



Date: March 7, 2017

To: Senator Rod Monroe, Co-Chair
Representative Barbara Smith-Warner, Co-Chair
Ways and Means Education Subcommittee

From: Salam Noor, Deputy Superintendent of Public Instruction
David Mandell, Acting Early Learning Systems Director

RE: Education Agency Presentation - Follow Up from March 2nd and March 6th
Hearings

The Ways and Means Education Subcommittee asked several questions during the Oregon Department of Education's 2017-19 Budget (SB 5516 and SB 5517) on March 2nd and 6th in regards to the programs and operations of the Early Learning Division. Below are the responses to those questions.

What are the obligations for state maintenance of effort as it related to federal programs in the Early Learning Division (ELD), and how much is the state's obligation? (Representative Whisnant)

The Child Care and Development Fund (CCDF) provides for three allocations of Federal Funds which include: Mandatory, Matching, and Discretionary.

The Mandatory allocation has a set Maintenance of Effort (MOE) requirement that was established in 1996 which totals \$11,714,966 per year. The annual MOE requirement is met from the following resources:

- Department of Human Services General Fund expenditures related to the Employer Related Day Care (ERDC) Program.
- ELD General Fund expenditures related to the Oregon PreKindergarten Program up to a maximum of 20 percent of the MOE amount.
- ELD General Fund and Other Funds expenditures for the Office of Child Care.

The Matching allocation has a federal match requirement which is set at the State Medicaid matching requirement. The annual matching requirement is met from the following resources:

- ELD General Fund expenditures related to the Oregon PreKindergarten Program up to a maximum of 30 percent of the match amount.
- ELD General Fund and Other Funds expenditures for the Office of Child Care.
- Oregon Working Family Child Care Credit provided to low-income families to help offset the cost of care for their children.

What federally funded programs in the Early Learning Division have a state match requirement? (Follow-Up Question from LFO Staff)

The Early Learning Division has two additional state matching requirements for federal funding resource received.

The Title IV-B (2) Federal Funds which are transferred from the Department of Human Services to support both Relief Nurseries and Healthy Families require a 25 percent match requirement. This requirement is met through certain expenditures incurred by Early Learning Hubs through it General Fund allocation from ELD.

Title XIX, Medicaid funds that support the Healthy Families Program have a 50% match requirement which is satisfied through General Fund expenditures within the program.

What amount of state funds are used by the Early Learning Hubs for administrative expenses? How much goes out to communities/programs? (Representative Smith-Warner)

The 2015-17 Legislatively Approved Budget provides for \$16,240,000 of General Fund for Early Learning Hubs with an additional \$2.5 million from Title IV-B(2) funding. The Early Learning Hubs are limited by their contracts to use no more than 15 percent for administrative overhead. Also for the Title IV-B2 funds, the cap is 10 percent of funds for administrative overhead. Through these provisions, no less than \$16,054,000 (or 85.7%) is used by the Hubs for early learning service provider coordination; school readiness supports; and family stability supports.

What is the data on the number of child care facilities over time? (Representative Whisnant)

The Early Learning Division focuses on the recruitment and retention of child care providers to improve access to quality child care across the state. This work is performed through grants administered by the ELD to Child Care Resource and Referral Agencies. The CCR&R recruitment efforts include:

- Increasing availability and access to trainings for providers to become licensed and/or begin child care;
- Providing easily accessible online required trainings;
- Providing Quality Improvement Specialists to support provides in entering and remaining in the field;
- Enhancing payment when caring for children whose families receive subsidy;
- Providing Focused Child Care Networks in child care deserts that are also linguistically and culturally responsive to the region’s needs;
- Providing 211 Info child care referrals – centralized; number easy to remember; one stop shop; and
- Providing Web search for 24/7 referrals

The CCR&R retention efforts include:

- Providing Quality Improvement Specialists to support retention and continuous quality improvement
- Providing Oregon Registry Professional Development Accounts and professional development plans and pathways that are easily accessible and affordable through community-based organizations and community college partnerships.
- Providing Community Based trainings that also provide college credit.

Please provide a breakdown of the Early Learning Division FTE that are paid for with Federal Funds (Representative Whisnant)

Federal Funds	2017-19 CSL	Increase/(Decrease)	2017-19 GRB
ECCS	0.00	1.00	1.00
Office of Child Care	67.45	25.30	92.75
Race To The Top	5.25	-3.50	1.75
Head Start Collaboration	0.80	-	0.80
Total	73.50	22.80	96.30

Is there a Key Performance Measure that is specific to the Kindergarten Partnership Initiative (KPI)? (Representative Whisnant).

The Kindergarten Partnership Initiative contributes to the success of Key Performance Measure #3 (Kindergarten Assessment) in helping children successfully transition into Kindergarten. In terms of specific measurement and evaluation of KPI, the link below provides an in depth evaluation of the 16 projects around the state (based on 2014-15 funding) that have received KPI funding.

<https://www.dropbox.com/s/abqk9gslqk8cz6/KRPI%20Year%201%202014-15%20Report.pdf?dl=0>

As it relates specifically the Key Performance Measure #3, the Department is proposing changes to the 2017 Legislature on the elements that will be assessed to more accurately measure the success of students. These specific elements will replace the existing four with the following:

- A) Percent of students entering kindergarten who can identify 18 uppercase English letters.
- B) Percent of students entering kindergarten who can identify 15 lowercase English letters.
- C) Percent of students entering kindergarten who can identify at least three letter sounds.
- D) Percent of students entering kindergarten who can respond correctly to 8 math questions.
- E) Percent of students entering kindergarten who fall into either the Approaching or Demonstrating & Above benchmark in Self-Regulation.
- F) Percent of students entering kindergarten who fall into either the Approaching or Demonstrating & Above benchmark in Interpersonal Skills.

Preschool Promise information on array of providers? (LFO Staff follow-up request)

**Is Oregon seeing an increase or decrease in the number of child care providers?
(Representative Whisnant)**

What projections do we have about what services/functions would change should CCDF not be available? What services? What to prioritize?

Provide a breakdown of the staffing roles and responsibilities within the Office of Child Care? (Follow-Up Question from LFO Staff)

If you should have any need for further clarification on these questions, please let me know and we can certainly cover those during our hearing.