

ANALYSIS

Item 8: Oregon Department of Education Department of Early Learning and Care and ERDC Transfer

Analyst: Doug Wilson and Julie Neburka

Request: Acknowledge receipt of a report on the establishment of the new Department of Early Learning and Care and the transfer of the Employment Related Day Care Program.

Analysis: HB 3073 (2021) made significant changes in early learning and child care programs including establishment of a new Department of Early Learning and Care (DELIC), transfer of the Employment Related Day Care (ERDC) program, and strengthening the alignment of the early childhood special education and early intervention programs with the early learning system. Section 85 of HB 3073 requires reporting to the Legislature on several aspect of these changes. The Early Learning Division (ELD) of the Oregon Department of Education (ODE) submitted its first report on these items on September 30, 2021. The Legislative Fiscal Office (LFO) also requested ELD to report on efforts to transition to DELIC (the new agency) for this report to the Joint Interim Committee on Ways and Means. It is progress on the transfer of the ERDC program and the establishment of DELIC which should be the most important to the Committee at this time.

Transfer of the ERDC Program

HB 3073 transfers the ERDC program from the Department of Human Services (DHS) to the new agency (DELIC) effective July 1, 2023. Early work on this transfer began during the 2021 legislative session when the two agencies agreed to hire a consultant to assess the “interconnectedness of the ERDC program administration” across DHS in preparation to plan for the transfer to DELIC. The report identified transition considerations for the program transfer in the areas of strategy, staffing, process, project management, systems, and budget. Each area was assessed a level of complexity in managing the program transfer. The considerations that were identified in their letter by ELD are summarized below:

Category	Consideration	Level of Complexity
Strategy	DELIC’s plan to develop rules that define ERDC eligibility.	High
Strategy	How will families find and access ERDC when it is part of DELIC instead of DHS.	High
Staffing	How will DELIC train eligibility staff?	Low
Staffing	What policy team will guide and interpret rules for field and other staff?	Moderate
Systems	How will ERDC eligibility and support in current DHS systems (e.g., ONE System) adjust with transfer to DELIC	High
Systems	What provider management software changes or improvements might DELIC consider and when?	High
Process	What team will investigate and collect overpayments?	Moderate
Budget	What is the cost of developing the various payment and other systems/services administering the system cost under DELIC?	High

Most of these areas are classified with a high level of complexity, providing greater challenge in making the transition successful next biennium. There are 12 considerations identified in the report not included in the table above. These include managing caseload volume, engaging community partners, managing existing provider and other contracts, establishing or maintaining requirements for license-exempt provider management, responding to client inquiries, maintaining billing processes, and being responsible to program related hearings. Many of these also have high or moderate levels of complexity assigned to them. The work in all of these 20 areas are expected to drive the identification of key steps in transferring the program.

Some of the other key issues and questions identified by LFO are listed below. Some of these are part of the considerations identified by DHS and ELD and others cut across the above categories.

1. At the same time ELD and DHS are working on the transfer of the ERDC program, ELD staff are standing up a new agency. Do ELD and other executive branch staff have the capacity to succeed in these two related but separate efforts?
2. It is likely that the new DELC staff will need to rely on DHS and Oregon Health Authority systems to continue the ERDC program, at least in the near term. How will the changes to these existing systems be managed by DELC and DHS in terms of priority, oversight, and funding?
3. ERDC is a key program in the overall self sufficiency activities of DHS. How will the transfer of the program affect this overall system?
4. Who will make decisions about which staff and the amount of funding to be transferred from DHS to DELC with the transfer of ERDC?
5. ERDC represents only a share of the total work and funding for DHS systems. What will be the process for identifying that cost share and how will that share be backfilled?
6. Does ELD/ODE currently have the capacity to deal with these issues and others that will be identified over the next few months, specifically the numerous Information Technology issues that exist?

Establishment of the New Department of Early Learning and Care

HB 3073 also established a new Department separating ELD from the rest of ODE effective January 1, 2023. Over the next 13 months, ELD and ODE staff must take the programmatic, policy and administrative steps to support the new agency. The most significant issues in creating the new DELC is likely in the administrative and processes areas since ELD currently is responsible for the programmatic and policy areas with limited participation from the remainder of ODE. What adds to this complexity of this issue is that the new agency is to start operations mid-biennium and not at the start of a biennium.

The 2021-23 legislatively adopted budget includes 14 positions (12.92 FTE) relating to the planning and development of the various programmatic and administrative systems for DELC. The full 24-month cost of the 14 positions is included in the ODE budget at a cost of \$3.5 million General Fund, while another \$5.1 million General Fund is included as a special purpose appropriation to the Emergency Board for positions hired after March 1, 2022 and other estimated costs of the new agency. Final discussions on HB 3073 identified an estimated need of 48 new positions overall (including the 14 already in the ODE budget). ELD contracted with the consultant that completed the ERDC program analysis to perform a rapid assessment of ELD operations and lay the groundwork for a more up-to-date assessment of the number of required new positions and other needs of the new agency. This assessment should be the basis for a report to the Joint Interim Committee on Ways and Means in January 2022. The Legislature will determine how many additional staff and other costs may be needed during the 2022 legislative session. Regardless of the outcome, the timeframe is short based on the work that has been done to

date and one should likely view this as an ongoing work in progress. Just as is the case for the ERDC transfer, there are significant questions and issues that need to be addressed. They include:

1. What functions and systems will remain with ODE central administrative services and which will ELD take responsibility in developing just for the early learning programs? What is the process for determining which new systems will be developed? What will the timeframe and funding source be for developing all these functions and systems?
2. Is a shared system with ODE for some administrative functions a more efficient means to consider?
3. Is there sufficient time (with a January 1, 2023 implementation date) to stand up the new agency? If not, what are the contingency plans to ensure continued early learning programs and services?
4. Do ELD and ODE have sufficient staff resources to complete the necessary planning, development and implementation work given the short time for standing up the new agency and the current timeframe for transferring the ERDC program from DHS to DELC? Is there the potential for additional funding and responsibilities under proposed federal legislation?
5. ELD currently has other Informational Technology issues as well as a lack of uniform and centralized data reporting for existing programs; how does this get incorporated into the development of the new agency?
6. Do the current funding streams -- specifically the federal Child Care Development Fund -- have the long-term capacity to fund the new agency in the future as a stand-alone agency?
7. What are the costs and benefits of standing up the new agency and do the costs outweigh the benefits in delaying the date to the beginning of the 2023-25 biennium?

ELD and ODE need to address these and other questions and issues when they return to the January 2022 meeting of the Committee. If these are not satisfactorily addressed at that meeting, the Legislature should consider delaying the implementation date of the new agency to at least the beginning of the 2023-25 biennium.

Recommendation: The Legislative Fiscal Office recommends that the Joint Interim Committee on Ways and Means acknowledge the receipt of the report, with instructions.

8
Oregon Department of Education
Streepey

Request: Acknowledge receipt of a report on the transfer of child care assistance programs, including the Employment Related Day Care subsidy program, to the Early Learning Division, as well as efforts to strengthen the alignment of early childhood special education and early intervention services, and on progress towards the adoption of rules related to school-age child care.

Recommendation: Acknowledge receipt of the report.

Discussion: Section 85 (1) of House Bill 3073 requires the Oregon Department of Education (ODE) Early Learning Division (ELD) to report to the appropriate interim committee of the Legislature on the following three areas by September 30, 2021:

- Progress on the transfer of child care assistance programs, including the Employment Related Day Care (ERDC) subsidy program, to ELD;
- Progress on efforts to strengthen the alignment of the early intervention and early childhood special education (EI/ECSE) within the statewide early learning system; and
- Progress on the adoption of rules related to school-age child care.

The ERDC program is currently administered by the Oregon Department of Human Services (ODHS), although policy direction for the program is now under ELD, which also serves as the lead agency for receiving Child Care Development Fund (CCDF) resources from the federal government. In addition to General Fund resources in the ODHS budget, CCDF dollars are passed through from ELD to ODHS and are the largest source of funds for the ERDC program. ELD in conjunction with ODHS hired a consultant Alvarez and Marsal (A&M) to facilitate an analysis of the ERDC program.

Through collaboration with A&M, the agencies produced a comprehensive report that examines ERDC services and processes from both family and provider perspectives, resulting in a detailed look at how the program functions within ODHS. The report provides considerations that must be addressed for the successful transfer of ERDC to the Department of Early Learning and Care (DELIC). The DELIC was newly established through House Bill 3073. As examples, the report highlights the following topics for further consideration: key business functions and processes such as provider payment capabilities; the modernization of legacy IT systems that currently serve ERDC; program eligibility, payment accuracy and recovery; the provision of hearings, rules and due process; and electronic record keeping regarding communications with recipients.

The report indicates there is significant work ahead for DELIC, in collaboration with ODHS, to migrate the ERDC program. However, the endeavor will likely present opportunities to streamline ERDC program administration by developing new business processes that are less reliant on layers of older technology.

The second required report in Section 85 of House Bill 3073 includes an update on efforts to strengthen the alignment of EI/ECSE within the statewide early learning system. To complete this report, ELD partnered with Education Northwest to conduct a review of best practices and

perform a state scan that reviewed EI/ECSE in 12 other states. The report highlighted opportunities to enhance integration of EI/ECSE within Oregon, by including recommendations in three areas: data use to increase access, equity, linguistic diversity, cultural responsiveness, and placement in least restrictive environments; collaboration across the system; and family involvement. The report also notes improved transitions across EI and ECSE are likely supported by the consolidation of the programs within ODE, as opposed to having programs in various state agencies. This work will be continued by Education Northwest and additional findings from more communication with stakeholders in Oregon will be presented at a future date.

The final component of the Section 85 reporting requirement refers to school-age child care rules. The Office of Child Care within ELD is currently reviewing the current ruleset for all child care types and reviewing national best practices to assist in developing a ruleset appropriate for school-age children. Stakeholder engagement began in August 2021, and an update on the ruleset is expected to be an 18-24 month process with further updates to be presented to the Legislature by January 15, 2022.



Oregon

Kate Brown, Governor

Early Learning Division



October 22, 2021

Senator Elizabeth Steiner Hayward, Co-Chair
Senator Betsy Johnson, Co-Chair
Representative Dan Rayfield, Co-Chair
Interim Joint Committee on Ways and Means
900 Court Street NE
H-178 State Capitol
Salem, OR 97301

Dear Co-Chairpersons:

Nature of the Request

The Department of Education (ODE), Early Learning Division (ELD) respectfully requests to update the Interim Joint Committee on Ways and Means in accordance with Section 85 of HB 3037.

Agency Action

On September 30, 2021, ELD submitted the first of four reports pursuant Section 85. HB 3073 required that “the Early Learning Division, in collaboration with the Department of Education and the Department of Human Services, shall report to the appropriate interim committees of the Legislative Assembly.” the report include the following updates:

- (a) Progress on the transfer of child care assistance programs, including the Employment Related Day Care subsidy program, to the Early Learning Division.
- (b) Progress on efforts to strengthen the alignment of the early childhood special education and early intervention services within the statewide early learning system.
- (c) Progress on the adoption of rules related to school-age child care.

During the 2021 Legislative Session, the Legislative Assembly passed HB 3073. This legislation directs the Early Learning Division (ELD), Oregon Department of Human Services (ODHS) and Oregon Department of Education (ODE) to implement the vision of a unified early learning system and child care sector while providing the opportunity for these agencies to make changes to early care and education program administration. Early care and education governance is housed within multiple agencies, with program policy and program administration existing across ELD, ODHS and ODE. HB 3073 creates a unified and centralized governance model that fosters a more efficient and effective system to serve Oregon’s youngest and most vulnerable children and families.

The legislature, through HB 3073, envisions a unified system that “ensures that every child in this state is given the best opportunity to succeed in school, work and life by providing high-quality early childhood education programs for children from birth through five years of age and child care for children from

birth through 12 years of age.”¹ The unified early childhood system will be seated within a new early care and education agency. The new agency, the Department of Early Learning and Care (DELDC), will consolidate early care and education services into one state agency, including child care licensing, registration, and the distribution of state and federal child care funds. Most of these functions currently exist in the ELD, which is housed within the ODE. This new agency will “administer laws and perform functions related to early childhood to ensure that children enter school ready to learn and families are healthy, stable and attached.”²

HB 3073 also transfers the Employment Related Day Care Program (ERDC) to the new agency. ERDC is a child care subsidy program, providing low-income working families with access to child care. ODHS currently administers the ERDC program, which is partially funded by the Child Care Development Block Grant (CCDG) with the ELD as the lead agency. The ELD has been vested with policy authority over the program since the start of the COVID-19 emergency in 2020. In addition, the legislation establishes additional eligibility and subsidy policies for ERDC to expand access and flexibility for families and providers across the state. As of October 1, 2021, the ERDC program will cap co-pays at 7% percent of a family’s income, as well as reduce the co-pays of families at 100% of the federal poverty level to \$0. Also in October, child care providers who participate in the ERDC program will begin to receive state reimbursements at the beginning of the month instead of at the end of the month, which will assist them with the financial aspects of their operations.

Section 1: The Transfer of Child Care Assistance Programs to the Early Learning Division

During the 2021 Legislative Session, ELD and ODHS began preliminary analysis of the work needed to transfer the ERDC program from ODHS to DELDC. In April 2021, ODHS and ELD agreed to hire a consultant, Alvarez and Marsal (A&M) to survey the interconnectedness of the ERDC program administration across ODHS. A&M’s initial statement of work was to complete an assessment of the current state of ERDC program administration. This process mapped program operations, statutory authority, budget implications and technological considerations. A&M established nine working groups and a steering committee. Subject matter experts at ODHS and ELD staffed the working groups. They were centered on the following topic areas:

- Data and Systems
- Policy
- Family Journey
- Provider Journey
- Program Governance
- Operations and Program Administration
- Future Agency Collaboration
- Communications

This work culminated into the *Employment Related Day Care Program Summary*, which is a current state assessment of this program. This report provides “an overview of the program’s services and the

¹ Calderon, M. et al., *House Early Childhood Committee: HB 3073*, 3.

² Calderon, M. et al., *House Early Childhood Committee: HB 3073*, 3.

operations, governance, systems and budget that are needed to deliver those services to families and child care providers across Oregon.”³ It details ERDC services and process from both the family and provider perspective to develop a process map on how the program functions within ODHS. The report includes sections on core operations, support systems, and budget. The program summary will function as a guide in the second phase of work to establish DELC and transfer the ERDC program administration over to this new agency.

Each section details transition considerations, which are categorized as strategy, staffing, process, project management, systems and budget. Each set of considerations is offered with differing levels of complexity. A low level of complexity is considered as an action where “a low level of effort is required to operationalize compared to other actions.”⁴ A moderate level of complexity is a transition action that requires a moderate level of planning to operationalize, compared to a high level of effort which requires extensive planning. One low level consideration related to staffing asks, “How will DELC train eligibility staff?”⁵ These questions or considerations will guide the transition process. The chart below details a brief list of key considerations. Appendix I, the *Employment Related Day Care Program Summary*, includes all 20 transition considerations.

Key Transition Considerations

Category	Level of Complexity	Transition Consideration
Strategy	High	Defining Eligibility: What is DELC's plan to re-promulgate ERDC regulations that define the ERDC eligible population?
Strategy	High	Service Access: How will families find ERDC when it is a part of DELC?
Staffing	Low	Service Training: How will DELC train eligibility staff?
Staffing	Moderate	Provide Operational Direction: What policy team will guide and interpret rules for the field office and VEC staff?
Systems	High	Integrated Eligibility: How will ERDC support in the ONE system adjust when ERDC moves to DELC?
Systems	High	Provider Management System: What provider management software changes or improvements might DELC consider and when?
Process	Moderate	Program Integrity: What team will investigate and collect ERDC overpayments?
Budget	High	Program Administration Costs: How much would the various systems and services required to administer the program cost if they had to be stood up or procured?

³ Alvarez & Marsal, *Employment Related Day Care Program Summary*, 4.

⁴ Alvarez & Marsal, *Employment Related Day Care Program Summary*, 8.

⁵ Alvarez & Marsal, *Employment Related Day Care Program Summary*, 18.

Project Management	Moderate	Reporting: What data points will be required for ongoing legislative reporting, research and operations management?
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At the completion of the ERDC current state assessment, ELD entered into its own contract with A&M, both to plan for the transfer for ERDC and for standing up the Department of Early Learning and Care as its own agency. Over the next few months, the ELD Leadership Team will work closely with key ODHS representatives to review the ERDC transition considerations, define migration strategies and make the necessary decisions that will inform the design of DELC. The “Transition Team” comprised of ODHS and ELD leaders will be the forum for these discussions. The Transition Team will work through the list of considerations as it maps transition processes.

A&M began this second phase of work with ELD in August 2021 and will complete this phase by the start of the 2022 Legislative Session, culminating in the January 2022 report which will detail how the division will transition into DELC and transfer the ERDC program into the new agency. ELD has identified five steps for completing an implementation plan with A&M.

1. Establish the mission, vision and guiding principles to inform DELC and guide its decision-making process.
2. Complete a current state analysis and develop intra-agency transition considerations.
3. Create future state with alternatives and risk assessments.
4. Finalize resource, budget, and design considerations.
5. Develop implementation plans.

Currently, A&M is performing a rapid current state assessment of ELD agency operations. This work will set the foundation for the development of an autonomous and aligned early care and education agency. This process will identify and analyze core operations and services that will need to be considered during the transition process including human resources, accounting, procurement and grants, and information technology. It will investigate important legal considerations like statutory and regulatory provisions and policies and procedures. A&M is currently working with ELD’s executive team to define and document transition governance. This work includes mapping the roles and responsibilities of teams that must be assembled to establish DELC in order to achieve a full integration of programs, currently overseen by ELD, ODE or ODHS, including the operations that support these programs. Work is underway to conduct an analysis of ELD’s current state of core operations and services and to conduct a readiness assessment to analyze what the division will need to transition these activities.

To complete the current state analysis of ELD, A&M will review information collected through data requests and outside-in analysis. The Executive Leadership Team at ELD will select internal stakeholders and subject matter experts from each transitioning program offering and/or supporting operations. A&M will schedule and conduct interviews and host working session(s) to identify and validate the current state through the lens of program offerings and administrative functions. In preparation for the January Report that will detail the transition plan, A&M will work with the ELD to design a DELC future state operating model and organization, define the transition strategy and develop a transition plan. This process will position the agency to achieve the following four goals in implementing HB 3073:

- Create a child care and early learning system that is more responsive to needs of children, families and providers;
- Position Oregon to best support finding expansion opportunities;
- Grow supply of child care and ensure equitable access; and
- Provide for a seamless transition of duties, functions and powers.

Section 2: Efforts to Strengthen the Alignment of the Early Childhood Special Education and Early Intervention Services within the Statewide Early Learning System

As the Early Learning Division (ELD) and the Oregon Department of Education (ODE) engaged the legislature on establishing a unified early care and education agency, discussions arose on the governance and service delivery model for Early Intervention/Early Childhood Special Education (EI/ECSE) in Oregon. The legislature requested the department and the division to include recommendations for any future policy considerations in the September 2021 and January 2022 legislative reports. ODE requested that Education Northwest (EDNW) assist with developing preliminary recommendations based on best practices in a policy review and state scan report.

Some of the guiding questions that the report raised are:

- Where are EI/ECSE programs housed in Oregon and other states—what is the governance structure?
- Is there any evidence that housing EI/ECSE programs in certain agencies or divisions produces better outcomes for children?
- Is there any evidence that consolidated or dispersed EI/ECSE systems produce better outcomes for children?
- How is funding for EI/ECSE allocated and accessed in Oregon and other states?
- What best practices in governance, structure, funding, community engagement, and program delivery could ODE consider implementing?

In the report, EDNW analyzed peer-reviewed literature and completed a state scan comparing the governance, service delivery and funding models of 12 states, including Oregon. EDNW was challenged by the limited research available on the governance models for EI/ECSE, but used the state scan to determine the strengths and challenges of each system. The report distinguishes each state’s system as dispersed, consolidated or a hybrid model. Oregon’s model was described as a consolidated system where EI/ECSE programs are administered by a by a single agency, in contrast to dispersed models where program services are spread across two or more agencies.⁶

The report did not make any explicit recommendations on what governance model may best serve Oregon’s children and families. However, the report’s authors did share and explicate on the opportunities and obstacles of consolidated and dispersed program administration.

⁶ Education Northwest, *Oregon Department of Education: EI/ECSE policy review and state scan*, 2.

“Both consolidated and dispersed models of ECE governance have strengths and challenges. Consolidating various programs within existing agencies, or creating new agencies to house early childhood programs, can sometimes increase alignment in the cohabitating programs. However, it is not possible to include all programs that serve families with young children, and attempts to consolidate can disrupt alignment with programs in other agencies (Jenkins & Henry, 2016; Bruner et al., 2004).”⁷

Although EDNW did not make any recommendations regarding the most effective governance models, they will continue their work in Fall 2021 through community outreach and listening sessions. Various community partners are participating in this process including: intake coordinators, EI/ECSE providers and home visitors, school district superintendents, education service district superintendents, directors of early care and education agencies and programs and families who experience EI/ECSE services. EDNW will gather information on experiences with EI/ECSE, identify successful program practices and document opportunities for additional support. They will publish their findings in a report that may be used to inform policy changes at the departmental or legislative level that will be reflected in the January 2022 report submitted by the ELD.

In addition to the work with EDNW, the ELD will work with the Hunt Institute and BUILD Initiative to conduct further research and outreach on early care and education governance, including the best practices for EI/ECSE governance. The Hunt Institute will engage the legislature in this work and assist in policy development.

Section 3: The Adoption of Rules Related to School-age Child Care

The Early Learning Division has the statutory authority for monitoring and regulating child care in Oregon according to licensing rules adopted, as per statute, by the Early Learning Council. Oregon’s child care licensing rules are currently organized by program type (Registered Family, Certified Family and Certified Center) rather than by the age of the child served by the program. These rules are in place to ensure the health and safety of Oregon’s children in early care and education programs. Among many aspects of child care services, the rules provide guidance on training requirements, caregiver/child ratios, protections from safety hazards, supervision, and sanitation measures.

Currently, the OCC is in the process of reviewing all of its licensing rules and rulesets. These rules, most recently revised in 2019, are primarily focused on the needs of children from 6 weeks to 5 years, and do not always take into consideration Oregon’s after school programs and other programs that primarily serve school-age children. Child care providers have raised this issue to the OCC for some time. The OCC understands this issue and has begun a process to refine child care rules in a manner that better addresses the particular dynamics of programs that serve the school-age population. In response to ELD’s *Child Care and Development Fund (CCDF) Plan for Oregon, FFY 2022-2024*, Oregon Statewide Afterschool Network (OregonASK) shared that the infusion of federal funds are “an opportune time to build upon early progress and create new quality systems and policies to significantly impact the school-

⁷ Education Northwest, *Oregon Department of Education: EI/ECSE policy review and state scan*, 3.

age field.”⁸ OregonASK went on to point out the need for “developing a separate health and safety training curriculum for school-age providers; and [training] licensors on school-age program best practices.”⁹

Recently, the OCC has been engaged with the National Center on Early Childhood Quality Assurance (ECQA) to assist the OCC in surveying the current ruleset in alignment with national best practices for all child care types, as well as to distinguish between the rules that are applicable to the birth to five programs and those programs that serve school-age children. In addition, ECQA has shared national best practices to assist in developing a ruleset appropriate for school-age children. The OCC is working to review and incorporate the recommendations and national best practices provided by ECQA to propose this new ruleset.

OregonASK explained that child care policies “would benefit from considering the need for school-age differentiation and explicitly drawing attention to the future innovative school-age efforts the agency would take on.”¹⁰ After the review is complete, stakeholders will have the opportunity to review the draft ruleset to provide input on the proposed ruleset for school age programs. In August, the ELD hosted opportunities for stakeholder engagement with Boys and Girls Clubs, YMCAs and OregonASK, among others. These were preliminary discussions with the division’s community partners to share perspectives on the opportunities for coordination and to share challenges with the current processes. Several issues that were raised included the difficulty for certain programs to access funding as they are not licensed programs, as well as challenges around the timeline for enrollment in the Central Background Registry. ELD will continue to engage its community partners as OCC reviews the child care rules. Once this process is complete, the OCC will begin the work of distilling school-age child care rules for adoption by the ELC. The process for adopting a comprehensive school-age child care ruleset alongside the best practice updates for all licensing types, totaling to more than 400 pages of administrative rules, will be completed in the next 18-24 months.

Conclusion

The Early Learning Division is on track to develop an implementation plan to be made available to the legislature by the January 15, 2022 statutory deadline. The division continues its work with A&M to establish the mission, vision and guiding principles to inform DELC; complete a current state of operations analysis; create a future state of operations; finalize resource, budget, and design considerations; and finally, to develop the implementation plan for the January Report. The division will continue to engage key partners on the alignment of the EI/ECSE services within the Statewide Early Learning System and in the review of OCC’s child care rules. ELD, ODHS and ODE will continue to

⁸ Unverzagt, E., *Re: Comments on Child Care and Development Fund (CCDF) Plan for Oregon, FFY 2022-2024*, 1.

⁹ Unverzagt, E., *Re: Comments on Child Care and Development Fund (CCDF) Plan for Oregon, FFY 2022-2024*, 2.

¹⁰ Unverzagt, E., *Re: Comments on Child Care and Development Fund (CCDF) Plan for Oregon, FFY 2022-2024*, 2.

collaborate to ensure that the legislative intent in HB 3073 is met, to implement the vision of a unified early learning system and child care sector.

Action Requested

The Department of Education, Early Learning Division, respectfully requests the Interim Joint Committee on Ways and Means to accept the report and to permit the Early Learning Division to present the report before the committee.

Legislation Affected

The Department of Education, Early Learning Division will fulfill the statutory requirements to update the Interim Joint Committee on Ways and Means promulgated in HB 3073, Section 85. No legislation is affected.

Thank you for considering approval of this request.

Sincerely,



Alyssa Chatterjee
Early Learning System Director



Colt Gill
Agency Director

References

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