# Early Learning Council
**August 13, 2020**
**2:15 p.m. – 4:00 p.m.**

Virtual Meeting
[Join Meeting Here](#)

### Agenda

*Due to social distancing measures, this will be a virtual meeting. To provide virtual testimony, please sign up OR submit written testimony by **2:00 p.m. on Wednesday, August 12, 2020** by emailing [Remember.Watts@state.or.us](mailto:Remember.Watts@state.or.us). Virtual testimony is limited to two minutes per speaker.*

**SUE MILLER**
*Early Learning Council Chair*

**PATRICK ALLEN**
*Director, Oregon Health Authority*

**ANGELA BLACKWELL**

**PETER BUCKLEY**

**KATY BROOKS**

**COLT GILL**
*Deputy Superintendent, Oregon Department of Education*

**ANNE KUBISCH**

**GEORGE MENDOZA**

**MARGARET MILLER**

**EVA RIPPETEAU**

**MARGARET SALAZAR**
*Executive Director, Oregon Housing and Community Services*

**KALI THORNE LADD**

**LIESL WENDT**
*Deputy Director, Oregon Department of Human Services*

**MIRIAM CALDERON**
*Early Learning System Director, Early Learning Division*

*Staff*
Remember Watts,
*Council Administrator & Rule Coordinator, Early Learning Division*

I. Board Welcome and Roll Call
Sue Miller, Chair, Early Learning Council

II. Public Testimony

III. Decision of Appeals to Early Learning Division Request for Applications: Early Childhood Equity Fund, Oregon Pre-Kindergarten, and Preschool Promise – *Action Items*
Kimberly Moua, Early Childhood Equity Fund Manager, Early Learning Division
Gwyn Bachtle, Early Learning Programs Director, Early Learning Division
*Supporting Documents: Early Learning Division Staff Report on Grant Review Process; Early Childhood Equity Fund Appeal Council Action Request and attachments, Intent to Award Report; Oregon Pre-Kindergarten Appeals Council Action Requests and attachments, Intent to Award Report; Preschool Promise Appeals Council Action Request and attachments, Appeals Summary Matrix, Intent to Award Report, Slot Allocation Plan*

IV. Early Learning System Director Update
Miriam Calderon, Early Learning System Director, Early Learning Division
*Supporting Documents: Early Care & Education Guidelines Update; Discussion Draft on Revisions to Health and Safety for Early Care & Education in COVID; Joint Committee on Ways & Means Budget Rebalance Plan – Early Learning Account; Early Learning Division Staff Report on Secretary of State Real-Time Audit on Student Success Act; Secretary of State Real-Time Audit on Student Success Act Letter; Early Learning Division Real-Time Audit Letter Response*

V. Council Discussion: Regional Progress toward Early Learning Council Priorities
*Supporting Documents: Children's Institute Letter – Advocacy by ELC; New York Times Article, "Why are Child Care Programs Open When Schools Are Not?"*

VI. Adjournment
Sue Miller, Chair, Early Learning Council

*\*Times are approximate; items may be taken out of order, meetings may conclude early 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 Remember Watts at 503-947-0674 or by email at [Remember.Watts@state.or.us](). Requests for accommodation should be made at least 48 hours in advance.*

# GRANT PROCESS REVIEW SUMMARY:
## Early Learning Division Staff Report to
## Early Learning Council

## Independent Review

ELD invited staff and external individuals with expertise in early care and education to serve as independent reviewers. Independent reviewers used a defined rubric that was included in each RFA to score the application. Applications that were determined to be incomplete or ineligible were excluded from the Independent Review.

Over 45 independent reviewers completed reviews on 377 applications across the Early Childhood Equity Fund (ECEF), Oregon Prekindergarten (OPK), and Preschool Promise (PSP). Many independent reviewers also sat on the review committees.

Two independent reviewers reviewed each application and if scores of independent reviewers varied significantly, a third independent reviewer scored the application. (Note: for OPK applications, three independent reviewers scored each application.)

These scores and all comments were then provided to the review committees along with all application materials.

## Review Committee

The ELD staffed three review committees, one for each program. These committees consisted of stakeholders with expertise in early care and education (a full list of each committee is included at the end of this document) and was chaired by one of these stakeholders. The Early Learning Council approved this membership.

Each review committee meeting was available to the public and the committees invited public testimony.

Each committee made decisions based upon the following information:

- Regional distribution of services
- Distribution across federally recognized tribes
- Diversity of services and programs (example, delivery options and settings)
- The application and related documents
- Applicant follow up information
- Public comment
- 2019 Early Care and Education Sector Plans completed by Early Learning Hubs

Across the three committees, each made decisions to incorporate specific information within these categories, including:

- Members of the Early Childhood Equity Fund Review Committee elected to include an additional review of each applicant's status as a culturally specific organization as defined in administrative rule.

- Members of the Preschool Promise Review Committee elected to give additional weight to applicant's alignment with the ECE sector plan. They also ranked each application by provider type (e.g., family child care) and assigned a ranking within these groups.
- Members of the Oregon Prekindergarten Review Committee prioritized service models that supported full-day, full-year care for children pre-natal-to-three and recommended more center-based OPK PN-3 services

The Review Committees then prioritized applications and recommended a final package related to the funding amounts in the Legislative Approved Budget (LAB) provided by Student Success Act/Early Learning Account funding.

## Early Learning System Director Decisions

The Early Learning System Director received a briefing of the Review Committees' decisions and generally accepted the recommendations of the Review Committees. In three cases, the Director made minor changes to the Committees' recommendations.

## Adapting Recommendations for Potential Budget Cuts

Given potential budget cuts to the Student Success Act Early Learning Account, the Director directed staff to further delineate applicants from "not funded" to "funded" into multiple tiers. This did not apply to the ECEF, which was not forecast to receive a budget cut.

**Preschool Promise** funding would potentially be reduced by 20%. These estimates changed expansion of services from 3,865 slots to 3,287 slots. The resulting recommendations were adapted into three tiers:

- Tier 1: those recommended for funding at the amount approved for expenditure by the Governor ($139.5M), which represents approximately 80% of LAB ;

- Tier 2: those recommended for funding at the amount approved in the initial Legislatively Approved Budget for 2019-21($170M) , but not funded in Tier 1; and

- Tier 3: those not recommended for funding based on average score or eligibility.

Applicants' slots were placed into Tier 2 generally for one of two reasons:

- The applicant was awarded some slots, but requested more slots than could be awarded based on need for geographic-distribution or mixed delivery goals (e.g., awarding the applicant additional slots would mean that a disproportionate amount of slots went to one type of care).

- The applicant did not score as high as other applicants in their mixed-delivery category or geographical area.

**Oregon Prekindergarten** funding would also potentially be reduced by 20%. The recommendations were adapted into the three tiers as described above for PSP.:

- Applicants were placed into Tier 2 generally for one of two reasons:
  - The applicant was awarded some slots but requested more slots than could be awarded based on need for geographic-distribution.
  - The applicant's proposed service model or readiness to serve children did not rank them as high as other applicants.

## Notifications to Applicants

Letters were sent to all applicants on July 3 notifying them of the Director's decisions and including information on the timeline for submitting appeals to the decisions. Appeals were to be considered at the next meeting of the Early Learning Council.

# STUDENT SUCCESS ACT
# GRANT APPLICATION REVIEW COMMITTEE MEMBERSHIP

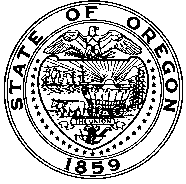## Early Childhood Equity Fund Grant Application Review Committee

- Amanda Manjarrez – Chair, Chalkboard Project
- Chabre Vickers, Wells Fargo
- Erica Salas-Umana, Mt Hood. Community College Head Start
- Joyce Harris, Education Northwest
- Nouxee Vang, Parent Leader
- Ramona Halcomb, Oregon Department of Education – Indian Education Specialist
- Ruby Ramirez, Oregon Community Foundation
- Soobin Oh, Children's Institute
- Theresa Martinez, Malheur Education Services District, Early Learning Hub

## Preschool Promise & Preschool Promise Fiscal Agent Grant Application Review Committee

- Sarah Bartlett, Parent Leader; Parent and Rural Representative
- Rene' Brandon, Southern Oregon Education Service District; Early Learning Hub and Rural Representative
- Danielle Pacifico Cogan, Children's Institute; Diversity and Urban Representative
- Robin Hill-Dunbar, Ford Family Foundation; Early Learning Delivery, Rural, and Statewide Representative
- Deleana OtherBull, Oregon Department of Education; Tribal and Statewide Representative
- Karissa Palmer, Albina Head Start; Early Learning Delivery, Developmental Delay Delivery, Diversity, and Urban Representative
- Jill Ramirez, Southern Oregon Education Service District; Early Learning Delivery, Diversity, and Rural Representative
- Bobbie Weber, Chair, Oregon State University; Early Learning Expert and Statewide Representative

## Oregon Pre-Kindergarten Grant Application Review Committee

- Tammie Hunt, Cow Creek Government; Early Learning Expert, Tribal, and Rural Representative
- Chelsea McLaughlin, Parent Leader; Head Start Parent and Rural Representative
- Yolanda Morales, Parent Leader; Head Start Delivery, Diversity, and Rural Representative
- Teasha Patterson, Parent Leader; Head Start Parent and Rural Representative
- Dominic Paz, Chair, Oregon Council on Developmental Disabilities; Head Start Delivery, Early Learning Expert, Diversity, and Urban Representative
- Kelly Poe, Malheur Education Service District; Early Learning Hub and Rural Representative
- Sara Stearns, Oregon Association for the Education of Young Children; Early Learning Expert, Urban, and Statewide Representative

# Early Learning Council
**August 13, 2020**
**2:15 p.m. – 4:00 p.m.**

Early Learning Division
3rd Floor, Grand Ronde Room
700 Summer St NE, Suite 350
Salem, OR 97301

# COUNCIL ACTION REQUEST

***AGENDA ITEM:*** *Early Childhood Equity Fund Intent to Award Appeal – St. Vincent de Paul of Lane County (ECEF-0043)*

**ACTION:** Consider appeal of Early Learning System Director's Decision for Early Childhood Equity Fund.

**ISSUE:** Applicant is appealing ELD's decision of Tier 3 (not awarded/not recommended for funding). Applicant is requesting consideration for full award.

**BACKGROUND:**

**Summary of the application request**: St Vincent de Paul of Lane County is a nonprofit human services organization that requested a total of $167,877 in funding that would focus on parent-child interaction and kindergarten transition programs.

**Summary of the review process & recommendation**: All Equity Fund applications received an initial score and review from two independent reviewers reviewed all applications. If the scores of independent reviewers had more than a 30-point difference, a third independent review was completed. This was the case for this application.  Applications that did not meet a scoring threshold were placed into Tier 3, i.e., not recommended for funding. As St. Vincent de Paul Society of Lane County application's average score from the Independent Reviewers (3) were 68.5 out of 115 (ranked 37 out of 49 for program grant applications), the Review Committee members did not consider them to move to the next phase of the review process to be considered for funding. Review Committee members were able to bring any applicant forward to the whole committee to be reconsidered for funding. St. Vincent de Paul was not an application that was brought forward for reconsideration by any review committee member. Thus, the committee did not recommend them for funding to the Early Learning System Director.

The Early Learning System Director, in consultation with Review Committee staff, looked at all Tier 2 and 3 applicants to understand why any eligible organization was not funded. However, St. Vincent de Paul was not considered in this process because, though the organization self-attested to meeting requirements for the Equity Fund, a review of the application found that it does not meet the requirement of being a culturally specific organization.

**Director's decision:** Based on Review Committee recommendation, the Early Learning System Director's placed applicant in Tier 3 (not awarded/not recommended for funding).

**PROPOSED DRAFT MOTION:** Deny all St. Vincent de Paul Society of Lane County's appeal request for the Early Childhood Equity Fund.
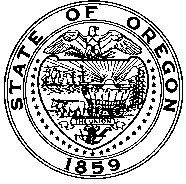
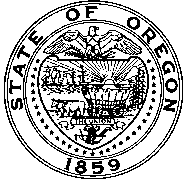# Early Learning Council
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**CONTACT:** Kimberly Moua, Early Childhood Equity Fund Manager

Attachments:
1. Request for appeal
2. Application
3. Application review materials

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# COUNCIL ACTION REQUEST

**AGENDA ITEM:** *Oregon Pre-Kindergarten Intent to Award Appeal - Community Action Team, Inc. (OPK-0060) serving Columbia, Clatsop, and Tillamook Counties*

**ACTION:** Consider appeal of Early Learning System Director's decision for Oregon Pre-Kindergarten funding.

**ISSUE:** Applicant (Community Action Team, Inc.) is appealing Early Learning Division's decision of placing 40 prenatal to age three home visiting slots in Tier 2 (not awarded/recommended for funding). Applicant is requesting consideration for full award.

**BACKGROUND:**

**Summary of the application request**: Community Action Team, Inc. (C.A.T.) is a current Oregon Pre-Kindergarten (OPK) grantee serving 169 preschoolers in the northwest region. C.A.T. received an intent to award for 36 part-day and 133 full-day preschool slots. C.A.T.'s application also requested 60 Oregon Pre-Kindergarten prenatal to age three (OPK PN-3) home visiting slots. This appeal refers to the OPK PN-3 slots only.

**Summary of the Review Committee recommendation**:
C.A.T.'s PN-3 application average score was 50 out of 60, and it did not require an additional independent review. The Review Committee recognized that while C.A.T. is ready to serve 60 PN-3 slots in a home visiting model, it recommended placing all of the slots in Tier 2 because center-based services are the priority service model.

**Director's Decision:** The Early Learning System Director modified the Review Committee's recommendation by moving 20 of the 60 requested PN-3 slots to Tier 1 and leaving the other 40 requested PN-3 slots in Tier 2. Therefore, C.A.T. was issued an intent to award for 20 of the slots (Tier 1), and the remaining 40 home visiting slots were not awarded but recommended if funding is available (Tier 2). This decision was based on the high need for infant and toddler care in all communities; some communities have less readiness for center-based care due to facilities, transportation, or other issues.

**PROPOSED COUNCIL ACTION:** Deny Community Action Team's appeal to fund 40 additional PN-3 slots in Tier 1.

**CONTACT:** Gwyn Bachtle, Early Learning Programs Director

Attachments:
1. Request for appeal
2. Application
3. Application review materials
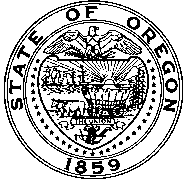
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# COUNCIL ACTION REQUEST

*AGENDA ITEM: Oregon Pre-Kindergarten Appeal – Oregon Child Development Coalition (OPK-0036)*

**ACTION:** Consider appeal of Early Learning System Director's Decision for Oregon Pre-Kindergarten (OPK) funding.

**ISSUE:** Applicant (Oregon Child Development Coalition) is appealing two Early Learning Division's decisions: a) <u>Washington County:</u> 12 Tier 2 (not awarded/recommended for funding) center-based prenatal to age three slots, and b) <u>Klamath County:</u> Tier 3 (not awarded/not recommended for funding) for 20 full-day preschool slots. Applicant is requesting consideration of full funding for the thirty-two slots.

**BACKGROUND:**

**Summary of the application request**: Oregon Child Development Coalition (OCDC) is a current OPK grantee serving 699 preschoolers and 14 Oregon Pre-kindergarten prenatal to age three slots (OPK PN-3) in multiple counties across the state (Jackson, Klamath, Marion, Polk, Washington, and Multnomah). OCDC requested 234 OPK PN-3 slots and 607 preschool slots. OCDC was issued an intent to award for 126 OPK PN-3 and 548 preschool slots. Please refer to the OCDC Application Summary Table (attached) for specific details related to application and intent to award.

**Summary of the review process & recommendation**: OCDC's OPK PN-3 and preschool OPK sections of the application received separate scores. This application did not require an additional independent review. OCDC's OPK PN-3 application average score was 126 out of 165 and the preschool OPK application average score was 82 out of 105.
<u>Washington County:</u> The Review Committee recommended placing all 92 PN-3 center-based slots requested in Washington County in Tier 1.
<u>Klamath County:</u>  For the 80 full-day preschool OPK slots requested in Klamath County, the Review Committee recommended placing 40 in Tier 1 and 40 in Tier 3. Although facilities are ready, the application did not include an executed service area agreement with other local OPK grantees for OCDC's newly proposed service area in Klamath County.

**Director's decision:** <u>Washington County:</u> The Early Learning System Director modified the recommendation of the Review Committee for Washington County. Due to geographic distribution goals, the Director placed 80 of the 92 PN-3 Washington County requested slots in Tier 1 and 12 slots in Tier 2.
<u>Klamath County:</u>  The Director affirmed the recommendation of the Review Committee that 40 preschool OPK slots be placed in Tier1 and 40 slots be placed in Tier 3.
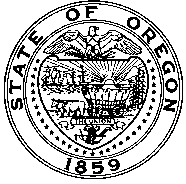
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At the time the Director made the intent to award decisions, all funds known to be available were allocated. Since that time, the Early Learning Division has determined that the actual cost to awardees for preschool startup is lower than budgeted which provides an opportunity to fund more preschool slots.

**PROPOSED COUNCIL ACTION:** Washington County: Deny OCDC's appeal to fund an additional 12 OPK PN-3 slots in Washington County.
Klamath County: Approve the appeal to fund 20 full-day preschool slots in Klamath County with the funding that is now available (Tier1) and additionally, move the other 20 full-day preschool slots to Tier 2 instead of Tier 3.

**CONTACT:** Gwyn Bachtle, Early Learning Programs Director

Attachments:
1. Request for appeal
2. Application
3. Application review materials
4. Application Summary Table
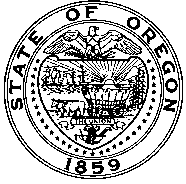
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# COUNCIL ACTION REQUEST

*AGENDA ITEM: Preschool Promise Program Intent to Award Appeals*

**ACTION:** Consider appeals of Early Learning System Director's decision for Preschool Promise Program (PSP).

**ISSUE:** Twenty-four applicants are appealing the Early Learning Division's decision to place applicants' request for funding in either Tier 2 or Tier 3 of the Intent to Award notification.

**BACKGROUND:**

**Summary of the application request:** All applicants are requesting to receive either additional Preschool Promise slots or to review the decision to not award any Preschool Promise slots. Details of the application request for each of the twenty-four Preschool Promise Program appeals are provided in the Summary of Appeals table.

**Summary of the review process & recommendation:** All 24 applications that are being appealed were reviewed in accordance with the grant review summary process provided in the staff summary. The review committee recommendations are includes in the attached appeals summary table.

**Director's decision:** Based on Review Committee ranking, available funding, and staff directive, the Early Learning System Director approved funding for Tier I applicants and, if it becomes available, for Tier II applicants. The primary reasons for each funding request's placement in Tier I or Tier II are provided in the summary appeals document.

**PROPOSED COUNCIL ACTION:** Deny all 24 appeals as summarized in the summary appeals table.

**CONTACT:** Gwyn Bachtle, Early Learning Programs Director

Attachments:
1. Appeals summary table
2. Slot Allocation Plan
3. Tiered Slots
4. Application
5. Application review materials

# Intent to Award Appeals

| Applicant Name | Type of Provider | Current Provider | Hub Region | Slots Requested | Slots Awarded Tier 1 | Intent to Award Funding | Slots Recommended (Not Awarded) Tier 2 | Slots Not Recommended Tier 3 | Independent Reviewer Maximum Score New Applicant: 225 | ECE Sector Plan Alignment Average Max Score: 5 | Review Committee Rank within Provider Type | Primary Reason Not Funded | Summary of Appeal | # of Slots Appeal | Funding Necessary for Appeal | Link to Appeal |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PSP 547 Eastern Oregon University Head Start - Blue Mountain Hub | Federal Head Start program | No | Blue Mountain Early Learning Hub | 83 | 18 | $ 216,000 | 18 | 47 | 219 | 5 | 1 of 6 | Geographic Distribution | The applicant is appealing the ELD's decision to place 5 slots in Tier 2. The applicant requested 83 slots and was awarded 18. Applicant will be serving the 18 children in the town of Elgin, but the town has 5 other children that would qualify for services. Applicant is requesting to move 5 slots from Tier 2 to Tier 1 in order to serve all families that qualify in this community with limited access to high quality preschool by blending Head Start and Preschool Promise funds. | 5 | $ 60,000 | Dropbox Appeal Folder |
| PSP 141 Nonnies Village | Certified Child Care Center | No | Clackamas Early Learning Hub | 92 | 0 | 0 | 36 | 56 | 126 | 1.5 | 3 out of 3 | Independent Reviewer Score | Applicant is appealing ELD's decision of Tier 2 for 36 students and Tier 3 for 56. Applicant is requesting consideration for full award of 92 slots. | 92 | $ 1,104,000 | Dropbox Appeal Folder |
| PSP 262 Sisters Foursquare Church DBA Sisters Christian Academy DBA Wellspring Preschool | Certified Child Care Center | No | Early Learning Hub of Central Oregon | 54 | 0 | 0 | 0 | 54 | 152 | 3.8 | 3 out of 6 | Mixed Delivery Goals | Applicant is appealing ELD's decision of Tier 3 of 8 slots. The applicant is requesting 8 slots be moved to Tier 1. Applicant states they have a current wait list of 7 children. | 8 | $ 96,000 | Dropbox Appeal Folder |
| PSP 466 Mia's Sprouts | Certified Child Care Center | No | Early Learning Hub of Central Oregon | 20 | 0 | 0 | 0 | 20 | 80 | 0.8 | 6 of 15 | Independent Reviewer Score | Applicant is appealing the ELD's decision to place 20 slots in Tier 3. Applicant is requesting consideration for full award of 20 slots. | 20 | $ 240,000 | Dropbox Appeal Folder |
| PSP 210 David Douglas School District | Public School | Yes Current Slots: 40 | Early Learning Multnomah | 71 | 40 | $ 495,000 | 31 | 0 | 268 | 5 | 2 out of 8 | Mixed Delivery Goals | Applicant is appealing the ELD's decision to place 26 slots in Tier 2. Applicant expressed the importance of serving 26 slots at Earl Boyles, which will allow them to partner with other agencies to improve child outcomes. Applicant is requesting 26 slots are moved to Tier 1. The applicant has secured other funding for the 5 remaining slots. | 26 | $ 321,750 | Dropbox Appeal Folder |
| PSP 714 The Finch Academy | Community Based Organization | No | Early Learning Multnomah | 144 | 0 | 0 | 36 | 108 | 142 | 2.3 | 11 out of 14 | Alignment with Sector Plan | Applicant is appealing ELD's decision of placing 36 slots in Tier 2. Applicant expressed their commitment to providing children access to quality early learning instruction. Applicant is requesting consideration for the full award of 36 slots. | 36 | $ 432,000 | Dropbox Appeal Folder |
| PSP 534 Greater Albany Public Schools | Public School | No | Early Learning of Linn, Benton & Lincoln | 30 | 18 | $ 222,750 | 12 | 0 | 174 | 5 | 2 out of 2 | Geographic Distribution | The applicant is appealing the ELD's decision of placing 12 slots in Tier 2. Applicant cites the range in the scores between both reviewers as a concern. Applicant is requesting consideration for the full award of 30 slots. | 12 | $ 148,500 | Dropbox Appeal Folder |
| PSP 028 Kids Café | Registered Family Child Care home | No | Early Learning Washington County | 4 | 0 | 0 | 0 | 4 | 115 | 3.3 | 17 out of 21 | Independent Reviewer Score | Applicant is appealing the ELD's decision of placing 4 slots in Tier 3. Applicant is requesting consideration for full award of 4 slots. | 4 | $ 48,000 | Dropbox Appeal Folder |
| PSP 504 Learning Days Inc. | Certified Family Child Care | No | Early Learning Washington County | 36 | 0 | 0 | 27 | 9 | 175 | 4 | 6 out of 21 | Mixed Delivery Goals | The applicant is appealing the ELD's decision to place 27 slots in Tier 2 and 9 slots in Tier 3. The applicant cites the program's racial, cultural and linguistic diversity and commitment to quality as the reason for their request to appeal. The applicant is requesting consideration of the full award of 36 slots. | 36 | $ 432,000 | Dropbox Appeal Folder |
| PSP 524 Tigard-Tualatin School District | Public School | No | Early Learning Washington County | 20 | 0 | 0 | 20 | 0 | 182 | 3.8 | 5 out of 5 | Mixed Delivery Goals | The applicant is requesting to appeal the ELD's decision to place 20 slots in Tier 2. The applicant noted in their appeal that in previous years the 20 slots had been awarded to Community Action Head Start and the program operated at a school district facility. Community Action Head Start decided not to apply for funding this year so the school district applied themselves. The applicant is requesting consideration for the full award of 20 slots to maintain current services. | 20 | $ 247,500 | Dropbox Appeal Folder |

| Applicant Name | Type of Provider | Current Provider | Hub Region | Slots Requested | Slots Awarded Tier 1 | Intent to Award Funding | Slots Recommended (Not Awarded) Tier 2 | Slots Not Recommended Tier 3 | Independent Reviewer Maximum Score New Applicant: 225 | ECE Sector Plan Alignment Average Max Score: 5 | Review Committee Rank within Provider Type | Primary Reason Not Funded | Summary of Appeal | # of Slots Appeal | Funding Necessary for Appeal | Link to Appeal |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PSP 152 Rosa Delia Preschool | Registered Family Child Care home | No | Early Learning Washington County | | 0 | 0 | 4 | 0 | 170 | 3.8 | 11 out of 21 | Mixed Delivery Goals | The applicant is appealing the ELD's decision to place 4 requested slots in Tier 2. The applicant states they have over 22 years of experience, including experience working at a Head Start. The applicant is requesting consideration for the full award of 4 slots. | 4 | $ 48,000 | Dropbox Appeal Folder |
| PSP 489 Roxy's Preschool and Daycare | Certified Family Child Care | No | Early Learning Washington County | 9 | 0 | 0 | 9 | 0 | 167 | 4 | 8 out of 21 | Mixed Delivery Goals | Applicant is appealing the ELD's decision to place 9 slots in Tier 2. In their appeal, the applicant highlights their qualifications and experience. The applicant is requesting consideration for the full award of 9 slots. | 9 | $ 108,000 | Dropbox Appeal Folder |
| PSP 716 Epi's Little Flowers Growing and Learning | Certified Family Child Care | No | Eastern Oregon Community Based Services Hub | 6 | 0 | 0 | 0 | 6 | 171 | 4.3 | 5 out of 8 | Geographic Distribution | Applicant is appealing the ELD's decision of placing 6 slots in Tier 3. The applicant expressed their commitment to quality and asserted they have the qualifications necessary to run a successful program. The applicant is requesting consideration for the full award of 6 slots. | 6 | $ 72,000 | Dropbox Appeal Folder |
| PSP 310 Eastern Oregon University Head Start - Eastern Oregon Hub | Federal Head Start program | No | Eastern Oregon Community Based Services Hub | 35 | 24 | $ 288,000 | 11 | 0 | 213 | 5 | 1 out of 6 | Geographic Distribution | The applicant is appealing the ELD's decision of placing 11 slots in Tier 2. The applicant is requesting consideration for the full award of 35 requested slots. | 11 | $ 132,000 | Dropbox Appeal Folder |
| PSP 024 Early Education Program | Certified Child Care Center | Yes Current Slots: 49 | Lane Early Learning Alliance | 81 | 64 | $ 792,000 | 0 | 16 | 239 | 4.3 | 1 out of 3 | Mixed Delivery Goals | The applicant is appealing the ELD's decision of placing 16 slots in Tier 3. The applicant is requesting consideration to move the 16 slots to Tier 1 in order to receive the full award of the 81 slots requested. | 16 | $ 198,000 | Dropbox Appeal Folder |
| PSP 332 La Esperanza Daycare | Registered Family Child Care home | No | Lane Early Learning Alliance | 18 | 0 | 0 | 0 | 18 | 129 | 3 | 10 of 11 | Independent Reviewer Score | The applicant is appealing the ELD's decision to place 18 slots in Tier 3. The applicant states they are qualified to be considered in Tier 1. The applicant is requesting consideration for the full award of 18 slots. | 18 | $ 216,000 | Dropbox Appeal Folder |
| PSP 030 South Lane School District | Public School | Yes Current Slots: 36 | Lane Early Learning Alliance | 72 | 36 | $ 445,500 | 18 | 18 | 183 | 3.3 | 5 out of 8 | Mixed Delivery Goals | The applicant is appealing the ELD's decision to place 18 of the provider's 72 requested slots in Tier 2 and 18 of the provider's 72 requested slots in Tier 3. Applicant is requesting consideration for expansion of at least one additional classroom (18 slots). The applicant's goal is to use their Equity Fund grant and the Preschool Promise grant to provide wrap around support for a cohort of indigenous Guatemalan families in their community. The applicant is requesting consideration to fund an additional 18 slots and move 18... | 18 | $ 222,750 | Dropbox Appeal Folder |
| PSP 085 Relief Nursery, Inc. | Relief Nursery | Yes Current Slots: 10 | Lane Early Learning Alliance | 20 | 10 | $ 123,750 | 0 | 10 | 232 | 4.5 | 8 out of 8 | Geographic Distribution | The applicant is appealing the ELD's decision to place 10 slots to serve the children in Eugene in Tier 3. The applicant is requesting to move the 10 slots into either Tier 1 or Tier 2. The applicant described their unique hybrid model for Preschool Promise implementation. The model incorporates therapeutic services and other program enhancements that the Relief Nursery has competence and experience providing. The appeal also noted that the Request for Applications set a minimum slot allocation of 18 for center based applications. The applicant is requesting consideration for the full award of 20 slots. | 10 | $ 123,750 | Dropbox Appeal Folder |
| PSP 738 Little Smiles Daycare | Certified Family Child Care | No | Marion & Polk Early Learning Hub | 12 | 0 | 0 | 6 | 6 | 149 | 4.5 | 9 out of 19 | Mixed Delivery Goals | The applicant is appealing the ELD's decision of placing 6 slots in Tier 2 funding and 6 slots in Tier 3. The applicant is requesting consideration for either 9 slots to support the provider working alone, or 11 slots to support a budget of hiring a second staff member. | 12 | $ 144,000 | Dropbox Appeal Folder |
| PSP 447 Seaside School District | Public School | No | Northwest Early Learning Hub | 18 | 0 | 0 | 18 | 0 | 218 | 5 | 4 of 10 | Geographic Distribution | The applicant is appealing the ELD's decision to place 18 slots in Tier 2. The applicant states that they planned on opening two classrooms, but funding 8 slots would enable them to open one classroom. The applicant is requesting consideration of for the full award of 18 slots and minimally 8 slots to open a classroom. | 18 | $ 222,750 | Dropbox Appeal Folder |
| PSP 322 Nestucca Valley School District | Public School | Yes Current Slots: 10 | Northwest Early Learning Hub | 55 | 36 | $ 445,500 | 19 | 0 | 209 | 4.5 | 7 out of 7 | Geographic Distribution | The applicant is requesting to appeal the decision of placing 9 slots in Tier 2. The applicant states they need these 9 slots to maintain the 45 slots they had in 2019-2020. The applicant is concerned about the impact of a reduction at a time when the need for free/affordable care is great. The applicant is requesting consideration to be awarded 45 slots. | 9 | $ 111,375 | Dropbox Appeal Folder |
| PSP 523 Community Action Team | Federal Head Start program | No | Northwest Early Learning Hub | 10 | 0 | 0 | 10 | 0 | 219 | 4.5 | 6 out of 7 | Geographic Distribution | The applicant is appealing the ELD's decision to place 10 requested slots to serve the children in Tier 2. As a Head Start provider the applicant is already serving children in the community, but families with incomes over 100% federal poverty level are not receiving services. Funding would allow a blended classroom of Head Start and Preschool Promise to operate in partnership with the local school district. The applicant is requesting consideration for the full award of 10 slots. | 10 | $ 120,000 | Dropbox Appeal Folder |

| Applicant Name | Type of Provider | Current Provider | Hub Region | Slots Requested | Slots Awarded Tier 1 | Intent to Award Funding | Slots Recommended (Not Awarded) Tier 2 | Slots Not Recommended Tier 3 | Independent Reviewer Maximum Score New Applicant: 225 | ECE Sector Plan Alignment Average Max Score: 5 | Review Committee Rank within Provider Type | Primary Reason Not Funded | Summary of Appeal | # of Slots Appeal | Funding Necessary for Appeal | Link to Appeal |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PSP 128 Mi Pequeña Oruga | Registered Family Child Care home | No | Southern Oregon Early Learning Hub | 6 | 0 | 0 | 0 | 6 | 86 | 0.8 | 22 out of 22 | Independent Reviewer Sco | Applicant is appealing ELD's decision of placing 6 slots in Tier 3. Applicant expressed the desire to offer a culturally specific program and partner with families. Applicant is requesting consideration for the full award of 6 slots. | 6 | $ 72,000 | Dropbox Appeal Folder |
| PSP 326 Southern Oregon Child and Family Council, Inc. | Federal Head Start program | Yes Current Slots: 34 | Southern Oregon Early Learning Services | 70 | 36 | $ 432,000 | 18 | 16 | 244 | 4.5 | 2 out of 5 | Geographic Distribution | The applicant is appealing the ELD's decision of placing 18 slots Tier 2 and 16 slots in Tier 3. The program cites their many years of exceptional family service and their readiness to serve all 70 requested slots. The applicant is requesting consideration for the full award of 70 slots. | 34 | $ 408,000 | Dropbox Appeal Folder |

# Slot Distribution

The table below represents how many new and existing slots the ELD expects to allocate within each region. The total number of existing and new slots is estimated at 3,800.

| Region | Existing | New |
|---|---|---|
| Early Learning Multnomah | 214 | Between 300-400 |
| Blue Mountain EL Hub | 0 | Between 150-250 |
| Central Oregon Hub | 0 | Between 150-250 |
| Clackamas Early Learning Hub | 28 | Between 150-250 |
| Early Learning Hub of Linn, Benton, and Lincoln Counties | 0 | Between 150-250 |
| Early Learning Hub, Inc. | 330 | Between 150-250 |
| Early Learning Washington County | 182 | Between 150-250 |
| Tribal Nations* | 35 | Between 150-250 |
| Four Rivers Early Learning Hub | 0 | Between 75-150 |
| Lane Early Learning Alliance | 189 | Between 75-150 |
| South Coast | 0 | Between 75-150 |
| South-Central Early Learning Hub | 125 | Between 75-150 |
| Southern Oregon Early Learning Hub | 216 | Between 75-150 |
| Yamhill | 0 | Between 75-150 |
| Eastern Oregon Community Based Services Hub | 52 | 75 or Less |
| Frontier EL Hub | 0 | 75 or Less |
| Northwest EL Hub | 105 | 75 or Less |

*A separate line item is allocated for the nine federally recognized Tribes located within Oregon. This is the aggregate target across nine tribes. This does not preclude other providers located outside the nine sovereign nations to consult with tribal leadership to serve children from tribes.

| | | |
|---|---|---|
| Tribal Nations* | 35 | Between 150-250 |
| Four Rivers Early Learning Hub | 0 | Between 75-150 |
| Lane Early Learning Alliance | 189 | Between 75-150 |
| South Coast | 0 | Between 75-150 |
| South-Central Early Learning Hub | 125 | Between 75-150 |
| Southern Oregon Early Learning Hub | 216 | Between 75-150 |
| Yamhill | 0 | Between 75-150 |
| Eastern Oregon Community Based Services Hub | 52 | 75 or Less |
| Frontier EL Hub | 0 | 75 or Less |
| Northwest EL Hub | 105 | 75 or Less |
| *A separate line item is allocated for the nine federally recognized Tribes located within Oregon. This is the aggregate target across nine tribes. This does not preclude other providers located outside the nine sovereign nations to consult with tribal leadership to serve children from tribes. | | |

# Update on Child Care & Early Education Guidance

August 13th, 2020

# Timeline of Emergency Child Care (ECC)

➢ **March 8:** Governor Brown declares State of Emergency

➢ **March 23:** Executive Order 20-12 closed child care March 25 - April 28
  - ➢ Established Emergency Child Care
  - ➢ Prioritized child care for essential workers

➢ **April 23:** Executive Order 20-19 extending closure of child care

➢ **April 24:** 2nd Temporary Order

➢ **May 16:** Updated Statewide Standards for Child Care Operations

➢ **August 14:** Release of the revised Guidelines

# Guiding Principles

- Decisions need to be made in light of science of COVID-19, the science of child development, and cost and burden to families and providers.

- Decisions need to be informed by the experiences of families and child care providers.

- Decisions need to be driven by equity and informed by the experiences and voices of populations our systems have historically under-resourced and underserved.

- One set of guidance for all programs.

- Guidance should be as simple, transparent and as easy to administer as possible.

# Stakeholder Engagement: Child Care Providers

- ELD began hosting calls in May with child care providers every Tuesday, Wednesday, and Thursday evenings, as well as Saturday mornings.
  - Weekday calls broken up by provider type: Registered Family, Certified Family & Certified Center
  - Saturday calls are for Spanish-speaking providers
  - In a typical week, about 400 providers participating in calls

- The original purpose of the calls was to answer providers' questions about guidance, but there was much learning about challenges.

- Two rounds specifically focused on soliciting input:
  - First round: Identify priority areas for broader input (about 450 providers participated)
  - Second round: ELD staff facilitated small groups to key topics

# Stakeholder Engagement: Surveys

- A survey posted to ELD's website sought open-ended feedback from **early care and education providers and other stakeholders** on every section of the current guidance.
  - Over 400 people submitted detailed comments on various sections of the guidance.

- A second survey posted to ELD's website assessed the level of support among **parents** in regarding to a number of measures designed to mitigate the transmission of COVID-19.
  - Over 3,000 parents whose children normally attend child care submitted responses.

- Both surveys were in the field for one week in late June/early July.

- Both surveys were translated into Chinese, Spanish, Russian, and Vietnamese.

# Other Stakeholder Engagement

- Small group discussions with providers who speak Spanish, Russian, and Chinese.

- Small group discussion with Black providers from Portland.

- Input sessions with Child Care Resource & Referral Agencies, Early Learning Hubs and Oregon Head Start Pre-Kindergarten directors.

- Small group discussions with parents, including Latinx parents from Ontario, Chinese-speaking parents from Portland.

- Input session with stakeholders from K-12, including superintendents and elementary school principals.

# Stakeholder Engagement

- Received feedback from Healthy Learners Council (Tuesday, July 21st)
- Discussion draft of revised guidance posted Thursday, July 23rd
- Comments were open through Sunday, July 26th
- Received comments from over 1,600 individuals – about half providers and half parents
- ELD staff reviewed comments and feedback from stakeholders and developed revisions
- Final Child Care & Early Education Guidelines will be posted Friday, August 14th

# General Feedback from Parents

- Wide diversity of views and concerns:
  - ❖ *"This closure is ridiculous. Need to open Oregon and get back on track economically."*
  - ❖ *"Keep kids home, stay closed until March 2021."*
  - ❖ *"If I don't work...my kids don't eat."*
  - ❖ *"Childcare is essential for kids and working parents. Please find ways to make this work for the majority of people who need it."*

- On average, parents ranked all of the guidance areas in the "would like to have" and "absolute necessary" range.

- Parents who completed the Spanish language survey tended to rank all of the guidance areas closer to the "Absolutely necessary" range.

# General Feedback from Providers

- Like parents, a wide range of views on the current risks & the effectiveness of various practices in reducing those risks.

- A lot of concern about the financial impacts and how long they can afford to stay open.

- Want the guidance to be clear about what is required and what is recommended.

- Lots of reminders on the diversity of early care and education programs, program models & settings:
  - Family care provider: "This is a business, but it's also my home."

- PPE can be hard to find and expensive.

# Recent developments

- During July, the new case rate rose to 6.9 cases per 100,000 people per day statewide.

- As of August 3rd, the Early Learning Division is aware of about 60 emergency child care facilities where there has been at least one case of COVID-19 since March.

- On July 28th, the Oregon Health Authority released new metrics for schools, including metrics for safe in-person learning in K3.

# Who does the guidance cover?

- All licensed programs, including certified center, certified family, and registered family

- All child care and preschool provided in public school settings

- All recorded programs, including school-age

- Oregon Pre-kindergarten (Pre-natal to kindergarten), Preschool Promise, and Baby Promise

- Oregon Relief Nurseries

- Early Intervention and Early Childhood Special Education (EI/ECSE) provided in a child care or early education setting

# Drop-off & Pick-up

**Key Changes in Discussion Draft:**

- Revisions provide additional clarity and detail on drop-off and pick-up procedures.

- Revisions delineate between required and recommended activities.

**Additional Revisions:**

- For RF and CF when only one staff present, allows parents to enter home for drop-off & pick-up.

- Handwashing immediately inside entrance acceptable.

# Recordkeeping

**Key Changes in Discussion Draft:**

- Section largely consistent with previous guidance.

- Revisions provide clarifying language around expectations and requirements.

**Additional Revisions:**

- RF and CF are required to log all visitors <u>only during hours</u> in which child care children are present.

# Family Engagement

**Key Changes in Discussion Draft:** (*New Section*)

- Inform families of the requirements of operating during COVID-19, how programs are operating differently during this time, and any other program policies that are specific to COVID-19.

- Ensure any information related to the facility and COVID-19 is provided in a manner that families can understand.

**Additional Revisions:**

- Allows parents to enter the facility if they have a concern for the health and safety of their child.

# Group Size & Stable Groups

**Key Changes in Discussion Draft:**

Revisions propose returning to maximum group sizes under licensing:

- RF, maximum stable group size is 10
- CF, maximum stable group size is 16
- CC, maximum stable group size is 20 (School-aged: 30)

Revisions maintain requirements related to stable groups, and add clarifying language regarding the implementation of stable groups.

**Additional Revisions:**

- Provides flexibility to support part-time enrollment.

# Personal Protective Equipment for Children and Adults

**Key Changes in Discussion Draft:**

- Requires all staff wear face covering at all times.

- Allows the use of plastic face shields.

- Requires children Kindergarten and up to wear face coverings.

**Additional Revisions:**

- Face covering requirement does <u>not</u> apply to the non-child care areas of RF or CF home.

- Provides exceptions to Kindergarten and up face covering requirement for children with health condition or disability.

# Food and Nutrition

**Key Changes in Discussion Draft:**

- Allows nursing parents to enter facility

**Additional Revisions:**

- Clarifies role of staff in serving from communal dishes
- Allows parents of children with special feeding needs to enter facility to assisting with feeding

# When is the guidance in effect?

Released: August 14

Goes into effect:

September 1, 2020.

-or-

Earlier, if you follow <u>all</u> the guidance.

# Proposed Revisions to Health & Safety Guidelines for ECE Providers Operating During COVID-19

# Discussion DRAFT

# July 23, 2020

## CONTENTS

# OVERVIEW

The following proposed revisions to the Early Learning Division's *Safety Procedures and Guidance for Child Care Facilities and Other Early Care and Education Programs Operating during COVID-19* have been informed by a robust stakeholder engagement effort, which included:
- Provider and parent surveys that yielded over 400 and 3,000 responses, respectively;
- Multiple input sessions with large groups of child care providers; and
- Small group sessions with culturally specific providers, parents, school districts, and other key stakeholder groups.

In addition to the strong stakeholder engagement input, additional input informed the revision process, including:
- Information from the FAQs related to ELD's current health and safety guidance;
- OHA guidance;
- Current CDC guidance;
- Oregon Department of Education's *Ready Schools, Safe Learners* guidance;
- Child care licensing requirements;
- Current research on COVID-19; and,
- Guidance from other states.

As the revision teams completed their work, they sought to prioritize these guiding principles:
- Decisions need to be made in light of science of COVID-19, the science of child development, and cost and burden to families and providers;
- Decisions need to be informed by the experiences of families and child care providers;
- Decisions need to be driven by equity and informed by the experiences and voices of populations our systems have historically under-resourced and underserved;
- One set of guidance for all programs; and,
- The guidance should be as simple, transparent and as easy to administer as possible.

The document is organized into 14 sections. Each section includes a summary of key changes from the current version and a summary of stakeholder input and rationale along with the requirements and recommendations for each section. The sections are:
1. Drop-off and Pick-up
2. Daily Health Check
3. Recordkeeping
4. Family Engagement
5. Group Size and Stable Groups
6. Personal Protective Equipment for Children and Adults
7. Daily Activities
8. Handwashing and General Hygiene
9. Food and Nutrition
10. Cleaning and Building Maintenance
11. Responding to Possible and Confirmed Cases of COVID-19
12. Transportation
13. Professional Development
14. COVID-19 Health and Safety Plan

# DROP-OFF AND PICK-UP

| Drop-Off and Pick-Up |
|---|
| **Key Changes to Section:**<br>• Revisions provide additional clarity and detail on drop-off and pick-up procedures.<br>• Revisions delineate between required and recommended activities. |
| **Rationale/Stakeholder Input:**<br>• ELD received input from providers requesting greater clarity related to requirements for drop-off and pick-up procedures.<br>• The intention of the requirements in this section is to mitigate the potential for transmission of COVID-19 during times of day when providers and children's families interact with one another.<br>• The public health concerns of multiple adults entering facilities under the conditions outweighs the importance of allowing families open access to their children while in the program. |
| **Requirements. During COVID-19, an early care and education program must:**<br><br>• Require parents or caregivers to drop-off or pick-up children from program staff outside of the facility.<br>    o **Registered Family only**: Require parents/caregivers to wait for previous family to exit home before entering.<br>• Require parents or caregivers to wear a face covering during drop-off or pick-up.<br>• Require parents or caregivers dropping-off or picking-up children to maintain physical distancing while waiting for staff.<br>• Provide hand hygiene stations at the entrance of the facility, so that children and staff can clean their hands before they enter.<br>    o If a sink with soap and water is not available, provide hand sanitizer between 60%-95% alcohol at the entrance. Keep hand sanitizer out of children's reach and supervise use.<br>• Must sanitize or switch out writing utensils used for drop-off and pick-up between uses.<br><br>**Recommendations. The following practices are suggested to enhance health and safety:**<br><br>• Schedule staggered drop-off and pick-up times for families or caregivers.<br>• Encourage families or caregivers to have the same person drop-off and pick-up the child every day.<br>• Talk to families about those at higher-risk of contracting COVID-19 not serving as the designated person for drop-off or pick-up, such as those with serious underlying medical conditions, because they are more at risk for severe illness from COVID-19. |

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## DAILY HEALTH CHECK

| Daily Health Checks |
|---|
| **Key Changes to Section:**<br>• Revisions include additional clarifying language related to procedures and symptoms.<br>• Language has been added regarding screening for non-COVID related illnesses. |
| **Rationale/Stakeholder Input:**<br>• There is a chance for bias to come into play while conducting the daily health check. To mitigate bias, this guidance should include a checklist (informed by OHA guidance). Child care providers should strictly follow the checklist and respond in a yes/no fashion. The guidance should be clear on what to do about "yes" responses and who can enter the premises.<br>• Stakeholder input focused primarily on the need for greater clarity regarding expectations, requirements, and requests for technical assistance.<br>• Daily health checks are critical to reduce the transmission of communicable illness in child care settings. Daily health checks include observation, taking temperature, and asking questions for known COVID-19 symptoms, as well as symptoms of other common childhood illnesses. |

**Requirements. During COVID-19 an early care and education program must:**

- Conduct daily health check for any children, staff, and other person (parent, maintenance, etc.) coming into contact with the child care for each stable group. (See "Recordkeeping" section to document the health check.)
- Require designated staff to take temperature of all entering children, staff, and other individuals coming into contact with a stable group.
- Ask all entering staff and adults dropping off children:
  - If they or the child have been exposed to a positive or presumptive case of COVID-19 any time during the 10 days after the confirmed or presumptive COVID-19 case first showed symptoms.
    - If yes, the exposed person must undergo quarantine for 14 days. The first day of quarantine would start on the day that the exposed person last had contact with the COVID-19 case during the 10 days they were infectious.
    - If they are experiencing unusual cough, shortness of breath, or fever. "Unusual cough" means something not normal for this person, e.g. allergies, asthma.
- Document that a daily health check was completed on every person entering and write down pass/fail only. Do not record symptoms or temperature in order to maintain privacy.
- Refer to OCC Exclusion Chart, found below, while completing daily health checks.

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# Exclusion Summary for Child Care Providers

## Important Definitions

**If a child or staff member is sick with an illness that includes cough, shortness of breath, or fever:**

↓

This child or staff member should be sent home and get tested for the coronavirus.

↓

If the test is positive or if the child or staff member is not tested, they must stay home for at least 10 days, and until 24 hours after resolution of their symptoms.

↓

If the coronavirus test is negative, the child or staff member may return 24 hours after resolution of their symptoms.

---

**If a child or staff member is exposed to a person who tests positive for coronavirus, or has a presumptive case of COVID-19:**

↓

This child or staff member must be excluded and should quarantine for 14 days with no symptoms – this is the time it takes to see if symptoms arise (incubation period for COVID-19).

↓

If COVID-19 symptoms develop during that 14 days, the child or staff member should consult a doctor, and follow the directions in the previous column.

The child or staff member may now have a presumptive case of COVID-19.

---

**If a child or staff member is exposed to a person who is in or enters quarantine for COVID-19, but the child or staff member does not have any symptoms:**

↓

Exclusion from child care is NOT required. Children cannot be denied care because of the fear of transmission of COVID-19.

↓

Consult with a local public health authority with any concerns. A directory of local public health authorities in Oregon can be found at **https://www.oregon.gov/oha/ph/ProviderPartnerResources/LocalHealthDepartmentResources**.

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**Presumptive Case of COVID-19:** When you have been exposed to someone with a positive coronavirus test AND you have symptoms of cough, fever, or shortness of breath.
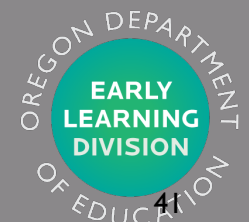
**Quarantine:** When you stay away from other people for a period of time when you may become sick with an infection, even if you have no symptoms.

**Fever free:** A temperature less than 100.4° Fahrenheit AND not using fever-reducing medicine (e.g. Tylenol).

For more information, visit **https://oregonearlylearning.com/COVID-19-Resources**.

Providers can also submit questions to the ELD by emailing **ProviderContact@state.or.us**.

OREGON DEPARTMENT OF EDUCATION

**EARLY LEARNING DIVISION**

# RECORDKEEPING

| Recordkeeping |
|---|
| **Key Changes to Section:**<br>• Section largely consistent with previous guidance.<br>• Revisions provide clarifying language around expectations and requirements. |
| **Rationale/Stakeholder Input:**<br>• Documentation remains critical for contact tracing in the event of a confirmed case within a facility and is consistent with licensing requirements.<br>• Stakeholder input on recordkeeping focused primarily on a desire for greater clarity. |
| **Requirements. During COVID-19 an early care and education program must:**<br>• Facilities must keep daily logs for each stable group to support potential contact tracing.<br>    o **Registered and Certified Family Facilities Only**: all visitors to the home outside of program hours must be recorded and a log of residents kept. For residents of the home over age 12 years, they do not need to be included in the daily child care attendance records – they are assumed to be present.<br>• Indicate in each daily log:<br>    o Child name<br>    o Arrival and departure date and times; number of hours child was in care<br>    o Adult(s) name completing drop-off and pick-up (no signature is required)<br>    o Arrival and departure date and times<br>    o Name of any staff or person coming in contact with a stable group, arrival and departure date and times<br>    o Document daily health checks on all children, staff, and any person coming into the child care (see daily health check requirements for detailed guidance). Record only that check was done/passed – not specific information.<br>    o If transportation is provided by the program, names of all other riders, and their contact information (if not recorded elsewhere)<br>• Daily logs must be retained for 2 years (the usual amount of time per rules).<br><br>**Recommendations. The following practices are suggested to enhance health and safety:**<br>• Staff should complete all required documentation, rather than parents/families, to minimize potential spread of disease from sharing of writing utensils. |

# FAMILY ENGAGEMENT

| Family Engagement |
|---|
| **Key Changes to Section:**<br>• This is a new section of the guidance. |
| **Rationale/Stakeholder Input:**<br>• Families are a critical element of their children's early care and education, including their safety during COVID-19.<br>• Effective early care and education integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development.<br>• Early care and education programs are a critical part of a family's support system and can serve a critical social and public health function.<br>• Racial, linguistic and ethnic diversity of Oregon's families requires particular attention to communication, including communication in families' home languages. |
| **Requirements. During COVID-19, a child care facility must do the following:**<br>• Inform families of the requirements of operating during COVID-19, how programs are operating differently during this time, and any other program policies that are specific to COVID-19.<br>• Communicate requirements that families must follow, including drop-off and pick-up procedures.<br>• Ensure any information related to the facility and COVID-19 is provided in the languages that families can read or understand.<br>• Conduct family engagement activities, such as conferences, council meetings, or other typically in-person activities, virtually or via telephone.<br>• Conduct any home visits virtually or by other non in-person means.<br>• If families cannot engage in virtual or telephonic visits, engagements must be conducted outside, following physical distancing requirements, and requiring face coverings and should be conducted only with one family unit at a time.<br>• Ensure nursing mothers who choose to come to the child care program on a daily basis to feed and interact with their infant are provided an appropriate space. The space must be cleaned and sanitized between parental visits.<br><br>**Recommendations. The following practices are suggested to enhance health and safety:**<br>• Provide means for families to understand their child's daily experience, including means such as newsletters, family engagement and photo or video sharing applications, or daily reports via text message.<br>• Limit the number of things that go from the facility into the home, including pausing on activities that pass items from school to home or between homes.<br>• Support families in understanding best practices around reducing the spread of COVID-19 and how this relates to the health and safety of child care, including the importance of physical distancing and limiting group interactions. |

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# GROUP SIZE AND STABLE GROUPS

| Group Size and Stable Groups |
|---|
| **Key Changes to Section:**<br>• Revisions propose returning to maximum group sizes as defined by child care licensing requirements for different types of providers.<br>    o For Registered Family providers, the maximum stable group size is 10<br>    o For Certified Family providers, the maximum stable group size is 16<br>    o For Certified Center providers, the maximum stable group size is 20<br>    o For School-age providers, the maximum stable group size is 30<br>• Revisions maintain requirements related to stable groups, and add clarifying language regarding the implementation of stable groups. |
| **Rationale/Stakeholder Input:**<br>• The ELD received a significant amount of stakeholder input clearly demonstrating that child care providers cannot continue to finance their services under the current maximum group sizes. A return to pre-COVID group size requirements would provide immediate financial relief statewide to many Certified Family providers and Certified Centers.<br>• The ELD received significant parent concerns that the current group size will result in increased tuition payments for them that are beyond what they can afford.<br>• Increasing the maximum group size will increase the amount of care that is currently available, and help families access the care that they need and contribute to the stabilization of supply.<br>• **The available scientific evidence is inconclusive about whether transmission of COVID-19 occurs commonly in young children.**<br>• Moving to the licensing group size would also create alignment with the guidelines for K-12 reopening. The K-12 guidelines do not have a maximize group size, but do require 35 square feet per child, the same requirement that is already in place for Certified Family and Certified Centers in child care licensing rules.<br>• Less supply in communities of concentrated poverty and racially isolated communities can result in low-income families and families of color having less access to child care that is essential to their workforce participation and their children's development. |
| **Requirements. During COVID-19, an early care and education program must do the following:**<br>• Assign and keep children in stable groups with the same assigned adults.<br>    o A new child may be added or moved to a different stable group if it is a permanent change.<br>• Require staff to practice physical distancing (i.e. six feet) at all times within the facility with adults, as well as other staff who are not within the same stable group.<br>• Require staff assigned to a stable group to practice physical distancing with children from other stable groups and take precautions to ensure children do the same.<br>    o Staff and children are not required to physically distance from adults or children within their stable group. |

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## Group Size and Stable Groups

- Staff-to-child ratios and maximum group sizes must adhere to those specified in licensing rules by provider type. These group sizes and ratios, as well as any additional requirements, are below:

**Registered Family (RF)** – may have up to one stable group of 10 children. *Note:* RF providers do not have square footage requirements related to the number of children in care.
- Of the 10 total children, there may be no more than six children ages preschool and younger, including the provider's children, of which only two children may be under 24 months of age.

**Certified Family (CF)** – may have no more than 16 children with 16 children as the maximum size for a stable group.
- Each group of children must be in a space that meets the minimum of 35 square feet per child. If a program cares for more than 12 children, the remaining four children must meet a 50 square foot requirement.

**Certified Center (CC), Recorded Programs, and Schools** – must meet the ratios in Table 1 below, unless licensed to operate under Table 2.
- Each group of children must be in a space that meets the minimum of 35 square feet per child.

### Table 1: Child Care Regulations, Ratio and Group Size, Table A

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

### Table 2: Child Care Regulations, Ratio and Group Size, Table B

| Age of Children | Minimum Number of Caregivers to Children | Maximum Number of Children in a Group |
|---|---|---|
| Six Weeks of Age and Under 30 Months | 1:4 | 8 |
| 30 Months of Age to Attending Kindergarten | 1:10 | 20 |
| Attending Kindergarten and Older | 1:15 | 30 |

- Only staff assigned to a stable group may be inside of classrooms.
- Additional adults outside of the stable group may be allowed into the classroom in order to provide specialized services to children such as those associated with Early Intervention or Early Childhood Special Education; meet monitoring requirements; maintain ratios during teacher breaks; or a service to the facility that cannot take place outside of program hours.
- When providing outdoor activities, there cannot be more than one stable group of children in one outside area at a time.

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| Group Size and Stable Groups |
|---|
| **Recommendations. The following practices are suggested to enhance health and safety:**<br>• A group may have more staff/teachers than the minimum required by licensing or less children than the maximum allowed in order to provide higher quality care.<br>• Certified Centers may divide large classrooms, with the approval of their licensing specialist, in order to have two smaller groups (e.g., two groups of ten). |

# PERSONAL PROTECTIVE EQUIPMENT FOR CHILDREN AND ADULTS

| Personal Protective Equipment for Children and Adults |
|---|
| **Key Changes to Section:**<br>• Revisions add new requirement for all staff to wear face covering at all times.<br>• Revisions introduce new language that addresses the use of plastic face shields and clear plastic barriers.<br>• Revisions include added language on required practices for providers regarding how they handle face coverings.<br>• Revisions require face coverings for children in kindergarten and above. The requirements did not change for children prior to kindergarten entry.<br>• Revisions include recommendations for providers on communication with parents and monitoring of children wearing face coverings. |
| **Rationale/Stakeholder Input:**<br>• The ELD received significant stakeholder input on this issue, reflecting a wide range of opinions. These included: opposition to the use of face coverings; concern for how the use face coverings may impact children's learning and development; support for plastic face shields; and support for broader requirements related to the use of face coverings. In response, face coverings may include cloth face coverings as well as plastic face shields as an accommodation.<br>• There have been instances of COVID-19 transmission within Oregon's early care and education facilities.<br>• The evidence of the importance of face coverings as a strategy for reducing transmission of COVID-19 continues to grow.<br>• Face coverings are not allowed for children under 2 because safety considerations outweigh the benefit of reducing transmission.<br>• **Many young children,** including some with developmental delays and disabilities, are unable to effectively use face coverings, thereby reducing the benefits of reducing transmission in the early care and education setting.<br>• Although not as well studied, face shields likely provide a reasonable alternative to preventing spread of respiratory droplets, and the OHA allows them in place of face coverings.<br>• Equity considerations of additional costs for purchasing PPE were considered, but the protection of families, staff and providers was prioritized.<br>• Revisions align with ODE, CDC, and OHA guidance. |
| **Required**. **During COVID-19, an early care and education program must do the following:**<br>• Require staff or any other person over the age of 12 who is inside the child care facility to wear a face covering.<br>• Require children in kindergarten and older to wear a face covering.<br>    o Allow a child between two and kindergarten to wear a face covering if requested by the parent/guardian and:The face covering fits according to children's face measurements<br>    o The child is able to remove the face covering themselves without assistance<br>    o The child will never wear the face covering when asleep<br>• **Ensure children** under two **never wear a face covering**. |

**Personal Protective Equipment for Children and Adults**

- Require staff or child to wash hands before putting on a face covering, after taking masks/cloth face covering off, and anytime the face covering is touched.
  - Hand-sanitizing products with 60-95% alcohol content may be used as an alternative to wash hands after taking masks/cloth face covering off. Hand sanitizer must be stored out of reach of children when not in use.
- Require that face coverings are washed daily or a new covering worn daily.
  - After removal of a soiled face covering, the covering should be put into a secure place away that is not accessible to others. For example, it could be placed into a plastic bag or plastic container that is inaccessible to children prior to being cleaned. Reusable plastic field shields must be sanitized after each use.
- Require disposable masks or face shields to be only worn once.
- Require adults who engage in health and safety checks and those who interact with multiple stable groups of children must change face coverings and an outer layer of clothing.
- Require a clean, outer layer of clothing for adults when feeding infants and tie hair back if necessary.
- Ensure any child care staff providing direct contact care and monitoring of children or other staff displaying COVID-19 symptoms, prior to their exclusion from the child care setting, are required to maintain six feet of distancing and wear a face covering.
- Require clothing to be changed after being soiled by bodily fluids.

**Recommendations. The following practices are suggested to enhance health and safety:**
- Develop written agreements to document use of face coverings with children.
- Any child care staff providing direct contact care and monitoring of children or other staff displaying COVID-19 symptoms, prior to their exclusion from the child care setting, are recommended to wear a face mask.  A face mask is medical-grade equipment, including surgical masks and N-95 respirators. A face covering must be worn if a mask is unavailable. Physical distancing must occur regardless of type of face covering.
- Plexiglas or clear plastic barriers may be used for additional protection at an entry area, such as a front desk or child check-in area. This barrier must be at least three feet wide and four feet tall, centered at the level of the mouth and nose level.

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## DAILY ACTIVITIES

| Daily Activities |
|---|

**Key Changes to Section:**
- Revisions add detail and clarity regarding required and recommended activities.
- Revisions include language that addresses requirements for other necessary personnel, such as therapists.

**Rationale/Stakeholder Input:**
- Stakeholders provided input indicating a desire for greater clarity and specificity regarding allowable and recommended activities while children are in care.
- Physical distancing continues to be one of the most effective strategies for reducing transmission of COVID-19. While physical distancing of young children cannot happen at all times in early care and education setting, it should still be encouraged where possible.
- Providers were interested in the full-range of child development sensory activities. The full range of these activities continues to be limited due to the public health need to discourage activities that require close physical proximity.
- The public health considerations of preventing the spread of COVID-19 to families and staff outweighed the additional cost and burden to providers and families of requiring additional supplies and materials.

**Requirements. During COVID-19, an early care and education program must do the following:**
- Ensure any field trips are conducted fully outdoors. No other field trips are permitted.
  - o No transportation is permitted for field trips.
  - o When going on outdoor field trips:
    - ▪ Adults and children must wash their hands or use sanitizer before and after.
    - ▪ Programs shall keep stable groups separated from each other and away from other children as much as possible.
- Maintain at least 30" between beds or cots and sleep head-to-toe (children are arranged so that the head of a person in one bed is at the other end as the head of the person in the next bed) during nap time and overnight care.
- Severely limit sharing materials and toys between children during an activity. If sharing has occurred, children must wash their hands with soap and water or use sanitizer after shared use of materials and toys.
- Ensure classroom materials are cleaned between uses.
- Discontinue the use of classroom areas or materials where children must interact with common materials while engaging, such as shared sand and water tables or outdoor sand boxes.

**Recommendations. The following practices are suggested to enhance health and safety:**
- Open windows frequently to increase airflow and keep child care areas well ventilated.
- Reduce time spent in whole/large group activities.
- Limit the number of children in each program space, such as learning centers.
- Depending on the size of the group and the age of the children, separate learning environments into individual spaces for each child.

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- Minimize time standing in lines and take steps to ensure that distance between the children is maintained.
- Incorporate additional daily outside time, with no more than one stable group of children in one outside area at a time.
- Sanitize outdoor play equipment between groups of children.
- Increase the distance between children during table work.
- Plan activities that do not require close physical contact between multiple children.
- Provide children with their own materials and equipment if possible (e.g., writing utensils, scissors, high chairs).
- Incorporate assigned mats at circle time.
- In order to provide sensory activities, staff can arrange the room for individually planned sensory activities that utilize totes or trays so each child can have their own.

# HANDWASHING AND GENERAL HYGIENE

| Handwashing and General Hygiene |
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| **Key Changes to Section:**<br>• Revisions remove references to pick-up and drop-off procedures, which are addressed in another section of the Guidelines. |
| **Rationale/Stakeholder Input:**<br>• Handwashing and general hygiene are highly effective strategies for reducing transmission of COVID-19.<br>• Some minor revisions address questions that have been raised by providers.<br>• Stakeholders generally expressed support for the content included in this section. |
| **Requirements. During COVID-19, an early care and education program must:**<br>• Require staff and children to wash hands for at least 20 seconds (hand sanitizer with alcohol content between 60-95% when an asterisk* appears):<br>    o Before and after eating, preparing food, and or bottle preparation<br>    o Before and after administering medication<br>    o After toileting or assisting with toileting<br>    o Before and after diapering<br>    o After wiping a nose, coughing, or sneezing*<br>    o After coming in from outside*<br>    o Upon entering the child care facility*<br>    o If staff are moving between stable groups/cohorts*<br>• Make handwashing materials easily accessible to each stable group.<br>• Hand sanitizer must be stored out of reach of children when not in use. |

# FOOD AND NUTRITION

| Food and Nutrition |
|---|
| **Key Changes to Section:**<br>• Revisions clearly delineate between required and recommended practices for meal and snack times. |
| **Rationale/Stakeholder Input:**<br>• This section includes practices designed to mitigate the potential transmission of COVID-19 during meal and snack times.<br>• Some stakeholders asked if there should be changes in nutritional guidance in response to COVID-19. There is no known evidence to suggest nutritional changes to guard against COVID-19.<br>• Family style meals continue to be disallowed during COVID-19 because of the increased risk of transmission they create.<br>• Latinx providers shared concerns about being able to meet the nutrition requirements due to challenges in sourcing food.<br>• The importance of breast feeding outweighs public health concerns of reducing parent access to facilities during COVID-19. |
| **Requirements. During COVID-19, an early care and education program must:**<br>• Eliminate children and staff serving themselves from communal platters in the manner of family-style meals.<br>• Require staff to wash their hands before and after assisting children with eating.<br>• Supervise infant feeding, toddler meals, and all meal times to prevent children from sharing and/or touching each other's food.<br>• Allow breastfeeding parents to enter the program for the purposes of feeding.<br><br>**Recommendations. The following practices are suggested to enhance health and safety:**<br>• Programs may provide bagged and individualized lunches, accept lunches from families, or provide meals prepared on site under the specific guidance (See Rules and Sanitation Guidance).<br>• Arrange or stagger meal schedules so that a smaller group of children is eating at one time.<br>• Seat children and staff for meals to allow 6 feet of physical distancing. |

# CLEANING AND BUILDING MAINTENANCE

| Cleaning and Building Maintenance Practices |
| --- |

**Key Changes to Section:**
- Section remains largely consistent with current guidance.
- Revisions removed reference to a few of the COVID-19 Sanitation Recommendations and Cleaning Schedule.

**Rationale/Stakeholder Input:**
- The cleaning and disinfection of rooms or areas used for early care and educations programs is crucial for reducing the risk of COVID-19 transmission and is aimed at limiting the survival of novel coronavirus in key environments where it can spread.
- **Clear majority of stakeholder support programs following required cleaning and sanitation practices.**
- Providers expressed concern for the additional time and cost of the cleaning and sanitation requirements, and challenges with sourcing all needed cleaning products. **The public health considerations of preventing the spread of COVID-19 to families and staff outweighed the additional cost and burden to providers and families of requiring additional supplies and materials.**

**Requirements. During COVID-19 an early care and education program must:**

- Facilities must follow the cleaning requirements in Table 3, included at the end of this section.

**Surfaces**
- Wear disposable gloves when cleaning and disinfecting surfaces.
- Wash hands with soap and water as soon as you remove the gloves.
- Keep all disinfectants out of the reach of children.
- Clean surfaces that dirty using a detergent or soap and water prior to disinfection.
- Use EPA-registered household disinfectant and follow instructions on the label (e.g., concentration, application method, contact time).
- Diluted household bleach solutions are also allowable when appropriate for the surface.
- Mix water with bleach using instructions on the bleach bottle. Leave diluted bleach mixture on the surface for at least one minute.
- Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be very dangerous to breathe.
- For soft (porous) surfaces, such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
    - If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
    - Otherwise, use products that have been approved by the EPA for use against SARS-CoV-2 that are suitable for porous surfaces.
- High touch surfaces, such as doorknobs, light switches, countertops, handles, desks, phones, keyboards, and toilets, must be disinfected or sanitized frequently.

**Linens, clothing, and other items that go in the laundry**
- Wear disposable gloves when cleaning and disinfecting linens, clothing and other items that go in the laundry.
- Wash hands with soap and water as soon as you remove the gloves.
- Bag all soiled linens, clothing, and other items that go in the laundry in bags before removing from the area.

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- Do not shake dirty laundry.
- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
- Dirty laundry from an ill person can be washed with other people's items.
- Clean and disinfect clothes hampers according to guidance above for surfaces.

**Electronics**
- Follow manufacturer's instructions for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surfaces thoroughly.

**Sleeping Areas**
- Clean and sanitize bed sheets, pillow cases, cribs, cots, mats and blankets before use by another child.

**Objects Intended for the Mouth**
- Thermometers, pacifiers, teething toys, and similar objects must be cleaned and reusable parts sanitized between uses.
- Pacifiers may not be shared.

**Toileting and Diaper Areas**
- Disinfect handwashing sinks, counters, toilets, toilet handles, & floors, changing tables, potty chairs, diaper trash cans and bathroom floors. Table 3 provides details on frequency.

**Food Areas**
- Sanitize food area items including refrigerator/freezer eating utensils, bottles, dishes, kitchen counters, food preparation surfaces, food preparation sinks, kitchen equipment: blenders, can openers, pots & pans, cutting boards, tables and highchair trays, highchairs, and kitchen floors. Table 3 provides details on frequency.

**Toys**
- Collect "mouthed" toys after each use by a child.
- Collect all other toys daily or as they become dirty.
- Sort toys into separate containers: one for cloth and stuffed toys and one for wood and plastic toys. Sorting the toys ahead of time will make it easier to wash and sanitize them.
- At the end of the day, or at a specified time (i.e. naptime), clean, rinse and sanitize toys.
- Toys may be cleaned in a washing machine, dishwasher, or by hand.
- If washing toys in a washing machine:
    o Use hot water and detergent.
    o Dry toys completely in a hot dryer when possible.
    o Many soft toys made of fabric, such as stuffed animals, rattles, and dress-up clothes may be washed in a washing machine. Check instructions on toy.
- If washing toys in a dishwasher:
    o Use the proper amount of dishwasher detergent recommended by manufacturer.
    o Run toys through the complete wash and dry cycle.
    o Do not wash toys with dirty dishes, utensils, etc.
    o Some HARD toys such as wood, plastic or metal may be washed in a dishwasher. Check instructions on toy.
- If washing toys by hand, use the following process:

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- o Step 1: Wash and scrub toys thoroughly with soap or detergent and warm water to remove most of the dirt, grime, and saliva. It is important to clean toys before sanitizing them because the sanitizer kills germs better on clean surfaces.
    - o Step 2: Rinse toys with water to remove the dirt, soap residue, and germs to help make a clean surface.
    - o Step 3: Sanitize toys. Sanitizing reduces the germs from surfaces to levels that are considered safe.
- Dip or cover sufficiently with spray the toys in a solution of chlorine bleach; refer to "Method for Mixing Bleach" for the correct proportions. Protect your skin by wearing household rubber gloves.
- Allow toys to dry completely (i.e. overnight) or allow a 2-minute contact time before wiping toys dry with a paper towel.
- Chlorine from the sanitizing bleach solution evaporates off the toys so no residue remains, and further rinsing is not necessary.

**Specific Additional Requirements for Registered Family and Certified Family homes**
- Spaces must be cleaned between times when household members utilize the space and times when a group of children utilize the space.
- Items used for child care must be washed separately from items used by family or household members.

**Recommendations. The following practices are suggested to enhance health and safety:**
- Consider putting a wipeable cover on electronics, such as tablets, touch screens, keyboards, and remote controls.

**Table 3. Cleaning**

| Item | Sanitize | Disinfect | Daily | Weekly | Before & After Each Use | Comments: |
|---|---|---|---|---|---|---|
| **Child Care Areas** | | | | | | |
| Door & cabinet handles | | X | X | | | At the end of the day. |
| Drinking fountains | | X | X* | | | Recommended not to use, instead use personal drinking cups or water bottles. |
| Mouthed toys | X | | | | X* | Removed from use after it has been in contact with mouth, then cleaned and **sanitized** prior to reuse. |
| Pacifiers | X | | X* | | | Should be cleaned with soap and water between uses by same child. **Sanitized** either by boiling in hot water or washing in dishwasher once daily. Pacifiers should never be shared. |
| Cloth toys & dress-up clothes | X | | X | | | Sanitized with bleach according to equipment manufacturer's instructions or washed above 140°F. |
| Hats & helmets | X | | | | X | After each child's use. |
| Infant & toddler toys | X | | X* | | | |
| Preschool & school-age toys | X | | X* | | | Site specific cleaning schedule must be developed and followed. |

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| | Col1 | Col2 | Col3 | Col4 | Col5 | Notes |
|---|---|---|---|---|---|---|
| Upholstered furniture | | | X* | | | Vacuum daily when children are not present. Clean as needed using a carpet shampoo machine, or steam cleaner. **For infant rooms, clean at least once per month.** |
| Garbage cans | | X | X* | | | |
| Rugs & carpets | | | X* | | | Vacuum daily when children are not present. Clean as needed using a carpet shampoo machine or steam cleaner. **For infant rooms, clean at least once per month.** |
| Floors (tile, linoleum, etc.) | X* | | X | | | Sweep or vacuum, then **sanitize**. |
| Floors, carpets, rugs, or surfaces with bodily fluid or spit-up | | X | X* | | | Children should be moved from area contaminated *prior* to cleaning and **disinfecting** with either high heat or an EPA registered product. Children should not return to carpeted areas until dry. |
| **Sleeping Areas** | | | | | | |
| Cribs, cots, mattresses, & mats | X | | X* | | | Clean and **sanitize** before use by different child. |
| Laundry - Bedding: sheets, blankets, sleep sacks, etc. | X | | | X* | | Should be done on-site or by a commercial service (i.e. not washed in a private home). Sanitized with bleach according to equipment manufacturer's instructions or washed above 140°F. |
| **Toileting and Diaper Areas** | | | | | | |
| Handwashing sinks, counters, toilets, toilet handles, & floors | | X | X* | | | Clean immediately if visibly soiled. |
| Changing tables | | X | | | X | After each use. |
| Potty chairs | | X | | | X | After each use. |
| Diaper trash cans | | X | X | | | Emptied throughout the day. |
| Bathroom floors | | X | X* | | | **Disinfectant** is not used on floors when children are present. |
| **Food Areas** | | | | | | |
| Refrigerator/ freezer | X | | | X | | |
| Eating utensils, bottles, & dishes | X | | | | X | After each use. |
| Kitchen counters | X | | | | X* | |
| Food preparation surfaces | X | | | | X | |
| Food preparation sinks | X | | X | | | |

| Item | | | | | | Notes |
|---|---|---|---|---|---|---|
| Kitchen equipment: blenders, can openers, pots & pans, cutting boards | X | | | | X* | After each use. |
| Tables & high chair trays | X | | | | X | |
| High chairs | X | | X | | | |
| Kitchen floors | X | | X | | | Swept, washed, rinsed and **sanitized.** |
| **Other Cleaning Items** | | | | | | |
| Mops | | X | X | | | Cleaned, rinsed and **disinfected** in utility sink. Air dried in an area with ventilation to the outside & inaccessible to children. |
| Laundry - Bibs & burp cloths | X | | | | X | Sanitized with bleach according to equipment manufacturer's instructions or washed above 140°F. |
| Spray bottles of soap, rinse water & bleach solutions | | X | X | | | See bleach solution preparation procedure above for where to clean bottles. |

## The 3-Step Method is 1. WASH, 2. RINSE, and 3. SANITIZE or DISINFECT

- **Sanitizing** solution is used to reduce germs from surfaces but not totally get rid of them. **Sanitizers** reduce the germs from surfaces to levels that are considered safe. The **sanitizing** 3- step method is most often used for food surfaces, kitchens, and classrooms.

- **Disinfecting** solution is used to destroy or inactivate germs and prevent them from growing. **Disinfectants** are regulated by the U.S. Environmental Protection Agency (EPA). The **disinfecting** 3- step method is most often used for body fluids and bathrooms/diapering areas.

  **\*At times it may be necessary to clean, rinse, and sanitize/disinfect more frequently.**

  **\*\*This guidance is adapted from Cleaning Schedule, King County Health Department, 2019.**

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# RESPONDING TO POSSIBLE AND CONFIRMED CASES OF COVID-19

| Preparation for a confirmed case and possible closure |
|---|

**Key Changes to Section:**
- This section was consolidated for greater clarity, incorporating sections around planning, what to do when there is a confirmed case.
- The exclusion period following resolution of cough or fever was changed from 72 to 24 hours.
- Section remains largely consistent with current guidance, while adding additional detail on specific required and recommended practices.

**Rationale/Stakeholder Input:**
- ELD has engaged with partners, families and child care providers to determine impact, available supports and equity considerations for planning if there is a COVID-19 confirmed case in the early care and education program.
- The requirements in this section recognize that COVID-19 remains highly communicable and there have been confirmed cases in early care and education settings. This outweighs the financial and employment costs to families and providers when a program is closed or excludes staff or children because of COVID-19.
- Closures and exclusion of children can impact child development.
- Proposed revisions align with current CDC guidance.
- Input from providers primarily indicated a desire for clear steps to follow, along with technical assistance from ELD in the event of a confirmed case.
- Providers wanted greater clarity about what symptoms were grounds for exclusion and when children who had been excluded because of symptoms could return to the program.
- Stakeholder input focused primarily on the need for a provision to allow those who test negative for COVID-19 to return to the facility.
- Providers and families expressed concern about access to COVID-19 testing, including when there is a presumed or confirmed case in the child care facility.
- Families have expressed concern about be excluded from care because of their children's health needs. Such exclusion are not allowed.
- Families have expressed concern about being excluded from care because higher risk of exposure to COVID-19 due to their occupation. Such exclusions are not allowed.
- The change in exclusion period following resolution of cough or fever from 72 to 24 hours reflects an update in the CDC guidance.

**Requirements. During COVID-19, an early care and education program must:**
- Make a plan for a confirmed case and the possibility that the facility may need to close.
- Follow existing child care rules to have a plan for a child with particular health needs. As is the case under current child care rules:
  - If an enrolled child has particular needs or susceptibility to disease, including COVID-19, the provider and parent must develop a care plan for the child. The provider must ensure all staff engaged with the child understand the plan.
- A provider cannot refuse to enroll a child due to risk for COVID-19 or any other disease.
- A provider cannot refuse to enroll a child due to the employment of child's parent/guardian.
- A provider must exclude staff and children for COVID-19 symptoms or cases as follows:
  - The adult or child has had an illness with fever, unusual cough, or shortness of breath in the last 10 days.

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- - Unusual cough means out of the ordinary for this person - e.g. not usual asthma, allergies, common cold.
  - Fever means 100.4 degrees Fahrenheit or more, without the use of fever reducing medication.
  - The individual must stay away from child care for 10 days after onset of symptoms and 24 hours after both fever and cough resolve, without the use of a fever reducing medication.
    - The 10-day rule for exclusion applies if the persons tests positive, or does not get tested. If a child or staff member with symptoms of COVID-19 tests negative, they may return 24 hours after resolution of cough and fever without the use of fever-reducing medication.
  - o The adult or child has been exposed to someone with a presumptive or positive case of COVID-19.
    - The exposed person must quarantine for at least 14 days starting with the last time they had contact with the person with the COVID-19 case during the time they were infectious.
    - The exposure to the presumptive or positive case of COVID-19 must have occurred in the 10 days after the person with the presumptive or positive case of COVID-19 started having symptoms
  - o If a person develops these symptoms while at the facility or learns they have been exposed to a positive case while at the facility, send them home as soon as possible, and separate them until they can leave the facility.
- A person excluded from child care for COVID symptoms, like under existing rules for any child care excludable disease, can return to child care with a note from a medical professional saying the person has a diagnosis other than COVID and is not contagious (e.g. ear infection; teething).
- Anyone who comes into child care with a household member with symptoms of COVID-19 that is not confirmed or presumptive must be carefully monitored for symptoms. The ill household member should be strongly encouraged to get tested.

**Confirmed Case of COVID-19**
- Notify the local public health authority and the Office of Child Care if anyone who has entered the facility, including household members within a family child care facility, is diagnosed with COVID-19. A program shall immediately contact the local public health authority and the Office of Child Care immediately via [OCC Intake Phone Number].
  - o To locate your local public health authority, see **https://www.oregon.gov/oha/PH/ProviderPartnerResources/LocalHealthDepartmentResources/Pages/lhd.aspx**
- Notify the appropriate program staff, in addition to the local public health authority and the Office of Child Care, if you are a program that participates in ERDC or is a Preschool Promise or Oregon Pre-Kindergarten program.
- Communicate, in coordination with local public health authority, with all families and other individuals who have been in the facility in the past 14 days about the confirmed case.
- Ensure, in the event of a confirmed case of COVID-19 in a facility, all children and staff in the stable cohort do not come to the program and are informed about the need to be quarantined at home for 14 days.
  - o If cases occur in multiple classes or enough staff are quarantined that care would be compromised, the entire facility may need to close for 14 days. Decisions about closure will be made in conjunction with Early Learning Division staff and the local public health authority.

**Recommendations. The following practices are suggested to enhance health and safety:**
- Sign up for OHA's COVID-19 newsletter at **https://govstatus.egov.com/OR-OHA-COVID-19**

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# TRANSPORTATION

| Transportation |
| --- |
| **Key Changes to Section:**<br>• This is a new section of the guidance. |
| **Rationale/Stakeholder Input:**<br>• Proposed revisions have been informed by discussion with OHA, and the Oregon Child Development Coalition, which had been providing transportation to children participating in Migrant Head Start programs during COVID-19.<br>• There are risks of transmission of COVID-19 during transportation. These protocols mitigate these risks while recognizing that transportation is necessary for many children to participate in early care and education programs.<br>• These requirements add a financial burden to programs, but it is outweighed by the public health benefits of reducing risk of transmission of COVID-19. |
| **Requirements. During COVID-19, a child care facility must:**<br><br>• Create a transportation plan that meets the following requirements and is developed and shared with staff and families.<br>      o Transportation plans must comply with all applicable state and federal guidelines.<br>      o Program transportation plans must include the following:<br>          • Protocols for health screenings for staff and children<br>          • PPE requirements<br>          • Cleaning and sanitizing schedule and documentation<br>          • Transportation schedule that minimizes the time each child is in transport<br>          • Procedures for communicating with families and staff about any updates, additional health information and any changes to the transportation protocols<br>          • Procedures to send sick children who utilize transportation home during the school day<br>• Ensure children who become sick during the school day should be sent home immediately and should not be transported in the same vehicle used to transport children in the program.<br>• Require transportation only be provided to one stable group of children; this group may be different than the stable groups implemented within the facility.<br>• Require transportation staff to follow health protocols upon reporting to work using the Daily Health Check included in this guidance.<br>• Require transportation staff to adhere to exclusion rules.<br>• Ensure staff follow all Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) guidance for the safe and appropriate transport of children.<br>• Require an adult to bring children to the vehicle; the adult must remain until after the daily health check. |

- Conduct a daily health check prior to the child getting on the bus. Verification of the daily health check must be recorded.
- Develop and implement procedures to require physical distancing between staff and adult dropping off child.
- Assign children to the same location and car seat each day. A seating chart must be developed and clearly displayed for all transportation staff.
- To reduce person-to-person transmission, transportation staff must ensure children are at least three feet apart during transport.
- Children must get out of the vehicle in a manner that minimizes children passing each other (e.g., unload from front to back of vehicle).
- Staff must use hand sanitizing spray or gel (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle.
- Immediately following each transportation session, staff must clean and sanitize entire transportation vehicle, paying particular attention to frequently touched surfaces, such as seats/car seats, steering wheel, door handles, handrails, seat belts, air vents and the top of seats. Sanitation products should be EPA-Registered Products for Use Against Novel Coronavirus SARS-SoV-2 (the cause of COVID-19).

**Recommendations. The following practices are suggested to enhance health and safety:**

- Programs providing transportation may want to build classroom enrollment based off transportation needs to minimize crossover interactions between children.
- The adult dropping off children for transportation should be a household member.
- Air circulation should be prioritized. Weather permitting and assuming that it does not pose any other risks to children (e.g., children with sensory issues), windows should be kept open. If not possible, internal ventilation systems should be used.

# PROFESSIONAL DEVELOPMENT

| Professional Development |
|---|
| **Key Changes to Section:**<br>• This is a new section of the guidance. |
| **Rationale/Stakeholder Input:**<br>• This section was added to underscore the importance of professional development. Children rely on the adults caring for them to be knowledgeable about their learning and development. Ongoing professional development is a need to ensure educators and other staff are up-to-date on appropriate and best practice to support young children.<br>• This section was also added to clarify that programs must ensure that everyone operating the program is knowledgeable about COVID-19 specific guidelines.<br>• Stakeholder feedback included requests for continuing to allow online training to meet the CPR requirement in licensing.<br>• COVID-19 is a highly communicable disease, which means the more that educators, staff, and administrators interact with others, the greater risk to the children and families they work with every day.<br>• Equity Consideration: Not all providers or staff may have access to the materials needed to complete online or other distance trainings. These requirements put the onus on programs to support staff in accessing. |
| **Requirements. During COVID-19, a child care facility must:**<br>• Ensure all necessary staff have first aid and CPR training. Online-only training will be accepted through July 2021 for recertification.<br>• Provide access to professional development that contributes to staff's professional learning goals and to meet child care licensing or program requirements.<br>• Ensure staff have resources necessary to access and guidance on online or remote training.<br>• If attending in-person training, ensure that the in-person professional development has been approved by the Early Learning Division in order to be considered for meeting professional development requirements.<br>• Prior approval is not required if all participants work at the same child care or early care and education facility or are within the same household and do not work at additional facilities and:<br>    o Happens within the facility where staff work;<br>    o Does not disrupt stable groupings of children and staff;<br>    o Attendance does not exceed the state's requirements for group gatherings relevant to that county, or, for coaching or in-class/program observations, only one additional adult enters the room;<br>    o Physical distancing is maintained throughout the entire experience; and<br>    o Face coverings are worn by participants.<br>• All staff must receive training on updated requirements of operation during COVID-19: within 30 days of any updates to the guidance by the state; within one week of any individual program policy changes; or within 30 days of hire. |

**Recommendations. The following practices are suggested to enhance health and safety:**

- Provide digital literacy training for staff to support online learning for themselves, children, or families.
- Provide access to professional development around mental health and supporting resilience for oneself, families, and children that is culturally relevant to staff and families.
- Support any trainers, coaches, or other professional development-focused staff on adapting supports to support educators and other staff through distance methods.

# COVID-19 HEALTH AND SAFETY PLAN

| COVID-19 Health and Safety Plan |
|---|
| **Key Changes to Section:**<br>• This is a new section of the guidance. |
| **Rationale/Stakeholder Input:**<br>• This section was added to:<br>    o Assist providers in preparedness to operate during the COVID-19 pandemic;<br>    o To create transparent plans for COVID-19 operations that are easily shared with families and staff; and,<br>    o To support staff in being fully prepared to operate during this time.<br>• Racial, linguistic and ethnic diversity of Oregon's families and staff requires particular attention to communication, including communication in families' and staff's home languages. |
| **Requirements. During COVID-19, a child care facility must:**<br>• Create a COVID-19 Health and Safety Plan for each facility.<br>• Ensure any information related to the facility's COVID-19 Health and Safety Plan is provided in the languages that staff and families can read or understand.<br>• ELD will provide an optional template for use of the creation of the COVID-19 Health and Safety Plan. The template will not need to be used, but elements of the template will be required for the Health and Safety Plan.<br>• The Health and Safety Plan shall include a focus on training and communication with personnel and families associated with the facility. A child care facility's COVID-19 Health and Safety Plan shall be shared with all families and staff and posted in a conspicuous area.<br>• Each child care facility should continue to monitor its COVID-19 Health and Safety Plan throughout the year and update as needed. All revisions should be shared with all families and staff and posted in a conspicuous area.<br>• The Health and Safety Plan must be completed within 45 days of ELD's issuance of the template for the Health and Safety Plan. |

**JWM Co-Chair 2020 Rebalance Plan - Agency Reduction Detail**

| Item # | Sub | Agency | SCR or Activity Initials | Program Unit/Activity Description | GF | LF | OF | FF | TOTAL FUNDS | Pos. | FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 23 | ED | Oregon Department of Education | K-12 Grant in Aid | Eliminate second year funding for the Accelerated College Credit Instructor program | (135,929) | | | | (135,929) | | |
| 24 | ED | Oregon Department of Education | K-12 Grant in Aid | Eliminate second year funding for the Inspiration and Recognition of Science and Technology (FIRST) program | (242,191) | | | | (242,191) | | |
| 25 | ED | Oregon Department of Education | K-12 Grant in Aid | Reduce funding for the FFA Programs of Study program | (121,550) | | | | (121,550) | | |
| 26 | ED | Oregon Department of Education | K-12 Grant in Aid | Reduce the funding for the FFA Agricultural Studies Summer Programs | (51,000) | | | | (51,000) | | |
| 27 | ED | Oregon Department of Education | K-12 Grant in Aid | Eliminate second year funding for Chronic Absenteeism grants | (3,236,890) | | | | (3,236,890) | | |
| 28 | ED | Oregon Department of Education | K-12 Grant in Aid | Reduce funding for the Farm to School program expansion | (7,331,111) | | | | (7,331,111) | | |
| 29 | ED | Oregon Department of Education | K-12 Grant in Aid | Reduce funding for selected STEM/CTE programs | (1,585,142) | | | | (1,585,142) | | |
| 30 | ED | Oregon Department of Education | K-12 Grant in Aid | Suspend vision screening for the second year of the biennium. | (800,000) | | | | (800,000) | | |
| 31 | ED | Oregon Department of Education | K-12 Grant in Aid | Reduce Educator Advancement Council funding which will likely not be spent in 2019-21 | (9,000,000) | | | | (9,000,000) | | |
| 32 | ED | Oregon Department of Education | K-12 Grant in Aid | Reduce the State School fund carve-out for costs of administering the PSAT | (484,000) | | | | (484,000) | | |
| 33 | ED | Oregon Department of Education | Early Learning GIA | Temporarily suspend the Child Care Focus Networks | (915,861) | | | | (915,861) | | |

| Item # | Sub | Agency | SCR or Activity Initials | Program Unit/Activity Description | GF | LF | OF | FF | TOTAL FUNDS | Pos. | FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 34 | ED | Oregon Department of Education | Early Learning GIA | Reduce the capacity building resources included in the Student Success Act | (260,467) | | | | (260,467) | | |
| 35 | ED | Oregon Department of Education | Early Learning GIA | Reduce funding for Early Learning Hubs | (1,303,333) | | | | (1,303,333) | | |
| 36 | ED | Oregon Department of Education | Early Learning GIA | Reduce funding for the Healthy Families program | (1,031,039) | | | | (1,031,039) | | |
| 37 | ED | Oregon Department of Education | Youth Dev GIA | Eliminate second year funding for the Community Schools program | (51,603) | | | | (51,603) | | |
| 38 | ED | Oregon Department of Education | Youth Dev GIA | Reduce funding for Gang Prevention | (77,850) | | | | (77,850) | | |
| 39 | ED | Higher Education Coordinating Commission | Ops | Fund Shift on four positions | (142,659) | | | (142,659) | (285,318) | | |
| 40 | ED | Higher Education Coordinating Commission | Ops | Position Elimination | (453,315) | | | | (453,315) | | |
| 41 | ED | Higher Education Coordinating Commission | Ops | Services and Supplies Reduction | (584,648) | | | | (584,648) | | |
| 42 | ED | Higher Education Coordinating Commission | Ops | Vacancy savings | (111,765) | | | | (111,765) | | |
| 43 | ED | Higher Education Coordinating Commission | Ops | Reduce funding for GED programs | (350,000) | | | | (350,000) | | |
| 44 | ED | Higher Education Coordinating Commission | Student Assistance | Oregon Opportunity Grants -- Fund Shift | (10,000,000) | 10,000,000 | | | 0 | | |
| 45 | ED | Higher Education Coordinating Commission | Student Assistance | National Guard Tuition Assistance Program -- Excess Funding | (2,500,000) | | | | (2,500,000) | | |

Early Learning Division

# SECRETARY OF STATE REAL-TIME AUDIT ON STUDENT SUCCESS ACT:
## Early Learning Division Staff Report to Early Learning Council

## Background

The Early Learning Division (ELD) is engaged with the Secretary of State (SOS) on a real-time audit of the ELD's implementation of the Student Success Act. As part of this audit, the auditors put forth four considerations for the ELD in a management letter to the Division (included in Council materials).

The four considerations presented in the management letter include:

1. Work with the Hubs to provide consistent and readily available information to potential applicants at all locations.
2. Consult with the Early Learning Council to determine whether parameters should be established for when applicants may appeal the award decision.
3. In the grant award letter, explicitly state the grant amount is not guaranteed and is contingent upon the availability of funds. Although such language is included in the grant agreement, it may be easily overlooked.
4. When developing grant monitoring procedures for the Early Childhood Equity Fund, consider procedures that provide assurance grantees are using state funds in accordance with program rules and legislative intent. For all programs, include procedures in ELD's onsite inspections to review a sample of grantee invoices to ensure state funds are used for appropriate purposes.

## Response to Management Letter

The ELD has already taken or plans to take action on all four considerations presented by the SOS. This report intends to begin the action on consideration #2 to establish parameters for appeals in consultation with the Early Learning Council. The ELD hopes to take action on this language at the next ELC meeting.

## Clarifying Parameters for Appeals

The current language included in the ELD's Grant Review Process document does not include parameters for when an applicant may appeal. Currently, the language states, "An applicant not receiving funding may appeal for review to the Early Learning Council." The ELD is suggesting amending this language to clarify when the Early Learning Council will consider an appeal in order to ensure there are clear expectations for applicants and for Council members.

## Sample Language

The following appeal language appears in processes in other agencies. The name of the agency, the effort, and the language is as follows.

**Department of Administrative Services, Standard Request for Proposal**

An Affected Applicant will have seven calendar days from the date of the notice of intent to award to file a written protest. An Applicant is an Affected Applicant only if the Applicant would be eligible for a Grant award in the event the protest was successful and is protesting because Agency failed to conduct an evaluation of Applications in accordance with the criteria or process described in this RFA.

**Business Oregon, Cultural Trust**

The Oregon Cultural Trust recognizes that procedural errors may occur in the application process. The Cultural Trust is committed to acknowledging errors and rectifying the effects. Appeals may not be made on the basis of an applicant's disagreement with an assessment of how the application met the review criteria, the judgment of a review panel or the amount of the award. Applicants considering an appeal should contact Cultural Trust Manager Aili Schreiner, by phone at (503) 986-0089 or email Aili.Schreiner@oregon.gov, for advice and guidance. Letters of appeal must be submitted to the Cultural Trust's Executive Director within 30 days of the panel meeting. Appeals are reviewed and acted on by the Cultural Trust Board. Appeals may result in an approval of an award or an increase in the award amount if the applicant can satisfactorily document that the application was misrepresented or improperly reviewed through no fault of the applicant. If the appeal is supported by the Cultural Trust's Board, funds will be awarded only if they are available. Applicants not meeting one or more of the eligibility requirements as determined by staff are encouraged to discuss the decision with staff. Appeals concerning eligibility determination may be made. Letters of appeal must be submitted to the Cultural Trust's Executive Director within 15 days from the decision. All decisions made by the Cultural Trust are final.

**Business Oregon, Special Public Works Fund**

The Administrator of Infrastructure Finance Authority will consider funding appeals of Business Oregon's funding decisions. Only the municipality may appeal. An appeal must be submitted in writing to the Executive Director within 30 days of the event or action that is being appealed. A project that would have been funded but because of a technical error in Business Oregon's review was not, will be funded as soon as sufficient funds become available, provided the project is still viable. The Executive Director's decision is final.

## Suggested Language

The following language concerning appeals is provided for discussion as a possible insertion into the Early Learning Division Grant Application Review Process manual. The current language is also shown below.

**Current Language**

### Appeal

An applicant not receiving funding may appeal for review to the Early Learning Council. An appeal must be received by the Council in writing within 15 days of the notice of non-funding. Appeals must be sent to 700 Summer Street NE, Salem OR 97301.

**Draft Language for the Early Learning Division**

**Appeal**

Applicants may appeal a decision regarding non-funding or funding amount if the appeal is based on the Early Learning Division's failure to conduct an evaluation of applications in accordance with the criteria or process described in the Request for Application. Appeals may not be made on the basis of an applicant's disagreement with an assessment of how the application met the review criteria or the judgment of a review panel. The appeals must be received by the Council in writing within 15 days of the notice of non-funding. Appeals must be sent to 700 Summer Street NE, Salem OR 97301.

## *Council Action:*

**Presented for discussion.  No action required until a later Council meeting.**

**Office of the Secretary of State**

Bev Clarno
Secretary of State

Jeff Morgan
Interim Deputy Secretary of State

**Audits Division**

Kip R. Memmott, MA, CGAP, CRMA
Director

255 Capitol St. NE, Suite 500
Salem, OR 97310

503-986-2255

July 23, 2020

Colt Gill, Director
Oregon Department of Education
255 Capitol St. NE, Suite 300
Salem, OR 97310-0203

Dear Mr. Gill:

We have completed a limited review of grant administration by the Department of Education's (department) Early Learning Division (ELD). We focused our review on the Preschool Promise, Oregon Pre-K, and Early Childhood Equity grants that were part of the Student Success Act (2019 House Bill 3427). The objective of the review was to gain a general understanding of processes and controls and identify opportunities to improve state operations.

Our review was conducted in April and May 2020 at the same time ELD was evaluating and issuing the Student Success Act grants. Accordingly, some of the aspects included in our review had not yet been completed or were in draft format. Our items for consideration are based upon the status of our inquiries and documentation available at that time. We recognize that, since several procedures and documents were in the process of being developed, some of the considerations mentioned below may have already been addressed by ELD.

Our review was completed through interviews with ELD management and review of supporting documentation, when it was available. Our review focused on the following five components of the grant management process: grant solicitation; grant application scoring; grant application award; grant agreement language; and award monitoring. During our review, the grant applications were received and in the process of being scored.

## Grant Solicitation

In terms of grant solicitation, we considered ELD's efforts to make potential grantees aware that new grant funds were available. Generally, we found that ELD did a good job of communicating with potential grantees that the funds were available. ELD posted information to its website and Facebook pages, sent letters to vendors already participating in ELD programs, and held informational meetings throughout the state.

ELD also enlisted the help of the 16 regional ELD Hubs to disseminate information to potential applicants. In reviewing the websites for the Hubs, we noted varying degrees of information available. In some cases, we were unable to locate any information on the websites about the grants, despite actively searching for it. While ELD does not have authority over the Hubs, ELD may be able to leverage better outreach from the Hubs in future grant periods.

**Grant Application Scoring**

After the grant applications are submitted, ELD scores the applications to determine which applications are eligible to receive state funds. We identified several considerations that we communicated to ELD management in an April 2020 email for consideration prior to the grant scoring process. Please refer to that email for grant application scoring considerations.

**Grant Award Letter**

Once ELD has scored the applications, ELD determines who will receive grant monies and then prepares and sends a grant award letter to the applicants. We reviewed the draft letter informing selected applicants of the award decisions and noted the following:

- The template discusses the appeals process, but it does not establish the basis for which an appeal may be made as the Early Learning Council chose not to impose limitations for the basis of an appeal. As such, an applicant can currently appeal for any reason.

- The draft letter does not explicitly state grant amounts are not guaranteed or are contingent upon the availability of funds. This language is included in the grant agreement but may be easily overlooked.

**Grant Agreement**

ELD will provide each grantee a specific grant agreement outlining the scope of the work to be performed, the amount of the award, and other factors. The templates for the grant agreements have been reviewed for legal sufficiency by the Department of Justice. Our review verified that several key elements were included in the grant agreement and considered if appropriate elements were included to facilitate the administration of the grants.

Per discussion with ELD staff, the expectation is that the initial grant agreement will cover fiscal year 2021 with ELD's intention of extending the agreements to be effective for the next two biennia. The current draft language does not include a discussion of the number of times the grant agreement may be extended. If a new grant agreement is issued, or the existing agreement is modified, it may represent "a new grant agreement," at which point ELD may be required to solicit new applications before awarding grant funds. ELD does not think the grant agreement language needs to be adjusted so, at this time, no further clarification from the Department of Education Procurement Office or the Department of Justice is being requested.

**Grant Monitoring**

Of all aspects of grant administration included in our review, grant monitoring may be the most time-consuming and the most important over the life of the grant. Monitoring procedures can be used to measure the success of the programs and provide assurance that state resources are used appropriately. Based on our discussions with ELD staff and review of documentation provided by staff, we identified the following:

- The Oregon Pre-K and Preschool Promise programs are existing programs and generally have defined monitoring procedures and processes. However, the Early Childhood Equity Fund is a new program, and in our interviews with ELD staff, many of the procedures and mechanisms for monitoring have not been established.

- A key component of grant monitoring is verifying that state funds are only used for allowable purposes by the grantee. ELD's procedures rely upon the categorization of expenditures as reported by the grantee, but generally do not include a review of the actual invoices.

**Considerations**

Based on our review, we identified the following items for ELD management to consider:

- Work with the Hubs to provide consistent and readily available information to potential applicants at all locations.

- Consult with the Council to determine whether parameters should be established for when applicants may appeal the award decision.

- In the grant award letter, explicitly state the grant amount is not guaranteed and is contingent upon the availability of funds. Although such language is included in the grant agreement, it may be easily overlooked.

- When developing grant monitoring procedures for the Early Childhood Equity Fund, consider procedures that provide assurance grantees are using state funds in accordance with program rules and legislative intent. For all programs, include procedures in ELD's onsite inspections to review a sample of grantee invoices to ensure state funds are used for appropriate purposes.

The purpose of this letter is solely to describe the scope of our review and the results of the procedures performed. Because this was a limited review, we were not required to and did not follow generally accepted government auditing standards.

We appreciate the time, effort, and cooperation of department staff. The professionalism we encountered and openness to suggestions have made this a collaborative process. If you have any questions, please contact Kelly Olson, Audit Manager, or Geoff Hill, Principal Auditor, at (503) 986-2255.

Sincerely,

*Office of the Secretary of State, Audits Division*

cc:    Miriam Calderon, Early Learning Division Director
       Betsy Imholt, Early Learning Division Deputy Director
       Nakeshia Knight-Coyle, Early Learning Division Director of Grants and Operations
       Gwyn Bachtle, Early Learning Programs and Head Start Collaboration Director
       Latham Stack, Department of Education Internal Auditor

July 23, 2020

Ms. Kelly Olson
Audit Division, Audit Manager
255 Capitol St NE # 500
Salem, OR 97310

Dear Ms. Olson:

Thank you for your review of the Oregon Department of Education, Early Learning Division's (ELD) implementation of the Student Success Act grant programs. The real time guidance of your team has informed our development of the Early Childhood Equity Fund and the refinement of the Oregon Prekindgertaren and Preschool Promise programs. This collaborative approach has allowed us to adjust program design elements based on your recommendations, including:

- Modifying our scoring procedures to develop clear criteria for scoring to identify when an application requires a third review.
- Evaluating for administrative efficiency in the future, staggering the contract timing to better manage the workflow.
- Developing an internal procedure for the appeals process. ELD staff are preparing a Council Action Request to summarize the information and background for each appeal before the Early Learning Council. The Council will decide how it wants to consider each appeal in an open meeting. This will provide opportunity for fair and equitable treatment to all involved parties prior to determining the awards for each grant.

Since we last met, ELD has convened the grant review committees for each program and issued the Notices of Intent to Award. We plan to issue grant notices and agreements in August after the legislature convenes in Special Session.

Below are the Division's comments on the considerations shared in your letter dated July 23, 2020.

- SOS Consideration: Work with the Hubs to provide consistent and readily available information to potential applicants at all locations.

  *ELD Response: ELD agrees with the SOS consideration. ELD will work with the Hubs to communicate grant opportunities to potential grantees through their networks and communication channels. This can be done through collaboration and through our HUB contracts.*

- SOS consideration: Consult with the Council to determine whether parameters should be established for when applicants may appeal award decisions.

  *ELD Response: ELD agrees with the SOS consideration. ELD is currently in the middle of the appeals process for the SSA grants. The appeals processes are in administrative rule for each program. ELD sent written notification to each grantee of their opportunity and instruction on their right to appeal to the Early Learning Council. We will consult with the Early Learning Council to determine if parameters should be established for future grant decisions.*

- SOS consideration: In the grant award letter, explicitly state the grant amount is not guaranteed and is contingent upon the availability of funds. Although such language is included in the grant agreement, it may be easily overlooked.

  *ELD Response: We agree with the SOS consideration. ELD will be issuing the award letters in August and will incorporate this recommended language.*

- SOS consideration: When developing grant monitoring procedures for the Early Childhood Equity Fund, consider procedures that provide assurance grantees are using state funds in accordance with program rules and legislative intent. For all programs, include procedures in ELD's onsite inspections to review a sample of grantee invoices to ensure state funds are used for appropriate purposes.

  *ELD Response: ELD agrees with this consideration. ELD is developing a fiscal monitoring procedure for all SSA programs to begin this year.*

Thank you for prioritizing this review and working with ELD to provide this timely feedback.

Stay safe and well.

Sincerely,

Miriam Calderon
Early Learning System Director


cc:     Colt Gill, Oregon Department of Education Director
        Betsy Imholt, Early Learning Division Deputy Director
        Gwyn Bachtle, Early Learning Programs and Head Start Collaboration Director
        Katie Thiel, Interim Grants and Special Projects Director
        Latham Stack, Department of Education Internal Auditor

*Advocacy Supporting Early Learning Council Priorities*



To:     Senator Betsy Johnson
          Senator Elizabeth Steiner Hayward
          Representative Dan Rayfield
          Senator Lew Frederick
          Representative Susan McLain

Cc:     House Speaker Tina Kotek
          Senate President Peter Courtney

Re:     Special Session Priorities

Date:   Wednesday, July 22, 2020

From:  Children's Institute

Distinguished Oregon Legislators,

For more than 15 years, Children's Institute has advocated for a future where a child's potential is not limited by their race, income, disability, home language, or zip code. We now face unprecedented times, as the coronavirus pandemic has severely impacted our state's public health, education, and social support systems.

Though young children have not contracted COVID-19 in large numbers, real-time research is showing that many are suffering disproportionate impacts due to multiple and interrelated economic, educational, health, and social challenges created by the pandemic. Young children in low-income families and those impacted by systemic racism are struggling the most.

While we recognize that Oregon faces a $2.7 billion shortfall in the current budget, we ask you to hold fast to your commitment to the bold and visionary promise made to young children in 2019. Why?

The children now being born represent the most racially and ethnically diverse generation of Oregonians since our state's founding. They will enter kindergarten in just five short years, just as Oregon is likely emerging from the depths of a recession caused by this pandemic.

Despite Oregon's increasing racial and cultural diversity, thousands of young children lack access to early learning opportunities that meet their cultural and linguistic needs. We do not have enough early care and education programs to meet the needs of the low-income children who are currently eligible to participate. For too many children, opportunity and achievement gaps are present before kindergarten and continue to widen throughout their K-12 years. Current educational and economic analysis is predicting that the pace of growing achievement gaps will only quicken as a result of the pandemic.

Even before COVID-19, 40 percent of Black children, 34 percent of Latino children, 31 percent of Native children and 20 percent of all children in Oregon were living in households below the federal poverty level, with rural poverty rates higher than in urban areas.

That means now, more than ever, we must act to close opportunity gaps for our youngest learners, and proactively work to reverse anticipated learning losses. Specifically, we ask you to:

- Protect the 20 percent commitment to early childhood made in the Student Success Act, and fully fund the investments made in young children in the 2019 session.
- Protect investments in early childhood systems and programs funded in the General Fund, including the Early Learning Hubs, Focused Child Care Networks, Healthy Families Oregon, and Employment Related Day Care. These are also critical investments for children of color and children in low-income families.
- Create a budget decision-making process that is inclusive of parents and early childhood providers — those most impacted by your decisions.

These investments are an important first step in building a system that ensures young children of all backgrounds in Oregon can thrive. We know that you share this vision with us, and we thank you for your continued work and leadership in service of all Oregonians.


Sincerely,


**Swati Adarkar**
President & CEO
Children's Institute

**Ken Thrasher**
Retired CEO
Fred Meyer & Compli

**Bob Harding**
President, Chief Operating Officer
Pacific West Bank

**Mary Louise McClintock**
Senior Education Strategy & Policy Advisor
Oregon Community Foundation

**Sue Miller**
Chair
Early Learning Council

# Why Are Child Care Programs Open When Schools Are Not?

Society's perception of child care being of lesser quality to education has rarely been so pronounced.

**By Elliot Haspel**

Published Aug. 4, 2020Updated Aug. 7, 2020, 9:05 a.m. ET



Although school buildings in Philadelphia will remain closed this fall, St. Mary's Nursery School, a secular child care center founded in 1964, will remain open. St. Mary's, which serves children ages 18 months to 12 years, typifies an odd juxtaposition:

As more public schools are moving to remote learning, child care programs and after-school providers in major cities are taking in more children of families who cannot work remotely.

The duality of the conversations around child care programs and public schools is rooted in a perceived gap between what "care" and "education" mean. That gap has set the two sectors on different paths of funding, governance and professional power.

Traci Childress, the executive director of St. Mary's, can see this schism playing out for her program. "There's a disrespect to early childhood and out-of-school-time providers

that's inherent in just assuming we're going to make it work for everybody without giving us funding or support," Childress said.

That sense of disrespect is not new because of the pandemic. Sonya Michel, Ph.D., a University of Maryland historian who has written a book on the evolution of U.S. child care policy, said, "Child care for so long has been associated with poverty."

The first child care centers, known as day nurseries, were established by charities in the mid-19th century and were holding places for the children of low-income or single working mothers.

Until quite recently, Dr. Michel added, child care had a negative connotation in a society that has long looked down on mothers who work. This stands in stark contrast to the often high-minded ideals that animated the 19th-century common school movement that gave the United States the public education as we know today. Horace Mann, considered the "father" of the movement, spoke of education as the bedrock of democracy in his 1839 speech, "[The Necessity of Education in a Republican Government](#)."

Public school leaders and organizations have expressed resentment this summer at having child care concepts applied to their work. "Schools are not a day care," Cindy Marten, superintendent of the San Diego Unified School District, said recently on the news program "The Last Word With Lawrence O'Donnell.*"*

"Schools are about educating our students, and it's about our future, and we're not cramming a bunch of students into a classroom until it's safe to do so," she continued.

The president of the American Federation of Teachers union, Randi Weingarten, echoed this sentiment, stating in an interview that "schools are not child cares."

Weingarten, like other public education leaders, is wary about the custodial usage of "care."

"Of course there is a real interrelationship, and you can't separate out schooling and academics from well-being and from caring," Weingarten explained. "And of course we have an absolute obligation in terms of custodial care and care of children when they are in an education setting."

But her point in saying schools were not child care programs was that "the driving force for education is education."

She continued, "The driving force for education should not be 'a parent needs to have a place for her kid to be so she can go to work.' We need to have an answer to that question, which is not school."

In contrast, early childhood leaders report more comfort in embracing a "both, and" scenario, in which the custodial element of care goes hand-in-glove with the developmental element.

Rhian Evans Allvin, the chief executive of the National Association for the Education of Young Children, said: "There is a path forward where early childhood education can both be a valued and revered profession, and we can honor care at the same time. We can say, it is valued and revered in part because it is also about care as well as education." Allvin pointed to nursing as an example of a field that has embraced new scientific understandings to elevate its stature and successfully "weave care together with their pedagogy."

Similarly, Lynette Fraga, Ph.D., the chief executive of Child Care Aware of America, a national interest group for child care providers, said what was most needed was a coming together of parents and practitioners. "There needs to be a unified understanding — within and outside the field of child care — that what we are accomplishing, what the science is telling us, is that we are important."

Indeed, the divide between child care and education contradicts our current understanding of child development.

"All learning is relationship-based, all development is relationship-based," said Ellen Galinsky, the chief science officer at the Bezos Family Foundation, which has seeded several initiatives to communicate the science of learning.

Galinsky continued, "It's a fallacy that we can separate out our need to belong, to be respected, to be supported, to be challenged — all of those things that happen in an educational setting are relationship-based and come from care."

Galinsky added that the brain architecture for learning is built from birth and is inseparable from care. A growing understanding of inseparability has brought child care programs and public schools into a closer orbit. For example, as of 2019, 44 states had a public pre-K program for 4-year-olds, according to the National Institute for Early Education Research. But the pressures of Covid-19 may have forced them apart again, much to the frustration of early childhood leaders and educators.

Robert C. Pianta, Ph.D., the dean of the Curry School of Education at the University of Virginia, said the pandemic "pushes on a lot of the tectonics that are between those two systems." Dr. Pianta added that there has been a reversion to the erroneous assumption that, "What child care does is warehouse kids, keeps them out of parents' hair."

Racial and gender threads also pull child care and education apart. Today, the child care profession is disproportionately made up of women of color. Nearly 40 percent of child care staff are people of color, according to a 2018 report from the Center for the Study of Child Care Employment at the University of California, Berkeley. In comparison, 20 percent of K-12 teachers were nonwhite in the 2015-16 school year, according to the most recent data by the National Center for Education Statistics.

The fact that a low-wage sector so heavily made up of women of color is being asked by society to assume more risk by remaining open speaks to "the disposable nature of this work — the less-than approach to and appreciation of this work," said Myra Jones-Taylor, Ph.D., the chief policy officer at Zero to Three, a group that advocates for issues about babies and toddlers.

The United States' investment in early childhood care and education, compared with other countries, also indirectly contributes to the divide between public schools and child care programs. Among 37 developed nations, the United States ranks the third lowest in spending on the early years of care and education, according to 2015 data from the Organization for Economic Co-operation and Development. As a result, the fragile child care system, still seen largely as a personalized service instead of a public good, is heavily reliant on parental fees, and it has begun to shatter amid the Covid-19 pandemic.

A recent survey by the National Association for the Education of Young Children of more than 5,000 child care providers from all 50 states, Washington, D.C., and Puerto Rico found that about half of the nation's child care programs may close by December, absent additional government assistance. Unlike public schools, for most child care programs, temporary closure or reduced group sizes because of pandemic health concerns are pathways to shuttering permanently.

So can the artificial divide between care and education be bridged? Drs. Pianta and Jones-Taylor expressed hope that parents' pandemic experiences of working while juggling care and education will lead to a newfound appreciation for both elements, and the modern economy's reliance on them.

Childress of St. Mary's suggested that society isn't "really looking at the whole picture."

"Children need education, and they need to be educated by caring people," she said. "Parents need to go to work, and there's a whole system that supports that which has never been named."

Elliot Haspel writes about early childhood and K-12 education policy and he is the author of "Crawling Behind: America's Childcare Crisis and How to Fix It."