

REMOTE CART  
HF-Oregon Early Learning Division Early Learning Council Meeting  
1:30 p.m. – 4:00 p.m. (PST)  
March 16, 2020  
\* \* \* \*

CAPTIONING PROVIDED BY:  
ALTERNATIVE COMMUNICATION SERVICES, LLC  
www.CaptionFamily.com.  
\* \* \* \* \*

This text, document, or file is based on live transcription. Communication Access Realtime Translation (CART), captioning and/or live transcription are provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings. This text, document, or file is not to be distributed or used in any way that may violate copyright law.

\* \* \* \*

(Captions provided by a live Captioner.)

1:04 PM (PST)

CAPTIONER: Testing the captions. This is a test of the captions. We are just testing the captions to see how everything looks on the screen. We are looking to make sure that the captions are aligned in the manner necessary for perfect communication access. This is a test. This is only a test of the captions. We are just testing the captions. This is only a test.

CAPTIONER: Captioner standing by. The meeting will begin in a moment.

»: Okay.

And we -- we are live -- okay, we have our counsel here. So let's go ahead and call the meeting of the Early Learning Council for March 16, 2020, two order.

And Remy, would you please call the roll?

»: Yes. Angie Blackwell excused.

Katy Brooks

»: I am here.

»: Peter Buckley?

»: Here.

»: Anne Kubisch?

»: Present. I am here.

»: George Mendoza?

»: Here.

»: Peg Miller?

»: Here.

»: Eva rip it out?

»: Here.

»: Liesl?

»: Here.

»: Sue Miller, Chair.

»: Here.

»: Miriam Calderon, early learning system Director of the Oregon Early Learning Division.

»: Here.

»: And I believe that is it for today.

»: Yes. Thank you, Remy. So welcome everybody. I want to thank all the councilmembers for making time to get on this call and be part of this meeting. I know from talking to each of you that your own lives and workplaces are incredibly busy right now. So we especially appreciate you taking time to be part of this discussion.

And I want to thank Miriam and all of your staff for what must have been a very long weekend and the very long days. So we appreciate all of the time and work that you are putting into help, Oregon, and our kids and families deal with the coronavirus crisis that we have.

So as with many of our agendas, we are going to start out inviting public testimony.

And because we are a virtual meeting, we are going to just have to rely on people who are on the phone and would like to speak to just call out and tell us your name if you would.

And because of the time crunch of this meeting, I am going to ask that people abide by the three minutes request that we have so that we can hear from as many people as possible.

But also expedite this meeting so people can get back to their important job.

So with that I would like to open it up for public testimony and see if there is anyone on the line who would like to address the Council. Anybody wanting to speak with the Council?

(No response.)

All right. If not, we will than move forward and Miriam, let's turn it over to you and ask you to give us an update on childcare and the virus.

And I see that Amy who is our Director of the Office of Childcare, she is no longer the Interim Director. She is the Director. A congratulations to Amy.

And welcome aboard at a very critical time for all of us. So Miriam,

»: Thank you, Sue and it is good news that we will be hearing. I will share a brief update as Amy is officially in this position. It is wonderful. So as you noted, there is quite a bit of work happening and I have to just really acknowledge an outstanding team at ELD.

And including the Office of Childcare, Amy's leadership team has been working around the clock to be able to provide support to our partners and communities and families and providers during this time.

So I am going to try to cover a lot here. I am going to ask Amy to provide more detail around licensing, regulation, and flexibility there.

But I will start with sort of a high-level overview on some of what we have been working on.

So I will start by saying just in general what is happening in particular with childcare in our state. We are working on kind of a number of fronts.

One is to provide the most up-to-date information and partnership with the Oregon Health Authority that we have and with our governors, it the governor and her team around precaution that childcare be put in place to ensure their own safety and the safety of the children and their care.

And we have at ethics that are being updated and the site launched on the updated website. We are hearing two different things from our provider communities. Right now, one is that you know as long as parents -- they are -- let me start by saying they are making different decisions around closure. I think some providers are closing

or making the decision to close and we fully respect that choice and we recognize it is an individual decision that they need to make. We also are hearing from providers that they are desiring to stay open because families are still working.

And while families are working, they want to be able to provide the care and they consider themselves an essential, kind of front workers and personnel.

But they also need support and potentially even some plug-ability that Amy will talk about with respect to our licensing requirements. So I think it is really interesting to note that there are two very different decisions being made amongst our childcare communities and we respect those.

And so like I said we are working under the assumption that families are still using care and maybe have options.

And we need to support the providers that are still desiring to stay operational.

And so on that front we have been hearing about the flexibility particularly around a need for supplies and support for supplies. So working again across agencies and other partners in the community to be able to identify quickly what supplies and providers need to stay operational. They are experience some same challenges in be able to get cleaning supplies and hand sanitizer and toilet paper, etc.

And so we have been working on that front. I have a couple of more things to say.

But let me let Amy at this point talk about some of the flexibility that providers have been as for other the regulatory side. You know to be able to stay operational and implement some of the social distancing recommendations coming from public health.  
Amy?

»: Miriam, before we switch, can I ask a question? Can you hear me? This is Kali.

»: Yes.

»: There are some in the community right now that are saying -- and it is coming from quotes in the community that they are not supposed to be doing childcare because of the distancing rules.

And there is this debate. I have gotten some resources that we wanted to give to our families but then I found myself wondering what is the directive that we should be

giving them? Is it going against the governor's proclamation around social distancing to get families resources for childcare because as you said families is only childcare because some families are still going to work.

What is the guidance and what is appropriate? Should childcare be open or not? Like I am not clear on that.

»: Right. Kali, that is a great question. So right now, that is individual decisions that childcare providers are making about whether they are operational or not. We are not at this time requiring childcare to close and we put out a statement to that effect.

That said, we know that they are going to experience the same kind of operational issues and staffing challenges and issues with supply. Some providers may be themselves in the high-risk category of individuals with the coronavirus because of age or other underlying medical conditions so we certainly understand, and I will talk a little bit about some of the other steps that we are taking to be able to support childcare providers around those that do decide to close but right now, there is no guidance on that.

And I would say to the social distancing recommendations that the governor issued some guidelines for schools and child providers on Sunday March 8 and we anticipate that those are going to continue to evolve.

And we will continue to keep childcare providers updated about what changes and practices you can continue to put in place especially around limiting interactions, group sizes, etc. and we will stay safe if they do decide to remain open.

»: Thank you so much.

»: Sure.

»: thanks, Miriam.

»: Amy?

»: What about licensing?

»: Right. Thank you. Thank you, Chair and members of the committee, Amy Joyce, Director of childcare. So we are looking at a number of things. First of all, in terms of -- I will start with that kind of licensing visits and visits from our licensors.

So we went through a process by which we prioritized the most important from a safety perspective down to sort of the least safety involved and those where we are

having the most flexibility or we can prioritize what our licensors are doing going out into the field and the direction for them is that we need to be focusing on child safety and then we need to be focusing on accessibility. So while thinking about child safety and focusing on that as always we need to see how we can be supportive of our providers so that they can to the extent possible stay open and take in kids in this time when kids are out of school or any other reasons for any extra childcare not less childcare and that is something we are doing on our flexibility in terms of regulations, we have a situation where some things are in statute and some things are in rules.

And so some of the things we had looked at, I am sure you did see in the media that we were talking about doing blanket exceptions or increases to ratios and capacity in certain instances but evolving from that late last week you know we had the increased social distancing recommendations. We also got feedback from providers that this was a concern.

The reason we were looking at that increased ratios and capacity was the demand from providers. We opened up and asked providers to let us know what they needed and we received a lot of requests and the bulk of those requests from providers were to allow them to take in more kids over what their normal capacity would be or to exceed ratios a little bit so that they can help out whether for their own childcare families, maybe taking in a sibling to a child they already had in care, taking in, seeing that called from the governor to assist with medical personnel and first responders their childcare needs. So they wanted to open up to take in additional -- that is why we were looking at those increases where we were looking at building capacity in home and center-based care. After that like I said, the evolving recommendations on social distancing got feedback from some providers. We decided that the time is now to do blanket increases to ratio and capacity. Instead what we will do is use existing real authority to grant exceptions on a case-by-case basis and so that process is known to the provider community.

And we have assembled a team to receive the exception request and process them very quickly. So for example, the exception request might come into increase capacity by one or two kids or extend the ratio by one child or something like that.

And that team will assess that based on safety, space, staffing, potentially if

they had any negative compliance history that would impact that and then on a case-by-case basis we can make those decisions as opposed to say for a blanket center, you can have five more children under your ratio. So that is what we can do under existing administrative rules.

And so we are expediting those.

And so we are also in communication with Oregon Health Authority and a fact we are on a call with them not long before this call started to seek their guidance about any health insurance that we should be keeping in mind as we review those exceptions and decide whether to grant or deny them. So that is something that we are pursuing to help out individual providers who want to expand with the situation.

»: Amy, let me interrupt you and see if council members have any questions about what Amy has presented so far as far as they are handling potential increase in ratios and; therefore, incapacity?

»: I do.

»: Who is that?

»: Kali. I am concerned about how long it will take to clear, folks, and the cumbersome this of going through this process. No the process and know there are a limited amount of folks.

And we are dealing with everybody across the state with a lot of families in need.

And I am hoping we can be responsive. I hear what you are saying.

But my concern is how do you actually execute that in a way that it will have a response time. Because sometimes these people get a phone call in the morning and they need to bring their child in that day. What kind a process can you offer up for that situation that might be helpful?

»: Yes. Thank you. So I think at this time what we have been doing is every morning at 8:00 the regional managers who oversee the field and field operations manager gather to assess any exception request. So that is every day expedited.

And all of this is coming into a single point. We can process them quickly. I think if somebody made a request and it was like I need it right now and we could see about expediting that. Because what I will say is directed my staff to think about what they are achieving.

And if you are looking at taking in a child that day and it is going to put you over ratio by one, what I have my staff is if you go into a place and you see something like that and they are over ratio by one, the first question is are the kids safe? And if they are, we need to be thinking about how are we supporting that provider and how are we supporting the capacity building and that probably means that siting for ratio.

But like I said, if somebody sends in a request at 8:00 in the morning that exception request is being processed and expedited and the provider is getting a phone call or e-mail to tell them the result.

And on the backend we will take care of the paperwork or the computer systems or whatever to get it in the system.

But we are contacting the provider immediately to say yay or nay or we need a little bit more information. That is how we are trying to do this.

»: That is helpful. Thank you.

»: Thank you. EVO, did you have a comment or question?

»: This will probably be in the larger scope of the conversation. I think I was on a call with broader community partners and organizations and really thinking about childcare needs across the system and how we have been talking about emergency responders and medical providers but really it is more than this. It is people who are doing a grocery store work and the attorneys and the court system and the staff and the DAs and the public defender's offices and corrections.

And there is the scope of work force which is probably far greater than most people really think about or consider. I could go on and on with the list. So I think you know how are we -- how are we doing -- to be able to assess all of those needs do collect for Miriam -- you know I really appreciate that comment. I think that it is exactly as we think about the equity, thinking about our equity lines and some of our most vulnerable populations who may not have other options. We are doing all we can to kind of continue to support those childcare programs that want to stay operational. Some of the exceptions that Amy talked about -- I think we are looking at identifying other ways that we might be able to expedite the access to the teachers or different things like that, like online training. So we are still working through some of those issues.



Right now, the governor's office is coordinating state agencies and ELD is playing a lead role in this.

And think about emergency care specifically for the frontline healthcare workers. I think that is sort of one piece of this.

And we are working. I want to the councilmembers to know that too.

But we are also assessing the kind of needs of other providers again around substitutes, May emergency funds, supply, different flexibilities that are needed so we can provide that care and I think it is a situation that evolves over the next couple of days, also really think about even some of our providers, asking them to think about maybe messages where families that do have the option of being able to stay home and care for their child, teleworks, if they are able to do that so we can really be prioritizing some of our open end available capacity for families that really don't have other options. I think the other thing I wanted to point out is that we have been working closely with the Department of human services self-sufficiency program on supportive policies as well that will support families in this time. So we are preparing to implement temporary policy changes in childcare that would then suspend co-pays for family and increase eligibility thresholds so more families can qualify during a state of emergency. Again, or with them on how do we expedite and provide more flexibility for individuals who are already have in the background checks and some of the requirements for licensing childcare to be able to provide you know that family and friend or neighbor to be able to care for smaller groups of children in their communities. I think we will have more information about that. We are working with Western Oregon University to collect information and support, you know, a gathering of information, people who would be interested in providing substitute care and who qualify. So that is work that is happening. Our CPR is working with the system referral agency. We are working to be able to support them in staying operational as well and be able to provide care to families. We also have been serving kind of Headstart and relief nurseries and getting an understanding of their capacity potentially to be able to have some limited stabbing or be able to provide care.

I want to say that most of our Headstart are close and our relief nurseries are closed but we are in constant contact a communication with them about potentially

being able to provide some emergency care services and assessing what their capacity is as well. So I know that is a lot of information.

But I just want to stop there and see if there are any questions.

»: And let me get back to Amy too. I did not mean to sidebar the conversation about what Amy was talking about with licensing. So let me jump back to Amy and see what other information you want to provide and then how about we open it up to questions.

»: Yes. Thank you. That is actually the book of what I was talking about. Some of the things I would like to be able to do and take some extraordinary measures and extraordinary limitations. We have some things that we are considering for now.

And this is what I think we can do with the flexibility we have with the executive branch.

And I'm instructing my staff after we ensure their safety, we need to be doing what we can to support our providers. That is all.

»: And I also did want to say that we have extended the deadline for our grant application. For the early learning programs for the Student Success Act. Following the governor's guidance around social distancing. We realize that a number of the technical assistance in-person sessions and work that are in R&Rs and hubs were doing to support providers and partners and being able to submit applications in the same way. There were limitations of making those remote or virtual in some cases.

And so we extended the deadline.

»: And Miriam, what does that do as far as the timeline for the acceptance, approval, and awarding of those grants and then getting the money out the door?

»: Right. It is certainly not ideal for being able to ensure that services can begin in the fall. I think as we all had hoped." I think we are still assessing that.

And we will work it to the best of our ability to be able to do as much work as we can on our end to run our processes. So I think we all steer working at that -- I think we are still working on that but I think it is important at this time.

»: But when you say your internal processes so as applications come in, your staff can go ahead and start scoring them and start running through the approval process correct? And you don't have to wait for May 4 to start that?

»: Those are some of the things that we are looking at.

And I think different providers, it is a timeline on when they get notified on whether they select it or not and we will have our own individual challenges on how quickly they can provide services. They are planning on having basically an additional month between knowing that they were awarded and being able to deliver services. So I think those are all the different things we have to look at.; right. So is it your expectation at this point, Miriam, that if the deadline is pushed back, is that a four-week pushback?

»: Yes.

»: So would you anticipate? --

»: It went for April two to May 4.

»: Would your expectation be that it would push the award back four weeks? Or is there way to try to tighten that up somewhat or do you know?

»: It was already a very tight timeline externally as you can imagine because we were trying to give more time to the community to be able to get the word out.

And also prepare applications. We are trying to be really cognizant of our tribal partners and try to meet additional time. It was already really tight on four weeks so I'm not sure how much we can shave off of there.

But I think these are extraordinary circumstances. I think people will be understanding and, hopefully, there will be allowances on the back and.

»: Thank you, thank you.

»: I have a question.

»: Okay.

»: Going back to the earlier conversation. I am still not clear on how information has gotten. There is lot of confusion about what people can do. Should people go to the ELD website or hotline they can call? Like a people want to take siblings and just expand childcare options, how do they know the process by which they can do this?

»: This is Amy. So a couple of things. They can go to the website. If a parent thinks that they need additional capacity for the childcare they normally go to, they should be contacting their provider to find out what is available and in the provider can see about potentially getting an exception let's say if they need additional capacity to

take in a child.

»: And then are you encouraging -- sorry -- go on --

»: And I was just going to say of course the 2-1-1 to find out where childcare might also be available.

»: Okay.

And then is there general , I think, people are trying to mobilize the support, like they are with food. Is there General discouraging entities -- like I have seen -- I would have to look it up. Someone sent me a resource about a Rose City church that was trying to bring community together to have like play, like bring your kids, and then I think it was like is this legal? I don't know about things that are legally okay.

But I am not sure about what the line is it. Like here is a reason to share this with your family. Is this a resource that we should be sharing with families? There is just a lack of information on that. There are other people sort of trying to figure out how we support these kids whose parents still have to work.

»: I think for that, just come to the church you know for play playtime. I think that is not childcare, per se.

But I would encourage folks to contact the Office of Childcare.

And we can help with what is required. We can help folks understand what they can and can't do. I think we need to focus on safety and accessibility and flexibility.

»: Certainly, I think -- and I would agree everything sort of that Amy said.

And we are still looking at a number of different areas and evaluating where we can provide flexibility for those who require some statutory changes. I think just encouraging individuals. You know, we are not implemented many changes. You know to make sure that people continue to regularly visit the Early Learning Division coronavirus webpage for the most up-to-date information. I cannot say enough how rapidly things can change as more guidance, particularly in public health is available.

And again, we will be releasing announcements around the implement related daycare. At some point today or tomorrow too. So I think that would be a very good avenue for families, friends, neighbor care, as a reminder for caring for more than children. I mean three or two children do not require a license in at might be what we see in communities. To that extent it could be helpful with reimbursing some of that

care. Those are some things we might be working with the department of Human Resources.

»: So Miriam or Amy, is there the OHA website that is answering the question that Kali is bringing up which is not a child question.

But let's come on and play at the church and how do you get the advice about social distancing for a bunch of three-year olds or whatever. So is there another site that is outside of the OCC that we need to be sending people to?

»: We link to that.

And 2-1-1 is another resource.

»: Okay.

»: Yes.

»: With the health related of kids having play dates. Okay. Okay. Other questions from councilmembers, or input from your perspective of what is going on in your worlds? Each of you has a very unique piece of this in your own lives.

»: This is Peg.

And I am just thinking from the healthcare perspective that as we get a little deeper into this, there may be a need for healthcare systems to have access to availability of childcare in their areas.

And his 2-1-1 going to be the best resource for that as far as a clearinghouse, realizing that staffing needs may rise?

»: Yes. Thank you, Peg. That is a great question. We have been working with 2-1-1 on enhanced capacity to be able to field those kinds of requests and expedite them quickly as well as working with the governor's office as I mentioned earlier around the stand for emergency childcare for health workers.

»: Thanks.

»: So 2-1-1 is sort of the go-to site or number?

»: Yes.

»: Okay. Any other comments from councilmembers and what you are seeing in your communities?

»: So I will talk. In Bend we put out a news release. Miriam, I think you saw it. I am not sure. I know that I sent it to sue just a day. Just heading people back to the

Hubs and talking about who has more capacity where kids who are not in school can pick up lunches, that sort of thing, doing our part as far as getting out to employers and employees what is available here.

But like many other folks, everybody across the state, there is a lot more demand than supply and to Kali and her question about things, people gathering kids in churches and places and you have chosen to not circulate that information at this point because I don't have any control over it. I don't know what it is but people are getting creative out there.

And I hope that there is enough Purell to go around to keep it under control but as far as our community is concerned, I know there are a lot of folks try to help each other out as community members. Like who stays at home and who goes to work and we are trying to get that information out as much as possible department but it is really tough. Because obviously, there are not many options that are viable.

And so I know I am preaching to the choir here.

And I can see all of the choir on my screen. This is emphasizing a network that is in a lot of need of help. There is not a lot of resiliency or redundancies that helps this kind of situation. It is pretty tough.

»: And KT talked about the Hub and I know the Hub for her and central Oregon is playing a really critical role in disseminating information and being kind of a communication Hub. Is that happening in other hubs around the state?

»: It is happening in southern Oregon.

And the YMCA here has been like the biggest champion of moving quickly to try to expand opportunities.

But as Katy mentioned, the demand far outpaces the availability.

»: That I know of in at least the Intermountain ESP and Union County region, I have not received any e-mails from the Hub.

And DSD closed down for the week. I think different districts are handling it and different DSDs are handling it.

And from any early learning Hub I have not received any news on what they're doing to support the department but I would say the school districts throughout the state or implement need the governor's plan and developing plans and making sure that we

have enough chemical supplies and resources necessary for schools if you start up again making sure that you have a distance learning plan whether it is packets or online.

And then looking at your leads that you are going to be doing or even a skeleton plan, how you staff start up schools as well.

And then through delivery, making sure there is food for the community or food for your K-12 students.

These are things happening at school.

»: Awesome! Thanks, George. Okay. Well, I think, to the extent that we can sort of use our local regional Hub system as a way to get out information around this issue, it would be great to just watch that or try to get a consistent message that our Hubs can use in this time of really great need and uncertainty.

»: Miriam, do you think -- I don't know -- I guess it is kind of a local decision that folks are implementing on who is staying home and who is working.

And so like for Intermountain ESD they are saying they are shutting it down for all of their offices. I don't know if they are allowing folks to work from their home office or not but if there was a message to all of the Hubs to say they could share what can take place in their county or region or in their local communities, has anybody thought of that or told them to do that?

»: Yeah. I think about that George. I am trying to pull up an e-mail right now. I know John, our Director of communities systems was on a call with us this morning with the Hubs Director. Unfortunately, I was not able to join. I think that some Hubs, their agencies have decided to close.

And I think some Hubs are still operational. So I was trying to find the specific details. Find them in an e-mail update that I got on that call. So I think that there is that experience. I know we have been working most immediately with childcare research agencies because some of the needs that we have with them and continuing to support childcare providers that wanted to stay open.

And I know some of our Hubs or very, very closely with the childcare resource and referral agencies as Katy was indicating. In central Oregon, they have been working around supporting childcare specifically. So I think we are still gathering a lot of

the information about Hub activity. We are certainly in communication with them.

»: Okay.

»: Thanks, Miriam. Any other questions or comments about this? I assume somehow we will get updates from one of you, Miriam or Amy, as other changes are made in the childcare procedures or guidelines or standards as changes are made in the coming days. Is that true?

»: Yes. Absolutely.

»: I would say -- go ahead --

»: Go ahead, George.

»: I would say that if ELD does anything where we wrap up the ability for classified employees or others to be able to support or as schools to support healthcare worker, childcare, or other kinds of preschool childcare for some reason. If that happens in a step by step approach within the ELDs are within the learning Hubs or like superintendent meetings, the sooner the better. I know there is some stuff going on in the works but for us to prepare the system, and I will say for school districts to prepare that system, it will be good to have like a Q&A document or some kind of document that says we have got to start doing these things so that we can support or reinforce people during this time.

»: Thank you. Thank you for raising that, George. We have been working on guidance and guidelines around supporting emergency care.

And so we have children for preschool age. So that said, we definitely have that.

»: One of the other things I have mentioned to Miriam is the idea within every community there are probably facilities and staff who work with children throughout the day or different times of the day that maybe aren't childcare providers, per se. They are not licensed as that.

But they have the expertise and facility to provide childcare in these times.

And I was in a meeting at OMSI earlier, or last week, and they said they would be open to the idea of trying to provide childcare. They have closed the facility but obviously, they have a lot a space. So social distancing would be a possibility. They also have some highly qualified staff. So just thinking as we look at our own communities of where are the resources like that that aren't in the childcare network



right now but could potentially come in and support this emergency need.

And they have a facility in Newport as well. It is not just Portland but it could also be Newport. So just as we are all looking at our own communities, it is just another possibility.

»: Sure. I was going to say absolutely. We have been working with the Oregon Department of Education on a survey that will go out to the school districts. I think they can help identify as well some of those partners that they work with.

But we would also -- I am not forgotten about that.

And I think we have been hearing as well like was brought up about the YMCA and the Boys and Girls Club and I know this schools will have that partnership.

But if you feel like you also have information or knowledge about some of those other resources like with OMSI, please don't hesitate to e-mail me.

You can send me that and I think we can sort of supplement the survey and figure out how to do that and get additional information that we need.

»: Great. When is that survey going out, Miriam?

»: That was being worked on today. I think it will be very soon. I don't have an absolute time.

»: Okay.

»: This is Anne.

And I jump in for one second? I want you to know that the foundations have been talking about creating a pooled fund to make sure that we can help organizations and communities respond to this.

And of course, childcare is one of the number 1 top priority things.

And so there are philanthropic resources available to support anything if funding is what is needed to solve the problem. I know we are talking about locations and sites and all kinds of other things.

But there is a pooled fund at the Oregon Community Foundation has set up to which all of the foundations are setting up and contribute in for this kind of thing.

»: Awesome. Thank you, Anne that is great news. Of course, but philanthropy would step in, in Oregon. They have a long history of doing this.

»: If only these problems could be solved with flexible funding but unfortunately, it

is more than a funding issue.

»: Yes, but that will help. Eva?

»: I think -- and Anne, thank you for mentioning that and Sue for mentioning the partners. I know there are a number of organizations that do before and after school care in these schools like campfire, SUN schools and other groups and they have staff that have the CVR and training even if it is mostly school-age training.

But they would all be willing I am sure to at least offer opportunities to the staff. I think one of the things that might get weird is if you have staff, a lot of parents have already paid for the childcare for the month.

And unless you are a subsidy, you pay up front instead of after the fact. So parents by now have typically paid through the month of March including for spring break care if that was something that they had planned for. So if they need to access a different level of care, how are we going to get families who might be above any sort of subsidy supports on a way to not have a dual childcare bill for the month.

If we somehow are able to coordinate care so that -- like we be able to get school-age kids that are in afterschool programs and smaller group care and have staff do that and with those organizations be able to pay their staff so we reduce doubling up on childcare payments for families.

And I don't know -- maybe that is how we ask the philanthropic community to help out with childcare too. So the parents aren't struggling with that additional burden. That is my rambling thought.

»: Thank you, Eva. Kali?

»: I wanted to touch upon that too. I've been in touch with some philanthropy as well. I think there is a lot of questions around what education specifically needs and early childhood is a little different than K-12 needs particularly because -- for a number of reasons. They are a private enterprise. So I think the questions that I have gotten our what do you think is most helpful to help early childhood? If you guys have a clear are ticklish and about how philanthropy can step into the needs of early learning, I think that will be very helpful at this point in time. I don't think they know exactly -- I know my understanding is it is around social service supports, housing, and they are still trying to figure out how this is excepted -- even though the fund is there and the foundations are

contributing but how to have in fact is the question. So I think the more clarity, the division or the Council can provide --

»: Thank you, Kali. I appreciate that. We will take that under advisement.

»: Okay. Anne, who is kind of the point person if Miriam or someone on her staff wants to work with philanthropy around Kali's point? Is that you or somebody at OCF --

»: Yes. I think Kali is really right. We are looking for how to be helpful. It is natural for the philanthropical foundations to make awards to nonprofit organizations and also to school districts.

And even DSD and so on but I think Kali is absolutely right. So searching how to be helpful. We are not the deliverers of the services.

And so the pooled fund is set up at OCF and Sonya is kind of the lead on that.

But anybody can be in touch with me. Miriam if you end up with ideas I will make sure that the philanthropic community gets this.

»: Great. Excellent.

»: Thank you, Anne for being that connector and for making us aware of that. That is very exciting. One again, community is pulling together. Okay. Anything else, Miriam or Amy about childcare, what you are doing. Any other information or inputs?

»: Yes. I will say I will share one final point. The governor did extend a letter to congressional leadership and congressional delegation and that was an opportunity, I think, to be able to lift up the needs of childcare providers and businesses. I think everybody on this call knows. Many of them struggle often times make ends meet to take care of themselves and their own families. You know maybe underinsured.

And if those benefits are not provided. So I want you to know those issues were talk about.

And the governor talked about this in the letter for the need of stability childcare businesses and resources and we know that many childcare businesses, you know even if they are not paying out some of their personnel cost, they have other recurring costs that they will be responsible for like close, high rent,, etc.

And you know cannot afford to be closed for a long period of time.

And I think the governor has been great about really talking about and looking up that we don't already have enough supply of childcare and our state. It is really

important to think about you know if we do get to a place and childcare providers are needed. How will we have resources for them to be able to get through this time?

So I just one of folks to know and understand that. I appreciate the areas where we think philanthropy can fill the gaps but we are in such a time of uncertainty that I think it is important you know like how will we be able to sustain this if childcare is closed. With public funding, I want to reassure, folks, like with seen some of these changes we can pay providers during a closure. We have been clear with our Headstart and our state programs, nurseries, Preschool Promise providers, Oregon preschool providers, that we will be there and continue or them but that doesn't touch the fact for the majority of the childcare providers in our state. You know getting those public funds.

»: Okay. Kali?

»: My understanding is some states are doing sort of bailout for business, small business and education. Is the governor talking about intervening in a big white like New York and California, understanding of course that we don't have the same tax structure or financial composition but I'm wondering if there is a conversation about that?

»: I can say what I am aware of right now is a conversation at the federal level and sort of elevating that need but I will certainly update the Council members if I hear anything about kind of local efforts here.

»: Okay. EVO?

»: So I'm going back to -- you said that Western Oregon is doing a list of people for individuals who will provide care, is it like a spreadsheet for people to contact them or through websites? And we know like what they are creating in their background, or information like that? I guess I is that going to work? And I guess I have a second question. How are we keeping track -- I mean I know that 2-1-1 is out there.

But I guess I am worried -- I have heard people -- I know they feel kind of iffy about their capacity. So you know kind of having the capacity for 2-1-1. Like do we have some support people, like where they can go in and say I can provide, or I can prepare and then they feel in like that way, like they can connect people?

»: So we are working with 2-1-1 on building additional capacity. I think some of

what I heard as far as earlier today is that they were able to respond to the calls within a couple of hours and certainly we would be building more capacity.

We are talking to them about what their needs are. Amy and her team, and we have communicated with providers around contacting 2-1-1, as well as a licensing specialist if they are closing, and then we are trying to make sure that 2-1-1 is the most up-to-date as possible.

And we are also working with Pete to see with they can say locally to be able to help with some of that data entry around whether there is new capacity. I think on the question about workforce, I think the idea, and probably looking at something like a survey on individuals that were interested where we can very quickly look at their background and then figure out how we can make that available to providers. So we are still working through those details.

But there has been a lot of work over the weekend.

And today to be able to figure out how to work on these outcomes.

»: Okay. Thank you, Miriam and Amy thank you to you and your team for trying to put all of this together. We know it is a moving target and you long days are probably not over yet.

But thanks.

And thank you to all of your staff. You guys are doing a great job.

»: It has been an incredible team effort yes.

And I should say I am taking this call from home today. Because my 214-year-olds -- I have two children that are 14 today, their birthday. So I apologize in advance for the 14-year-old noises in the background at any point during this call. They are a little excited because it is their birthday but they are at home without access to their friends and their birthday party. So it is not that big of a deal in light of everything else but I just wanted to say those apologies in advance. I am trying to mute it and things like that.

»: Can we sing happy birthday to them on the record?

(Laughter)

»: We trust you are a qualified childcare provider, Miriam. We will not worry about that part. So we will move on them with our agenda.

And Amy just confirming that we do not need to do either an update on licensing rules or emergency rulemaking. Is that correct? Oh, you want to do the update? You want to do number 3? The updating on licensing rules or not?

»: If you would like us I can give you the briefest summary of what we are doing there if you would like to hear it at this time.

»: Okay, sure. Since we know it is coming sometime.

»: Great. So this is a major effort to really rewrite all of our major rule sets. We have a team of people working on it. We have tremendous assistance, technical assistance from a national organization expert and they are providing us some rewrites of our rules and in plain language. We have a lot of work going on and things like coronavirus comes along that just completely interrupts that work. So we are progressing on that. We are breaking them up into chunks. So once we get one or two of the chunks and pretty good shape, we will start bringing together stakeholders to take a look.

And that they want to engage the ELC as we go along so once we approach the ELC for adoption which would potentially be October, but I think realistically we are looking more like at the January meeting. We don't just want to throw a giant rule set on to your desk and ask you to approve it. We want to bring you long and get your input and your counseling guidance as it goes along. So maybe in a couple of months we will be in a position to do that and maybe ask for a member to join us in that review. That is kind of the 30,000-foot deal on the rule rewrite.

»: Okay, great. Thank you. Thank you, Amy. Councilmembers, for those of you who have not been on the Council for the last few years, we have been talking about this major review and overhaul of the child rules for well, as long as I have been on the Council which is almost four years. So it is exciting that you are going to be moving this forward. So thank you again for all of the work on that and Miriam for helping to connect us to some really fabulous national consultants. Great work. Okay. Let's get off of rules and move to number 5 on our agenda which is regarding the salary requirements for OPK and Preschool Promise providers.

And there is Gwyn who magically appeared. Hi, Gwyn --

»: Let me grab this is -- this is green -- let me see if I can figure out how to do

this. Before we get started on the salaries, obviously, here listening the whole time.

But it is -- as Miriam and everyone said, like a timeline you know not from here originally but when I hear so many different sectors working hard for the benefit of our children and families it is just always inspiring and helpful on these long days where we are trying to get through this difficult stuff. So thank you to all of you. All right. I will move into the salaries.

And Sue, I just want to double check. I know kind of our times are little bit off on the agenda. I want to make sure -- I am assuming need to move a little bit more quickly than I sort of anticipated. Is that accurate?

»: Yes. I think for those of us on the Council, we have read the materials carefully. We have a very deliberate Council. So they have read the materials and I think just focusing on the staff recommendations would be great.

And counsel, let me refer you to the Council action request form because it has the draft motion at the bottom of that request form that I am hoping one of you will move or amend it and move it by the end of this conversation. Just for a reference point. So yes, go ahead Gwyn.

»: Yes. I will start with some discussion today but like a reminder this is such an opportunity in our state, the fact that we are having a conversation about salary guidelines in parity for salaries comparable to our K-12 colleagues is really an exciting conversation.

And we probably have some opinions about the methodology.

But I just wanted to ground us in sort of what an amazing opportunity and also the support of our legislatures for the ability to at least move the needle for our programs. So just to catch up in there is some background noise. I don't know if that is distracting to other people are not.

But I can talk over it.

»: Okay. We should probably all put ourselves on mute if we have not already. So thanks, Gwyn.

»: Yes. It was okay. I did not want to start talking louder or sound like I was yelling.

So I will just do a quick kind of run through. So the current salary guidelines only

include the Preschool Promise. It is just for the teachers.

And it is for the K-9 region.

And the new legislation that includes our Oregon prekindergarten and teacher assistant and provides us the opportunity to update our methodology and learn from our four years of implementing Preschool Promise -- and some of the challenges that has presented to us and our thinking about this were we are expanding statewide how we might want to make some changes for not only the best interest of our workforce but also for practicality matters and also equity, fairness, and being able to sustain our current funding levels that we have been offered. So it sounds like from what you said it sounds like all of you have at a time to really look at the salary structures. There are many similarities in option A and option B.

And the methodology around the percentage and how we came up with a sort of the actual salary structure are the same within each of these options.

So basically, we will move ahead and just a second. So basically, what we have done is if we look at the -- and this is just option A. If we looked at option A or B right now, it wouldn't matter. So these are the options. The salary there, that is a target salary for the Bachelor's degree. It is about 10 of the 63,000. That is about 100% of the average teacher salary across the state or within their region.

And then you can see that it would be our target.

And in the minimum salary requirements are at 70% of that target.

And then the 30,200, which is kind of the magenta color, that is actually 50% of the 63,000. So we tried to create a structure that would sort of allow each of the educational levels -- and that is a range for providers, for employers to be able to come and fit that within their salary structure and to also have some flexibility around their own policies, around the years of experience or other skills that a teacher might bring in outside of educational level.

And so we wanted to create some range for variability but also kind of having -- so like the same for each of the options, option A or B.

And the option to put the salaries in, the legislation asks us to look at a system teacher salary within the K-12 system.

And what we found is that you know it wasn't -- in some areas it was not much



above minimum wage.

And so we really had to think about what is comparable in an early learning environment asking our teachers to be partners with the teacher around supervision, quality child adult interaction and implementation of the curriculum, assessment, observation. Really a high-level support to the teacher.

And so it was -- it seemed like -- it was like a compressed scale for us because of the current wages for assistance within the K-12 system. So I highlighted this in blue that we are kind of at our minimum which is really based on the minimum wage requirements.

And that is how you can tell it.

But we wanted to make sure we were seeing the teacher salaries and sort of a steppingstone into the lead teacher salary. So that is why I highlighted this. So there is the 302000. They can see where some are moving from a teacher assistant at like 302000 to two be between the target range of 27 to 38 and that same level within the minimum lead teacher salary requirements.

But just wanted to go over kind of the methodology there, that they are both the same in option A B.

»: Let me interrupt first second -- ask if Council members have any questions about the methodology that Gwyn just described.

»: Could I ask --

»: Yes. Go right ahead Katy.

»: And I'm reading the list and reading the brief. So zone 1 is essentially the urban zone and zone 2 is the tri-county area.

And I get that. One of the problems is -- in the counties like Bend, home prices are even more expensive than Portland. Call this place poverty.

And there is a lot a people that live in Bend. We have a real problem actually keeping people, attracting, and keeping people in this kind of work force. So I'm curious, can there be hot zones within the Zone 2. Because even if minimum salary, average salary zones are different, the actual cost of living and cost of housing is in a very urban and on par if not more than even Multnomah County.

»: Right. Thank you, Katy for bringing it up. That brings us right into the two

different options that we are presenting today for you.

And the ELD is recommending statewide salary zones to sort of accommodate for what you are saying. In listening to stakeholders and seeing how the Preschool Promise has been implemented to date,, there are considerations outside of actually the cost of living index is that we have that are expensive and hard to track. We have learned for example, that staffing and attending a training, that there is a lot more travel expenses. How we accommodate for that in the budget. There also more distance for maybe traveling back. So actually the cost of working in some more of our rural areas is hard to capture that and looking at the housing market. Into your point it is hard to recruit and retain staff into some of our rural communities, the ever-expanding high-quality programming, they're not -- there might not be in that community already staff with the experience we are looking for. How the salary structure really supports all of Oregon being able to recruit and retain some staff so thank you.

»: And because of those reasons that is why staff is recommending we had option A to be really clear about that.

But there would be one statewide salary.

»: Thank you.

»: And I think -- go ahead --

»: Peter, do you have a question?

»: No. I was saying obviously, I back option A for the same reasons that Katy was talking about.

»: Thanks.

(Overlapping speakers)

»: Sorry. Go ahead.

»: Go ahead Gwyn.

»: What we have tried to -- the salary structure that are in the memo where we have like the target salary, I want to remind everyone that that is the mean, that is the average of the school district salary, kindergarten school district salary.

And so there is some teachers in the K-12 system making more than that and some making less.

And so it is not a cap rate? What we are saying is this is our target.

But within those regions where they might need to see our target, that is not prohibitive at all. Like that will be wonderful if they were able to offer more. We know that just hitting our minimum salary requirements is going to be a challenge for our providers even with the additional funding. There's a wide gap right now between what is our current funding for our program and what we are recommending here. We need to potentially request an exception to this. Then we would require a plan. Why a provider is not able to hit the minimum requirements. The particular nature of the program and funding sources we have them back where we are teaching them about that.

»: Can you remind us, Gwyn, do you know, what is the comparative salary ranges that are currently in place for childcare, for preschool teachers we

»: For Preschool Promise or for OPK programming?

»: Sure. Either one. Or both.

»: Like I would like to have a comparison of what the minimum target is, like how they relate to reality today.

»: Our current Preschool Promise salary guidelines fit within what we are recommending here. They were already established, comparable to kindergarten teachers in the K-12 system. It is similar.

And we looked at that to see how does that compare to our Preschool Promise structure. Our new recommendation does increase this. It could be the minimum salary. It raises that a little bit. Just to you know after four years we are trying to raise the floor a little bit but for new providers coming in, that might be a challenge.

But for the state average right now for our OPK teachers, it is right around \$35,000.

And that is sort of a national average as well. If you are looking at what we are recommending, for teacher with the Bachelor's degree or registered, like for experience the salary is \$63,000. That is a significant increase.

»: It is currently what for OPK?

»: Around \$35,000. I can get the actual data.

»: And is that -- for preschool teachers that are not in the preschool Promise Program?

»: Can use say that again, Sue?

»: Yes. I am wondering what is the average salary for preschool teachers who aren't in the preschool Promise Program.

»: So I might have to reach out to a friend on that one. I know we were looking at our OPK salary. We know our Preschool Promise salary. Before the field it is very market driven. So I don't know if Sara might have for like the preschool teachers that are not connected to state funding --

»: I was just trying to give all of us a sense of how significant this salary scale is and OPK is a great example. It is twice what they have been receiving. So I was just trying to give us a sense --

»: Is someone trying to jump in?

»: Hi, Miriam, go right ahead.

»: (Indiscernible)

»: You are jumping in.

»: I think that just to point out what Gwyn said is that is the average that it has and it is outside of a publicly funded programs. It is market driven.

And I think it can be lower than that. I think it can be even lower than that in Headstart and OPK. I am reminded of a teacher. I spoke with them in the fall.

And in the Portland metro area said that Multnomah County, said that there Headstart lead teacher made the same salary as bus drivers in their school district. So you know I think we know and our national data certainly bears out. We can get exact numbers but I think your point -- as we talked about before, where we do have the ability right now, it within our publicly funded program to look at compensation and support they work conditions where we are building that into our cost model to ensure fairness for our educators that are just doing the hard work.

»: Really quickly. I saw Eva waving but I don't know -- I can see her --

»: Gwyn, it you give us back our screen? Because I can no longer see the councilmembers.

»: Sure. Thank you. Now I can see councilmembers again.

»: Sorry!

(Laughter)

»: Eva, where you waiting?

»: I have a quick question and then I have to go.

»: Okay, George.

»: I do have to go to another meeting. This will be my last question in that I have to jump off anyway. I was talking to the program administrator of Eastern Oregon Headstart, his name is Robert Clay. One of the things that he shared with me that he was worried about is that if the funding became very strong toward teachers which is great that it would be higher than what they paid administrators or supervisors of course another change monetarily for that as well.

And so if it goes too high create a disarray or their program, I think that is a word that he used. What are the thoughts about that

»: Yes. I think it is a great question.

And it is a challenge that we are going to be facing right? As we are raising teacher salaries and as Sue pointed out and our data shows there is such a gap right now between sort of kindergarten teacher salaries and what we have been early learning, and so it creates other challenges on their structures in their entities.

And I talked to Robert as well.

And that might be an example of one we might need to look at and learn from and think about how we can -- it are the gaps that are there in their funding to be able to achieve this.

And then what are the choices that they are making in their local agency around those other staff members. You know their supervisors, their directors, their managers and other key positions, coaches. So the legislation speaks of the salary target for the teachers and I think one of the things we can maybe hang onto is, hopefully, this also drives salaries for other individuals within their salary structure. Like this sets one market but then how do the salary structures work too and how do we define this accordingly?

But in the first year of emblem and implantation I think it is going to have some challenges and we are going to have to collect the data and really you know determine whether all programs are able to hit these minimum requirements and if not, why? And I also wanted to mention that for OPK, there are three different levels or I should say

categories of and dollars. One of the priorities is around Lead Teachers and teacher assistant salaries.

And the other is for other staff retention strategy. So that could be for increasing salaries of other positions and then the other, the third category is around transportation. So there are fundings for some of the other positions, not as much as they have for the teacher salary.

But there are some options for there to be other options.

And what is great to know for the OPK programs the federal, if they are federally fun to as well, are federally funded Headstart programs will be looking up to potentially a 4.6% base funding over the next year. So that will help other salaries in that will -- and that as well. That is a long answer.

One less thought I have on that is this is something I shared with Sue at least on a quick phone call is there is the ADM models, how much you get per child and I know we are doing some kind of Zone.

But they don't tell you how much you are going to exactly pay teachers and how you are going to pay admin and pay for all of these other ancillary positions. You determine those things based on unions and collective bargaining agreements and different types of scales that you create. So maybe it people had systems like that already in place based on funds, I don't know. Maybe they already do but when you do it this way, I think it will create a lot of shifting things and they may not have the money for their administrators to pay them.

And it will create a lot of jumbled things and because there was no clear table for them to already have and they are being told you may have to pay this much to teachers and have the admin paid less than them, I think it will be messy.

»: This is Miriam, George. I think these are guidelines as well and their targets.

And so we are not overwriting I think people -- there is a lot of room here. There is a lot of people that consider their own organizational scale.

But I think exactly to your point about what this district you use with collective bargaining agreements and scales and we are trying to get that same guidance.

And we are trying to implement what the legislature did fund which was an increase in wages. It is Head Start teachers in early childhood teachers broadly. About

25% turnover annually. So I think it is an important retention strategy. We are really going to have challenges in being able to deliver quality services for families and children with turnover rates that hi.

And so I know Gwyn and her team will certainly work with any Head Start providers that are really needing to work through kind of those issues and try to balance the best that they can do for their teachers and being able to implement these guidelines and also thinking about the impacts, the broader salaries.

And I know it will also be a challenge for some programs and you know we have seen in Preschool Promise that they don't have the funding for Preschool Promise across all of their classes. They have infant/toddler classrooms and teachers there too. Fortunately, we have a long way to go to finance really early childhood education and a way that is more fair.

But I feel like taking into account all of the different considerations. We are really fortunate that our state legislature has recognized this work.

And put resources there to be able to move it the little bit where we can.

»: Okay. Thank you.

»: Thank you.

»: Thank you.

»: Thank you, George. Good luck. Yes. Eva?

»: Can you hear me?

»: Yes.

»: Okay. I was trying to jump in a wall in. So thank you went for acknowledging that some providers will still struggle to meet the minimum requirements. Is that of the blended funding models like whether or not they are getting private pay and the market rates that they are charging or the ERDC rates that they are getting based on the various market rates?

»: Yes. You are exactly right. Many of our provider settings with multiple funding streams and one funding stream doesn't -- especially for the pre-K promise doesn't have enough leverage to be leveraged across all of those funding streams and to Miriam's points, sometimes their infant/toddler classrooms that don't have the public funding for Preschool Promise or OPK so when you are paying your staff all on the

same salary scale, you have to be aware of those other funding streams.

So we try a little bit with this Preschool Promise this year. There is a certain level of economy scale that we did in a different setting to move the needle toward these targets.

But we recognize that not all settings are able to reach that. You know just based on their current makeup of children in their classroom and the funding streams aspect.

»: Yes.

And I appreciate that it also now includes support for others staff too. I was talking with one of our leaders in southern Oregon for the Headstart there. She has been a lead cook at Headstart for over 20 months now and just got to \$15 an hour. Which you know it depends on who you talk to about her cooking skills.

But I know that she has gotten creative with budgeting and everything.

And there are lots of precise recipes that you have to follow when you are doing FDA approved by.

»: That can be a nightmare.

»: I appreciate that.

»: Okay. Thank you Eva. So counsel, if you are ready, I would love to have somebody to make a motion for us to vote on.

And there is a draft motion on the bottom of the action request --

»: Sue, if you would like --

»: Thank you, KT.

»: So move to adopt the methodology outlined in Option A salary requirements and target salary guidelines for lead teachers and teacher assistants for the Oregon Pre-Kindergarten and Preschool Promise programs as provided in the packet provided to the Early Learning Council and dated March 9, 2020.

»: Awesome. Is there a second for that motion?

»: Second.

»: Peter seconded it. Thank you. Any further discussion of the salary guidelines?

»: I have something.



»: Kali, just to say if you look in the chat box, I posted the data that you are requesting earlier.

»: Awesome.

»: 25,000 to \$35,400 for -- wow -- the average preschool and childcare, early learning teachers. Wow! embarrassing. Okay. Kali?

»: My question, and Sue, I asked that when we talk before I wanted to understand where option B came from and with the metro region is saying about the difference between the two and I'm assuming there was an option B for reason but maybe that is the wrong assumption.

So I wanted to hear more around why the option B is on the table. What is the Metro region feeling about having two different zones? Because we don't have it fully represented right here right now.

And I am not hearing any alternative or any sort of -- I am hearing that there is a recommendation that the staff likes that.

But I don't understand the other viewpoint.

And I guess I want to hear a little bit about it.

»: Miriam in Gwyn? Can one of you respond to that?

»: Yes. I can start, Kali. Thank you.

And what was option B? It was really looking at the information that we have for our current implementation of Preschool Promise around the different zones. Because they don't have other programming to sort of have a different funding level based on different regions with our OPK programs that has really been sort of what they have negotiated with the Feds.

And then something where we have very minimal difference between some of our zones as some of that seems to be historical for us you know it is newer in some ways. We are not sure of all of the rationale for all of those differences.

But at least what we have learned from the data is that even within the metro areas, and in Clackamas, Washington, and Multnomah Counties now, the salary scales that are higher for those counties and others, is that the variance of the cost-per-child and the salaries is wide, even within each county for many reasons.

And so and looking at that and thinking about is it necessary to have an

advantage -- like we were not seen the consistency of the provider types or across the settings but like the need for that and we recognize in some settings there was definitely a need like whenever they were in the K-12 setting. We wanted to provide that option and recognizing that when we looked at the data you know almost 14% more of those in that area.

And we wanted to give the council an opportunity to see that difference but almost recognizing light from a recommendation based on the data we have around current Preschool Promise and limitation and trying to make sure that is consistent statewide.

So I think -- I am not answering this well -- but sort of the recognition at a state wide scale that we would have the ability to sort of accommodate some of those higher mentalities that we have seen within our three counties right now increase the promise and not necessarily meeting the two solid structures but also want to make sure the Council has the opportunity to kind of weigh in all that.

»: So I think at this --

»: Sarah --

»: Miriam had to jump in because she had to get on a call.

But really quickly, I think, to Gwyn's points, we were trying to model different ways, structures not necessarily based off of what we saw-based off of minimum wage zones and then our ERC zones which went from three zones to two zones. We were trying to do some logic for those so we could see is there a difference, those two scales to assume a difference and because we know wages are the most significant input in any cost-per-child who wanted to test that assumption.

Even though we had not seen that out in kind of the cost-per-child across the state from initial implementation and so we ultimately decided that A feels like we wanted to align to the way the other fields or industries kind of think about wages statewide, including the minimum wage, and really don't see in our field the impacts on the cost-per-child of differential wages to necessitate those two different wage scales, at that make sense. I think of anything it probably shows where we are in the field and kind of those starting points more so than it does anything else.

But that is why we and then up going with the statewide field. I am not sure if

that helps.

»: And the other part of Kali's question as I heard it is have you had feedback from the Tri-County providers or areas as far as option A or B? Have they given you any input on that? Or has the Hubs?

»: I am not received input. I mean since we made the recommendation for the Council we engaged in our stakeholder engagement prior to making these recommendations to you.

And also like I mentioned using and working with the Hubs and in these three areas over the last four years and as they implemented the current salary structures, so that was sort of the preliminary sort of information gathering around current status of having multiple salaries and guidelines and moving toward this recommendation today.

»: So I think, I think my only concern, and there is a nominal difference between the two in terms of the overall salary. I think option A, at least for the Metro regions, they are a little bit lower than they would be if they were divided. My only concern for our diverse communities, they are disproportionately dealing with both poverty and high cost of living in a way that if you look at this, it doesn't capture that. When you look at who childcare workers are, they tend to be higher percentages of people of color.

And in the Metro region, those same folks being poverty and where they are in the income bracket is lower than the average.

And there is not sort of the wealth backing.

And I guess my concern is how do you recognize that diversity and insure that -- I just think it is a different experience.

And I don't want to -- am I making sense?

»: You are. Sorry. Finish your thought. Go ahead.

»: I am thinking about just diverse communities and how to ensure those in the Metro region are making as much as I possibly can. Because their experience -- they are more concentrated in Metro regions and their experience of poverty is different.

And sometimes it is harsher.

»: Right. I think Kali, I really appreciate that point. What I was saying is -- and I apologize for having to step out for a minute -- week at the Early Learning Division, we are working with and have right now a procurement, a contract out to work with the

national experts to be able to do a cost a quality study where we can get a better cost and we can have better data to be able to tether our reimbursement. Like in our cost-per-child estimates for all of these programs to actual data that accounts for some of the variance of that you are talking about.

And I think once we have better estimates around cost, actual cost of quality and variance around our area, we can look again at the salary guidelines and other costs.

Because I think to be able to a what you are talking about, we are actually going to be able to need to implement some kind of differentiation in her actual reimbursement per child and for family and per service.

And we don't really have that data right now to be able to do that.

And so I would say that thinking about the Metro region and the area, some programs will, obviously, be really challenged to meet the upper balance and the target of salaries as well and so we can actually look at cost-per-child and reimbursement and factor in those costs.

And I think as we heard earlier in what Gwyn was talking about with rural areas, there might be more cost associated with difference and distance needs. I think some of our work is to do a cost equality study and we will be able to get at the data we need and be able to share that with the legislature and the governor around with the actual costs are more different parts of our state. We are working with sort of an average cost-per-child for these programs.

And then we are trying to align our salaries in the same way. Does that help?

»: Yes. That is helpful.

»: Okay. So ready for the motion? If so, those in favor of approving option A please say aye.

»: Aye

»: Aye

»: Anyone opposed?

(No response.)

»: Any the abstentions?

(No response.)

All right. Thank you, Council. So that passes and thanks, Glenn. Let's go to the

grant review committees. Betsy and David, are you on the phone? There is David. Hi, David.

»: Can you hear me, Sue?

»: Yes, we can hear you, Betsy. Thank you.

»: I also needed to take my phone off mute.

»: Yes. That helps. We can hear you better that way, David.

»: We have several documents before you today.

And actually three separate actions under this one agenda item. This is all related to the Student Success Act grants that you adopted rules for at the last meeting.

And in those rules, it says, or the provision about the grant review process, and then that process it says that the Director, Miriam will appoint the members of the review committees to review the grant applications but that the Council will recommend representatives to the Director to serve on the committees. So that is what we are here to talk about today. So we were talking about Preschool Promise and who we want to recommend to be on that review committee. We were learning about OPK and we are talking about the equity fund. So you can see in your pocket there is a suggested list for you to consider for each one. These are not inclusive of names but rather the types of folks that you may want to suggest to Miriam to a point to these committees.

And there is also just as by way of reference a document included in your pocket that outlines the review process that we will be using. So we can take them in order if you would like.

»: Yes.

And just to provide a little bit of the additional background, you will know this individually but as you review them you will see that for the most part they are very similar. They specify minimum memberships; they make clear that no members cannot actual conflicts of interest and a highlight the need for parent voice.

And have Hub at every representation and a reflection of the geographic and demographic diversity of Oregon. The key differences between each of them include for the equity fund, there are also specific requirements for the membership that are in rural and also the other one is making sure that this particular knowledge background that is also important for these committees. For instance on the Oregon

prekindergarten, making sure that there are members of the committee that have experience either as a ministry or teacher working in Headstart.

»: Right.

»: Can I ask a question?

»: Yes. Who is this?

»: This is Kali.

»: Hi, Kali.

»: Has there been conversation at all about allowing some sort of stipend for someone that participates to ensure you get a good cross-section of the community?

»: You know, we have.

And we have done that in the past.

And although it is not specified in this review process document, I do believe that is what we are doing.

And we have --

»: Okay, great. I think that will be important to meet with the requirements are.

»: I agree.

»: Okay. Good point, Kali and we want to make sure that we make that clear for the review committee members. Any other questions from councilmembers about the process or any one of these committees, the review committee membership? And if not, I would love to entertain a motion in my packet and the pages are not numbered. I mean we have to work on that in the future.

But in my packet, the first one is the equity fund grant application review committee. Is that the way everyone has those printed out? I am just trying to figure out to get a motion on the table.

»: I make a motion.

»: The motion is on the second page -- wait -- it is out the bottom --

»: The bottom of the first page on the Council action request form. So Kali, was that you?

»: Yes.

»: Okay.

»: I made a motion.

»: Are you on the review -- okay. For the early childhood equity fund grant?

»: Equity fund grant yes.

»: Okay.

»: And you made a motion? Great. Perfect. Thank you. That is the motion that is on the bottom of that Council action request form. So adopt the membership criteria for the equity fund grant application review committee as proposed in this packet. Is there a second for Kali's motion?

»: I will second.

»: Okay. Thank you, Katy. Any discussion about these committee membership requirements? Many of them are in the rule that we adopted at our last meeting.

(No response.)

»: Hearing none those in favor of adopting that motion, please say aye.

»: Aye

»: Aye

»: Aye

»: In the?

(No response.)

»: In the abstentions?

(No response.)

»: Motion carries. Thank you. The next one in my packet is the Oregon pre-K grant application review committee. I would love to entertain a motion to adopt that proposal. One again, it is at the bottom of that page.

»: I mu.

»: Thank you, Anne. Is there a second to adopt the membership criteria for OPK is provided in this packet?

»: I will second that.

»: Thank you, Pag. Any discussion?

(No response.)

Those in favor, please say aye.

»: Aye

»: Aye

»: Aye

»: Any opposed?

(No response.)

»: Any abstention?

(No response.)

»: Okay.

And then the final one is for Preschool Promise.

And one again, the motion is to adopt the membership criteria for Preschool Promise grant application review committee as specified in the attachment to the Council packet.

»: So moved.

»: Okay. So moved by Anne. Thank you, Anne. Is there a second for that?

»: I will second.

»: Peter did.

»: Thank you Peter. Any discussion? If not, those in favor please say aye.

»: Aye.

»: Aye.

»: Aye.

»: Opposed?

(No response.)

»: Abstention?

(No response.)

»: Motion carries. So please Council, just remember what Miriam is asking each of us for. They are the names for any people who we think would be qualified and really helpful additions to any one of these review committees. Because ultimately, Miriam will be appointing.

»: They can participate.

»: Can they participate virtually? Do they need to be in Salem for every meeting?

»: Yes. I think we can certainly take that under consideration. There is a lot of work and review that can happen at home.

And certainly I think we can make virtual participation if that is a preferred option.



But really, I am definitely counting on all of you for some great recommendations.

»: Okay. Thanks, Council. So while agenda item is to review and then hopefully adopt a charter for our early current education committee, and Sara, are you taking the lead on this?

»: I am.

»: I hope you can see the Zoom background that I created. We all need to keep ourselves entertained with our children in our home. Anyway hi, good afternoon. Thank you for having me. I believe this -- "this is the last item in your Council packet. So on my version it is 28 through 30, the last three pages of the packet. I am here just to walk you through and give you some context for this last Council action request, the early education committee charge or -- charter. As you are aware and the 2019 legislative session, the Oregon legislature passed House Bill 2262 which sort of reconstituted the Council and also made a change that the Council formally served as this required state advisory committee that is required under the Headstart reauthorization act, the federal act that reauthorizes Headstart.

And as such there was quite a big membership. In order to make the Council geographically representative and others, we minimized the membership and made a committee that would be advisory to the Council and we are proposing to the division because it is so focused on much of the work that we do. The Early Care and Education Committee as we propose it will support the Early Learning Council and implement strategies within Raise-Up Oregon pertaining particularly for early care and education and advise us of the division and administration of our program. So House Bill 2262 did require you all to a point the Early Care and Education Committee and it met the requirements of the Headstart reauthorization act. The Act does identify specific member roles who must serve on the committee as well as keep functions that the committee must perform. Because these requirements in the Headstart act are pretty robust, the charter that you see in front of you is really focused on the charges that are outlined in that Act.

You will see we have proposed because those are so robust and at times wordy, there are seven kind of sub tasks really that we just took directly from the Act so you would know what is required at this committee. That includes things like conduct a

periodic statewide needs assessment.

Collaboration across sectors related to early care and Education Department focusing on the workforce.

Looking at higher education and other sort of things.

And all things that I think align very well with Raise-Up Oregon. What we are doing this we propose this committee developed a workplan which is why we would like to charter this committee now so they can get going on they work plan that is reviewed by you all on the Council to align with what you priorities for this year in Raise-Up Oregon and aligned with what the division is doing with early care and education and create a work plan for the biennium that further focuses this committee on what you want them to be primarily focused on within their charge. I will not read either rest but you see committee composition. There is about 12 members that are required under the Act.

And we would of course seek your recommendations as we appoint this committee, where there is room to, and we would look for geographic diversity and diversity across sectors.

The last stages, the committee structure, we are proposing and every other month structure. That there would be a virtual option to support participation across the state and this committee would be staffed by both the Early Learning Council ministry at her and members of the program team which are members of Gwyn's team here. So I will stop there and see if there are any questions.

»: So one question that I have heard is clarifying who appoints these committee members and historically the Council has appointed members to its advisory committees. So I have been assuming that will continue.

»: Yes.

And I would ask Miriam or David to jump in. I believe our plan is to come back with a slate of members for approval based on these committees. On the committee composition.

And the pre-recommendations from Council members. There is one person in here. That state collaboration Director is Gwyn. You think this is what we have to agree to but this is sort of our plan. We want to get commitments from these, folks, and

bring it back for approval.

»: Are you hoping to have this up and running by April? I mean approval at our April meeting? Or with everything else going on, are we looking at July?

»: That was the plan --

»: October --

»: That was our plan. Obviously, we are operating in a different reality than was a couple of weeks ago.

And I do think that because this is a required committee by legislation, state legislation as well as to be in compliance with the federal Headstart act, we wanted to take this action to engage with you on the recruitment and take some of initial steps to try to form a committee.

»: Okay. Will do. Okay. Questions from Council members about the draft charter that we have in front of us?

»: I am sorry. When you are done with this, I need to pop in for a quick second.

»: Okay. Betsy hold on one second. If there are no questions, I would entertain a motion to adopt the charter if it appears in our packet.

»: So moved.

»: Thank you, KT. Is there a second?

»: Second.

»: I can second.

»: Okay. Thank you Anne I think that was if I heard correctly. All right. Those in favor please say aye.

»: Aye.

»: Aye.

»: Aye.

»: Aye.

»: Opposed?

(No response.)

»: Abstention?

(No response.)

»: All right. As with all the other review committees that we have agreed to it

today, please get names to Miriam or Sara of people who would be really, really good advisers for us. We cannot just leave all of that up to staff.

Betsy, welcome back!

»: Hi!

»: Hi!

»: I believe you are at the end of your agenda. Is that right?

»: That is correct.

»: Okay. Things are moving fast around here. So I think if I make pray for your indulgent and ask that we have a 5-minute recess and then return.

And Sue, Miriam and I need to get you on the phone for quick second snack.

»: Okay, great.

»: We can just take a quick break and reconvene in a moment.

»: All right.

»: What time do you want us back?

»: Just in five minutes.

»: All right. Do people want to just stay on the line? Or how do you want to do this?

»: That is fine. We will keep the line open.

»: Okay. So I will just get off of my phone. Okay. Are you going to call me, Betsy?

»: I will call you in just a second.

»: Okay, thanks.

»: Okay, thanks.

»: Sue, we can hear you just so you know. We can hear what is happening on your end.

»: Somebody else is not muted.

»: Remy, can you mute everyone for five minutes please?

»: Thanks..

(Break)

»: All right. Welcome back everybody. Hopefully, we still have -- I see Katy, Peg, I think Eva, Kali. I am guessing Anne, yes, Anne. Hi! Thanks Eva, Peter. So all I

wanted to do was just sort of recap the conversation that we spent the first hour of our meeting in as far as some temporary childcare rules that we know that Miriam is working on and does not require any action on our part but just to make sure -- see if there are any other questions or comments that anybody from the Council wanted to make along those lines. And; otherwise, we are done.

But I wanted one last opportunity if anyone else had anything to add.

»: I think it is really quick -- you know again this is not to put any more pressure that is already on.

But I know a lot of people are hoping for some quick answers around with they can do about childcare options. It was a big focus.

And it wasn't even something that I brought up. It was already on the agenda.

»: Yes. Thank you, Eva. I am sure everybody is looking for as many answers as possible as quickly as possible.

»: Sue? Can I add to that quickly so the federal government, and know the governor is working on stimulus aid for the businesses during this time of the coronavirus and I would submit that childcare providers are pretty darn vulnerable. If they have two close down because of the coronavirus, not only are we thinking about the folks that are not able to receive their services but that organization itself, that company itself, that provider center is very vulnerable because of very small margins. If there are any packages of relief funds that come out of the governor's office or the federal government that passes through, that these, folks, needed to be included in on that.

»: This is Anne.

And I am on some kind of a listserv about how the Oregon office of emergency management is trying to collect information about small businesses to be able to give the small Business Administration economic entries. We want to make sure that everybody puts their information forward on that right?

»: Yes.

»: It sure sounds like it.

»: I think to the extent all of us, each of us can kinda be the eyes and ears for Miriam and the decision and; therefore, to Alyssa on what is going on in our own

regions and our own networks.

And I think any information we can provide will be really appreciated and very helpful because the change is almost from hour to hour. So, please please send any information that you have as it develops.

Okay. Council members, thank you for being on this call. Thank you for all of the work you are doing in your own communities and Miriam and your staff, thank you for your amazing commitment and dedication.

»: Yes. Hear hear for your staff.

»: Thank you everybody.

»: Thank you.

»: All right. The meeting is adjourned. Thanks everybody. Best of luck. Stay healthy.

»: Stay healthy.

CAPTIONER: The meeting is dismissed.

3:49 PM (PST)