January 11, 2018 CCEC meeting notes

In its authorizing legislation, the ELC was to continue the work that had been done by the Commission for Child Care (CCC). The Commission had been created in the early 1990s and was not associated with the Commission on Children and Families. Acting on the legislation which included defining quality affordable child care, the ELC created the Child Care and Education Committee (CCEC). ELC used the former CCC membership as a model for CCEC membership categories. CCEC drafted a definition that was accepted by the ELC. The Committee worked on a variety of issues related to early care and education.

The authorizing legislation had given ELC responsibility for adopting rules related to early learning programs. As rule making is detailed and time intensive work, ELC decided to create a rule advisory committee that would make recommendations regarding rule adoption or revision to ELC. In 20XX the ELC revised the CCEC charter in order to direct that CCEC act as the rules committee for all rules to be promulgated or revised by ELC. Due to the demands of acting as the ELC’s rule advisory committee, CCEC has had limited time to focus on child care and early education issues. Early Learning Division staff did an analysis and review of the process and determined it to be more appropriate to have multiple rule advisory committees instead of one body handling all rule sets. ELC adopted a new rule advisory committee process at its XX meeting.

ELC is currently in the process of writing committee charters and membership make up for each of its committees. A request for applications to serve on an ELC committee will be posted on the ELC website once the ELC has revised committee charters. Current CCEC members will be notified when the request for applications is posted. They will also be informed of ELC action on the new CCEC charter.

The current CCEC is composed of representatives of a broad and diverse group of those central is issues related to child care and early education. Therefore, they are an ideal group to begin the process of identifying issues that ELC might want the revised CCEC to address. At its January meeting, CCEC members brainstormed a list of topics they considered of high importance. The list follows.

Topics that CCEC may want to address in the future:

* Financing
	+ Affordability for families—why Oregon ranks so highly on unaffordability
	+ Workforce compensation
	+ Impact of minimum wage on providers and programs
* Professionalization
	+ Focus on the range of early learning providers
	+ Compensation—equitable salaries
	+ Make the profession attractive
* Professional development
	+ Apprenticeship programs financed by various resources (e.g., Dept. of Labor)
	+ Increased opportunities for persons whose primary language is not English
	+ Training on trauma informed care
		- Influx in foster care – heightened traumatic incidents
		- Sharing of best practices
	+ Increased opportunity for providers in rural Oregon—especially for advanced training since numbers needing the training at any one time are limited
	+ Availability of coaching and mentoring to increase skills in working with children with challenging behavior
* Behavioral support for children with challenging behaviors
	+ Support in all types of care
	+ Focus on prevention
	+ Pay attention to the special needs of African American boys
* Preschool expulsion
	+ Clarify the issues
		- Which behavioral issues lead to a family being asked to move a child
		- What skills and program supports are needed to ensure child success
	+ An issue in both centers and family child care homes
* Strengthen partnerships with:
	+ Health system
	+ Health providers
	+ Mental health system
	+ Mental health providers
	+ Higher education and workforce training systems (OCCD, CCR&Rs)
	+ K-12
		- Best practices on how it can work ( what the collaboration looks like)
		- Finding out what is working and what is not
* Capacity--supply
	+ Cultural shift appears to have moved family preferences from home-based to center
		- Lower prices but often slots not filled
	+ Equity issues—variances by geography, age of child, and household incomes of families
* ERDC expansion
* Spark
	+ No current requirement to take children in ERDC
* Shared Services
	+ Status in nation and state
* Provide assistance and resources to ongoing study work.

Knowledge/expertise group suggests ELC consider

* Parents (consider innovative methods for engagement)
* Providers: family child care and centers
* Mental health
* K-12—possibly those involved in early learning partnerships
* Legislative staff
* Family advocates such as Family Forward
* Higher education—persons involved with teacher training
* Finance
* Unions