



Early Learning Council

October 26 & 27, 2021

1 p.m. – 5 p.m.

[Access Meeting Stream](#)

Meeting Agenda

SUE MILLER
Chair, Early Learning
Council

PATRICK ALLEN
Director, Oregon Health
Authority

ANGELA BLACKWELL

PETER BUCKLEY

KATY BROOKS

COLT GILL
Deputy Superintendent,
Oregon Department of
Education

ANNE KUBISCH

GEORGE MENDOZA

DR. MARGARET MILLER

MARGARET SALAZAR
Executive Director,
Oregon Housing and
Community Services

KALI THORNE LADD

LIESL WENDT
Deputy Director, Oregon
Department of Human
Services

ALYSSA CHATTERJEE
Early Learning System
Director, Early Learning
Division

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

*Due to COVID-19, this will be a virtual meeting. Access the [live stream here](#). Please allow up to five minutes past meeting start time for streaming to begin. Only written testimony will be accepted. Please submit written comment formatted as a Word or PDF document to Remy.Watts@ode.state.or.us by **Monday, October 25, at 1 p.m.***

Day One: Tuesday, October 26, 2021

- I. Board Welcome & Roll Call
Sue Miller, Chair, Early Learning Council
- II. Discussion of 2020–21 Progress and 2022–23 Priorities, Challenges, & Opportunities
Liesl Wendt, Deputy Director, Oregon Department of Human Services
Colt Gill, Deputy Superintendent, Oregon Department of Education
Alyssa Chatterjee, Early Learning System Director, Early Learning Division
Margaret Salazar, Executive Director, Oregon Housing & Community Services
Pat Allen, Director, Oregon Health Authority
Supporting Document: Progress & Priorities MURAL Board; Early Learning Council Community Listening Session Learnings
- III. Identify Preliminary Council Goals for 2022–23
Early Learning Council Members
- IV. Day Debrief & Planning for Tomorrow
- V. Public Testimony for Proposed Rules
- VI. Office of Child Care Conditional Enrollment Rule Language Update – *Action Item*
Kelly Scales, Child Care Initiatives Policy Analyst, Office of Child Care, Early Learning Division
Supporting Document: Council Action Request – Office of Child Care Conditional Enrollment Rule Update
- VII. Office of Child Care COVID-19 Health & Safety Rule Language Update – *Action Item*
Kelly Scales, Child Care Initiatives Policy Analyst, Office of Child Care, Early Learning Division
Supporting Document: Council Action Request – Office of Child Care COVID-19 Health & Safety Rule Update
- VIII. Council & Commission Reimbursement Temporary Rule Language Update – *Action Item*
Jenny Wilfong Cribbs, Chief Operations Officer, Early Learning Division
Supporting Document: Council Action Request – Council & Commission Reimbursement Temporary Rule Language Update
- IX. Closing & Adjournment
Sue Miller, Chair, Early Learning Council

Day Two: Wednesday, October 27, 2021

- I. Board Welcome & Roll Call
Sue Miller, Chair, Early Learning Council
- II. Creating the Department of Early Learning & Care
Alyssa Chatterjee, Early Learning System Director, Early Learning Division
Dr. Nasreen Khan, Chief of Staff, Early Learning Division
Ann Volk, Senior Director, Alvarez & Marsal
Supporting Document: Powerpoint presentation
- III. Steps Toward Creating an Equity Strategy: Listening to Family Voices
Peter Buckley, Member, Early Learning Council
Kali Thorne Ladd, Member, Early Learning Council
Carey McCann, Co-Director of State Services, BUILD Initiative
- IV. Developing Early Learning Council 2022 – '23 Agenda, Roles & Actions
Sue Miller, Chair, Early Learning Council
- V. Closing & Adjournment
Sue Miller, Chair, Early Learning Council
Supporting Document: Draft Early Learning Council 2022 Meeting Calendar

**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.*

Early Learning Council Listening Sessions Update October 2021

Listening Sessions Update

- *Completed:* Josephine-Jackson Listening Session on October 4, focus on Talent and Phoenix communities, 3 parents participated: 2 mothers and 1 father; Host: Southern Oregon Success; Facilitator: Sherri Killins Stewart, BUILD Initiative
- *Completed:* Multnomah Listening Session on Oct 13 , focus on Black communities in Portland
15 mothers participated, Host: Kairos PDX and Children's Institute, Facilitator: Sherri Killins Stewart, BUILD Initiative
- *Planned:* Josephine-Jackson Listening Session with Spanish-speaking families
November 9th Host: Unete: Center for Farm Worker and Immigrant Advocacy
- *Being Scheduled:* Two listening session with Spanish-speaking families in Ontario and Hermiston.

Next Steps

- Quotes from the first two listening session are attached for Early Learning Council members to review at their discretion. Peter and Kali will share their reflections of the process at the retreat.
 - Jackson-Josephine Session (pages 2-7)
 - Multnomah Session (pages 8-15)
- Council members will engage in a deeper analysis of the quotes and determine next steps with BUILD Initiative at the Council meeting in January 2022.

Goal of Listening Sessions

The Early Learning Council approved conducting up to six listening sessions in the Fall of 2021. In the spirit of Raise Up Oregon, the Council would like to connect with communities for the following purpose:

- To listen, understand, and learn about families' goals for their young children, services that work or do not work well, services that exist but they cannot access them, and where services and opportunities which support young children's growth and development do not exist.
- To develop experiences with populations and groups that experience inequities and disparities, increasing the focus on institutional and structural barriers to achieving equitable outcomes for children and their families.
- To support exploration of how historically and today, individuals and communities have organized for self-determination, inclusion, and fairness.
- To apply lessons learned to design, develop, modify and implement programs, services, and initiatives that are targeted and modified to meet the needs of young children, families and communities.

The goal is to prioritize communities where we are the least connected with families and make a commitment to return within six months of the listening session to share what we heard and next steps.

Protocol

The sessions have been 60 minutes and asked the following questions:

1. Tell me about your children and family, how are you doing?
2. What is important for you and your children right now in supporting your children's growth and development?
 - a. Are there any areas that you're worried about?
3. What programs and services are you using to support you and/or your children?
 - a. What is working and what is not working?

- b. Are there things that other people have in their communities that you don't have?
4. How do you get information? (families, friends, doctors, social media..)
5. If you could wave a magic wand, what would you do to help young children in your community?

**Jackson-Josephine County
Oregon Early Learning Council
Family Listening Session
October 4, 2021**

Quotes Organized by Theme

Introductions

"I'm also a first time mom of this wonderful chunky boy here. I am doing pretty well. I've always wanted to be a mom and I thankfully was able to wait until I was with the right person. And we both decided we wanted to have a baby, and so now here we are, three and a half months into it, and we are loving it. There are challenges and figuring things out as we go, for sure."

"I'm doing pretty good as a new dad. I just switched jobs. Essentially, it's work much closer to home than I was. It's good with a new baby. I was in Grants Pass before and now I work like six minutes from our house."

"Right now I'm a stay at home mom. Although I'm hoping to re-enter the work for. I have had several surgeries this year, so hopefully will be out of the temporary disability scenario and back into work. I used to work with the YMCA. But I've got a seven year old who is in the Phoenix school district, which has obviously been a challenge throughout the last year and a half because of the housing and the fire aftermath. So that's kind of where we're at."

Child Development

"So when I'm thinking about how my son is growing, I'm looking for all those milestones, like is he able to hold his head up, and when is he going to start rolling over? And all of that. Just trying to reach those milestones."

"And so I know the information that I've gotten have been just doing my own research."

"I haven't gotten a lot of what I should be looking for from doctor's appointments, like pediatrician appointments with him, just like is he doing the things he should be? And because I'm looking up what he should be doing, I can say, yes, he is. But I don't necessarily know from the pediatrician what those are."

"I think there's useful information at the pediatric visit. It's just some of it has seemed outdated, like the separating in the room. I feel like I've gotten lots of outdated information. The doctor suggesting to put him in his own room and sleep by himself and not feed in the middle of the night. And what I've researched on my own is that he should be in the room with us in a separate bed at least the first year because that reduces the risk of SIDS."

"And so it doesn't feel like a give and take with the pediatrician. Like he's not asking, 'What do you think about this?' He's saying, 'Put him in a separate room, don't feed him at night.' It feels like a rule."

"And I've definitely dealt with the pediatrician scenario where you're not sure how many questions you can ask without sounding like a Google, you're doing your own thing or whatever."

Perinatal Health

“But another resource that I thought of that I was struggling with in the beginning was access to a lactation consultant. I was able to meet with one through the hospital, but I had some issues with the hospital after birth and I didn't want to go back to the hospital anymore.

“I was trying to find other options than the hospital for a lactation consultant. And I reached out to the Rogue Valley Doula and asked them a few questions and they sent me a link that I had already seen. I needed more options, and that was all I got. So I was like I didn't feel very supported through that. And then there wasn't really any other options.”

“When I had issues, I didn't go back to the hospital, like the doctor that I gave birth with, I'd opted to go to the other hospital because I feel like I lost that trust after I gave birth. And so I was very iffy, and then for the rest of my care, I've switched to a different provider entirely.”

“At my two-week appointment, the delivery hospital asked me some questions about how everything went and I was able to express some of it, but I didn't feel ready to talk about all of it. And then I got a paper survey in the mail to fill out a bunch of questions and that was just too overwhelming. And I still looking at it on my coffee table right now.”

Health Care

“I'm a big healthcare advocate, healthcare information, healthcare knowledge, dental care, anything they can get. Because I know, especially in my area, there's a lot of healthcare hesitance.”

“There's a lot of people who don't want to go to the doctor because it might be a bad experience, has been a bad experience in the past. There's discrimination. There's all sorts of barriers there.”

“I would love to see every kid get to go to their doctor and get good information from those meetings and come out healthier every single time. Yeah. My magic wand would be just that needs to...Make healthcare work, make healthcare empathetic.”

“I think making sure all of the doctors are up to date with the information, and the nurses after postpartum care are just as kind as before you give birth as they are after you give birth.”

Education & Transitions

“My daughter was in Head Start when COVID began. She would've been starting kindergarten last year, so it was difficult for her and I know a lot of her grade level mates to transition into full-time school now and just kind of like the social aspect of that and whatever.”

“Well, I think a lot of parents are, like me, concerned about the kind of gap that kids had during COVID, kind of the mental and social maybe needs that they're going to have and what's going to be met as far as being able to make friends in the new setting of school and whatever when they didn't have...”

“I have ADHD and I'm sure that my daughter is dealing with some of the same symptoms. When she was in Head Start a couple of years ago, we had a lot of really strong just tantrums that she would have because we were going through a lot of really tough transition for her. I mean, they worked with her incredibly well and they talked with me and we brought in people to do the observations and stuff like that. And then right around then the school year ended because of COVID. I wasn't necessarily able to get the resources to continue working on that with her. And then she had like a full year out of school. So those kind of transitions are a challenge anyway, then you throw COVID on, then you throw a year with no schooling. Transitions, we would want this district to be thinking about all of our kids in transitions, but for her, it was really important.”

Child Care

"In terms of like childcare, because we both work, I'm able, thankfully, able to work from home most of the time, but there are days that I have to go into the office, and so my mother-in-law's watching him and that's really our only option for childcare."

There's not a lot of options and opportunities in the area. So I feel like if my mother-in-law is sick or can't make it, she lives up in the mountains, so if it snows, then I don't have childcare and so that's a little concerning."

"It's extremely expensive for childcare. That's a big barrier, and there didn't seem to be a lot of openings when we were looking into it. There's not a lot of choices."

Summer Care

"And with there not being a lot of options because of COVID and because of scarcity, just people who have full-time jobs, they need full-time childcare."

"Well, one of the things that was really, really great over the summer actually with Scienceworks. Scienceworks did a program where they paid for two free weeks of science camp. And then you could also get a discounted rate for any further weeks. Because I have some of the same problems, if you're trying to do any type of work from home, if you're trying to do any of that, it's difficult to be a present parent at the same time."

Social-Emotional/Mental Health

"[Due to impact of COVID] I asked my daughter's doctor about that, if I needed to do... Maybe we need do therapy or something like that, just because she was having trouble right at the end of the time when she was in preschool when they stopped doing school right in COVID. And then we had just like a lot of tough traumatic stuff right then. That's my biggest concern is making sure she feels comfortable and safe and all that good stuff being in school and being with her peers."

"This touches also on the mental health care in our area. I'm struggling with postpartum anxiety, and at my doctor's appointment, they're like, "Okay, well, go on PsychologyToday.com and find a site and find a therapist and do that." And I'm like, "Okay, I've been doing that for months, honestly, and haven't had any luck." And they're like, "Oh, well, just keep trying. Keep trying." And that's all they tell me."

"My doctor connected me with a temporary mental health person through my primary care, and I get, what is it, like four or six visits all year. And so I asked my doctor, I was like, 'Okay, well, will this person help me get connected with a therapist?' Because the only success I've had getting is when a doctor called them and said, 'This person needs to be seen.' And then I get seen. And so that's what I was hoping for, and my doctor's office was like, 'Oh no, well, I'm not going to do the work for you.' And I'm like, 'Do you know how much work I've done trying it into therapy, how much work I do trying to get the youth I work with into therapy? I'm doing the work. I need you to make the call and make them know that it's more important.'"

"So I think that's huge for early childhood for parents, but also our youth in the community and just for everybody who needs mental health support is like better access to it and more support getting into it. Because even when I went and had one appointment and they were like, 'I'm not doing the work for you.' And I'm like, 'I know that. I've done the work. I just need help finishing the work.' So I think that's another big part of it. Because if I was in therapy my anxiety wouldn't be so high and all that."

Economic & Housing Supports

"And then we get food stamps, we get TANF, and that worked fine. Right now, I'm still technically approved because I have a temporary disability. So coming up once that clearance is done, that system is hard to navigate."

"I don't live in town and I don't have a driver's license, so a lot of those systems require you to attend a lot of different classes or be at certain places to apply or visit places in-person. And I know that I struggled with that before the pandemic, so I can't imagine that that's not going to be a similar difficulty at this time. Although I think that job market is a little bit better for me this time around."

"I don't know if this is common or not, but my worker is in touch with me via text. And so she reached out to me and we kind of keep in touch. I've had three different surgeries this year, all three months apart. So basically, she has touched base with me and I'll let her know, 'Hey, this is the surgery that's coming up. Here's my doctor.' And then they can clear me for it. Because otherwise I would have work requirements just to receive TANF and/or food stamps or whatever. It's a little stressful. You don't want to be on... Assistance could end at any time because you can't fulfill requirements. Because if it were to end, I don't have a car to get to X number of places. That's a difficult barrier to cross for me as a parent."

"We need a DHS office because I know that for me it's like you either have to go all the way out to Ashland or all into the middle of Medford. There's not somewhere in Phoenix. And especially because of the income scenario in Phoenix, that just would make sense. There's enough people that need those services in my community that we could definitely be using the office."

"I mean, for us it's housing. There's just nothing in the area."

Safety/Outside Space/Parks

"So we go on walks a lot. When we first moved into our apartment, there wasn't sidewalks. So there wasn't like a safe place to walk, but that's changed recently, thankfully."

"The one down here downtown in central point, there's a lot of shade at that one, but there's no track that we can walk around. And then the one that does have the track we can walk around doesn't have a lot of shade. So it's kind of like, which one do we want today when we're walking around."

"I know that a lot of parents are trying to get back into this area of town. Some of the local parks, it's either burnt down next to it or actually burnt down. So like Culver Park, the area right next to it, which is the park right down from us, burnt down, which is a little bit depressing to go there."

Groceries & Transportation

"No. Grocery store is not close by. There's a Rays, which I wouldn't shop at because it's incredibly expensive, about two miles from our house. "

"So the closest grocery store for us is like two or so miles. I don't have to have transportation to get to there and that kind of thing. And the bus does not run out to where I am."

"We live, it's not that far away from what would be residential, but because of how Phoenix is, it's like we're kind of out of the way a little bit. So getting to a bus stop, if I were to want to use the bus to get to work or something from my area, Phoenix doesn't have a ton of stuff in the area. And when they do, they're like all along the same main street area, it doesn't come into town."

"We were able to get to like an Albertons that's pretty close by. We also have a Rays that's like walking distance, but we wouldn't shop at Rays either. It's too expensive and they're not very friendly."

"And then we used to shop at Food 4 Less a lot because it's a lot cheaper and they have a lot more variety. But with COVID, there was no social distancing happening and people still don't wear masks there, so we opted to stop going there during COVID."

Information Sources

"And then I've been using this app that the CDC put out to track his milestones, and that's been pretty helpful. It has tips for activities that we can do to help reach those milestones and help him develop, which is pretty cool."

"I mean, I know our community has resources, especially after the fire, there's been a lot community resources that we do have and that we have had a lot of support just because everybody knew everybody needed the help."

"I think the majority, I mean, yeah, I do a lot of Googling myself and I still work with Head Start... I don't work with them, but I'm on their policy council. So I actually got a considerable amount of information out what my own school district was doing from Head Start rather than the school district itself as far as like when they were maybe coming back or when they were going to be closing down and those kind of things."

"So a lot of the information I get is from friends and family. I'm not as connected as I used to be because I used to go to a lot of parent meetings and a lot of... I used to be able to be more engaged."

"To be honest, I don't know a ton of people my age who heavily use Facebook. I'm like a pretty medium age because I'm 30. I know some of the parents at my kid's school use Facebook to... They have like a little group or whatever, but it's not lot of them. And I know that it's just not going to cross my radar probably if it's on Facebook."

"Yeah. So most of the breastfeeding information that I've learned after having him has been through podcasts. So I found a breastfeeding podcast that's been amazing and has taught me more than I'd ever thought was possible about breastfeeding. And so that's been really helpful. I've joined a few mom groups and breastfeeding groups on Facebook and that's been kind of helpful, but also it's drama and weird things that happens."

"As much as I can, but then it's like you're still digging through all those layers. So it like as a parent, you still have to be like, 'This is what we're going to go with,' and at the end of the day, it's way more complicated just doing it in theory and hypothetically. Like, 'Well, if I was going to have kids one day,' it's like, 'One day when we have kids,' I was like, 'Well, we have a kid now and We got to make a decision.'

Internet Access

"I have a hard time doing Zoom. We live kind of in the country. My video can't be on or all my internet literally cuts out. So it can be harder to connect and get the resources that I would maybe think to ask for in person or whatever."

"I think I'm more likely to read a text than an email, I would say."

Value Families

"Childcare is... It seems like it's something that's so essential and it's like, okay, you want people to work. Yeah, okay. You don't want people to stay home and only get assistance. All right. All right. Can we have childcare? No, you can't have childcare. Oh, okay. Well, we're going to have somebody stay at home and only one person's going to work and then the workforce is going to go down. So it's like- But then you can't afford rent. But then you can't afford rent, so there's all these... Yeah. I think it just comes to laws and policies that value the family as much as they say they do. So it's like support the family and then the society will function better. It's like put that in practice. So yeah, I think it goes along with the healthcare stuff and the childcare being more accessible."

“I think we definitely touched on a lot of the stuff that's really important to me as far as what needs to be worked on for my community. Just as much information as, I don't know, can be given about kind of the experience that I think parents are getting because I think there's a lot of... Especially because I hear what's being done on the other side of... I'm not just on the parenting side of sending my kid to school, I also hear what people who are dealing with children and parents that are attending. “

“I want there to be more communication or clarity because I hear a lot of parents complaining about things that are getting complained about on the other side. And you'd think that both groups would get along. Because they have the same problem, but I think sometimes there's sort of like this really hard line that can't get crossed, and I'd like to see a little bit more community there if that can move us towards getting our kids into the best scenario possible, for sure. More community, a sense of community.”

Multnomah County: Black communities
Oregon Early Learning Council
Family Listening Session
October 13, 2021

Quotes Organized by Theme

Introductions

Hi, everyone. I have four girls and they are seven, five, twelve and thirteen.

I have a son that is six years old and I have a daughter who is 21.

I have one five-year-old son. So just one for me.

I have a four-and-a-half-year-old little girl in preschool and a six-and-a-half-year-old little in first grade.

I have a son. He's six years old.

I have two little ones, daughters, that are three and five. And I have a stepdaughter that's 23.

Hello. I have four children. Three girls and then I recently just had a little boy. Got one in college and one in diapers. And I also have two bonus kids so there's six of us altogether. Yeah.

I have one daughter. Her birthday was yesterday, she just turned 12 years old.

I have a daughter and she's two.

I have a son who's six and a daughter who's three.

One is nine, almost 10, and then my other one is five years old.

I have one daughter. She's eight, she'll be nine next month.

I have a eight year old, a four year old and a three year old.

I have four children, two by inheritance from previous marriage, and one little seven-month-old and one on the way.

Hello. I have four kids, a 10-year-old, six-year-old, three-year-old and a newborn.

Transitions

I'm doing good. Today I did a training that was very engaging and so I was happy about that so I'm feeling good. I recently had a death, my aunt died, which I was feeling sad last week. But this week I'm feeling much better.

I'm struggling. We're doing okay. It's just going back to school is really hard. It's a transition for my son. And then we've been learning how to deal with teachers all over again and new classroom, new kids. So it's been a different kind of transition and we're trying to look on the brighter sides of things. But yeah. It's been kind of difficult. But I'm learning. I'm learning. For a first grader, I'm learning a lot.

Well, I'll echo some of what she actually just said. I'm feeling hopeful because I'm excited to be having the kids in person. But it's a lot; just having school be outside the home instead of the virtual kindergarten from last year is a totally different ballgame. So just navigating all of the normal school stuff; our kid has some sensory stuff so I already knew it was going to be an extra parent effort but then with COVID on top of it and being in person and having multiple schools of things. The transition is real.

I feel like we have a lot of really great community rooting for our family so we're rooted in... I'm in a women's small group, my husband's in fellas night that he does and we are intentional about how we try and self care and family care, do nothing on the weekend. So we try and offset it but pandemic school is interesting. It's a lot.

So we are doing better. It's been good. They're currently on fall break and so it was good to have a break from him going to school, just the getting up early in the mornings and stuff like that.

For the most part, it's going pretty good. We just started a new schedule because I was working a different job and they just now started school and stuff or preschool. And so we're still working out our

schedule. I was working an overnight job. But I switched to a preschool. So now I work during the day when the kids are in school.

And so my daughter - she's finally back to normal because it was hard for us being in school. She's seeing friends that she's never been in-person with and she's just a very outgoing, very talkative and social-emotional child. And so, for her to be the only child at home with me all the time, it wasn't healthy for either one of us. We both were getting on each other's nerves and we both wanted to move out.

I'm still working from home, which is not the best in my opinion but I'm able to keep my job so I don't want to complain, I'm just happy that my daughter is able to be able to be a child again because it felt like she was losing her sense of child. And so I'm just really happy that we are getting back into a routine.

Impact of COVID

I know there's a lot of people who have lost their jobs and their sense of employment with COVID and everything and the vaccine mandate. And so I'm just blessed to be able to say that I'm still employed. I have my job and I didn't have to make any sacrifices that compromise my beliefs to keep my employment.

And I just really feel like I'm blessed to be able to be in this season. A lot of people are in their darkest times right now. And so I'm just really grateful to have the support of my employer and just the support of my friends to understand that I did not get vaccinated. I know my body better than anybody and so I didn't want anyone to come and telling me what's best for me.

Yeah. I just totally agree with her. Through all this situation, I give God thanks. My daughter is good, she's healthy. I'm good, I'm healthy. I didn't get the vaccine as well, for personal reasons. But I'm still indecisive about it. But other than that, everything is good and I have no complaints. I just thank God every day.

And then a concern that I have is the vaccine mandate that could be, potentially, coming up. I just read an article in the New York Times that says that my five year old is at a much lower risk of having a complication from COVID than a vaccinated 50 year old. I don't know. I don't want to go down that road either but that's one of my concerns as well.

I guess the only worries I have is, obviously, my child possibly getting exposure to COVID. And also I don't know if it's factual or not but I've seen things surfacing on having mandates for the children five and up to get the vaccine. And so what some other folks shared about beliefs and things like that. That worries me if that ever comes to surface because I want him to stay in school because he's developing more than the virtual learning. So if that comes to play, that's going to be a hard decision to make.

I would say the same things that everybody else is saying with the COVID thing because both of my kids have been in school with exposure already, so that has already been challenging for us. I have a five-year-old in kindergarten it's going to be a struggle. He already had to be at home for ten days and he was doing everything, dancing at commercials and everything else, so it wasn't like he could focus. So I hope that we can continue to be in classrooms but also keep the kids safe.

When my kids were at home, there was a lot of pressure to have them involved in all these things and all these activities, but all the activities were on the computer. And so, it was like, "Well, that's not very stimulating." If we look at research, our brains don't interpret computer interaction with other people as actual human interaction and so there's still this longing and this loneliness that kids have because they're not socializing. Even though this is socializing, we're all here, we're all talking, but my brain is still

going to tell me later in the day that I haven't interacted with anyone. And so those are some of the things that are important to me.

So, for me, I want to say now being a single parent and having the kids in school is easier as opposed to back when they weren't able to go to school because my daughter wasn't able to login in class on time or get any of her online stuff done. We weren't able to complete everything because I had to work 40 hours a week and I work during the week and my weekends were off so it was just crazy. So being in person has been much better for us, because she's able to learn and get back to hanging out with friends. And it takes that weight off of my shoulders about having to also be her teacher.

And we would go places and that was before COVID. And so we were able to meet people my age and talk to them and hang out and our kids would get to know each other and stuff. But since COVID everything's stopped.

I used to have the groups. I was part of parent groups and we would meet up and stuff through... What was it? I believe it was Teen Insights.

I agree pre covid there was more things you could take our kids to. I am scared to do much with covid going on.

We went to Library preschool weekly reading and play, pre-Covid.

Oh, I agree I miss the Library programs so much.

I would say that what we doing pre-COVID was doing P3 stuff in person. And so we wasn't able to do a lot of activities in person due to COVID and so it was just hard. So I missed the activities that we did pre-COVID with our children because I feel like our children are still isolated. With the P3 program our kids got together. They brought people in to do social-emotional activities like Penny Puppet. Online with my children felt was all over the place. But I like more of the in-person with our kids-which was very fun and they're very informative. And it really just gave us a break to also talk to other moms. So-. yeah, that's the hard thing, too.

Yeah. Before COVID, I agree with a lot of what the moms are saying. We'd be out in the community. We'd have peer time with parents and our kids would be able to socialize. We'd be around our family; and a lot of that got stripped away. And so, last year when my kiddo started school-aged school, so kindergarten, we started a Black Excellence, Black Affinity group within the school. And so that's been running. We actually launched year two this week. But it served the purpose of, number one, the kids got to actually see each other every single week, the whole school year. And so it gave them a place to see people that look like them. And it just gave us community back where we, instead of feeling isolated, actually we had a phenomenal year, which is a rare perspective. And so, for us, our kiddo thrived even though he's an IEP kid with sensory stuff. So, for us, it was a huge blessing that we had all these families because it really helped us feel like we were actually still part of something.

I was just going to say the Play and Learn group that I now host with IRCO, that was a good way to bring kids from out of the community. Most of the parents have little ones that may go to their community school and this group, Play and Learn, would bring the kids into the school, get familiarized with the school. That was something that my program did that definitely was good. And now doing it virtually is hard because then the kids don't get that connection and they don't get that face-to-face, they don't get that sense of belonging, I feel, with not being there. And it's hard to keep them focused on the screen and so you have to keep redirecting them, which is difficult for two-year-olds and three-year-olds.

And because now all of the organizations are afraid of parents saying that they got COVID from them they stop all of that. So having those outings, we can't do anymore. We're able to support in other ways which I feel like parents will appreciate as well, but just being out there in the community, to be able to go to the zoo and go to the museum that they may not be able to afford is no longer.

Social-Emotional Well-being & Mental Health

So basically, my main concerns right now and what's important to me is keeping my children's growth and development just at the forefront in the midst of these times because I know, with everything going on, a lot of people are really focused on just a lot of other things.

There's a lot going on and a lot of people are struggling financially and things like that, to make ends meet. And so there's a lot in that to unpack. But the other thing that's really important to me is maintaining their confidence and their love of learning. Because as we go through and start trying to check boxes and make sure that kids are at a particular level and that they're doing all these things that they're supposed to be doing, I think something that has really fallen by the wayside is their social-emotional wellbeing.

And just seeing how all those things pan out and really just keeping the children first, as far as their growth and development and their social-emotional wellbeing. So that's where I'm at.

What's important to me regarding my children is keeping their growth and development in the forefront as well as their social emotional well-being. Maintaining their confidence and love of learning.

Mental health service is big. Big on mental health services being culturally specific. More support for BIPOC moms - Especially single mom.

Very very hard to find black psychologists in Oregon.

We've been on a waiting list for a behaviorist for over 2 years.

Mental health - to have access to more therapist that can relate to us.

Ditto on mental health. All that our students experience results in them needing mental health services. I would beg to say, all students could benefit from these mental health services. Our minds and hearts are critical to thriving in life.

Yes. Just being able to access mental health with a child psychologist for children, culturally competent psychologists. I remember just looking through the list of stuff and a lot people were on a waiting list because some of these kids were having a hard time coping through COVID. And they give you a list, your insurance out of network and it's just so much people are at waiting lists and then there's not enough or they're not taking kids of your age of your child. And it was so hard trying to navigate that channel.

So just trying to find someone that can navigate the channel of mental health with youth, especially, or elementary, especially. We have an elementary child. We had a kid that flipped out and they had to clear the room. And so I know it's because the kid was having issues at home, being back, she just flipped out and is having issues. So mental health is so important from our babies all the way through adult and them being able to say, "Hello." And in the African-American community saying, "It's not a stigma. We all need somebody to talk to, even our babies do too."

Education

My son was obviously home for kindergarten which was really rough for all of us and he didn't really take well to me teaching him. And so we're really concerned about how far behind he is. This school is great; they're trying to get an IEP together for him, but it seems like it's going to take a really long time. I struggle worrying about how far behind he's going to continue to get.

And then, also, my son he has Multnomah Early Childhood Education and they don't do in person because of COVID. And so he's also not really catching onto things that they're trying to teach him so he's falling behind. Well, he's already behind but it's not helping him because it's all virtual.

One concern of mine in terms of student development and attention is the lack of adequate school funding. For example, too large of class sizes to give students careful attention to be able to teach. Additionally, the slow pace needed to be able to meet all the children where they are.

We need free pre-K.

Continue free lunch. Yeah and lots of places tried to do that during COVID with some success, but continue free lunch.

Yes, to universal childcare, free lunch, culturally responsive teaching, experiential learning. I believe more in alternative ways of learning as opposed to traditional classroom.

Lots of love on free childcare.

I think it'd be great for parents to have resources and creative ways to integrate what the students are learning. And how do we send our kids in on the best foot that we can in whatever situation that we're in, whether we're working at home, not working, single parent, whatever. Whether it's vocabulary exposure, whether it's... You know what I mean? Things like that. A lot of times with Black families, I read an article, there's a huge word gap that our students experience. So they walk into school and they're hearing this huge number of less words than kids from other backgrounds. And so our kids come in and it's like... But if we're trying to think of, when we're with them in the car, things that we can be talking about or ways that we can be using language or things that we can be integrating into the way that we are living at home so that it's not like the extra things for us to do, but it's just ways for us as parents to continue to think about ways to integrate learning.

I was a good student and everything growing up but I was terrible at science, for example. And I got through it but it wasn't my thing. But my mom got my girls this book Ada Twist, Scientist. I And so we just started, my daughter and I have been reading Ada Twist and then she'll watch one of the episodes they post of Ada Twist. And the little girl looks like our girl. So we're really excited. But also, the show has put me onto I don't talk to my daughter about science.

But for us as parents to get support in the areas where we don't feel confident. There's some areas where I feel confident and I'm like, "Okay. I could help her with that and make sure she's strong with that." But there're some areas that I don't know that just having a resource like Ada Twist is really helpful. So I think helping us as parents to do that integrating part so that we can-

This is our first year with school as far as my younger two. And I just don't understand, when I was looking at schools and trying to decide on where my five-year-old might go, I was looking at a lot of the numbers as far as where kids are at this school with math and where they are with English and where they are with those things. And just the numbers for Black children are just... I'm going to cry. I was just like, "Across the board." And I'm just looking for a place. I'm like, "Where are our kids succeeding here? Where are they succeeding?" I mean as a whole and not 7% of this school, 15% of this school. And it just

blows my mind. And, to me, it's not just the tests themselves, it's just some other big missing pieces. I don't want my children to grow up in a culture where being a good "Black student", being successful in that environment is weird for you as a Black child. That it's normal for Black children to be killing the game, where our children ought to be. That drives me crazy. I mean, I grew up where it's like being smart wasn't Black. You know what I mean? And I'm just like I don't want them to grow up like that. I want them to see and be around a majority; someone was talking about a Black Excellence group but it's just the culture of our students. That it's like, "Of course they're doing well. Of course." And how do we get our students to that point where it's like, "Of course our students are doing well." And I mean there's so many layers to it.

And my husband works, he's a teacher to PPS and he would just be like, "The kids are struggling." He teaches, especially, in the Arts area. He teaches dance and drumming but he would be like, "They're getting pulled out of my classes for reading because they're behind in second grade or behind in third grade. They're behind."

And when my husband and I got married, my other daughter was 17. And I really started working hands on with her school stuff because she was doing really, really poorly. I went and I was talking to her teachers. They just didn't believe in her. They didn't believe in her. I mean, my husband was showing up to parent-teacher conferences and they weren't giving him the information about free tutoring. She's failing math and they're like, "It's so nice to have her in class." She's failing! She's literally failing and you're not going to tell him that there's free tutors every week at the school? They literally didn't tell him. And so I was talking to teachers about it and they're like, "Oh, it's like the bigotry of low expectations." I'm like, "You got a name for what you're doing, for the fact that you expect nothing of our kids." She was passed through and by the time she was a junior in high school she couldn't put together a sentence. And I'm like, "Who let her through like this?" You know what I mean? And my husband was a single father, he raised her by himself. He's working two, three jobs. So he's doing what he can do to hold it down for her. Do you know what I mean? Keeping her in the same house, keeping her... You know what I mean? Clothes, keeping her healthy. And to send her to school and they're going, "So good to have her in class."

And so I just don't know exactly how to create the right layers of training with teachers so that they see in our students what we see in our children and to expect that from them. It's a crazy thing that I knew that I wanted my daughter to be literate when she walked in the door because I didn't know if she was going to have somebody teach her who wouldn't teach her. It just upsets me. It upsets me.

I would like to see programs that seek to transform the trajectory of families/student outcomes. I believe that in-school programs to build confidence, increase instructional time, and change the way schools interact and teach our students. I think investing more social emotional supports, family supports, and even tapping economically disadvantaged student data to pre-identify triggers that need early mitigation to shift lifetime trajectories. It sounds nuts, but if we want to break cycles, we need interventions that are big/bold enough to shift the needle.

Intersection of Education & Culture

We need our economically disadvantaged students to not predictably fall significantly below. We need more black teachers that value and care about our students.

Yes on teacher training, yes! Way more training.

If they go to schools that have more resources, they lose out on their culture and they're also treated particular ways by their teachers so there's drawbacks. But then, if you send your kid to a school that is more diverse, that school has less resources and a lot of schools don't have music programs.

I was really happy to see that Harriet Tubman kept a music program but, other than that, I think those are things that kids miss out on and we really don't emphasize enough importance on what music does for the left side of your brain. So it does a lot in those things.

Safe Spaces

More activities for children for free.

I would build a safe place for our kids of color to go and have fun and learn. learn our history. Working in mental health, its needed for our kids to have a safe place to go.

Yes for sure a safe place for our kiddos with the positive role models and learning their history uncensored.

Funding to help support BIPOC family needs. More representation.

Missing Activities

Sports

I would like for some sports to be free instead of paying 1004 for your kids to play soccer and run track offer a free program

I want sports. I'm originally from the Bahamas and I started track when I was five because it was a free program. And I was able to run and then go to track meets and stuff. But here, it's expensive, even in high school. It's \$100 to join the track team and then another \$100 to get on the other team and then \$50 to get... And then, it's like some parents can't afford that. And obesity is real, diabetes, all of those things happen, especially for Black people, and it's like where are we thinking about those that can't afford to do these things? Why does it cost so much for our kids to participate in after school activities and sports? So I was just thinking about that as a big one, that I would like for us to have more free sporting for the kids.

Not to mention equipment is a huge price barrier

Music & the Arts

I just want to say I agree with everybody. It's a lot of powerful stories. I appreciate everybody sharing because, hopefully, this will make a difference and an impact on the services that get offered, especially around mental health and sports and music. I can't emphasize enough" more music programs because our kids just lose out on that when they go to schools where they see students who look like them.

Music and art in all schools. My son's school doesn't have a music program at all

I echo that for dance. My husband runs an after school program for west African dance, but it's not sufficiently funded.

yes! it's crazy there's no music in so many classes.

Information Sources

Facebook is kind of old.

The libraries and the Sun Program, which gets a lot of information from IRCO and so then she would put it in the school newsletter to share out with parents.

I ask my IRCO worker and I also ask my Auntie.

TikTok

Email, Text. Facebook has groups so it keeps me on it.

I ask around.

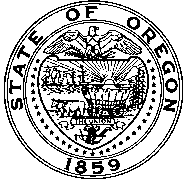
Word of mouth, I still use Facebook :), my son's school sends out daily newsletter so get community resources often through that.

I get info from trusted news outlets, specialized expert groups, family, faith/church network, depends on who is trusted in that category.

There's a Black Portland FB group.

My community network, neighborhood fliers, emails

And friends and family, really, and get connected through them.



Early Learning Council

October 26, 2021

1 p.m. – 5 p.m.

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

COUNCIL ACTION REQUEST

Date: October 26, 2021

AGENDA ITEM: Office of Child Care Conditional Enrollment Rule Update

ACTION: Adopt administrative rule to modify conditional enrollment for a provider while they await full enrollment in the Central Background Registry.

ISSUE: SB 757 of the 2021 Oregon Legislative Session modifies “conditional enrollment”, effective on passage. The Early Learning Council must modify rule to conform to updated statute.

BACKGROUND: In order to work in, operate, or volunteer in a licensed child care facility, as well as serve in other roles in early education, an individual must apply to the Early Learning Division and become enrolled in the Central Background Registry (CBR). The CBR screening process includes checks of other states’ criminal records as required by Child Care and Development Fund regulations; additionally, there is no national clearinghouse for such data. The process can take up to several months to return decisions on enrollment, which delays providers from beginning work. SB 757 of the 2021 Oregon Legislative Session modified “conditional enrollment”, which is temporary limited enrollment in the CBR for a child care provider while they await full enrollment. During the period of conditional enrollment, a provider does not have unsupervised access to children. The proposed rules implement SB 757 to allow applicants who have no state disqualifying criminal records in Oregon and their state of residence, if other than Oregon, to become conditionally enrolled in the CBR (subject to other existing requirements) prior to all out-of-state checks being completed. This will help child care programs bring on staff in a timely manner. Adopting these rules at this time will also greatly assist in the transition of providers who had received Emergency Background Checks into the CBR.

Rules impacted include Oregon Administrative Rules 414-061-0090. Please see Appendix A for full proposed updated language.

The Early Learning Division engaged in the public rulemaking process and held a public hearing on proposed rules on October 18, 2021. There was one public comment of support submitted.

PROPOSED DRAFT MOTION: I move to adopt the proposed rule language dated October 26, 2021 that updates Oregon Administrative Rule 414-061-0090.

CONTACT:

Kelly Scales, Child Care Initiative Policy Analyst, Office of Child Care, Early Learning Division



APPENDIX A: OFFICE OF CHILD CARE CONDITIONAL ENROLLMENT PROPOSED ADMINISTRATIVE RULES

FILING CAPTION:

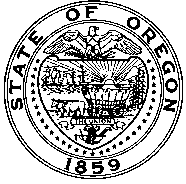
Allows temporary limited enrollment for a provider while they await full enrollment in the Central Background Registry.

CHANGES TO RULE:

OAR 414-061-0090(4):

A subject individual may be conditionally enrolled in the Central Background Registry pending the results of an FBI criminal records check if the individual has been determined to be suitable based on their application having no disclosures of negative foster care history or a substantiated finding of adult abuse or neglect, **and, in this state and in the state of the individual's residence, if other than Oregon**, no state disqualifying criminal records information as outlined in OAR 414-061-0045, no category I or II crime as listed in OAR 414-061-0050, and no negative child abuse and neglect information.

- (a) The five-year enrollment period shall include the time the subject individual was conditionally enrolled.
- (b) A conditionally enrolled subject individual who has subsequently been determined not to be suitable based on FBI criminal records information, **criminal records or child abuse and neglect records from states of prior residence**, or any other information that was not disclosed on the application that OCC becomes aware of, shall be suspended or removed from the Central Background Registry, according to the provisions of OAR 414-061-0110.
- (c) A conditionally enrolled subject individual who is subsequently determined to be suitable based on FBI criminal records information **or criminal records or child abuse and neglect records from states of prior residence** shall be enrolled in the Central Background Registry.
- (d) A conditional enrollment will expire if the subject individual has not been enrolled in the Registry within one year of the conditional enrollment.
- (e) A conditionally enrolled subject individual shall not have unsupervised access to child care children at any time.



Early Learning Council

October 26, 2021

1 p.m. – 5 p.m.

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

COUNCIL ACTION REQUEST

Date: October 26, 2021

AGENDA ITEM: Office of Child Care COVID-19 Health & Safety Rule Language Update

ACTION: Adopt administrative rule to continue COVID-19 rule allowances in Registered Family, Certified Family, and Certified Center child care facilities.

ISSUE: During the State of Emergency in COVID-19, child care facilities operated under COVID-19 health and safety guidelines. Those guidelines transitioned to recommendations with the end of the State of Emergency in June 2021. Three areas where the COVID-19 guidelines gave providers needed extra flexibility were adopted as temporary rule in the June 24, 2021 Early Learning Council meeting. These temporary rules must be permanently codified to support the transition to recovery.

BACKGROUND: Licensed child care providers operated under enhanced health and safety guidelines in addition to regular licensing rules in COVID-19. In Oregon's transition to recovery, the health and safety guidelines transitioned to recommendations. There are three guidelines in certified center and two guidelines for family child care that were adopted into temporary rule in the June 24, 2021 Early Learning Council meeting. To continue supporting child care operations and the health and safety of children, temporary rules must be permanently codified. Rule language includes modifications for Registered Family, Certified Family, and Certified Center rule sets (which all currently exist under temporary rule), briefly summarized here:

1. Continued use of hand sanitizer in certain circumstances.
2. Aide II staff granted expanded supervision abilities.
3. Online CPR training allowed through December 26, 2021.

Rules impacted include Oregon Administrative Rules Chapter 414, Divisions 205, 300, and 350, numbered 0500 through 0501. Please see Appendix A for full proposed updated language.

The Early Learning Division engaged in a public rulemaking process, including holding a public hearing on October 19, 2021, and received one public comment on proposed rules that was resolved through technical assistance.

PROPOSED DRAFT MOTION:

1. I move to adopt the proposed rule language dated October 26, 2021 that updates Oregon Administrative Rules 414-205-0120 and 414-205-0055.
2. I move to adopt the proposed rule language dated October 26, 2021 that updates Oregon Administrative Rules 414-300-0110, 414-300-0120, and 414-300-0180.
3. I move to adopt the proposed rule language dated October 26, 2021 that updates Oregon Administrative Rules 414-350-0160 and 414-350-0115.

CONTACT:

Kelly Scales, Child Care Initiatives Policy Analyst, Office of Child Care, Early Learning Division
Early Learning Council | October 26, 2021



APPENDIX A: OFFICE OF CHILD CARE PROPOSED COVID-19 HEALTH & SAFETY RULES

FILING CAPTION:

Updated health & safety rules for child care.

CHANGES TO RULE:

REGISTERED FAMILY CHILD CARE HOMES

OAR 414-205-0120: Sanitation

(2) Caregivers and children shall wash their hands with soap and warm running water: All caregivers and children must wash their hands with soap and warm, running water:

- (a) **After using the toilet;** ~~Before handling food;~~
- (b) **After diaper changing;** ~~Before assisting with feeding;~~
- (c) **After assisting someone with toileting** ~~Before and after eating;~~
- (d) **Before handling food;** ~~After diapering;~~
- (e) **Before and after eating; and** ~~After using the toilet;~~
- (f) **Before assisting with feeding.** ~~After assisting someone with toileting;~~
- ~~(g) After nose wiping;~~
- ~~(h) After playing outside; and~~
- ~~(i) After touching an animal or handling pet toys.~~

(3) Caregivers and children must either wash their hands with soap and warm running water or use hand sanitizer with alcohol content between 60-95%: ~~Hand sanitizers shall not replace hand washing. If hand sanitizers are present in the home, they shall be kept out of children's reach and shall not be used on children.~~

- (a) **After wiping the nose;**
- (b) **After coughing or sneezing;**
- (c) **After outdoor activities; and**
- (d) **After touching animals, other than dogs and cats, or handling pet toys.**

(4) Hand sanitizer must be stored out of reach of children.

(5) Hand sanitizer shall not be used on children under 24 months of age.

(6) Application of hand sanitizer on older toddlers and preschool-aged children must be supervised by an adult.



(7) When hand washing is not possible, e.g. on field trips and on the playground, moist towelettes and hand sanitizer with alcohol content between 60-95% shall be used together.

OAR 414-205-0055: Training Requirements [addition of (6)]

(6) Notwithstanding OAR 414-205-0040(13)(d), 414-205-0055(1)(b), 414-205-0055(2)(a), 414-205-0055(3)(a), an online-only CPR certification obtained between March 24, 2020 and June 30, 2022 will be accepted to meet the training requirement until the certification expires.

CERTIFIED CHILD CARE CENTERS

OAR 414-300-0110: Teacher Aides

(3) Aide IIs ~~must in infant/toddler/preschool-age programs shall:~~

(a) Be at least 18 years of age;

(b) Completion of Aide I training requirements as referenced in 414-300-0110(1)(c-f) ~~Have worked at least six months at the center where they are now employed; and~~

(c) Have at least 240 documented hours of experience as an Aide I, where 80 hours of the required 240 hours must be completed in the center where they are currently employed. Up to 160 of the hours may occur at another certified child care center.

(A) If working in a classroom with toddler or older age children, experience can be with any age group.

(B) If working in an infant room an Aide II must,

(i) Have 240 hours of experience working with infants; or

(ii) Complete 50 hours of training specific to infant and toddler care; or

(iii) Complete 25 hours of training specific to infant and toddler care and 120 hours of experience working with infants.

~~Have current certification in first aid and CPR. Training must have practical hands-on instruction; therefore, online training is not acceptable.~~

(4) An Aide II may support teachers in caring for children but may not be left alone with a group of children, except when: ~~Aide II in school-age programs shall:~~

(a) Until June 30th 2022, supervising a group of children for no more than 60 minutes at a time, not to exceed more than 120 minutes of Aide II supervision per day, provided staff-to-child ratios are



maintained, and there is another staff who is teacher, head teacher, or director qualified present at the facility. ~~Be at least 18 years of age;~~

(A) An Aide II may supervise an Aide I for no more than 60 minutes at a time.

(b) Accompanying a child or a group of children to the bathroom; ~~Have worked at least four months in the school-age program where they are now employed; and~~

(c) Providing minor medical attention to a child; ~~Have current certification in first aid and CPR. Training must have practical hands-on instruction; therefore, online training is not acceptable.~~

(d) Supervising a child who is ill and has been separated from the other children until the child leaves the center;

(e) Transporting children; or

(f) Supervising children at rest, as described in OAR 414-300-0130(2)(a).

~~(5) Staff at Aide II level may, with the approval of the director, be out of sight and sound of a teacher for brief, necessary events, such as taking a child to the bathroom or bringing a child in for minor medical attention.~~

OAR 414-300-0120: Staff Training [addition of (12)]

(12) Notwithstanding OAR 414-300-0110(1)(c)(A) and (C), 414-300-0110(3)(c), 414-300-0110(4)(c), and 414-300-0120(3), an online-only CPR certification obtained between March 24, 2020 and June 30, 2022 will be accepted to meet the training requirement until the CPR certification expires.

OAR 414-300-0180: Sanitation

(6) Hand washing:

(a) Staff and children shall wash their hands with soap and warm running water: ~~after using the toilet or wiping the nose, and before and after eating.~~

(A) After using the toilet;

(B) After diaper changing;

(C) After assisting someone with toileting;

(D) Before handling food;

(E) When arriving at the center;



(F) Before and after eating; and

(G) Before assisting with feeding.

(b) Staff and children must either wash their hands with soap and warm running water or use hand sanitizer with alcohol content between 60-95%: ~~Staff shall wash their hands with soap and warm running water before and after changing a diaper, before and after feeding a child or handling food and after assisting a child with toileting or wiping the nose.~~

(A) After wiping the nose;

(B) After coughing or sneezing;

(C) After outside activities; and

(D) After handling pet toys or touching animals, other than dogs and cats.

(c) Hand sanitizer must be stored out of reach of children. ~~Infants' and children's hands shall be washed with soap and warm running water after diaper changing.~~

(d) Hand sanitizer shall not be used on children under 24 months of age. ~~Commercial products labeled "hand sanitizers" shall not replace hand washing. If hand sanitizers are present in the center, they shall be kept under child-proof lock and shall not be used by children.~~

(e) Application of hand sanitizer on older toddlers and preschool-aged children must be supervised by an adult. ~~When hand washing is not possible, e.g. on field trips and on the playground, moist towelettes shall be used.~~

(f) When hand washing is not possible, but required by OAR 414-300-0180(6)(a)-(b), e.g. on field trips and on the playground, moist towelettes and hand sanitizer with alcohol content between 60-95% shall be used together.

CERTIFIED FAMILY CHILD CARE HOMES

OAR 414-350-0160: Sanitation

(2) Hand Washing:

(a) Caregivers and children shall wash their hands with soap and warm running water: ~~after nose wiping, after using the toilet, and before and after eating;~~

(A) After using the toilet;

(B) After diaper changing;

(C) After assisting someone with toileting;

(D) Before handling food;

(E) Before and after eating and

(F) Before assisting with feeding.



(b) Caregivers and children must either wash their hands with soap and warm running water or use hand sanitizer with alcohol content between 60-95%: Caregivers shall wash their hands with soap and warm running water before and after changing a diaper, before and after feeding a child or handling food, and after assisting a child with toileting and nose wiping;

(A) After wiping the nose;

(B) After coughing or sneezing;

(C) After outdoor activities; and

(D) After touching animals, other than dogs and cats, or handling pet toys.

(c) Hand sanitizer must be stored out of reach of children. ~~Infants' and children's hands shall be washed with soap and warm running water after diaper changing;~~

(d) Hand sanitizer shall not be used on children under 24 months of age. ~~Staff shall immediately and thoroughly wash their hands after handling animals or cleaning cages;~~

(e) Application of hand sanitizer on older toddlers and preschool-aged children must be supervised by an adult. ~~Commercial products labeled "hand sanitizers" shall not replace hand washing. If hand sanitizers are present in the home, they shall be kept under child-proof lock and shall not be used by children;~~

(f) When hand washing is not possible, e.g. on field trips and on the playground, moist towelettes and hand sanitizer with alcohol content between 60-95% shall be used together. ~~When hand washing is not possible, e.g., on field trips or the neighborhood park, moist towelettes shall be used.~~

OAR 414-350-0115: Training Requirements [addition of (10)]

(10) Notwithstanding OAR 414-350-0100(3)(a), 414-350-0100(8)(b), 414-350-0110(2)(b)(A)(C), 414-350-0110(5)(d) an online-only CPR certification obtained between March 24, 2020 and June 30, 2022 will be accepted to meet the training requirement until the certification expires.



Early Learning Council

October 26 & 27, 2021

1:00 PM - 5:00 PM

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

COUNCIL ACTION REQUEST

Date: October 26, 2021

AGENDA ITEM: Council and Commission Reimbursement Temporary Rule Adoption

ACTION: Adopt temporary administrative rules to allow the Early Learning Division (ELD) to reimburse councils or commissions that are established by the Oregon State Legislature under ORS 292.495.

ISSUE: The ELD does not have administrative rules governing reimbursement of councils or commissions that are established by the Oregon State Legislature.

BACKGROUND: The ELD has authority to reimburse councils and commissions convened by the Governor of Oregon, such as the Early Learning Council and its subcommittees. In order to reimburse councils and commissions established by the Oregon State Legislature under ORS 292.495, such as the Tribal Advisory Council (HB 2055, 2021 Oregon Legislative Session), the ELD must promulgate rules governing reimbursement. The ELD has authority to do so under ORS 292.495 and 410.070. Reimbursement for legislatively created councils and commissions cannot be distributed until the ELD establishes rules governing the process.

Proposed temporary rule language follows precedent set by the Oregon Department of Education. The proposed ruleset is temporary language that will be effective 120 days (October 26, 2021 through March 26, 2022). The ELD will engage in the public rulemaking process and return to the Early Learning Council for adoption of permanent rule in early 2022.

Please see Appendix A: Proposed temporary Oregon Administrative Rule language related to Commission and Council reimbursement for full rule language text presented for temporary adoption.

PROPOSED DRAFT MOTION: I move to adopt the proposed language dated October 26, 2021 that temporarily adopts Oregon Administrative Rules 414-055-0000; 414-055-0005; 414-055-0010; and 414-055-0015.

CONTACT:

Jenny Wilfong Cribbs, Chief Operations Officer, Early Learning Division



Early Learning Council

October 26 & 27, 2021

1:00 PM - 5:00 PM

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

APPENDIX A: Proposed temporary Oregon Administrative Rule language related to Commission and Council reimbursement

Adopt OAR 414-055-0000 to read:

Definitions *(Temporary effective 10/26/2021 through 03/26/2022)*

- (1) "Commission or Council" means those official bodies identified in ORS 410.070, 410.595 and 410.602.
- (2) "Qualified member" means a member who is not in full-time public service and who had an adjusted gross income in the previous tax year:
 - (a) Of less than \$50,000, as reported on an income tax return other than a joint income tax return; or
 - (b) Of less than \$100,000, as reported on a joint income tax return.

Statutory/Other Authority: ORS 292.495, 410.070

Adopt OAR 414-055-0005 to read:

Per Diem Compensation *(Temporary effective 10/26/2021 through 03/26/2022)*

- (1) Subject to the availability of funds in the budget of the Commission or Council, and except as otherwise provided by law, the Oregon Department of Education shall pay any member of a Commission or Council, other than a member who is employed in full-time public service, compensation for each day or portion thereof during which the member is actually engaged in the performance of official Commission or Council duties.
- (2) The rate of compensation per day pursuant to ORS 292.495(5) is equal to the per diem paid to members of the Legislative Assembly under ORS 171.072.
- (3) A member of a Commission or Council may decline to accept compensation or reimbursement of expenses related to the member's service on the Commission or Council.
- (4) In order to receive compensation, a member must submit to the Oregon Department of Education a signed written request for compensation within 30 days of the meeting or work performed. The member must specify the date, name, type of meeting(s) or work, and the number of full or partial days the member spent performing official Commission or Council business.

Statutory/Other Authority: ORS 292.495, 410.070

Adopt OAR 414-055-0010 to read:

Reimbursement of Travel and Other Expenses *(Temporary effective 10/26/2021 through 03/26/2022)*

- (1) Except as otherwise provided by law, the Oregon Department of Education may reimburse all members of Commissions and Councils, including those employed in full-time public service, for actual and necessary travel or other expenses actually incurred in the performance of their official duties



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within the limits provided by law or by the Oregon Department of Administrative Services under ORS 292.210 to 292.250.

(2) Except as provided in subsection (5) of this section, and notwithstanding any other provision of law, the Oregon Department of Education shall provide reimbursement to a qualified member of the Commission or Council for actual and necessary travel or other expenses actually incurred in the performance of a member's official duties within the limits provided by law or by the Oregon Department of Administrative Services under ORS 292.210 to 292.250.

(3) For the purposes of this rule, in order to be considered a qualified member, a member may attest by signature that they meet the conditions and income limits specified in 414-055-0000(2).

(4) In order to receive reimbursement of actual and necessary travel and other expenses, a member must submit to the Oregon Department of Education a travel expense claim for reimbursement supported by receipts, invoices or other appropriate documentation for travel and other expenses within 30 days following the day the member incurred the expense.

(5) A member of a Commission or Council may decline to accept compensation or reimbursement of expenses related to the member's service on the Commission or Council.

Statutory/Other Authority: ORS 292.495, 410.070

Adopt OAR 414-055-0015 to read:

Reimbursement for Hiring a Substitute *(Temporary effective 10/26/2021 through 03/26/2022)*

(1) As used in OAR 414-055-0010(4), "other expenses" includes expenses incurred by a member of the Commission or Council in employing a substitute to carry out duties, including personal duties, normally performed by the member, which the member is unable to carry out because of the performance of official duties and which, by the nature of such duties, cannot be delayed without risk to health or safety.

(2) The amount that a member may be reimbursed for expenses incurred in employing a substitute must not exceed \$25 per day, pursuant to ORS 292.495(3).

Statutory/Other Authority: ORS 292.495, 410.070

DEPARTMENT OF EARLY LEARNING AND CARE

Agency Design Project

Early Learning Council

DELIC Design Project Update

October 27, 2021

DELIC AGENCY DESIGN PROJECT

HB 3073 Overview

- Establishes the Department of Early Learning & Care on **January 1, 2023**
- Moves Employment Related Day Care (ERDC) from the Oregon Department of Human Services to the new Department of Early Learning and Care by **July 1, 2023**
 - Caps co-pays at 7% of family income by October 1, 2021
- Requires legislative progress reports
 - September 30, 2021
 - January 15, 2022
 - September 30, 2022
- Directs ELD & ODE to identify ways to strengthen the EI/ECSE connection with early learning programs

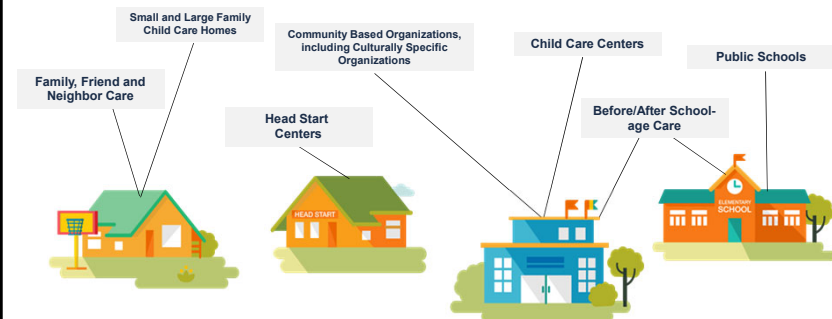
DELIC AGENCY DESIGN PROJECT

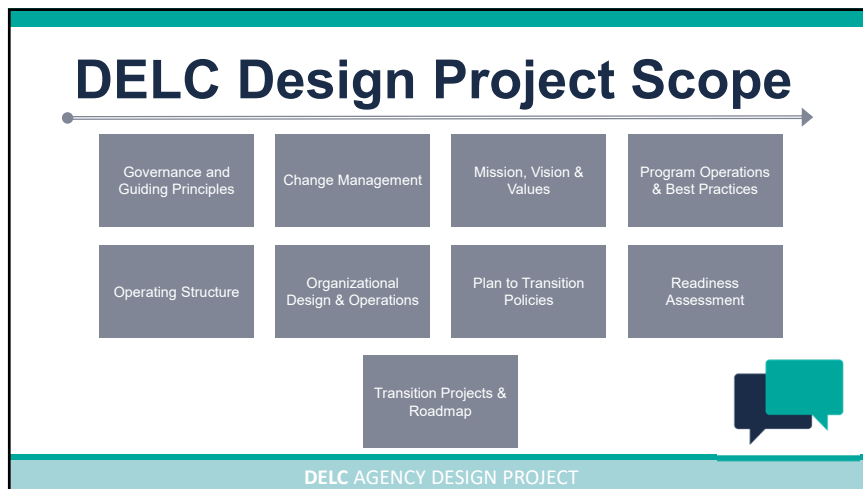
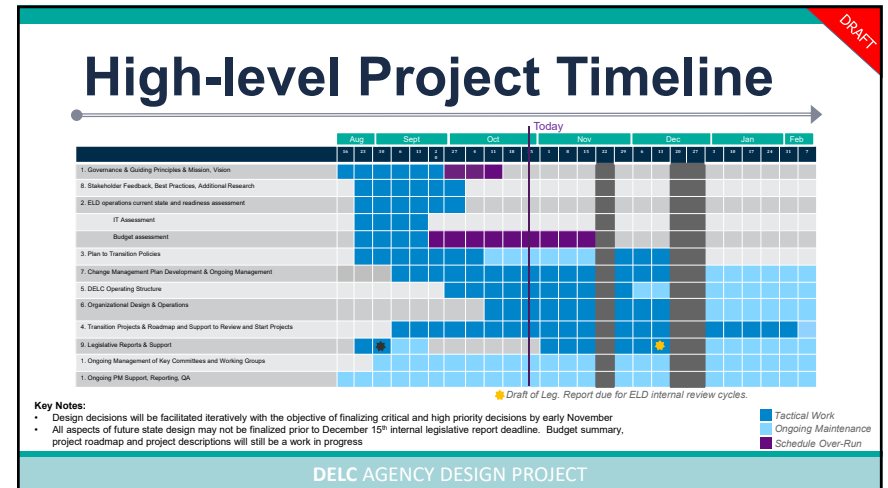
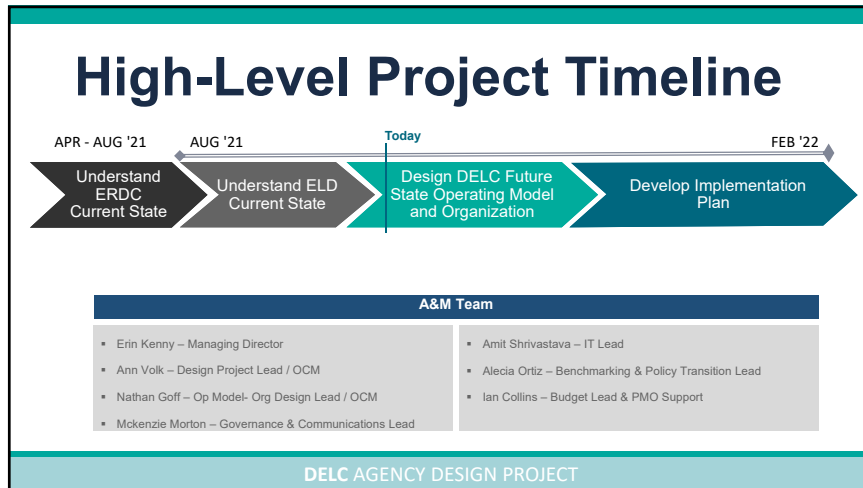
ELC's Role per HB 3073

- Responsible for leading cross-sector strategic planning that establishes the goals, objectives and strategies necessary for a statewide early learning system.
- DELIC shall function under and be coordinated by the Early Learning Council.
 - DELIC is under the supervision and control of the Early Learning System Director, who is responsible for the performance of the duties, functions and powers of the department.
- Shall adopt rules necessary for the administration of programs.
 - The State Board of Education, the Employment Department, the Department of Human Services and the Oregon Health Authority when adopting rules to administer voluntary early childhood programs under their individual authority shall adopt rules: (a) That are consistent with the requirements of the statewide early learning system created under this section; and with the direction of the **Early Learning Council**. *[already required]*
- In accordance with rules of the State Board of Education adopted in consultation with the **Early Learning Council**, the Superintendent of Public Instruction shall collaborate with the Early Learning System Director to develop and administer a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early childhood special education and early intervention services for children with a disability.

DELIC AGENCY DESIGN PROJECT

VISION: UNIFIED EARLY EDUCATION AND CHILD CARE SYSTEM DELIVERED IN DIVERSE SETTINGS





Shaping the Outcomes that DELC Will Strive to Achieve

We have just started to consider how DELC activities should be in pursuit of the agency's Mission or Purpose, Vision and Goals, executed in line with a core set of Values for how we engage together and with those we serve.

Purpose Why the DELC agency exists

Vision What DELC wants to create in order to deliver on its purpose

Goals Areas that will be a focus for the energy and work of the agency

Values The qualities that drive our behavior towards others

Future Consideration: What is the role of ELC? Why does the ELC exist, separate from DELC?

DELC AGENCY DESIGN PROJECT

Inputs | ELD Current State – Observed Opportunities

Opportunities observed during ELD and ERDC analyses are in most cases similar

1 Cross Function/Program Communication Family experience and departmental decision making could be improved through clear lines of communication, collaboration and data sharing across programs and support systems.	2 Grant Management System EGMS inefficiently supports the end-to-end GM process. Consider replacing with a comprehensive grant management application to increase organizational effectiveness.	3 Contract Management Immaturity in process and supporting tools results in partner delays and potentially, departmental risk.. (process, capacity and technology opportunity)
4 Staff Capacities Current level of vacant positions requires existing staff to "pick-up the slack" on tasks that may be beyond their current role or skill set, resulting in insufficiently managed processes and staff burn-out.	5 Standardization Lack of standard operating procedures and employee onboarding has resulted in the development of varied processes for similar functions e.g. program, grantee, and support area interactions, and data capture and utilization.	6 Strategic Planning A series of organizational design and leadership changes has created confusion about strategy and policy goals, and challenges to pursuing long-term projects.
7 Technology and Data Current systems landscape does not allow for effective use of data. Multiple platforms in use across the early learning / care systems (Hubs, OCR&Rs, etc.) results in data silos, manual data collection and cleansing; an inability to create reports and / or reporting delays.	8 Provider Mgmt. System Payments for subsidies rely on manual data entry, physical forms, and scanning; updates are time-consuming and limited in scope. Staff members across ELD and ODHHS can't view all provider training, capacity, or payment data in one place.	9 Customer Service Families and providers struggle to contact state representatives about their eligibility and claims. Some parents are confused about offerings, coverage, and available providers. Providers are often concerned about payment timeliness and accuracy. Both groups are unsatisfied with current customer-service options and re ERDC, struggle with unexpected costs.

DELC AGENCY DESIGN PROJECT

DELC Organizational Considerations

- Operational/Administrative Functions
 - Human Resources
 - Facilities
 - Internal Audit
 - Budget/Accounting/Payroll
 - Grant Management
 - Procurement
- IT Systems
 - Helpdesk Support
 - Grants Management System
- ERDC Supports
 - Provider Payments
 - Subsidy Policy
 - Eligibility Coordination

DELC AGENCY DESIGN PROJECT

Stakeholder Engagement

Opportunities to co-create DELC mission and functions

- Policymakers and Legislators (Fall 2021)
 - Input on emerging DELC Mission, Vision, Values and functional design concepts
 - Socialize current thinking and submission components leading up to February short session
 - Confirm alignment to expectations
- Parents / Families and Providers (Spring 2022)
 - Build awareness of DELC objectives and progress
 - Align understanding of current and desired experience; transition implications
 - Input on emerging DELC Mission, Vision, Values

DELC AGENCY DESIGN PROJECT

Looking Ahead

DELIC AGENCY DESIGN PROJECT

What's Next

- ELC Status Updates and Collaboration
 - DELC Design Project progress
 - Decisions made and remaining to be made
 - Enlist input on draft DELC design concepts
- Communication Channels
 - External – Update content on to public facing site: Current progress, Transition Team outcomes and upcoming engagement events

DELIC AGENCY DESIGN PROJECT

What else is in the works for ELD

- Kindergarten Assessment Redesign
- Early Learning & Kindergarten Guidelines Update
- Strengthening coordination between early care and education and Early Intervention/Early Childhood Special Education programming
 - Including infants & Toddlers
 - Positive racial identity development
- Child Care Rules Alignment
 - Defining school-age licensing rules
- Child Care Stabilization Grants
 - Administered through 12/31/21
- Coordinating professional learning and training
 - Suspension & Expulsion Prevention
- Targeted supports through Kindergarten Partnership & Innovation Funds
 - Evidence-based programming
 - Serving children from communities that have been historically underserved
- Community planning and program expansion
 - Preschool Promise
 - Early Childhood Equity Fund
 - Oregon Prekindergarten/Head Start
 - Healthy Families Oregon
 - Parenting Education

DELIC AGENCY DESIGN PROJECT

Questions

DELIC AGENCY DESIGN PROJECT

2022 Early Learning Council Meeting Calendar



January

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- ELC Meeting Date (1:00 p.m. – 5:00 p.m.)
- State Holiday
- 2022 Oregon Legislative Session

Committee meeting schedules TBD
Contact remember.watts@state.or.us with
any questions or requests