



**Meeting Summary**  
**Childhood Care and Education Coordinating Council**  
**Thursday, February 3, 2011 1:00pm - 4:00pm**  
**Roth's Hospitality Center, Oregon Room**  
**1130 Wallace Rd NW**  
**Salem, OR 97304**

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**In Attendance:**

Duke Shepard, Laurie Warner, Kara Waddell, Colette Brown, Terry Butler, Barbara Carranza, Mary Kay Dahlgreen, Autumn David, Pam Deardorff, Brent DeMoe, Donalda Dodson, Pam Dunn, Pamela Everitt, Karen Gorton, Merrily Haas, Karen Henkemeyer, Kathleen Hynes, Marguerite Kenagy, Kitty Lake, Heidi McGowan, Marcia Mulvey, Dawn Norris, Dianna Pickett, Roni Pham, Sandra Marquardt, Janet Price, Rhonda Prodzinski, Eve Rippeteau, Susan Robinett, Kathy Seubert, Teresa Stevenson, Diana Stotz, Sonja Svenson, Beth Unverzagt, Shannon Vandehey, Lisa Vasquez, Rosetta Wangerin, Bobbie Weber, Stacie Wheeler, Dee Fultz, Ingrid Anderson, Janell Welker, Melissa Gritz

**Kara Waddell introduced Senior Policy Advisor to the Governor, Duke Shepard  
Governor's Office Debrief- Early Learning Council**

The Governor's Senior Policy Advisor, Duke Shepard enthusiastically talked about the Governor appointed team that consists of persons who will begin to design the work of an early childhood council and systems delivery. This work will take about 16 months. As of July 1, 2011, major changes are not anticipated. More significant change is anticipated for July of 2012.

The Governor is encouraging all of us to be open and "lean into change."

Mr. Shepard took questions from those present and finished his conversation by encouraging everyone to be highly involved in the process and its implementation. Duke added that "You can't be too loud" and offered his contact details to those attending.

**Small Group Breakouts Responses and Questions from the Child Care System: Top three appreciations and top three concerns**

The Coordinating Council broke into small groups to discuss the Governor's Plan and to list things appreciated about the plan as well as areas of concern. Groups prioritized input, and input was compiled into a single document presented to Duke Shepard the following day.

**What We Appreciate about the Transition Report:**

- Breaking down the silos (scary), but could help collaboration intentionally.
- More focused on prevention.
- Puts more pressure on service providers to deliver outcomes; spending in better ways.
- There is a vision upon which we are asked to provide input.
- Focus on more appropriate school readiness assessments, which are tied to early learning benchmarks (Early Learning Guidelines).
- Reduction in silos, but not a reduction in FTE, recognizes that services will still need to be delivered. Reducing significant FTE would have been a quick, but very bad fix.
- Early childhood funding has been protected and stabilized; keeps the vision on starting with young children.
- Described as an education continuum, which is integrated across ages.
- Planned change (not sudden), with a focus (finally) on children and the field of early childhood care and education.

**Our Concerns about the Transition Report**

- Early childhood care is already well-connected and needs to be represented on the Implementation Design Team.

- P20 is very 'educationese,' which sounds education-focused rather than focused on the whole child. Need to look at the whole family's needs.
- Don't forget about ALL children in all types of care – family, center-based, school-age, children with disabilities in inclusive settings, etc.
- How will highly mobile populations stay connected with services, and tracked- low-income families move from school district to district depending on many factors.
- The Implementation Design Team needs to be well-rounded; child care needs to be included.
- Don't reinvent the wheel and throw the baby out with the bathwater. Make sure we aren't creating a new silo for early childhood away from other partners and disrupt or prevent those existing collaborations.
- The child care system is and has been working toward quality improvements; very concerned that momentum will be lost or stopped in important program developments.
- Much of the subsidy system is focused (as it should be) on low-income working families so that they can work, not on child outcomes. How do we blend those two needs? Possible solution: Early Head Start, Head Start, Early Intervention/Early Childhood Special Education services are delivered in or at community placements, such as family and center-based child care.
- Take adequate time for planning for system to mature and function correctly. Time is needed for community input, and education prior to implementation on service structure to families and providers that are currently using services.
- By combining and coordinating only 'child-focused' services, support for families has been left behind. Many families have cross eligibility for a wide array of services that are not 'child-focused.'
- Needs more focus on health/mental health promotion and prevention.
- Do an analysis of what is working and what is not working- both at the state and local levels before making wholesale changes.

### **Our Questions about the Transition Report**

- Who decides upon and how will members of the Implementation Design Team be chosen? Will this team value existing programs that are delivering high quality services?
- Where does my program fit into this plan? Not knowing is stressful for my staff and families.
- Where do before, after, and summer school care/education programs fit into the Implementation Plan? Extended Learning Opportunities seem to be left out completely. Working parents and school-age children (6-12 years) in care absolutely need to be represented on the Implementation Design Team.
- How do we get the Implementation Design Team to understand that the child care system is a much broader system than just early childhood care and education, which has a more linear, vertical, and structured child services delivery system.
- How do we integrate and build on the excellent data collection systems already in place? By what criteria and who will evaluate current data systems? There may be some redundancy, but most child care data collection systems are detailed and complex and provide very good data. Child care researchers do not want to lose access to critical data.
- Non-Traditional Hours Care – how do we ensure that families working odd-hours or non-traditional hours access services and subsidies? How do we provide services for the child in the location where care is being given? – Usually this is in child care settings, not schools.
- Will there be time to get input from stakeholders and local communities? Need programmatic, historical information for this process.
- How do private child care and private school programs connect to the new Early Learning Council?

## DHS/ERDC Update

Rhonda Prodzinski shared that there are currently 200 families on a reservation list as of 01/31/11. Information will be sent out to both child care providers and parents as there were a lot of questions that were raised. Resource and Referral offices have been updated on the Reservation List Overview.

- In response to Oregon's budget crisis, the ERDC caseload was capped at 10,000 effective 10/1/10. As of that date, new applicants (including families who had a break in benefits of more than 30 days) were required to have received cash assistance-REF (Refugee), SFPSS (State Family Pre-SSI/SSDI) or TANF (Temporary Assistance to Needy Families) in Oregon in the last 3 months.
- Families who did not meet this or any other ERDC eligibility requirement were denied and added to the reservation list (RL).
- As of the end of December, the caseload had dropped to 9,792 through attrition: enough that all families on the ERDC RL could be invited to reapply.
- Invitations to apply were mailed out on January 28. Families who contact DHS to apply by February 28 do not have to meet the TANF-leaver requirement.
- New applicants who are denied continue to be added to the reservation list for a future pull. Just over 200 families are now active on the list.
- ERDC eligibility workers and front desk staff were informed of the plans via a mid-month (January 14) informational memo. A second statewide memo was sent on January 31 to notify staff that the selection letters had been mailed.

**Note:** In December, the Legislative E-Board voted additional funding to keep current families on ERDC through 6/30/11. Ongoing clients and child care providers are being informed of this program extension in a separate mailing (letter and frequently asked questions [FAQ]. That mailing was completed on January 31.

## Legislative Updates:

Kathleen Hynes shared current legislative updates that may be of interest:

House Bill 2459- Program volunteers will be mandated reporters of child abuse

House Bill 2183- Criminal prosecution for making a false report of child abuse

House Bill 2715- Annual testing of schools and child care facilities for lead dust

House Bill 3101- Modifies duties of the State Commission on Children and Families  
and eliminates the existing structure.

House Bill 2650- Home health care workers required to have criminal record checks performed quarterly

Senate Bill 33- Exempts private schools from being required to be licensed with the Child Care Division.

Senate Bill 339- Establishes Early Childhood Matters Advisory Council in Governor's office

Senate Bill 70- Establishes fee schedules for cost of fingerprinting

Senate Bill 5504- Early Learning Council- appropriates operating expenditure for biennium

## Announcements/Updates from Partners

- Merrily Haas from OAEYC shared 'Save the Date' postcards for upcoming spring conference
- Healthy Start passed out the Statewide Performance Indicator Results for years 2006-2010

- Pam Deardorff from PSU- OCCD introduced new staff member Ingrid Anderson. She also shared that there has been a 570% increase in Education Awards- 2,433

## **Meeting Adjourned**