to age 18 with documented need

October 2013 data

ERDC Connections to the 10-year Plan for Oregon Education Outcomes

- Collaboration with the Office of Child Care, the Early Learning Council, Early Learning Hubs, other state agencies and organizations to align statewide child care standards and policy
- Raising standards of quality for subsidy by connecting with the Quality Rating and Improvement System (QRIS) for early learning and development programs across Oregon
- Completing the second year of a three-year field test with child care providers with the Oregon Program of Quality (OPQ) designation. Sixteen of the 19 OPQ providers contract with DHS to serve ERDC children
- Expanding outreach and education to help parents understand early childhood care and provider options
- Exploring strategies for increasing child care availability for diverse families with special needs children and irregular work hours, and researching policy changes to improve continuity of care and development of children
- Collaboration with the Early Learning Division, Head Start grantees and local child care programs to expand contracted child care for the Early Head Start Child Care Partnership federal opportunity (EHS CC)
- Partnering with other DHS programs to address family stability issues, prevent child abuse and neglect, and to prepare parents for employment and children for school
- Increasing child care provider requirements to focus on child safety, quality and continuity of care. This aligns with the Early Learning Council, federal initiatives and Office of Child Care requirements for licensed providers



“I went from being completely dependent on the state.

I am now able to provide everything my children need.”

- former ERDC client

ERDC is supported by 89% federal funding and 11% state funding.

June 2014

Rules Update

Including Early Literacy Grant Rules,
Kindergarten Partnership & Innovation
Fund Rules, Early Learning Hub Rules

Early Learning Council – Administrative Rule Summary

Title/OAR #: Early Literacy Grant

Date: June 25, 2014

Staff/Office: Brett Walker, Early Learning Division

☒ New Rule ☐ Amend Existing Rule ☐ Repeal Rule

Hearing Date: May 29, 2014 ☐ Hearings Officer Report Attached

Prompted by: ☒ State law changes ☐ Federal law changes ☐ Other

Action Requested:

☒ Adopt as permanent

PROPOSED/AMENDED RULE SUMMARY:

As part of the Oregon Early Reading Program created by Oregon House Bill 3232, the early literacy grant will provide funding through a competitive request for application (RFA) to communities throughout the state to implement early literacy programs for the purposes of improving kindergarten readiness and third grade reading proficiency.

BACKGROUND:

House Bill 3232 SECTION 2 (abridged)

(1) The Oregon Education Investment Board shall establish the Oregon Early Reading Program to:

- (a) Improve the readiness of children preparing to enter into kindergarten; and
- (b) Improve the reading proficiency of students by the time the students complete the third grade.

(2) To accomplish the purposes of the Oregon Early Reading Program, moneys shall be distributed for strategic investments that advance at least one of the following missions:

- (a)) Encouraging early reading and involving parents, child care providers and the community in ensuring that children have an early start at reading.
- (b)) Expanding the amount of time spent reading, adult support, the availability of reading materials, cultural relevance and the level of enjoyment that literacy brings.

(3) Strategic investment moneys distributed as provided by this section shall be as follows:

(a) To the Early Learning Council for the purposes of:

- (A) Creating materials and curriculum that promote early literacy; and
- (B)) Distributing moneys to libraries, providers of early childhood services, nonprofit organizations, school districts and public schools to provide families and child care providers with the resources necessary to encourage reading at home or to expand access to libraries.

Overview

- Eligible applicants include Early Learning Hubs, libraries, providers of early childhood services, nonprofit organizations, school districts, and public schools.
- Funding may be used to expand the reach of existing early literacy programs or introduce new early literacy programs that are based on documented effective practices in the early literacy field.
- Examples of documented effective practices in early literacy include, but are not limited to:
 - Increasing the frequency with which parents and other caregivers read with children
 - Increasing the quality of reading interactions between adults and children
 - Increasing access to books in the home
 - Increasing access to libraries
 - Increasing access to reading materials in children's native languages
- Applicants will complete a brief proposal form consisting of a series of short answer responses along with budget and budget narrative. Applicants will be asked to identify the number of children and adults they intend

to reach, the early literacy program(s) they plan to implement or expand, and address strategies for reaching children who meet the definition for being at risk of entering kindergarten with limited literacy skills.

- Maximum awards will be \$100,000 for Early Learning Hubs and \$50,000 for other applicants. Funding is for the 2013-15 biennium.
- Preference for funding will be given to Early Learning Hubs. Where Hubs do not currently exist, it is expected that applicants will address how they will align and collaborate with the appropriate Early Learning Hub once statewide coverage is achieved.
- It is anticipated that approximately 25 grants will be awarded.

Timeline of Key Activities

- Sept-Oct 2013: Convened work group of early literacy experts and practitioners to make recommendations to Early Learning Council (ELC)
- Nov 2013: ELC adopted work group's recommendations and provided guidance for completing the RFA
- Jan 2014: ELC members and Early Learning Division (ELD) hosted and conducted three community input sessions
- Jan 2014: RFA launch following ELC approval of temporary rules
- Jan-Feb 2014: Anticipated open RFA period, during which time ELD staff will provide technical assistance to potential applicants
- March the ELC recommended the rules for permanent rule making process and filing with SOS
- April 16, 2014: Awards announced
- April 14, 2014: filed with SOS
- May 29, 2014: formal hearing; no testimony was provided
- June 25, 2014: recommend ELC approve rules as permanent

Benefits

Projects funded through the early literacy grant will:

- Expand the reach of evidence-based literacy programs to include children and families who are not currently being reached.
- Target English language Learners, children from communities disproportionately represented in the third grade reading proficiency achievement gap, and children who participate in friends/family/neighbor care.
- Build the capacity of parents and other adults to read with children.
- Increase the frequency and quality of reading that occurs in the home and in child care settings.
- Increase access to books and/or libraries.
- Strengthen connections between early learning and K-3.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

Feedback received during community input sessions encouraged ELC to retain clear focus on equity and fostering community collaboration.

FISCAL IMPACT:

\$1.8 million has been allocated through the general fund for the early literacy grant.

COUNCIL ACTION NEEDED:

☒ Adopt rule as permanent

☐☐

Comments:

**Oregon Early Reading Program Strategic Investment
Early Literacy Grant Program**

414-800-0005 Definitions

The following definitions apply to OAR 414-800-0005 to 414-016-0030:

1. “Achievement gap” means the research-based gap in achievement that often exists among students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.
2. (2) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:
 - a. Living in a household that is at or near poverty, as determined under federal poverty guidelines;
 - b. Living in inadequate or unsafe housing; having inadequate nutrition;
 - c. Living in a household where there is significant or documented domestic conflict, disruption or violence;
 - d. Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
 - e. Living in circumstances under which there is neglectful or abusive care-giving; or
 - f. Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.
3. “Early childhood services” means programs and services for children ages birth through six years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development. Providers of early childhood services include Early Learning Hubs, relief nurseries, home visiting programs, child care providers, preschools, Head Start, Oregon Pre-K, and others who provide programs and services for children ages birth through six.
4. “Early Learning Hub” means an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon’s 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes.
5. “English Language Learners” means children whose native language is other than English or who speak a language other than English in their home.
6. “Non-profit organization” means:
 - a. An organization established as a nonprofit organization under the laws of Oregon; and
 - b. Qualifies as an exempt organization under section 501 (c)(3) of the Internal Revenue Code as defined in ORS 314.011.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

414-800-0010 Establishment and Purpose

- (1) The early literacy grant is established as part of the Oregon Early Reading Program Strategic Investment.
- (2) The purpose of the early literacy grant is to:
 - (a) Improve the readiness of children preparing to enter kindergarten;
 - (b) Improve the reading proficiency of students by the time students complete the third grade;
 - (c) Encourage early reading by involving parents, child care providers, and the community to ensure that children have an early start in reading;
 - (d) Expand the amount of time spent reading, adult support of reading, the availability of reading materials, cultural relevance and promote the level of enjoyment that literacy brings; and
 - (e) Create materials and curriculum that promote early literacy.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

414-800-0015 Eligibility

- (1) The following types of organizations may apply for funding:
 - a. Non-profit organizations
 - b. Public libraries
 - c. Public schools or school districts
 - d. Providers of early childhood services
- (2) The Early Learning Division shall give preference to receive funding to providers of early childhood services that are Early Learning Hubs.
- (3) A single grant proposal may include more than one eligible provider but the fiscal agent must be one of the eligible applicants identified in subsections (1) or (2) of this rule.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

414-800-0020 Criteria

- (1) The Early Learning Division shall establish a request for application with a solicitation and approval process to be conducted each biennium for which early literacy grant funds under the Oregon Early Reading Program are available. The Division shall notify eligible applicants of the proposal process and due dates, and make available necessary guidelines and application forms.
- (2) Grants shall be awarded based on the following generally applicable criteria:
 - (a) The extent to which the applicant demonstrates its ability to lead the implementation of the early literacy program, foster collaboration with other community partners, and leverage the early literacy program as a key strategy for promoting alignment between early learning and K-3.
 - (b) The extent to which the grant application addresses equity and strategies for targeting specific sub-populations of children, including those who are economically disadvantaged, students learning English as a

second language, and students who are African American, Hispanic or Native American; those who are not currently enrolled in formal Pre-K or child care programs, including those participating in license exempt and relative care; and/or those who meet criteria for being at risk of entering kindergarten with limited literacy skills.

- (c) The extent to which the application identifies clear strategies for building the capacity of adults to engage in high quality reading experiences with children, expanding reading opportunities for children, increasing the frequency with which children are read to in the home, and expanding access to books, libraries, and/or materials and curriculum that promote early literacy.
 - (d) The extent to which the project budget is appropriate for the number of children and adults that are proposed to be reached through the proposed early literacy program.
 - (e) The extent to which the application demonstrates how outcomes will be measured and sustainability will be achieved.
- (3) The Early Learning Division shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:
- (a) Geographic location of applicants to insure geographic diversity within the recipients of grant program funds throughout the state;
 - (b) Preference to entities that have demonstrated success in improving outcomes for children and families.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

414-800-0025 Funding

- (1) The Early Learning Division shall determine for each fiscal year the portion of the funds available for the early literacy grant.
- (2) Funds received under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

414-800-0030 Reporting

- (1) Recipients of early literacy grant funds must report on their grant funded program outcomes and expenditures to the Early Learning Council on an annual basis through a written report to the Early Learning Division. The report must include:
 - (a) Description of outputs and activities resulting from the early literacy partnership strategy, including, but not limited to trainings delivered to parents and/or providers or early learning services, books or other materials provided to families and/or providers of early learning services, and number of adults and children reached.
 - (b) Impact on changes in adult behavior related to reading to children, including but not limited to frequency and quality of reading.
 - (c) Impact on changes in child behavior related to reading with adults, including but not limited to frequency and quality of reading.
 - (d) Impact on adult and child attitudes toward reading, including, but not limited to, self-reports related to increased enjoyment of reading.

- (e) Impact on closing early literacy opportunity gaps for children who are economically disadvantaged, English language learners, African American, Hispanic, or Native American.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Early Learning Council – Administrative Rule Summary

Title/OAR #: Early Learning Kindergarten Readiness Partnership and Innovation Program

Date: June 25, 104

Staff/Office: Brett Walker, Early Learning Division

☒ **New Rule** ☐ **Amend Existing Rule** ☐ **Repeal Rule**

Hearing Date: May 29, 2014 ☐ **Hearings Officer Report Attached**

Prompted by: ☒ **State law changes** ☐ **Federal law changes** ☐ **Other**

Action Requested:

☒ **Adopt as permanent**

PROPOSED/AMENDED RULE SUMMARY:

The Early Learning Readiness Kindergarten Partnership & Innovation Program provides funding to communities for the purposes of improving the readiness of children for kindergarten. This fund creates the opportunity to increase the connection between early learning and K-12 by investing in innovative and promising models for early learning/K-12 integration across the state and to build a body of evidence that Oregon can use to create stronger alignment between its early learning and K-12 education systems. The goal of this fund to promote community and school partnerships and innovations that result in measurable increase in children's readiness for kindergarten.

BACKGROUND:

House Bill 2013 SECTION 26.

(1) The Early Learning Kindergarten Readiness Partnership and Innovation Program is established for the purpose of improving the readiness of children for kindergarten. The program shall be administered by the Early Learning Council as provided by this section.

(2) The Early Learning Council shall provide grants under this section based on criteria established by the council by rule. Criteria may include requirements that an applicant must meet one or more of the following criteria:

- (a) Form a partnership with at least one provider of early learning services, childcare provider or elementary school;
- (b) Form partnerships with community-based providers of early childhood services to provide preschool and other early-learning strategies;
- (c) Establish ambitious but meaningful targets for kindergarten readiness;
- (d) Invest resources in students who meet criteria established by the council by rule;
- (e) Align with, and supplement, federal programs to provide moneys for educational purposes; and
- (f) Agree to report to, and partner with, any Early Learning Hubs serving the region.

(3) Priority for grants provided under this section may be for programs that:

- (a) Assist children in becoming ready for kindergarten or being successful in kindergarten; or
- (b) Share professional development strategies and resources with providers of early learning services, child care providers and kindergarten teachers.

Overview

- Eligible applicants include Early Learning Hubs, Education Service Districts, K-12 school districts, non-profit organizations, post-secondary institutions, or a collaboration of any of the above.
- In addition to the criteria and priorities address in the statute, the Oregon Education Investment Board (OEIB) and Early Learning Council (ELC) adopted additional criteria and priorities for this program, which are reflected in the rules.

- Applicants will complete a narrative proposal that details the applicant’s demonstration of readiness and proposed plan for linking early learning and K-3. Applicants that submit the strongest applications will participate in a site visit as a second stage in the application process.
- There is no minimum or maximum award amount specified. Funds may not be used for capital expenses or to supplant existing federal or state funds.

Timeline of Key Activities

- Sept-Oct 2013: A joint subcommittee of the OEIB/ELC convened to develop criteria and priorities.
- Nov 2013: The OEIB and ELC jointly adopted the subcommittee’s recommendations.
- Dec 2013: Early Learning Division (ELD) staff developed a draft RFA and temporary rules.
- Jan 2014: ELC members and ELD staff hosted and conducted community input sessions on the temporary rules.
- January 13, 2014: recommended temporary rules be approved and filed
- Feb-March 2014: RFA period
- March 20, 2014: the ELC recommended rules for permanent rule making process and filing with SOS
- April 14, 2014: filed with SOS
- May 22, 2014: ELC Awarded proposals
- May 29, 2014: Formal hearing; no testimony
- June 25, 2014: Recommend that the ELC adopt rules as permanent

Benefits

The Early Learning Kindergarten Readiness Partnership and Innovation Program will:

- Increase the connection between early learning and K-12;
- Invest in innovative and promising models for early learning/K-12 integration;
- Build a body of evidence that Oregon can use to create stronger alignment between its early learning and K-12 education systems; and
- Promote community and school partnerships and innovations that result in measurable increase in children’s readiness for kindergarten, as measured by the Oregon Kindergarten Assessment.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

- Based on feedback received during community input sessions, the following language could be considered for section 414-800-0125 Funding part (3): *“Funds may not be used for capital expenses, such as facilities, or to supplant existing federal or state funds. Capital expenses do not include operating supplies such as books, curriculum, materials, manipulatives, or furniture that is developmentally appropriate for young children.”*
- Clarify additional appropriate uses of funding, particularly related to staffing.

FISCAL IMPACT:

\$4.0 million has been allocated through the general fund for the Early Learning Kindergarten Readiness Partnership and Innovation Program.

COUNCIL ACTION NEEDED:

- ☒ Adopt rule as permanent rule
- ☐
- ☐

Comments:

Temporary Rules

The Early Learning Kindergarten Readiness Partnership and Innovation Program

414-800-0105 Definitions

The following definitions apply to OAR 414-800-0105 to 414-800-0130:

- (1) “Achievement gap” means the research-based gap in achievement that often exists among students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.
- (2) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:
 - a. Living in a household that is at or near poverty, as determined under federal poverty guidelines;
 - b. Living in inadequate or unsafe housing; having inadequate nutrition;
 - c. Living in a household where there is significant or documented domestic conflict, disruption or violence;
 - d. Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
 - e. Living in circumstances under which there is neglectful or abusive care-giving; or
 - f. Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.
- (3) “Early childhood services” means programs and services for children ages 0 through 6 years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development. Providers of early childhood services include Early Learning Hubs, relief nurseries, home visiting programs, child care providers, preschools, Head Start, Oregon Pre-K, and others who provide programs and services for children ages 0-6.
- (4) “Early Learning Hub” means an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon’s 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes.
- (5) “Elementary school” means any public school that has at least kindergarten, first, second, and third grade classes.
- (6) “English Language Learners” means children whose native language is other than English or who speak a language other than English in their home.
- (7) “Non-profit organization” means:
 - a. An organization established as a nonprofit organization under the laws of Oregon; and
 - b. Qualifies as an exempt organization under section 501 (c)(3) of the Internal Revenue Code as defined in ORS 314.011.
- (8) “Postsecondary Institution” means a:
 - (a) A community college operated under ORS chapter 341.
 - (b) The following public universities within the Oregon University System:
 - (A) University of Oregon.
 - (B) Oregon State University.
 - (C) Portland State University.
 - (D) Oregon Institute of Technology.

- (E) Western Oregon University.
- (F) Southern Oregon University.
- (G) Eastern Oregon University.
- (c) Oregon Health and Science University.
- (d) An Oregon-based, generally accredited, not-for-profit institution of higher education.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

414-800-0110 Establishment and Purpose

- (1) The Early Learning Kindergarten Readiness Partnership and Innovation Program is established by House Bill 2013, Section 26.
- (2) This program creates the opportunity to increase the connection between early learning and K-12 by investing in innovative and promising models for early learning/K-12 integration across the state and to build a body of evidence that Oregon can use to create stronger alignment between its early learning and K-12 education systems. The goal of this program is to promote community and school partnerships and innovations that result in measurable increase in children's readiness for kindergarten.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

414-800-0115 Eligibility

- (1) The following types of organizations may apply for funding:
 - (a) Early Learning Hubs
 - (b) Education Service Districts;
 - (c) K-12 school districts;
 - (d) Non-profit organizations;
 - (e) Post-Secondary institutions; or
 - (f) A collaboration of any of the above.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

414-800-0120 Criteria

- (1) Applicants for grant funds must meet one or more of the following criteria:
 - (a) Form a partnership with at least one provider of early learning services, licensed childcare provider or elementary school;
 - (b) Form partnerships with community-based providers of early childhood services to provide preschool and other early-learning strategies;
 - (c) Establish ambitious but meaningful targets for kindergarten readiness;
 - (d) Invest resources in serving a significant number of children in communities with high concentration of poverty, underserved racial groups, non-native English speakers, or rural and remote communities;
 - (e) Align with and supplement federal programs to provide moneys for educational purposes;
 - (f) Agree to report to, and partner with all Early Learning Hubs serving the region.
- (2) Applicants must demonstrate:
 - (a) A proven track record of ability to achieve developmental outcomes for children.
 - (b) A clear commitment to equity.
 - (c) The proposed plan is likely to:

- i. Result in a demonstrable connection between early learning providers and schools; and
- ii. Improve kindergarten readiness as measured by the Oregon Kindergarten Assessment.

(3) Priority for funding will be given to applicants that:

- (a) Assist children in becoming ready for kindergarten or being successful in kindergarten;
- (b) Share professional developments strategies and resources with providers of early learning services, child care providers and kindergarten teachers;
- (c) Demonstrate a commitment to family engagement and three-way partnerships among early childhood programs, school, and parents and families; or
- (d) Demonstrate the grant funds will serve a significant number of children in communities with high concentration of poverty, underserved racial or ethnic groups, non-native English speakers, or rural and remote communities.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

414-800-0125 Funding

- (1) The Early Learning Council shall determine for each fiscal year the portion of the funds available for the early learning kindergarten readiness partnership and innovation fund.
- (2) Funds received under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.
- (3) Funds may not be used for capital expenses or to supplant existing federal or state funds.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

414-800-0130 Reporting

Recipients of these funds must report on the grant to the Early Learning Council via the Early Learning Division at the end of the grant period. The report must include at least:

- (1) Description of outputs and activities related to implementation of the early learning/K-12 partnership strategy.
- (2) Impact on kindergarten readiness, as measured by the Oregon Kindergarten Assessment.
- (3) Impact on the attitudes, behaviors, and instructional practices of early childhood educators and kindergarten teachers.
- (4) Impact on the attitudes, behaviors, and practices of children's families.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Early Learning Council – Administrative Rule Summary

Title/OAR #: Hub Rules 414-900-0010 to 414-900-0050

Date: June 25, 2014

Staff/Office: Megan Irwin, Community Collaboration and System Transformation

☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule

Hearing Dates: TBD

☐ Hearings Officer Report Attached

Prompted by: ☒ State law changes ☐ Federal law changes ☐ Other

Action Requested:

☐ Adoption ☒ Review and recommend as temporary rules

PROPOSED/AMENDED RULE SUMMARY:

Per House Bill 2013, funding for services formerly delivered through county commissions on children and families are directed to be delivered through Early Learning Hubs beginning July 1, 2014. This rule amendment moves two funding streams, Great Start and Family Support Services Title IV-B2 from a rule governing the Youth Development Division to a rule governing the Early Learning Hubs.

Former local commissions on children and families language has either been deleted or replaced with references to the Hubs. Additionally, language regarding limitation on use of funds, capital expenditures, and prohibition on replacement of state funds has been added.

BACKGROUND:

Per statute, Early Learning Hubs are directed to administer service funds previously administered by local county commissions on children and families.

The Great Start and Family Support Services funds were part of an array of services administered locally by the commissions on children and families. With the close-out of the local commission system and creation of the Early Learning Hubs system, the Early Learning Council must formally transition the rules governing the administration of these funds to the rules governing Early Learning Hubs to align with legislative intent.

Key Activities

- Rules pertaining to the administration of Early Learning Hubs adopted in 2013 with robust public comment and input.
- Adopt temporary rules related to administration of former local commission funds to support transition of Great Start and Family Support Title IV-B2 funds to Early Learning Hubs.
- In 180 days, following a public comment period, adopt permanent rules related to these funds into the rules governing Early Learning Hubs.

Benefits

Provides information and clarity on the purpose and function of Great Start and Family Support Services funds as they transition to the current and emerging Early Learning Hubs.

Clarifies limitation on the use of funds by the Hubs.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

None

FISCAL IMPACT:

Overall, funding is provided to local Early Learning Hubs to coordinate the provision of early learning services across five functional sectors to the community served by the Hub through a governance model or community advisory body that was transparently selected.

Language in rule that clarifies the limitation on use of funds by the Hubs will ensure reasonable administrative costs, which maximizes funding for services to families and children.

Council action needed:

- ☐ Adopt permanent administrative rules
- ☒ Review and recommend as temporary rules
- ☐

Comments:

**DEPARTMENT OF EDUCATION
EARLY LEARNING DIVISION**

**DIVISION 900
EARLY LEARNING HUBS**

414-900-0005

Applicability of Rules

- (1) OAR 414-900-0005 through 414-900-0020 set forth the purpose and functions of Early Learning Hubs (Hubs).
- (2) OAR 414-900-0005 through 414-900-0020 set forth the criteria used by the Early Learning Council (ELC) to select Hubs.

Stat. Auth.: ORS 417.728 & 417.827

Stat. Implemented: 2013 OL Ch. 728, Sec. 16 (Enrolled HB 2013)

Hist.: ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14; ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14; ELD 2-2014, f. & cert. ef. 1-15-14

414-900-0010

Definitions

- (1) “Administrative Overhead” means any dollar that is not spent directly on services for children or on preparing and evaluating services for children. This is the cost of operating administrative functions within the Hub and its subcontractors and may include staff duties such as payroll processing and data entry and non-program related costs including space, supplies and phones.
- (2) “At Poverty Level” means at 100% of federal poverty guidelines as adopted by the United States Department of Health and Human Service.
- (3) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:
 - (a) Living in a household that is at or near poverty, as determined under federal poverty guidelines;
 - (b) Living in inadequate or unsafe housing; having inadequate nutrition;
 - (c) Living in a household where there is significant or documented domestic conflict, disruption or violence;
 - (d) Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
 - (e) Living in circumstances under which there is neglectful or abusive care-giving; or
 - (f) Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.
- (4) “Community of interest” means a special population not constrained by geography.

(5) “Early Childhood Services” means programs and services for children ages 0 through 6 years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development.

(6) “Early Learning Hub” means an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon’s 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes.

Stat. Auth.: ORS 417.728 & 417.827

Stat. Implemented: 2013 OL Ch. 728, Sec. 16 (Enrolled HB 2013)

Hist.: ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14; ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14; ELD 2-2014, f. & cert. ef. 1-15-14

414-900-0015

Early Learning Hubs Purpose and Functions

Hubs are established to coordinate services to children ages 0 through 6 in a specific geographic area or community of interest, i.e., a special population not constrained by geography in order to produce better outcomes for children. Hubs are vested with the authority to distribute state and federal funds, coordinate services for children and purchase services for children and families. Hubs can leverage public and private funds in their efforts to attain results. Because Hubs are established to coordinate services with current service providers and, or purchase new services to support specific child centered outcomes, including kindergarten readiness, a Hub that provides direct services must meet additional criteria set forth in OAR 414-900-0020(1)(g)(F).

(1) Hubs must:

(a) Account for outcomes that benefit children within the Hub geographic area or community of interest by:

(A) Aligning service delivery focused on outcomes across five functional sectors and be able to prove that entities that represent the following five functional sectors are participating in the Hub:

(i) Health care services,

(ii) Human and social services,

(iii) Education services,

(iv) Early childhood services, and

(v) Business.

(B) Ensuring that service providers which the Hub coordinates and contracts with are also accountable to the Hub for client-level outcomes supporting Oregon’s 40-40-20 Educational Goal.

(b) Complete a community readiness assessment to determine the readiness to effectively coordinate services to achieve outcomes by:

(A) Working with providers the Hub plans to contract with to ensure readiness to provider efficient, outcome focused services, and

(B) Using the community readiness assessment to connect services to outcomes and resources.

(c) Map and coordinate funding to maximize the return of the investment by:

(A) Creating a comprehensive children's budget for the Hub territory modeled on the state level comprehensive children's budget,

(B) Mapping all local, state, federal and philanthropic dollars currently available or committed to the proposed service area and ensuring funders are willing to collaborate toward a set of shared outcomes advancing Oregon's 40-40-20 Educational Goal,

(C) Ensuring that contracted service providers are accountable for providing services in a cost efficient manner, and

(D) Ensuring that no more than 15% of the total funds received from the ELC go toward administrative overhead by the end of the contract period.

(d) If individuals spend more than 15% of their time on administrative functions, their salaries and expenses must be prorated between program and administrative overhead.

(e) Reporting to the ELC on making progress towards the following outcomes:

(A) Kindergarten readiness, in support of Oregon's 40-40-20 Educational Goal,

(B) Stable and attached families, and

(C) System coordination and efficiency.

(2) Reports shall be submitted by the Hub to appropriate interim legislative committee and the ELC by January 1, 2014.

Stat. Auth.: ORS 417.728 & 417.827

Stat. Implemented: 2013 OL Ch. 728, Sec. 16 (Enrolled HB 2013)

Hist.: ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14; ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14; ELD 2-2014, f. & cert. ef. 1-15-14

414-900-0020

Selection Criteria for Hub Contracts

The Early Learning Council may fund no more than seven Hub Demonstration Projects in fiscal year 2013-2014. The ELC will release a request for applications for Hubs in August 2013. A Hub may provide services to a geographic area or a community of interest. The ELC and Hubs, through either communities of geography or communities of interest, will serve no fewer than 50,000 at risk children in year one.

(1) The ELC will award Hub Demonstration Project contracts based on the degree to which any individual Hub demonstrates the following application criteria:

- (a) Representation of the five functional sectors: health care services, human and social services, education services, early childhood services, and business in its governance
- (b) A defined service area and cross-sector coordination, including identifying a target population and high quality services for at-risk children and their families,
- (c) Accountability for outcomes and return on investment, including improving the results for at-risk children by the ability to identify, evaluate and implement coordinated strategies for ensuring that a child is ready to succeed at school,
- (d) Ability to coordinate the provision of early learning services across five functional sectors to the community served by the Hub through a governance model or community advisory body that was transparently selected and includes:
 - (A) Formal partnership agreements from the following sectors: early childhood education, K-12 education, coordinated care organizations and other public health entities, human services, the private sector and local governments within the proposed service area.
 - (B) Ability of governance body to initiate audits, recommend terms of contracts for service providers and provide outcome reports to the public and to the ELC.
 - (e) Ability to demonstrate that parents of at-risk children have meaningfully participated in the creation of Hub strategies and plans and will serve an ongoing role as part of the entity's governing structure and will be the foundation of Hub service design, reflecting the principle that children are best raised and supported in families.
 - (f) Commitment and ability to serve at least 40% of the population of at-risk children in the entity's proposed service area by the end of year 2.
 - (g) Commitment to collect and track system and client level data using a unique identifier for each child served.
 - (h) Demonstration of business acumen and operational stability, including:
 - (A) Use of coordinated and transparent budgeting for all providers funded directly by the Hub,
 - (B) Documentation of previous financial audits and cash reserves, as well as liability insurance as required by state law,
 - (C) Ability to provide a match of 25% of funds distributed to the entity by the ELC,
 - (D) Ability to keep administrative overhead at or below 15% across the Early Learning System, and
 - (E) Ability to provide monthly financial reports to Early Learning Division staff.
 - (F) Ability to identify with which federal, state or other funding streams if the lead applicant provides direct services to children covered by the Hub.
 - (i) Identify any financial, role or function conflict of interest
 - (ii) Provide a plan for how those conflicts will be managed
 - (iii) Provide evidence of financial and functional separation and risk independence of the lead applicant's direct service delivery function from the Hub function.

(2) Any application that does not meet the criteria is not eligible for the award of a Hub contract.

Stat. Auth.: ORS 417.728 & 417.827

Stat. Implemented: 2013 OL Ch. 728, Sec. 16 (Enrolled HB 2013)

Hist.: ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14; ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14; ELD 2-2014, f. & cert. ef. 1-15-14

FROM DIVISION 10 – YDD RULES

FROM YDD 423-010-0021 New 414-900-0000

Limitation of Hub Costs

Limitation on Usage:

- (1) Consistent with the terms and conditions in the Hub's contract, all budget allocations will be directly related to at least one Early Learning Council goal, meet the purpose and restrictions of each program area and grant stream, and have measurable outcomes, as defined in the Hub's contract.
- (2) Service provider contracts: Hubs may allocate funds to providers for the cost of services or activities to children and families, however all services or activities must be identified in the Hub's contract and contracted outcome goals.
- (3) Services and programs funded by another federal or state funding source cannot be funded with Hub dollars when blending of those funds are not allowed by state or federal agreements or when duplication will occur.
- (4) Agency Approval: Budget allocations effectuated pursuant to the Hub contract and amendments will be subject to Agency review and approval.

FROM 423-010-0024 New 414-900-0000

Program Purposes and Restrictions

Activities and initiatives will have measurable outcomes and support Hub and Early Learning Division goals as described in the Hub contract. These outcomes will be reported using the format and timeline prescribed by the Agency. It is the intent of the Early Learning Division that activities and initiatives will be provided in a culturally competent and gender-specific manner that reflects the population, needs and resources of the community. The following purposes and restrictions will apply to Hub service delivery allocations:

(1) Program Area: Great Start

- (a) Age: Prenatal services to expectant mothers, children 0 through six years of age and the children's families;
- (b) Service Areas: Programs and services that promote outcomes identified in the Hub contract including, but not limited to, research-based early childhood programs and services in service delivery areas that meet the needs of the community.

(2) Program Area: Family Support Services- Title IV-B(2)

- (a) Age: All children and their families;
- (b) Service Areas:

(A) Family Support Services: Family support services means community-based services to promote the well-being of children and families designed to increase the strength and stability of families (including adoptive, foster, and extended families), to increase parents' confidence and competence in their parenting abilities, to afford children a safe, stable and supportive family environment, to strengthen parental relationships and promote healthy marriages, and otherwise to enhance child development. *US Department of Health and Human Services, Administration for Children and Families.*

(B) Family Support Services must be:

- (i) Family-focused and targeted to the family and not only the child or other individual family member(s);
- (ii) Must be focused on at-risk families so that the services will have an impact on the population that would otherwise require services from DHS; and
- (iii) Focus on child welfare (not educational needs or other services which are the responsibility of other agencies). Family Support (Title IV-(B)(2)) funds allocated to Hubs may not be used for family preservation or family reunification services as these are services provided by DHS.

(C) Family Support Services funds are federal Title IV-B(2). Use and expenditure of these funds must meet all federal requirements. Family support services may include:

- (i) Services, including in-home visits, parent support groups, and other programs designed to improve parenting skills (by reinforcing parents' confidence in their strengths, and helping them to identify where improvement is needed and to obtain assistance in improving those skills) with respect to matters such as child development, family budgeting, coping with stress, health, and nutrition. Example of programs may include Parenting Classes, Parent-to-Parent Support, and In-Home Visitation classes;
- (ii) Respite care of children to provide temporary relief for parents and other caregivers. Example of program may include Family Respite Care;
- (iii) Structured activities involving parents and children to strengthen the parent-child relationship. Example of program may include Healthy Families Oregon;
- (iv) Drop-in centers to afford families opportunities for informal interaction with other families and with program staff. Example of program may include Family Resource Centers;
- (v) Transportation, information and referral services to afford families access to other community services, including child care, health care, nutrition programs, adult education literacy programs, legal services, and counseling and mentoring services. Example of programs may include Dial-a-ride, Child Care Referral, and Outreach Centers;
- (vi) Early developmental screening of children to assess the needs of such children, and assistance to families in securing specific services to meet these needs. Example of programs may include Healthy Families Oregon.

FROM 423-010-0036 New 414-900-0000

Capital Expenditures; Ownership of Property

(1) Equipment and other capital expenditure items, with a value of over \$5,000, purchased by a Hub or a provider with Hub funds allocated from the Agency will be the property of the Early Learning Division and subject to ELD policies on capital expenditures and equipment. When activity funding ends or an activity is terminated for any reason, the equipment purchased with funds allocated under the Act will revert to the ELD, except that, on the recommendation of the Hub may allow the former provider to retain the equipment if it will continue to be used effectively in the provision of services to children, youth or families.

(2) Nothing in this rule will be interpreted to mean that Hubs will retain inventory records on equipment with a value of \$5,000 or less.

FROM 423-010-0040 New 414-900-0000

Prohibition Against Replacement of State Funds

Except as otherwise provided in ORS 417.780, federal funds received by a Hub from the Agency will not be used to replace general funds or used to replace other state funding currently being used by the Hub for existing programs for children, youth or families.

ORS for HFO 417.795