

CHILD CARE DEVELOPMENT FUND FEEDBACK & ANALYSIS

CCDF Section I: Leadership and Coordination

Summary of topics covered in this section.

- CCDF Policy Decision Authority Legislature, ELD and ODHS (re: ERDC); covers who determines subsidy eligibility; who pays providers in subsidy; who monitor providers; who educates consumers; who runs quality improvement
- Consultation in the Development of the CCDF Plan shows who ELD consults with on plan development and implementation
- Shows how federal child care funds help extend the day and year for Oregon's OPK program
- Public-Private Partnerships highlights the role of the Early Learning Hubs as well as numerous connections to foundations, advocates, and others throughout Oregon
- Coordination with Child Care Resource and Referral Systems discusses the role and duties of the R&R system
- Disaster Preparedness and Response Plan reviews required plan elements to address disasters and emergencies

ELC Priorities & Improvements

2021 Legislative Priorities

- Advance an independent early learning state agency focusing on early care and education, bringing together the disparate early care and education programs scattered in Early Learning Division, Oregon Department of Human Services, and Oregon Department of Education
- Reduce silos for accessing services across the various agencies, services and systems
- Support cross-sector collaboration to ensure that comprehensive services are directed to families as well as young children
- Continue and elevate local partnerships in rural, suburban and urban communities that are cross-agency, cross-sector
- Create a Tribal Early Learning Hub
- Continue to encourage CCOs to deepen their partnerships with Early Learning Hubs and early education sector

CCDF Plan Improvements

- Establish standalone early learning agency with consolidated authority of child care and child care assistance with goal of reducing complexity for families and providers
- Transfer ERDC to ELD
- Call out under "optional partners" within the CCDF plan to show the state works with and partners with providers
- Call out partnerships and outreach to culturally diverse partners, including culturally specific community-based organizations within the CCDF plan
- Call out partnership with families with special needs within the CCDF plan
- Call out the federal resources that have been channeled directly to providers during the pandemic within the CCDF plan

State & Community Partner Feedback

- Increase coordination with Early Intervention/Early Childhood Special Education (EI/ECSE) so that more children are served in inclusive settings, such as child care
- Increase supports for providers to be able to serve children with special needs
- Reduce the paperwork burden for families enrolling in programs and determining eligibility
- Strengthening coordination with housing sector, including reducing barriers to providing child care created by zoning codes or local ordinances
- Develop resources that can pay for early care and education facilities
- Support co-location of early learning facilities and affordable housing developments
- Support all parts of the early care and education system to be focused on equity and provide culturally responsive care
- Ensure consistent communication from the state so that local partners and providers are receiving consistent information
- Ensure that efforts from different programs and across different systems to coordinate enrollment are structurally coordinated
- Building on ONE Eligibility so that families can access the services and supports they need in one place

Tribal Administrators Feedback

CHILD CARE DEVELOPMENT FUND FEEDBACK & ANALYSIS

- Improve navigation between government systems and Tribal governments
- Create a Tribal Early Learning “Hub”

Public Testimony

- Increase compensation for providers during COVID-19
- Identify funding for early care and education facilities
- Explore Using ARPA funding to construct child care facilities, particularly in rural areas
- Use the passage of HB 3073 as an opportunity to streamline governance in the early learning and child care systems and reform child care subsidy programs
- Add art and science to child care guidelines
- Provide funding to school-age centers for necessary upgrades to meet regulation requirements
- Identify and address inconsistencies in Oregon Department of Education and Early Learning Division school-age care rules and policies
- Coordinate with the [Early Care and Education Consortium](#) (ECEC) for 2025-2027 CCDF development
- As ELD expands the agency’s focus to more intentionally include school-age programs and professionals, consider using language more inclusive of all children, centers, and professionals throughout the plan and all agency communications. For example, consider using “child care professionals” or simply “educators and caregivers” rather than “early learning teachers and caregivers”
Include OregonASK or other partners focused on out-of-school time learning on the Early Learning Council

CHILD CARE DEVELOPMENT FUND FEEDBACK & ANALYSIS

CCDF Section 2: Promoting Family Engagement Through Outreach and Consumer Education

Summary of topics covered in this section.

- Outreach to Families with Limited English Proficiency and Persons with Disabilities discusses methods used to reach such families who could participate in ERDC
- Parental Complaint Process describes how parents make complaints
- Consumer Education website describes required content concerning providers, inspections, and quality as well as language and disability access
- Additional Consumer and Provider Education describes how families are advised about other early education, health and human services such as TANF, health care, Head Start, and various food programs
- Procedures for Providing Information on Developmental Screenings describes how the state makes developmental screening available
- Consumer Statement for Parents Receiving CCDF Funds describes how the state provides required information to families

ELC Priorities & Improvements

2021 Legislative Priorities

- Improve contribution of parents and providers to service and system design by developing effective ways of engaging parents and providers
- Continue to support ODHS's ONE integrated eligibility system

CCDF Plan Improvements

- Focus less on “parents as consumers” and instead focus on parents as empowered and able to advocate for themselves and navigate for themselves
- Integrate parent engagement throughout the entire plan
- Work with culturally-specific organizations to ensure that the state is getting the parent engagement it wants to have
- Go beyond developmental screening as a priority and emphasize supports for social-emotional development and education material around social-emotional development
- Ensure that all materials are in parent friendly language
- Deepen the work to ensure that all materials are available in a multiplicity of languages
- Update data systems to better support empowered families – leverage one-time federal funds to achieve this goal
- Explore opportunities to link with CCO investments in Community Information Exchanges
- Include child development information in data sources to help parents find child care

State & Community Partner Feedback

- Develop a statewide market strategy on quality early care and education.
- Improve coordination at the state and local level so that parents have greater understanding and less confusion about what referral resources they should access, such as 211, Help Me Grow, and Family Connects. Ensure that school districts understand and are able to access these same resources.
- Improve families understanding and ability to use the Child Care Safety Portal.
- Create opportunities for CCR&Rs to work and talk directly with families so that CR&Rs have the more direct understanding of family needs.
- Identify alternatives, particularly for rural communities, to 211 for child care referrals that provides more local and nuanced information to families.
- Making COVID innovations permanent that make access easier and better for families.
- Use community-based organizations to help them support state agency work.

Tribal Administrator Feedback

- Recognize that historical basis for distrust from Tribal families of the state and work as a state to build trust with Tribal governments and families.

CHILD CARE DEVELOPMENT FUND FEEDBACK & ANALYSIS

CCDF Section 3: Provide Stable Child Care Financial Assistance to Families

Summary of topics covered in this section.

- Eligible Children and Families describes Oregon’s child care assistance eligibility requirements for families including family income, family work/training requirements
- Family Contribution to Payments describes Oregon’s policy about family contribution to subsidized child care services, i.e., copayments and when they are waived
- Increasing Access for Vulnerable Children and Families describes how children with special needs, very low income, homeless, or TANF get access to child care assistance
- Continuity for Working Families describes how the state assures 12- month eligibility for child care assistance

ELC Priorities & Improvements

2021 Legislative Priorities

- Increase the supply of quality, affordable, culturally responsive child care
- Protect funding and COVID related policy changes in ERDC
- Expand Baby Promise, OPK and Preschool Promise

CCDF Plan Improvements

- Restructure copays to make them more family friendly
- Create policies to better support families needing care during nontraditional hours
- Create stronger policies and identify additional resources to support families with children with disabilities
- Ensure that child care policies support families living in rural communities

State & Community Partner Feedback

- Address the cost burden of child care on families
- Reduce ERDC copays
- Move toward universal pre-K
- Increase child care eligibility to five-year enrollment period

Tribal Administrator Feedback

- Increase payments for family-based child care which are widely used in Tribal communities. Ensure that payments are sufficient to incentivize quality.

Public Testimony

- Restructure ERDC copays to reduce the cost burden for families
- Align Oregon definitions of affordability with the federal standard that child the cost of child care should not exceed 7% of a family’s income
- Clarify policy regarding the Oregon Family and Medical Leave (OFLA) for families receiving a child care subsidy

CHILD CARE DEVELOPMENT FUND FEEDBACK & ANALYSIS

CCDF Section 4: Equal Access

Summary of topics covered in this section.

- Maximize Parental Choice and Implement Supply Building Mechanisms describes how parents using subsidized child care are provided with a choice of providers, how the state uses contracts and strategies to increase supply in areas of inadequate supply and for specific populations
- Assess Market Rates and Analyze the Cost of Child Care describes how the state conducts its study of rates
- Establish Adequate Payment Rates discusses how payment rates for subsidized child care compare to the market rates, how part-time rates are set, and how additional payment are made (quality, etc.)
- Implement Generally Accepted Payment Practices and Ensure Timeliness of Payments describes whether advance payments are made in the subsidized child care program, how long it takes to pay providers, absence day payment policies, registration fees
- Establish Affordable copayments describes the copayment approach and additional charges that providers may charge families in addition to the copayment

ELC Priorities & Improvements

2021 Legislative Priorities

- Improve inclusion for children with developmental delays and disabilities in child care as well as public preschool
- Develop policies and supports to reduce expulsion and suspension of infants, toddlers, and preschoolers in early care and education settings
- Adopt new models for funding for early care and education, based on the cost of services, including a living wage for providers
- Identify resources for early care and education facilities

CCDF Plan Improvements

- Ensure that R&Rs are adequately resourced to support supply building and provide recruitment activities
- Expand use of contracts to increase supply of care for focus populations, particularly for families with children with disabilities
- Ensure that rates and provider policies support access and supply building in rural communities
- Partner with trusted sources, including culturally specific and community organizations, to assist families in making linkages to get services
- Improve how rates get set so that the child care workforce is adequately compensated
- Ensure that rates adequately support and are fair for both urban and rural providers
- Administer state child care programs to assure timely payments to providers
- Strengthen the state's role in tracking and assuring an adequate supply of child care, particularly for infants and toddlers
- Identify strategies and resources – both within and outside of CCDF – to support facility upgrades and capital investment
- Get more providers into ERDC by giving them assistance to enter the program (as well as improving the program payment levels)
- Increase family income eligibility to participate in subsidized child care, i.e., have the state take greater responsibility to assist many more families where median household income is out of alignment with housing and COL

State & Community Partner Feedback

- Provide resources for parents and child care providers when children have special needs but not eligible for EI/ECSE.
- Have Inclusive Partners staff in every CCR&R
- Resources of Inclusive Partners need to be available to all providers who have children in care who are struggling
- Additional resources needed to support foster children in child care
- Move to a more universal approach to early care and educations so that eligibility criteria are not a barrier to children having their needs met
- Allow all ERDC providers, and not just centers, to bill at the beginning of the month. (Note: this policy went into effect in June 2021.)
- Address barriers to culturally specific and linguistically diverse providers; e.g., all documents from ELD should be in the languages of providers
- Access to training for providers in COVID has been difficult; e.g., infant CPR training
- Foster parents with special needs children have difficulty finding child care providers who meet their needs
- Address the need for infant mental health consultation

Tribal Administrator Feedback

CHILD CARE DEVELOPMENT FUND FEEDBACK & ANALYSIS

- Increase EI/ECSE supports for children with special needs
- Provide supports for non-Native providers to provide culturally responsive programming

Public Testimony

- Increase access to quality, affordable child care in rural areas
- Create a workgroup to redefine eligibility for child care subsidy, including work requirements in general, and for parents who need full-time care for training or schooling
- Address child care subsidy policies that are barriers to continuity of care for children and families
- Increase possible hours families can qualify for care
- Reduce verification and documentation requirements and timeline for families accessing child care subsidies
- Strengthen TANF Child Care Policies including the definition of “appropriate care” and “reasonable distance” when it comes to commute times

CHILD CARE DEVELOPMENT FUND FEEDBACK & ANALYSIS

CCDF Section 5: Health and Safety

Summary of topics covered in this section.

- Licensing Requirements for All Child Care Providers (Centers, Family Child Care Homes cover training, provider and staff qualifications, hazards protection, health, sanitation, background checks, staff qualifications, record keeping, enrollment, emergencies program of activities, nutrition, legal and actions)
- Exemptions from Licensing Requirements that Participate in CCDF (In-home care; programs operating primarily as education to preschool age children for four hours or less a day; programs operated by a school district, political subdivision of the state, or a government agency; family child care with three or fewer children at one time or care that is all from one family)
- Child-staff ratios, group size limits, and required qualifications for caregivers, teachers, and directors serving CCDF children (provides experience or credential options for center staff; requires health and safety training only for family child care, no experience or credential)
- Federal Health and Safety Standards, Training, Monitoring and Enforcement Applied to Providers Receiving Federal Funding (covers required topics of (1) prevention and control of infectious diseases; (2) prevention of sudden infant death syndrome and the use of safe-sleep practices; (3) administration of medication; (4) prevention of and response to emergencies due to food and allergic reactions; (5) building and physical premises safety; (6) prevention of shaken baby syndrome, abusive head trauma, and child maltreatment; (7) emergency preparedness and response planning for emergencies; (8) handling and storage of hazardous materials; (9) precautions in transporting children; (10) pediatric first aid and pediatric cardiopulmonary resuscitation (CPR); and (11) child development, plus optional topics)
- Monitoring and Enforcement Policies and Practices for CCDF Providers

ELC Priorities & Improvements

2021 Legislative Priorities

- Implement the safe sleep campaign across agencies (child welfare, public health, early learning)
- CCDF Plan Improvements
- Improve the timelines for the completion of background checks, which can prevent teachers from working with children while awaiting finality
- Eliminate bias in licensing investigations
- Increase support for licensing staff

Tribal Administrator Feedback

- Address child care licensing rules around safe sleep so that cradleboards and infant wrapping, a major tenant of Native American parental culture, are acknowledged as appropriate practices

Public Testimony

- Developing a separate health and safety training curriculum for school-age providers
- Refer to the recent [Two Weeks Ready report](#) and take action on the recommendations for the safety of Oregon's children during a disaster
- Clarify that child care licensing rules require CCDF providers to have the required items in an emergency plan; include the URL for the State of Oregon Emergency Management Plan and include the date the document will be updated to include the 211 information as certified.

CHILD CARE DEVELOPMENT FUND FEEDBACK & ANALYSIS

CCDF Section 6: Recruit and Retain a Qualified and Effective Child Care Workforce

Summary of topics covered in this section.

- Professional Development Framework discusses Oregon’s approach to (1) professional standards and competencies, (2) career pathways, (3) advisory structures, (4) articulation, (5) workforce information, and (6) financing
- Training and Professional Development Requirements discusses how Oregon training and professional development so child care providers can promote the social, emotional, physical, and cognitive development of children, and can improve their knowledge and skills; addresses support for providers supported by tribes as well providers serving homeless, who are limited English proficiency, etc.; and content of business practice training
- Supporting Training & Professional Development of the Child Care Workforce with CCDF Quality Funds addresses content and delivery methods for training and professional development
- Early Learning and Development Guidelines describes the early learning and development guidelines in place

ELC Priorities & Improvements

2021 Legislative Priorities

- Develop a diverse, culturally responsive, high quality early care and education workforce through implementation of professional learning pathways; access to post-secondary education; and trainings in social and emotional learning
- CCDF Plan Improvements
- Create “grow your own” programs and alternative pathway programs so that parents and assistants can move up to become teachers
- Provide child care teacher pathway programs in schools with college credit in high school to support more people selecting a profession as an early childhood teacher
- Retention takes more than the current approach. Other strategies should be pursued, such as:
- Food support systems for child care programs that relieve pressure on the child care programs so that they can focus in other areas
- Mental health counseling and trauma related services, which can emanate from regional hubs and provide more mental health and behavioral support for the child care providers for the families and children who are served.
- Supports around compensation and benefits, such as pensions or long-term benefits for retirement
- Parent involvement specialists available for programs who are able to support parents
- System navigators to support the staff in child care so that other child/family needs can be met.

State & Community Partner Feedback

- Build pathways and address barriers in higher education to professional development, particularly for culturally and linguistically diverse providers, so that all families have access to the early care and education that meets their needs
- Address compensation of the early care and education workforce
- Increase mental health and behavioral supports to early care and education providers in order to reduce suspension and expulsion and ensure equal access for all children
- Improve and increase incentives for individuals to be a part of the early care and education field, particularly from communities that speak a language other than English
- Use provider networks and small-group cohort models to support professional development

Tribal Administrator Feedback

- Strengthen collaboration between the Early Learning Division and Tribal governments to support monitoring of providers and create opportunities for providers who are not subject to state licensing to access state resources

Public Testimony

- Pay providers on monthly enrollment rather than attendance (or full-time/part-time enrollment)
- Increase compensation for providers/raise subsidy reimbursement rates to cover the true cost of quality child care, including considering COVID relief funding
- Increase paid training and professional development for Friend, Family & Neighbor providers
- Reward longevity in the field through financial incentives at key benchmarks
- Develop more prompt methods than the mail for notifying subsidy providers of regarding eligibility and payments
- Reduce the administrative burden to become employed in a child care setting by streamlining fingerprinting and background checks to reduce the wait time for qualified staff to begin employment
- Develop school-age rules as a distinct rule set separate from current Center rules
- Ensure that child care licensing rules are geared to school-age care operators and not an obstacle for school-age providers to participate in subsidy programs
- Differentiate professional development and training options for school-age providers

CHILD CARE DEVELOPMENT FUND FEEDBACK & ANALYSIS

CCDF Section 7: Support Continuous Quality Improvement

Summary of topics covered in this section.

- Quality Activities Needs Assessment for Child Care Services discusses Raise Up Oregon plan
- Use of Quality Funds notes what quality activities are supported
- Quality Rating & Improvement System (QRIS) or Another System of Quality Improvement discusses SPARK
- Improving Supply and Quality of Child Care Programs and Services for infants and toddlers discusses how the state is addressing this requirement
- Child Care Resource and Referral discusses the services of Oregon's resource and referral agencies
- Facilitating Compliance with State Standards addresses how CCDF funds are used to address health and safety requirements
- Evaluating and Assessing the Quality and Effectiveness of Child Care Programs and Services addresses Oregon's work to evaluate and assess quality and effectiveness of child care programs
- Program Standards discusses Oregon's program standards for all ages of children
- Other Quality Improvement Activities covers any other quality improvement activities

ELC Priorities & Improvements

2021 Legislative Priorities

- Revise and strengthen the Kindergarten Assessment and Early Learning and Kindergarten Guidelines to ensure that their purpose is clear, they are culturally responsive and support positive child development
- Support culturally responsive kindergarten transition practices and culturally responsive curricula from infants through the early grades
- CCDF Plan Improvements
- Increase subsidies for SPARK rated programs
- Advertise SPARK as the standard of care more broadly
- Increase the reach of Baby Promise
- Ensure we have a comprehensive mental health model with an adequate workforce for statewide implementation

State & Community Partner Feedback

- Expand the successful Focus Child Care Networks, which have been an extremely successful tool for the recruitment, retention and professional development of a diverse and qualified early learning workforce. Define a long-term goal that everyone who enters the profession participate in a Focused Child Care Network.
- Complete and implement the revisions to Spark
- Develop additional models focused on the recruitment and professional development of the early care and education workforce in rural communities
- Update professional development infrastructure, such as Oregon Registry, so it is better able to support online learning. Online professional learning was supported during the public health emergency due to inadequacies of the Oregon registry.
- Strengthen connections and coordination between CCR&Rs, CCR&R Central Coordination and the Early Learning Division so that CCR&Rs can take a more proactive approach to supporting programs that are facing challenges

Tribal Administrator Feedback

- Increase Step 2 trainings
- Broaden definition of relative family providers. Many Tribal families have very close family ties that are not recognized by the state subsidy program rules, keeping them from becoming relative family providers.

CHILD CARE DEVELOPMENT FUND FEEDBACK & ANALYSIS

Public Testimony

- Provide Provider Incentive Payments for higher star-rated programs to cover true cost of quality care
- Further incentivize professional development by paying for and rewarding credentials and post-secondary degrees
- Support child care providers in the voluntary pursuit of national accreditation. Support efforts with additional CCDBG funding to providers seeking national accreditation.
- Create and expand QRIS with observations that include school-age classrooms. Amendments should more closely align with the Oregon's Quality Framework for Afterschool and Summer Programs and youth development best practices. It is recommended that this includes transitioning from using the School-Age Care Environment Rating Scale (SACERS) to a School-Age Program Quality Assessment, creating a tool more focused on quality of interactions, for observing and scoring school-age classrooms
- Provide age-appropriate and relevant technical assistance and training to centers serving school-age children
- Support incentives for participants and the revising of the school-age credential
- Develop new and separate licensing and qualification requirements for school-age programs and explore differential monitoring for school-age programs