

Early Childhood Equity Fund Rules Advisory Committee



January 24, 2020
10:00 – 11:00 a.m.
Oregon Community Foundation
1221 SW Yamhill, 2nd Floor
Portland, Oregon

Time	Topic
10:00 – 10:10 a.m.	Welcome and Agenda Review Public Testimony
10:10 – 10:50 a.m.	Review four recommended rule changes as a result of public comments: 1. Eligibility criteria: language consistency change 2. Scoring criteria and process: planning grants – discuss changing language to give preference to those who demonstrate three or more factors of systemic disparity 3. Program Selection and Grant Award – discuss the make-up of the grant review committee 4. Evaluation – discuss language addition to specify both qualitative and quantitative assessment of program quality
10:50 – 10:55 a.m.	Discuss any other RAC recommended rule changes
10:55 – 11:00 a.m.	Wrap up

Attachments:

Public Comments

- Rules Advisory Committee Recommended Action Items
- Rules Advisory Committee Consent Items (No Action Recommended)
- Letter from Early Childhood Coalition
- Email from the Pearl Buck Center

Other Materials

- Latest draft of administrative rules (dated January 23, 2020) as compared to the December 15, 2019 version filed with the Secretary of State's office
- Description of each administrative rule change proposed (we'll briefly discuss yellow highlighted sections if time allows)

**Early Childhood Equity Fund Administrative Rules
Public Comments Received**

RULES ADVISORY COMMITTEE RECOMMENDED ACTION ITEMS

Eligibility Criteria (OAR 414-575-0015)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
In OAR 414-575-0015 - Eligibility Criteria, section (5) is not stated in a manner consistent with section (1) - (4). We recommend amending section (5) as follows: “Demonstrate how people in leadership positions (e.g., directors, managers and board members) belong to the community served.”	Early Childhood Equity Collaborative	Recommend adopting recommended change , with modification to add “cultural” community served.

Scoring Criteria and Process: Planning Grants (OAR 414-575-0020)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
In OAR 414-575-0020 - Scoring Criteria and Process, section (3)(b) in Planning Grants prioritizes applications addressing “systemic disparities because of <i>two or more</i> ” factors, while item (2)(a) in Program Grants prioritizes applications addressing “systemic disparities because of <i>three or more</i> ” factors. We recommend that section (3)(b) in Planning Grants be amended to read “systemic disparities because of <i>three or more</i>” factors.	Early Childhood Equity Collaborative	Discuss suggestion at Rules Advisory Committee. Program grants were changed to providing preference for three or more factors; we could do the same for planning grants.

Program Selection and Grant Award (OAR 414-575-0025)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
In OAR 414-575-0025 - Program Selection and Grant Award, section (2) states, "A grant review committee will be appointed by the Early Learning Systems Director. The Early Learning Council will recommend representatives to the director to be named to the committee, <i>including some</i> who have experienced systemic disparities because of two or more of the factors identified in OAR 414- 575-0015 (4) (a) - (e)." We recommend that this section be amended to read "A grant review committee will be appointed by the Early Learning Systems Director. The Early Learning Council will recommend representatives to the director to be named to the committee. <i>All committee members must be members of communities that have experienced systemic disparities because of three or more</i> of the factors identified in OAR 414-575-0015 (4) (a) - (e)."	Early Childhood Equity Collaborative	Discuss suggestion at Rules Advisory Committee. Recommend considering language that provides for a majority of members that have experienced systemic disparities because of two or more...

Evaluation (OAR 414-575-0035)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
We would like for the Rules to express the importance of a balance of quantitative and qualitative data as sources of assessment of program quality.	Adelante Mujeres	Recommend adding language to incorporate the suggestion. The Division will conduct an evaluation of the Fund grant program each biennium, <u>using both qualitative and quantitative data as sources of assessment of program quality.</u>

Early Childhood Equity Fund Administrative Rules Public Comments Received

RULES ADVISORY COMMITTEE CONSENT ITEMS (NO ACTION RECOMMENDED)

Purpose (OAR 414-575-0000)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
We believe the language used on this purpose of this fund is highly appropriate and allows for diverse types of culturally specific programs to access financial support from this stream.	Adelante Mujeres	No action needed.
The stated goal of the early learning fund is that ALL child care programs are "culturally responsive." I am unclear based on the language in the purpose statement how or whether this fund connects and supports to that goal. For example, is there any intent for the culturally-specific agencies to help others (including non-grantees) be more culturally responsive, or adopt more "culturally specific methods?"	Washington County Department of Health & Human Services	No recommended changes to the rules. While it is funded through the Early Learning Fund, the Early Childhood Equity Fund program is intended to be more specifically focused on culturally specific early learning.

Definitions (OAR 414-575-0005)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
(2)- define "provided"- does that include spoken in their language or translation is available or both? (3)- define "primarily" and "led" - does that mean staff are in leadership roles as well or just provide services. Is there a staff ratio to follow? (4)- repeat question from item (3)	Southern Oregon Early Learning Services Hub	No recommended changes to the rules. The word "provided" referenced (2) does not need a definition—the other language in the rules supports providing the spoken language directly and not through translation. The references to (3) and (4) mean staff and leaders of the organization are members of the community served as further defined in Eligibility Criteria (0015 (5)); there are no ratios.

Definitions (OAR 414-575-0005)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
<p>(9)-(10)- I am wondering if there is a way to incorporate the protective factor language in regards to these two definitions recognizing that those factors have a connection to reducing/preventing child abuse and neglect. As well as include how the organization utilizes the protective factors when serving families in a culturally specific organization.</p> <p>Protective Factors include:</p> <ul style="list-style-type: none"> Concrete Support Social Emotional Competence of Children Knowledge of Parenting and Child Development Parental Resilience Social Connections 	Southern Oregon Early Learning Services Hub	<p>No recommended changes to the rules. Protective factors is another framework that could be used. While not prohibited, it has not been formally adopted by the ELC as has the Early Childhood and Kindergarten Guidelines.</p>
<p>We believe that a definition of a Cultural Responsive organization is also needed as there is a big and significant difference between cultural-specific and culturally responsive.</p>	Adelante Mujeres	<p>No recommended changes to the rules. “Culturally responsive organization” is not used in the statute or rule—no definition is needed.</p>
<p>It seems “the community” is referenced a lot in this document and seems to have a significant position in terms of assessing eligibility of applicants. This should be defined, because it could mean any number of groups.</p> <p>The concept of early learning program (#4) may need further clarification. For instance, does it only include actual direct child care services provided to children, or can it also include a broader set of activities, such as capacity building of child care providers to become more culturally responsive?</p>	Washington County Department of Health & Human Services	<p>No recommended changes to the rules. The rules advisory committee discussed and preferred to provide flexibility. Clarification has been added under program (-0005 (12) and planning grants (-0005 (11) that should provide further clarity around early learning programs.</p>

Definitions (OAR 414-575-0005)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
<p>RE: (1) - definition of "children and families who are at risk"</p> <p>Like race, ethnicity, and the other marginalized identities listed in this proposed OAR language, people with disabilities are a health disparity population. While research clearly shows that the disability population does experience health disparities; public health experts recognize that disability is often left out of conversations about health equity. In an October 2019 white paper on this topic, "Persons with Disabilities as an Unrecognized Health Disparity Population," the CDC makes recommendations for how the field of public health can address this issue, importantly that health and human services and public health programs and practices should include people with disabilities. Oregon can demonstrate our commitment to inclusive equity programming and policy by including disability in Oregon's definition of "children and families who are at risk."</p>	Oregon Center for Children and Youth with Special Health Needs	<p>No recommended changes to the rules. The definition of "children and families who are at risk" was defined through HB 3427. Adding persons with disabilities to the list of systemic disparity factors identified in the bill would be a departure from the statutory direction. Organizations and programs that support people with disabilities could apply for these funds as long as they also met the eligibility criteria established in rule.</p>

Application Process (OAR 414-575-0010)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
The application process seems clear and descriptive and we especially like the technical assistance provision related to the application and data collection.	Adelante Mujeres	No action needed.

Eligibility Criteria (OAR 414-575-0015)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
We are extremely happy with the language used under this Eligibility Criteria section.	Adelante Mujeres	No action needed.
<ol style="list-style-type: none"> 1. Re: (4) - Factors influencing system disparities. We recommend including disability on the list of factors that may cause children and families to experience systemic disparities. 2. As we said in the "definitions" comments section: Like race, ethnicity, and the other marginalized identities listed in this proposed OAR language, people with disabilities are a health disparity population. While research clearly shows that the disability population does experience health disparities; public health experts recognize that disability is often left out of conversations about health equity. In an October 2019 white paper on this topic, "Persons with Disabilities as an Unrecognized Health Disparity Population," the CDC makes recommendations for how the field of public health can address this issue, importantly that health and human services and public health programs and practices should include people with disabilities. Oregon can demonstrate our commitment to inclusive equity programming and policy by including disability in Oregon's definition of "children and families who are at risk." 	Oregon Center for Children and Youth with Special Health Needs	No recommended changes to the rules. <ol style="list-style-type: none"> 1. The list of systemic disparity factors were identified in HB 3427. 2. Adding people with disabilities to the eligibility criteria identified in the bill would be a departure from the statutory direction.

Scoring Criteria and Process: Program Grants (OAR 414-575-0020)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
(2)(a)- states that it will be scored based on three or more factors but the application eligibility states two or more factors.	Southern Oregon Early Learning Services Hub	No additional recommended changes to the rules. Language corrected through later draft to move the three or more factors to a scoring preference.

Scoring Criteria and Process: Program Grants (OAR 414-575-0020)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
We highly appreciate the acknowledgement of culture as assets and strengths the organizations bring and this is part of breaking systemic racism	Adelante Mujeres	No action needed.
<ol style="list-style-type: none"> 1. This section requires 3 or more of the disparity factors to be met, but elsewhere it says only 2 are required. Seems they should be aligned. 2. In general, the scoring factors seem very fuzzy, subjective or difficult to accurately assess. For example, how will it be determined whether “the community” views an organization as culturally-specific? How can this be determined with enough certainty to potentially disqualify an applicant? What if the org is culturally-specific according to their charter and official documentation. The same can be said for several of the factors that depend upon “the community,” writ large. If they can’t actually be assessed, they can’t be used and should be removed. It is unclear who “the community” is. Is this a geographic community, ethnic community, etc. 	Washington County Department of Health & Human Services	<p>No additional recommended changes to the rules.</p> <ol style="list-style-type: none"> 1. Language corrected through later draft to move the three or more factors to a scoring preference. 2. Language added in definitions (5) and eligibility criteria (5) will provide clarity and remove some applicants from eligibility. Rules advisory committee discussed and preferred to provide flexibility.
We recommend including disability on the list of factors that may cause children and families to experience systemic disparities. See our comments on "definitions" and "eligibility criteria" for our rationale.	Oregon Center for Children and Youth with Special Health Needs	<p>No recommended changes to the rules.</p> <p>The list of systemic disparity factors were identified in HB 3427. Adding people with disabilities to the list identified in the bill would be a departure from the statutory direction.</p>

Scoring Criteria and Process: Planning Grants (OAR 414-575-0020)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
For both sections on the scoring criteria- how will the reviewers consider feedback from the community in regards to the particular applicant? Since applications are written by the organization, how you will consider verifying what is being stated is based on facts of how services are currently offered or will be offered? Are you able to request community support letters as part of the application process?	Southern Oregon Early Learning Services Hub	No recommended changes to rules. Applicants will be asked to submit a narrative as part of their application to demonstrate the community support.
Having strong child-family connection through the scoring criteria and process is essential. Children are part of a family system and supporting the whole family will certainly increase children's outcomes.	Adelante Mujeres	No action needed.
Is the only allowable activity to establish an early learning program? If so, this should be clarified here and/or in the definitions section	Washington County Department of Health & Human Services	No recommended changes to rules. The structure of the Request for Applications will provide clarity that organizations may use a planning grant to build capacity of culturally specific organizations.
We recommend including disability on the list of factors that may cause children and families to experience systemic disparities. See our comments on "definitions" and "eligibility criteria" for our rationale.	Oregon Center for Children and Youth with Special Health Needs	No recommended changes to the rules. The list of systemic disparity factors were identified in HB 3427. Adding people with disabilities to the list identified in the bill would be a departure from the statutory direction.

Program Selection and Grant Award (OAR 414-575-0025)

<i>Comment Received</i>	<i>Organization</i>	<i>ELD Staff Suggested Action</i>
Will there be rules written to address the specifics related to the appeal/grievance process?	Southern Oregon Early Learning Services Hub	No additional recommended changes to the rules. Language to address an appeal has been added.
Will there be any coordination with the Diversity, Equity and Inclusion office of ODE? They are currently managing the African American/ Black Student Success Grant, and it seems there should be alignment across these similar investments. Although the BSSG is not required to include early learning, it does in some places.	Washington County Department of Health & Human Services	No recommended changes to the rules. Although we anticipate future coordination between ODE and ELD equity programs, there is no specific coordination required by rule between the two grant programs.
We recommend including disability on the list of factors that may cause children and families to experience systemic disparities. See our comments on "definitions" and "eligibility criteria" for our rationale.	Oregon Center for Children and Youth with Special Health Needs	No recommended changes to the rules. The list of systemic disparity factors were identified in HB 3427. Adding people with disabilities to the list identified in the bill would be a departure from the statutory direction.

January 16, 2020

RE: Early Childhood Equity Fund Draft Administrative Rules

Dear Rule Advisory Committee,

The Early Childhood Equity Collaborative, a group composed of multiple stakeholders who serve and advocate for historically underrepresented communities of color across the state, recently met to review the draft administrative rules for the Early Childhood Equity Fund. We are submitting this joint letter to provide comments on the rules.

Collectively, we appreciate many aspects of the draft rules, including:

1. The focus on culturally specific methods, programs and organizations;
2. The inclusion of planning grants;
3. The distinction between eligibility and scoring criteria; and
4. The clarity of the scoring criteria.

We also identified the following opportunities to improve upon the draft rules:

1. In OAR 414-575-0015 - Eligibility Criteria, section (5) is not stated in a manner consistent with section (1) - (4). **We recommend amending section (5) as follows: “Demonstrate how people in leadership positions (e.g., directors, managers and board members) belong to the community served.”**
2. In OAR 414-575-0020 - Scoring Criteria and Process, section (3)(b) in Planning Grants prioritizes applications addressing “systemic disparities because of *two or more*” factors, while item (2)(a) in Program Grants prioritizes applications addressing “systemic disparities because of *three or more*” factors. **We recommend that section (3)(b) in Planning Grants be amended to read “systemic disparities because of *three or more*” factors.**
3. In OAR 414-575-0025 - Program Selection and Grant Award, section (2) states, “A grant review committee will be appointed by the Early Learning Systems Director. The Early Learning Council will recommend representatives to the director to be named to the committee, *including some* who have experienced systemic disparities because of two or more of the factors identified in OAR 414-575-0015 (4) (a) - (e).” **We recommend that this section be amended to read “A grant review committee will be appointed by the Early Learning Systems Director. The Early Learning Council will recommend representatives to the director to be named to the committee. *All committee members must be members of communities that have experienced systemic disparities because of three or more of the factors identified in OAR 414-575-0015 (4) (a) - (e).*”**

Thank you for your time and consideration on this matter. Should you have any questions, please do not hesitate to reach out to Ricardo Lujan Valerio, Director of Advocacy at Latino Network, as the point of contact for the collaborative: 503-283-6881 or lujanr@latnet.org. Thank you for your consideration of our feedback.



From: [KNIGHT-COYLE Nakeshia - ELD](#)
To: [WATTS Remember -ELD](#); [THIEL Katie -ELD](#)
Subject: FW: Equity concerns
Date: Friday, January 17, 2020 9:05:32 AM

I received the following email, the contents of which I would like to submit as public comments for the ECEF. It sounds like this person would like the equity fund to be used to support parents/ caregivers experiencing cognitive disabilities.

From: Lise Schellman <lise.schellman@pearlbuckcenter.com>
Sent: Tuesday, January 14, 2020 3:01 PM
To: Nakeshia.Knight-Coyle@state.or.us
Subject: Equity concerns

Hi Nakeshia, I spoke to Gwyn Bachtle at a recent meeting and she recommended I contact you. I apologize for the length of this email, but I want to give you enough information to perhaps be able to help, or to pass this to someone who can.

I am a program Director at Pearl Buck Center for a program that supports parents with Cognitive Disabilities. I have been here for 3 years and formerly worked for Head Start and the Relief Nursery. One thing that has surprised me is that this population, which often needs extra support to parent, is not recognized as an underserved population. There have been several occasions when legislators, legislation and the governor have called out this population along with racially and culturally diverse families, and families with children with disabilities as needing extra supports to level the playing field but parents with cognitive disabilities are routinely left out when laws and policies are developed. I believe this is an equity issue and am eager to find ways to promote the needs of this population to the Early Learning Division because, as with other at risk populations, children have better success when their needs and their families needs are met in the early years.

Some information about our families; 3.1% of parents in Oregon have cognitive disabilities and parents with cognitive disabilities are 40-80% more likely to be child welfare involved than typical families, often with few actual safety concerns other than the caseworkers assumption that they are less able as parents. What this means is that these families, who can parent well with proper supports, drain child welfare and foster care resources, when their children could stay with them if they had much less costly supports in place.

I have read chapter 414 in its entirety, and although at-risk families such as ours are clearly intended to be supported by the Early Learning Division, there are no programs that would support specialised parenting support for these families who often need it not only to succeed in providing safe, stable homes and developmentally appropriate parenting, but to ensure they can keep their children.

Another issue with this population is that because of their disability it is challenging to find leaders in their community; typically racial and cultural communities include incredible leaders who bring their voices forward. Right now I am one of a very few people advocating for parents with disabilities and the others I know of are not educators but Disability Rights or Child Welfare professionals. I am figuring things out

as I go, and the amazing opportunities of the Student Success Act have also changed the landscape of the Early Learning Division and I am unsure where I can have any impact.

I would welcome any information you can give me about how to shed light on this equity issue and bring our families, and the thousands of underserved families like them statewide into the hearts and minds of equity leadership at the state level.

Thanks so much for your time.

Lise Schellman
Preschool and Family Supports Director
Pearl Buck Center

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Early Childhood Equity Fund Administrative Rules – DRAFT
January 23, 2020

OAR 414-575-0000

Purpose

The purpose of this division is to establish a process for making grants from the Early Childhood Equity Fund for culturally specific early learning, early childhood and parent support programs, to promote the capacity of culturally specific organizations to deliver these programs, to monitor capacity needs and provide technical assistance to grantees.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0005

Definitions

As used in this division, unless the context requires otherwise:

- (1) “Children and families who are at-risk” means children and families who experience systemic disparities because of any combination of two or more of the following factors: race, ethnicity, English language proficiency, socioeconomic status, and geographic location, including that which has resulted from gentrification and displacement.
- (2) “Council” means the Early Learning Council.
- ~~(2)~~(3) “Culturally specific methods” means programs and interventions that are designed by or adapted for members of the community served; reflect the values, beliefs, practices and worldviews of the community served; and provided in the ~~first~~preferred language of the community served.
- (4) “Culturally Specific Organization” means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride/resilience, immigration dynamics, religious beliefs, etc. and how their services have been adapted to those cultural norms.

(5) “Culturally Specific Early Learning Program” means a program that is designed to serve a particular cultural community and is primarily staffed and led by members of that community; ~~the Culturally Specific Early Learning Program is and~~ designed by or adapted by members of the cultural community that it serves; ~~this program may or may not exist within a Culturally Specific Organization.~~

(6) “Director” means the Early Learning System Director.

(7) “Division” means the Early Learning Division of the Oregon Department of Education.

~~(6)~~(8) “Early Childhood School Readiness” means indicators related to children’s success in kindergarten including (1) children’s readiness to engage in and benefit from early learning experiences; (2) families’ ability to support children as evidenced by parental and caregiver attitudes and involvement in their children’s early learning and development and transition to school; and (3) public schools’ ability to provide a learning environment along with practices that foster and support a smooth transition for children into kindergarten and advance and promote the learning of all children.

~~(7)~~(9) “Family Stability” means the characteristics of a family that support healthy child development, including parental mental health, stable relationships, and a supportive, flexible, and nurturing home environment.

~~(8)~~(10) “Fund” means the Early Childhood Equity Fund established by Oregon Laws 2019, Chapter 122.

(11) “Planning Grant” means a grant to ~~expand a community's~~promote the capacity of culturally specific organizations to ~~develop and/or~~ deliver culturally-specific early learning, early childhood and parent support programs.

~~(9)~~(12) “Program Grant” means a grant to deliver culturally specific early learning, early childhood and parent support programs.

~~(10)~~(13) “Positive Child Indicators” means markers of skills, knowledge, and experiences necessary to support positive child development as defined in the Oregon Early Learning and Kindergarten Guidelines, located on the Division’s website.

~~(11)~~(14) “Positive Family Indicators” means markers of skills, knowledge, and experiences necessary to support positive family skills, knowledge, and experiences necessary to support positive child development as defined in the Oregon Early Learning and Kindergarten Guidelines, located on the Division’s website.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0010

Application Process

- (1) A call for applications shall be announced publicly on the ~~division's~~Division's website. The ~~division~~Division will conduct stakeholder outreach ~~to its list of interested parties~~, and will engage communities, including federally recognized Oregon Indian tribes, across the state to make them aware of the funding opportunity.
- (2) Funds shall be awarded on a competitive basis by July of each calendar year in accordance with timelines established by the Early Learning Division. ~~Grants~~ Program grants described in OAR 414-575-0020 (2) will be made for a period not to exceed a state fiscal biennium and may be renewed for up to two biennia as determined by availability of funds and program outcomes identified in (4) of this section. Planning grants identified in OAR 414-575-0020 (3) will be made for a period not to exceed a state fiscal biennium and may be converted to a program grant for up to two additional biennia as determined by availability of funds and program outcomes identified in (4) of this section. Organizations may then reapply for funding.
- (3) Applicants must ~~submit~~ apply in the format prescribed by the division, which contains information required by the division, including program outcomes as described in (4) of this section.
~~Applicants must specify program outcomes.~~
- (4) The applicant must specify how its program will advance equity, as defined through the Equity Lens in the Oregon Early Learning ~~and Kindergarten~~ Guidelines, ~~found on the Division's website~~, and positively impact child indicators and family indicators. Program outcomes must be appropriate to the culture of the children and families served and demonstrate awareness of the systemic disparities in the community the program serves.
- (5) The ~~division~~Division will provide technical assistance related to the technical aspects of the grant application, including data collection and will announce details of the technical assistance available with the call for applications.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0015

Eligibility Criteria

To be eligible to apply for a grant, a program must:

- (1) Be a culturally specific organization or operate a culturally specific early learning program~~;~~
- (2) Serve communities within the geographic boundaries of Oregon or serve communities within Indian country of a federally recognized Indian tribe that is within the geographic boundaries of Oregon~~;~~
- (3) Demonstrate experience providing outreach, support and resources to children and families ~~who experience systemic disparities; and~~ described in OAR 414-575-0015(4).
- (4) Provide outreach, support and resources to children and families who experience systemic disparities because of two or more of the following factors:
 - (a) Race
 - (b) Ethnicity
 - (c) English language proficiency
 - (d) Socioeconomic status
 - (e) Geographic location (urban, rural, neighborhoods)
- (5) Demonstrate how people in leadership positions (e.g., directors, managers and board members) belong to the cultural community served.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

Scoring Criteria and Process

(1) Applications will be accepted from programs that meet all of the eligibility criteria established in OAR 414-575-0015.

(2) Program Grants. Applications ~~will be considered~~ for programs established to deliver culturally specific early learning programs. ~~Applications~~ will be scored as follows:

- (a) The application will be scored on its proposed plan to deliver culturally specific early learning, early childhood or parent support program.
- (b) The application will be scored on how well it demonstrates the applicant's experience in providing outreach, support and resources to children and families who are experiencing systemic disparities because of ~~three~~two or more of the following factors:
 - (A) Race
 - (B) Ethnicity
 - (C) English language proficiency
 - (D) Socioeconomic status
 - (E) Geographic location (urban, rural, neighborhoods)

(c) An application that demonstrates it meets three or more of the factors identified in (2)(a)(A)-(E) will be given preference.

~~(c)~~(d) The application will be scored on how well ~~it~~the applicant meets the following characteristics:

- (A) The community being served recognizes the applicant organization as culturally specific.
- (B) Mission and outcomes align with expressed community needs.
- (C) Services reflect the values, beliefs, practices and worldview of the community served.
- (D) Meaningful community engagement occurs at all levels of the applicant organization.
- (E) Recognition of the impact of systemic racism is embedded throughout the applicant organization's strategies and programming.
- (F) Interventions are designed or adapted by and for members of the community.
- (G) Services and materials are provided in the first preferred language of the community served.

~~(H) People in leadership positions (e.g., directors, managers and board members) belong to the community served.~~

~~(H)~~(H) Programming sustains shared history, identity, language and pride.

~~(H)~~(I) The culture, language, identity and lived experience of community members and staff are honored as assets.

~~(K)(J)~~ Staff and leadership see themselves and their organization as accountable to the communities they serve.

~~(2)(3)~~ **Planning Grants.** Applications to promote the capacity of culturally specific organizations to deliver culturally specific early learning, early childhood and parent support programs will be considered.

- (a) The application will be scored on its proposed plan to build capacity to develop and implement a culturally specific early learning, early childhood or parent support program.
- (b) The application will be scored on how well it demonstrates experience in providing outreach, support and resources to children and families who are experiencing systemic disparities because of two or more of the following factors:
 - (A) Race
 - (B) Ethnicity
 - (C) English language proficiency
 - (D) Socioeconomic status
 - (E) Geographic location (urban, rural, neighborhoods)
- (c) The application will be scored on how well ~~it~~the applicant meets the following characteristics:
 - (A) The community being served recognizes the applicant organization as culturally specific.
 - (B) Mission and outcomes align with expressed community needs.
 - (C) Services reflect the values, beliefs, practices and worldview of the community served.
 - (D) Meaningful community engagement occurs at all levels of the applicant organization.~~it.~~
 - (E) Recognition of the impact of systemic racism is embedded throughout the applicant organization's strategies and programming.
 - (F) Interventions are designed or adapted by and for members of the community.
 - (G) Services and materials are provided in the ~~first~~preferred language of the community served.
 - ~~(H) People in leadership positions (e.g., directors, managers and board members) belong to the community served.~~
 - ~~(I)(H)~~ Programming sustains shared history, identity, language and pride.
 - ~~(I)(I)~~ The culture, language, identity and lived experience of community members and staff are honored as assets.
 - ~~(K)(J)~~ Staff and leadership see themselves and their organization as accountable to the communities they serve.
- ~~(d) Planning grants to develop a culturally specific early learning program will be made for a period not to exceed a state fiscal biennium and may be converted to a program grant for up to two additional biennia as determined by availability of funds and program outcomes identified in OAR 414-575-0010(4).~~

OAR 414-575-0025

Program Selection and Grant Award

- (1) Division staff will review completed grant applications to determine eligibility.
- (2) A grant review committee will be appointed by the ~~Early Learning Systems~~ Director. ~~The Early Learning~~ Council will recommend representatives to the ~~director~~ Director to be named to the committee, including some who have experienced systemic disparities because of two or more of the factors identified in OAR 414-575-0015 (4) (a) – (e). The grant review committee will review and score applications deemed eligible by Division staff using scoring criteria established in OAR 414-575-0020.
- (3) The review committee will make funding recommendations to the ~~director that provide for geographic representation where practicable.~~ Director. The ~~director~~ Director will make final decisions for funding.
- (4) The ~~division~~ Division will notify grant recipients of awards and announce the awards on its website.
- (5) The ~~division~~ Division will offer to enter into a grant agreement with each prospective grant recipient using terms and conditions acceptable to the ~~division~~ Division.
- (6) ~~Grant~~ Prospective grant recipients ~~who have not forfeit the awarded grant if a signed and grant agreement is not~~ returned to the ~~division~~ Division within 90 calendar days of receiving a grant agreement ~~forfeit the awarded grant~~. This provision does not apply to federally recognized Oregon Indian tribes.
- (7) Forfeited grant funds will be used to fund next highest scored application(s).
- (8) ~~Any~~ An applicant not receiving funding may appeal for review to the ~~Early Learning~~ Council. ~~Such~~ An appeal must be received by the Council in writing within 15 calendar days of the date of the notice of non-funding at 700 Summer St., NE, Salem, Oregon, 97301. Only an applicant may appeal a non-funding decision. The Council will consider the appeal of the non-funding decision at its next meeting. The Council's decision is final.

OAR 414-575-0030

Administration

- (1) The ~~Early Learning~~ Division will administer grant agreements with the grant recipients and provide program guidelines.
- (2) Grant recipients must comply with the terms and conditions of the grant agreement including, but not limited to, cooperating with the ~~Early Learning~~ Division's program monitoring, technical assistance, program evaluations, and reporting requirements.
- (3) Noncompliance with program and agreement requirements ~~could~~may make the grant recipient ineligible for future grants.
- ~~(4) Grant recipients are expected to provide information as requested.~~

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0035

Evaluation

- (1) The ~~Early Learning~~ Division will conduct an evaluation of the ~~Early Childhood Equity~~ Fund grant program each biennium. The evaluation will measure the demonstrated impact of program outcomes on:
 - (a) Positive child indicators, including early childhood school readiness;
 - (b) Positive family indicators, including family stability;
 - (c) Use of culturally specific methods; and
 - (d) Building capacity of culturally specific organizations.
- (2) The ~~Early Learning~~ Division will share the results of the biennial evaluation with the ~~Early Learning~~ Council.
- (3) The Division will report to the interim committees of the legislature related to early childhood and child welfare by September 15 of each odd-numbered year. The report will include results of the evaluation identified in (1) of this section, the status and impact of grants made to programs under OAR 414-575-0000, and changes in capacity of culturally specific organizations to deliver culturally specific early learning, early childhood and parent support programs.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

Early Childhood Equity Fund
Description of Administrative Rule Changes
December 15, 2019 Version to January 23, 2020 Version

Rule	Description of the change	Reason for the change
Definitions		
414-575-0005(1)	Modified definition for “children and families who are at risk”	Recommendation by member of the RAC
414-575-0005(2)	Added a definition for Early Learning Council	Technical
414-575-0005(3)	Modified definition of culturally specific methods, referring to “preferred” language of community served	Recommended by RAC add clarity
414-575-0005(3)-(4)	Renumbered	Technical
414-575-0005(5)	Deleted language	Technical and recommended by RAC
414-575-0005(6)	Added a definition for Early Learning Systems Director	Technical
414-575-0005(7)	Added definition for Early Learning Division	Technical
414-575-0005(8)-(10)	Renumbered	Technical
414-575-0005(11)	Modified definition to align with changes made in OAR 414-575-0020(3)	Technical
414-575-0005(12)	Added definition for Program Grant	Technical
414-575-0005(13)	Renumbered, updated name and added location of guidelines	Technical
414-575-0005(14)	Renumbered, updated name and added location of guidelines	Technical
Application Process		
414-575-0010(1)	Language/grammar changed	Technical
414-575-0010(2)	Added references. Moved language from 414-575-0020(3)(d) to this section	Technical
414-575-0010(3)	Language/grammar changed	Technical
414-575-0010(4)	Renumbered, updated name and added location of guidelines	Technical
414-575-0010(5)	Clarified the technical assistance language	Technical
Eligibility Criteria		
414-575-0015(3)	Replaced language with a rule reference with the same meaning	Technical
414-575-0015(5)	Moved language from scoring criteria to eligibility criteria; added “cultural” prior to “community served”	Recommendation from the RAC to promote capacity of culturally specific organizations
Scoring Criteria and Process: Program Grants		
414-575-0020(2)	Language/grammar changed	Technical
414-575-0020(2)(a)	Added language in (a) to allow for scoring based on applicant’s plan for services	Corrected inconsistency with planning grant language

Rule	Description of the change	Reason for the change
414-575-0020 (2)(b)-(c)	Renumbered; moved from scoring criteria to providing preference when an applicant demonstrates it meets three or more of the factors identified in OAR 414-575-0020 (2)(a)(A)-(E).	Technical/legal
414-575-0020 (2)(c), (c)(A), (c)(D)-(E)	Language clarified	Technical
414-575-0020 (2)(c)(G)	Modified reference to “preferred” language of community served	Recommended by RAC add clarity
414-575-0020 (2)(c)(H)	Moved language from scoring criteria to eligibility criteria	Recommendation from the RAC to promote capacity of culturally specific organizations
414-575-0020 (2)(c)(H)-(J)	Renumbered	Technical
Scoring Criteria and Process: Planning Grants		
414-575-0020 (3)(a)	Language clarified	Technical
414-575-0020 (3)(c), (c)(A), (c)(D)-(E)	Language clarified	Technical
414-575-0020 (3)(c)(G)	Modified reference to “preferred” language of community served	Recommended by RAC add clarity
414-575-0020 (3)(c)(H)	Moved language from scoring criteria to eligibility criteria	Recommendation from the RAC to promote capacity of culturally specific organizations
414-575-0020 (3)(c)(H)-(J)	Renumbered	Technical
414-575-0020 (3)(d)	Moved language to 414-575-0010(2)	Technical
Program Selection and Grant Award		
414-575-0025 (2)- (3)	Additional language in (2) referencing OAR 414-575-0015 (4)(a)-(e) and removing geographic reference in (3) to add clarity to the selection criteria	Recommendation by RAC to focus on all of the factors identified in OAR 414-575-0015 (4)(a)-(e) and not solely on geography
414-575-0025(1)- (6)	Language clarified	Technical
414-575-0025(8)	Clarified appeals process for funding decisions	Technical/legal
Administration		
414-575-0030	Clarified language; removed unnecessary language	Technical
Evaluation		
414-575-0035 (1)- (2)	Clarified language	Technical
414-575-0035(3)	Added biennial reporting requirement to the legislature	Recommended by RAC