



EARLY LEARNING COUNCIL

February 28, 2024

9:00am – 2:00pm

SUE MILLER
Chair

DAVID BADEN
Deputy Director for Policy &
Program, Oregon Health
Authority

ANDREA BELL
Executive Director, Oregon
Housing and Community
Services

ANGELA BLACKWELL

KATY BROOKS

PETER BUCKLEY

BEN CANNON
Director, Higher Education
Coordinating Commission

ALYSSA CHATTERJEE
Early Learning System
Director, Early Learning
Division

ELIZABETH FARRAR
CAMPBELL

BARRY FORD

ROBIN HILL DUNBAR

MARGARET MILLER, M.D

SOOBIN OH

FARIBORZ PAKSERESHT
Director, Oregon Department
of Human Services

RUBY RAMIREZ

MARIE SIMONDS

DR. CHARLENE WILLIAMS
Deputy Superintendent,
Oregon Department of
Education

Staff
Gaby Hernandez, Interim
Early Learning Council
Administrator

This will be a hybrid meeting. Access the [live stream here](#). Please allow up to five minutes past meeting start time for streaming to begin. Please sign up to submit verbal or submit written comment to Gabriela.Hernandez@delc.oregon.gov by 5:00pm, Friday, February 23, 2024.

I. **Board Welcome and Roll Call**

Sue Miller, Chair, Early Learning Council

II. **[Higher Education Coordinating Commission State Overview Panel](#)**

Ben Cannon, Director, Higher Education Coordinating Commission

Donna Lewelling, Community Colleges and Workforce Development

Director, Higher Education Coordinating Commission

Jennifer Purcell, Director, Future Ready Oregon, Higher Education
Coordinating Commission

Julia Steinberger, Director, Office of Workforce Developments, Higher
Education Coordinating Commission

III. **Governor Kotek's Early Childhood Initiatives**

Pooja Bhatt, Education Initiative Director, Office of Governor Tina Kotek

IV. **[Community Innovations for the Early Childhood Workforce Panel](#)**

Jessica Rosengreen, Program Manager, Child Care Resources & Referrals of
Washington County

Stephen Blackford, Senior Project Manager, Work Systems Inc.

V. **Discussion with Agency Leads**

Dave Baden, Deputy Director for Policy & Program, OHA

Alyssa Chatterjee, Director, Department of Early Learning and Care

Dr. Charlene Williams, Oregon Department of Education

VI. **Break**

VII. **[Employment Related Day Care Update](#)**

Dorothy Spence, Child Care Assistance Program Manager



VIII. Public Comment

IX. Administrative Rulemaking

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i. Action:

a. **Central Background Registry Rule Update (Permanent)**

Child Care Licensing Division: (effective
September 28, 2023)

Alicia Gardner, Director, Child Care Licensing
Division

b. **Employment Related Day Care Welcome Corps**

Grants & FPLs (Permanent) (effective March 1,
2024 and April 1, 2024)

Dorothy Spence, Child Care Assistance Program
Manager

c. **Preschool Promise (Correction of misfiling in Feb 2023)**

Crys O'Grady, Legal Affairs Manager, Policy
and Research Division

ii. Briefing:

a. **Baby Promise (Permanent) (effective April 1, 2024)**

Maidie Rosengarden, Infant Toddler
Specialist, Programs Division

X. Closing & Adjournment

Sue Miller, Chair, Early Learning Council

**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 Gaby Hernandez at 971-701-3612 or by email at Gabriela.Hernandez@delc.oregon.gov. Requests for accommodation should be made at least 48 hours in advance.*



ELC Roll Call and Vote Recording

Member	Present / Excused / Absent
Katy Brooks	Present
Peter Buckley	Present
Elizabeth Farrar Campbell	Present
Barry Ford	Present
Robin Hill-Dunbar	Present
Dr. Peg Miller	Present
Soobin Oh	Present – no vote, left at recess
Ruby Ramirez	Present
Marie Simonds	Present
Sue Miller, Chair	Present



Early Learning Council Vote Recording

Motion (time)	Vote (Y – N – E – A)	Dissent
Katy Brooks: Motion to adopt administrative rule amendments to implement changes required by implement HB 3558 (2023), SB 283 (2023), and HB 2599(2023) to the Central Background Registry ruleset effective February 28, 2024. Ruby Ramirez [Name of Council Member]: Second	9-0-1-0	
Katy Brooks: Motion to adopt administrative rules to implement business process updates and updated in the Federal Poverty Level (FPLs) and State Median Income (SMI) levels for 2024 that impact families and providers in the Employment Related Day Care Program (ERDC) Barry Ford: Second	9-0-1-0	
Katy Brooks: Motion to Correct misfiling of rule repeal that was meant to be permanently repealed in March 2023 to the Preschool Promise ruleset effective February 28, 2024. Barry Ford: Second	9-0-1-0	

Early Learning Council Priority Area: Workforce
Strategies and Action items from *Raise Up Oregon*
 Early Learning Council Retreat October 2023

SYSTEM GOAL 1: The early childhood system is equitable: integrated, accessible, inclusive, anti-racist, and family centered.
OBJECTIVE 2 - Multi-agency partnerships are developed at the state and local levels to systematically support improved outcomes and streamlined access for all young children and families.
Strategy 2.9 - Advance higher education workforce solutions that meet early childhood system needs and support a diverse workforce. 2.9.1 Implement recommendations for home visiting workforce development. 2.9.2 Develop nursing, health care, oral health, and behavioral health pipelines focused on families with young children. 2.9.3 Incentivize and provide grants to higher education to provide early childhood workforce degrees and credentials. 2.9.4 Preserve existing early childhood programs in higher education. 2.9.5 Address barriers to articulation and transfer for the early childhood workforce. 2.9.6 Incorporate Career Technical Education (CTE) as a pathway for the early childhood workforce.
OBJECTIVE 2 - Multi-agency partnerships are developed at the state and local levels to systematically support improved outcomes and streamlined access for all young children and families.
Strategy 4.1 - Build the supply of child care through public private partnerships involving business, philanthropy, nonprofits, and state and local government. 4.1.2 Early Learning Council engages with Oregon's Workforce Development Initiatives.

SYSTEM GOAL 2: All families with young children are supported to ensure their well-being.
OBJECTIVE 7 - All families have access to support for their physical, social, emotional, behavioral, and oral health.
Strategy 7.4 - Improve utilization of community health workers and doulas. 7.4.3 Integrate community health workers and doulas into home visiting services to extend the home visiting workforce.
OBJECTIVE 10 – All parents and families are supported and engaged in enabling their children to thrive.
Strategy 10.4 - Increase equitable access for the professional development of home visitors. 10.4.3 Expand opportunities for supervisors and home visiting workforce related to family violence. 10.4.4 Expand home visiting workforce development and training opportunities related to cultural competency and mental health.

SYSTEM GOAL 3: All children are thriving in early childhood and beyond.

OBJECTIVE 14 - Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) and affordable early learning and care that meets their needs.

Strategy 14.1 - Expand the availability of early learning and care, including workforce, facilities, and transportation.

- 14.1.1 Develop and implement early learning facilities fund.
- 14.1.2 Improve workforce recruitment for early learning and care centers and homes.
- 14.1.3 Coordinate with relevant agencies to address local planning, building code, and zoning barriers.
- 14.1.4 Increase the availability of transportation services, through investments and shared services models, for families to access early childhood services and programs that meet their needs.
- 14.1.5 Explore community-driven co-created strategies for shared services models for transportation to access early childhood services.
- 14.1.6 Address regulatory barriers and requirements for shared services transportation models.

Strategy 14.4 - Improve professional development opportunities for the full diversity of the early learning and care workforce, inclusive of all settings.

- 14.4.1 Complete the core competencies for the early learning and care workforce, and link these to professional development sponsored by DELC.
- 14.4.2 Make the Pyramid Model training available for the entire early learning and care workforce.
- 14.4.3 Expand access to multi-language professional development opportunities.
- 14.4.4 Expand access to coaching beyond publicly funded early learning and care programs.
- 14.4.5 Align professional development supports provided by ODE and DELC for publicly funded programs.
- 14.4.6 Support alternative certification routes for Early Childhood's Early Intervention/Early Childhood Special Education (EI/ECSE) Supervisors and Specialists.

Strategy 14.5 - Build pathways to credentials and degrees that recruit and retain a diverse early learning and care workforce.

- 14.5.1 Expand the number of Consortium Models with a focus on the early childhood workforce in higher education pathway programs through Future Ready Oregon.
- 14.5.2 Expand navigators to help people attain degrees and credentials.
- 14.5.3 Implement the higher education scholarship program.
- 14.5.4 Assess and revise the career pathways in the Oregon registry to promote accessibility.
- 14.5.5 Improve acceptance and alignment of degrees from other countries as well as acceptance of credit for prior learning.
- 14.5.6 Address barriers to credit transfer for early learning and care education workforce.
- 14.5.7 Enable community colleges to deliver applied B.A. degrees in early childhood/early learning.
- 14.5.8 Integrate culturally specific approaches into higher education for the early learning and care workforce.

Strategy 14.8 - Prevent suspension and expulsion in early learning and care settings through infant and early childhood mental health consultation and professional development supports.

- 14.8.4 Ensure pathways to increase, develop, and support the infant and early childhood mental consultant workforce.

OBJECTIVE 15 - The early childhood workforce is diverse, culturally responsive, high quality, and well compensated.

Strategy 15.1 - Improve professional development opportunities for the full diversity of the early childhood workforce.

- 15.1.1 Remove inequitable exclusionary criteria for workforce entry.
- 15.1.2 Continue to expand the number of Community Health Workers who are certified and reimbursed for services.
- 15.1.3 Increase early childhood workforce development opportunities to ensure availability and access to a broad, flexible array of effective services and supports in all regions of the state.
- 15.1.4 Continue offering a wide array of professional development opportunities to Early Intervention/Early Childhood Special Education (EI/ECSE) staff including a focus on the Council for

Exceptional Children (CEC) Division of Early Childhood's (DEC) Recommended Practices, Inclusion, Pyramid Model Coaches and Racial Equity in Part C. 15.1.5 Fund targeted supports for indigenous educators within the early childhood system, including mentorship and tribal early educator supports. 15.1.6 Incorporate sovereignty into trainings for early childhood educators, especially in majority white institutions and organizations, to promote the respect and celebration of tribal cultures.
Strategy 15.2 - Build pathways to credentials and degrees that recruit and retain a diverse early childhood workforce. 15.2.1 Establish connections with higher educational institutions for pathways to a career in early childhood and remove barriers that limit access to the educational goal. 15.2.2 Continue to offer an alternative pathway for licensure/ endorsements for Early Childhood Specialists or Supervisors for Early Intervention/Early Childhood Special Education (EI/ECSE) for Programs to support staff recruitment and retention and increase racial, ethnic, and linguistic diversity in the early childhood special education workforce. 15.2.3 Work with regional coordinators, districts, and schools to develop Career and Technical Education programs of study in early childhood. 15.2.4 Revise the statute for the Speech-Language Grant Program to help address the critical shortage of speech language pathologists and speech-language pathology assistants. 15.2.5 Collaborate with Title V Maternal and Child Health (MCH) Workforce Development initiative to identify pathways and supports for diverse communities to engage with both MCH and early childhood workforce opportunities.
OBJECTIVE 16 - Children and families experience supportive transitions and continuity of services across early learning and care and public education (K-12) settings.
Strategy 16.2 - Establish an integrated system of support for the provision of joint professional development opportunities for the early learning and care workforce and K-2 educators. 16.2.1 Provide joint professional development to administrators of early learning and care and K-2. 16.2.2 Enhance opportunities at the Hub level to facilitate and fund shared professional development. 16.2.3 Build better connections between ODE and DELC offered professional development so that they are accepted by sponsoring organizations. 16.2.4 Cultivate opportunities for early learning and care and public-school professionals to come together through conferences, etc. 16.2.5 Include implicit bias training as part of the implementation of the Early Learning Transition Check-in (ELTC).



WORKFORCE DEVELOPMENT IN OREGON

Ben Cannon, Executive Director, HECC

**Julia Steinberger, Director of the Office of
Workforce Development, HECC**

**Jennifer Purcell, Future Ready Oregon Director,
HECC**

**Donna Lewelling, Director of the Office of
Community Colleges and Workforce
Development, HECC**

FEBRUARY 28, 2024

Key Indicators for Oregon's Workforce, 2024

Low Unemployment

At 3.7%, Oregon's unemployment rate remains historically low. Employers in many sectors report a high demand for workers.

An Educational Premium

49 of 50 growing high-demand occupations require a postsecondary education to be competitive.

Continued Participation Barriers

Priority populations -- including immigrants, veterans, rural Oregonians, and BIPOC communities -- continue to face education and employment barriers.

Takeaway

Oregon requires targeted funding and strategies to connect priority populations with higher-wage careers and to meet critical state workforce needs.

HECC Office of Workforce Investments

Workforce &
Talent
Development
Board

Workforce
Innovation &
Opportunity Act

OregonServes

Oregon Youth
Works

Strategy

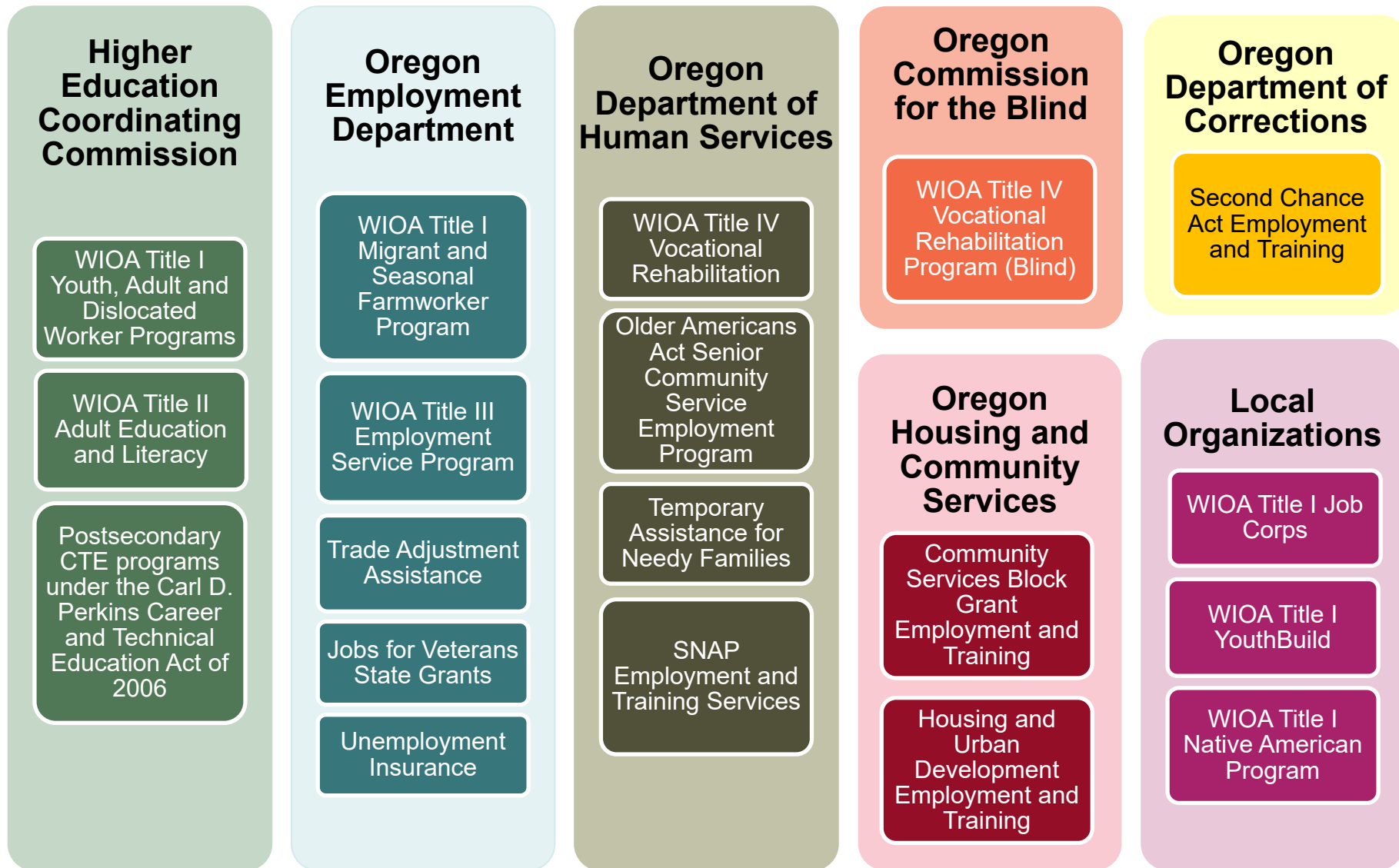
Resource
Allocation

Engagement

Alignment

Accountability

WorkSource Oregon: Oregon's Public Workforce System



Workforce & Talent Development Board

Equitable Prosperity for all Oregonians



Advance Oregon through education, training, jobs and careers
by empowering people and employers.

Inclusive

Collaborative

Bold

**An inclusive workforce
system that advances
equitable prosperity.**

**Clear understanding of and
improved use and impact of
the workforce system.**

**WTDB is embraced by Gov.
as an accountable convener,
empowered facilitator &
informed advisor.**

**Alignment btwn education,
economic devt, & workforce
devt, public & private
partners.**

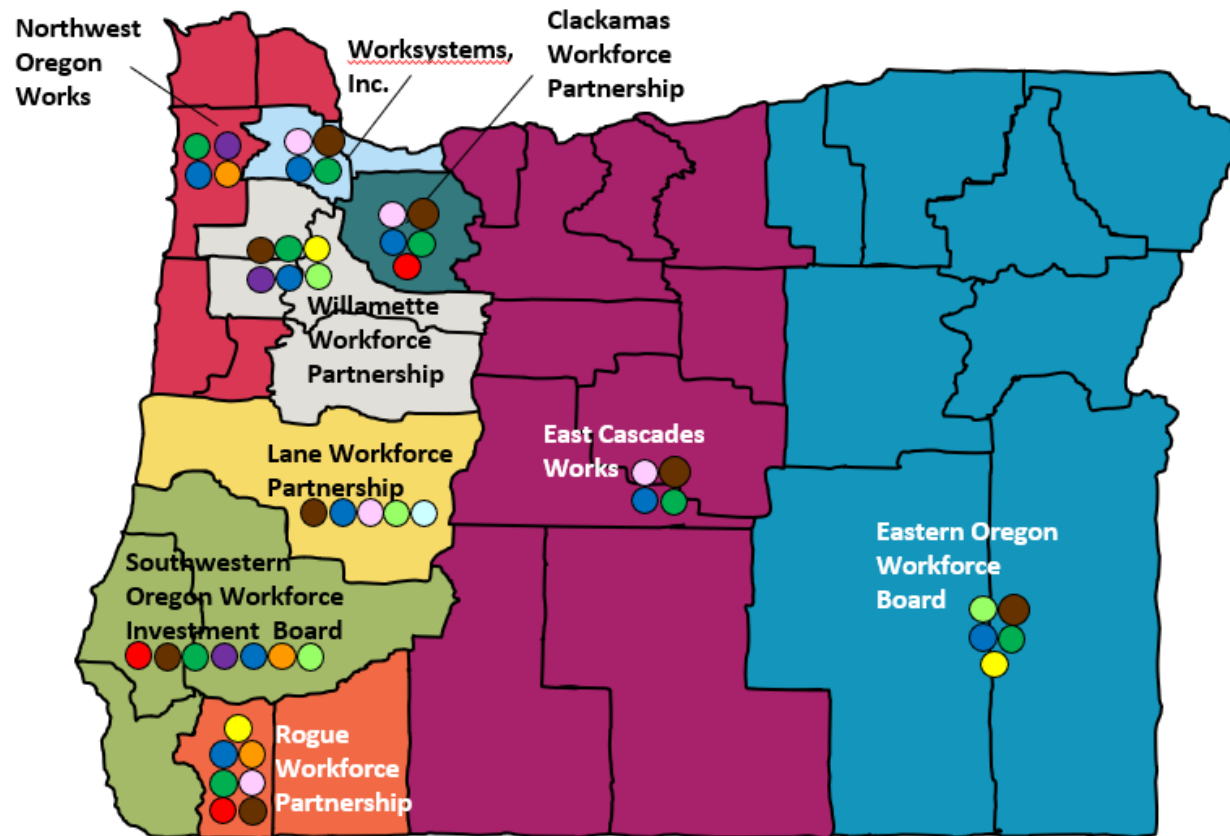
- ✓ Concretely improve the connection between employers and the workforce system
- ✓ Concretely deepen the integration of K-12 education in the workforce system
- ✓ Improve workforce system impact by investing in work-based learning.
- ✓ Advance equity by identifying/closing gaps in access to education, training & jobs
- ✓ Align data in public workforce system and create common performance report

WIOA Title I and LWDBs

WIOA Title I

- Coordination and oversight of system.
- Services for unemployed/underemployed adults.
- Services for dislocated workers (lost job – not at fault)
- Youth 14-24 with one or more barrier to employment

Local Workforce Development Boards



Targeted Industry Sectors

● Childcare/Early Learning/Ed	● Manufacturing	● Transportation
● Construction	● Maritime	● Warehousing
● Healthcare	● Natural Resources	● Wood Products
● Leisure/Hospitality	● Technology	

Funding Priorities

WIOA

- Allocation: # of unemployed, long-term unemployed, economically disadvantaged.
- Eligibility: unemployed/underemployed, laid-off, facing barriers to employment.
- Priority of service (adult program): on public assistance, low-income individuals, basic skills deficient, veterans.

State Grants

- Key industries.
- High wage/high demand.
- Underserved/underrepresented communities.
- Paid work experiences.
- Alignment with WIOA.

Future Ready Oregon *(Senate Bill 1545, 2022)*

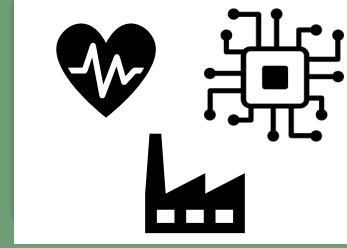
*Integrating economic development and workforce strategies
through grantmaking and strategic initiatives*



Centers engaging and supporting historically **underserved and underrepresented Priority Populations***



Advances a shared leadership model – **employers, education providers, and community-based organizations (CBOs)**



Prioritizes key sectors of Oregon's economy – **healthcare, manufacturing, technology**



Couples education and training with **wraparound supports** and services

**Priority Populations include communities of color, women, low-income communities, rural and frontier communities, veterans, persons with disabilities, incarcerated and formerly incarcerated individuals, members of Oregon's tribes, older adults, and individuals who identify as members of the LGBTQ+ community*

Future Ready Oregon incentivizes a shared leadership model where community-based organizations, education and training providers, employers and industry leaders **co-create solutions in support of equitable opportunities** for economic mobility, educational attainment, meaningful employment, and career advancement

Flexible and Responsive Funding

- Community-based organizations as eligible grant applicants
- Flexible funding allows for capacity-building and wraparound supports as eligible activities
- Agile, responsive investments; able to listen to partners and respond in ways that are meaningful to partner organizations and participants
- Low-barrier opportunities for career exploration and credential attainment

Individualized Supports and Technical Assistance

- Technical assistance providers contracted to assist prospective applicants throughout the application process
- Individualized grant administration, building communities of practice, providing ongoing technical assistance and training to support grant recipients

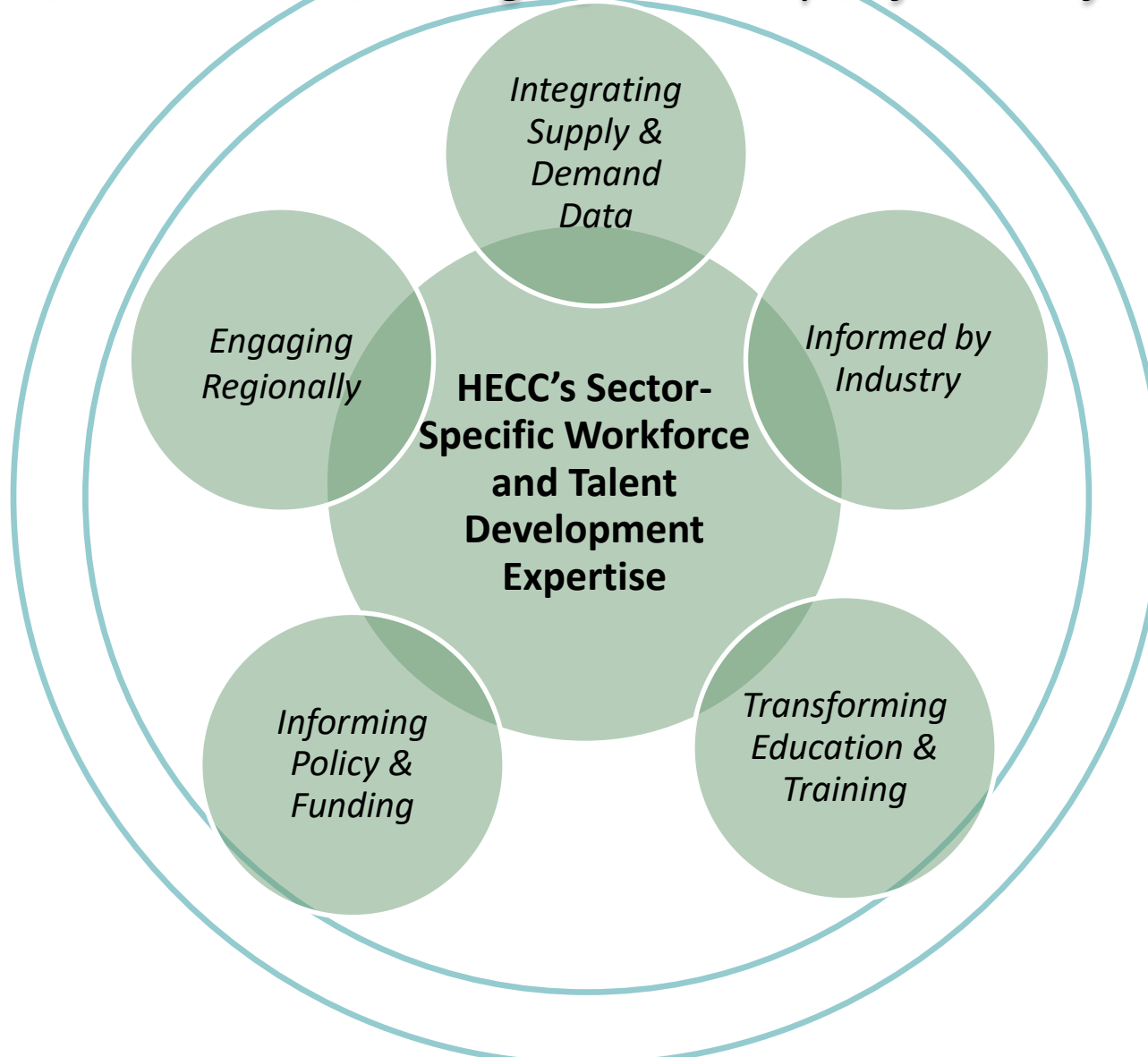
Collaborative Partnerships

- Shared leadership where employers, education providers, and community-based organizations co-create solutions
- Funding criteria incentivize partnerships, emphasizing culturally responsive supports for Priority Populations and cultural competency
- Collaboration with enterprise partners (BOLI, YDO) to share best practices, prepare single comprehensive report, align initiatives



Industry Consortia & the Value of a Shared Leadership Model

The HECC's Role in Leveraging Sector-Specific Workforce and Talent Development Expertise



Industry Consortia:

- Leverage HECC's role as a **convener** of education and training partners
- Serve as a **connector** between education, industry, labor, and community
- Build and maintain **relationships** between partners
- **Inform** HECC strategies to meet workforce needs

Partnering to create accelerated learning and CTE pathways

Access Points to College Courses

- Dual Credit and Related Partnerships
- Direct enrollment (such as Expanded Options for HS students)
- Articulations: Advanced Placement (AP) and International Baccalaureate (IB)

Strong Cross Sector Partnerships

- Advocating for expansion of equitable access to college credit opportunities for all high school students
- Monitoring to ensure credits transfer and count towards degrees and certificates
- Career Connected Learning and CTE

Impacts for students

- Students with accelerated college credit are more likely to graduate high school and go to college
- Students with more than 10 accelerated college credits finished college sooner, by one-half year, than students with fewer than 10 credits

HECC Role

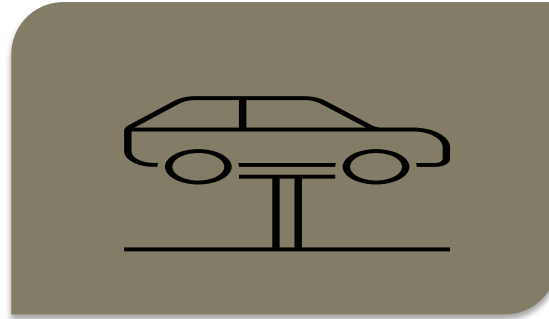
- HECC developed and adopted standards for high school-based college credit partnership programs in 2016 (ORS 340.310)
- HECC partners with ODE to conduct a standards based peer review process (OAR 715-017-0005)
- HECC coordinates with Oregon campuses and publishes the Statewide AP and IB Course Credit Policy (ORS 350.417)
- HECC partners with ODE on the administration of the federal Carl D. Perkins Grant and CTE State Plan

Innovating to create access and flexibility



Credit for Prior Learning

Course credit granted for learning that takes place outside of traditional classrooms



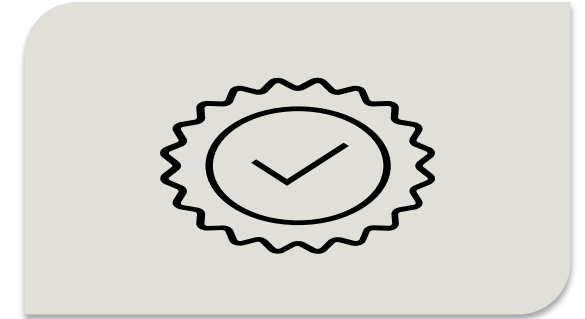
Integrated Education and Training

Education delivery model that brings adult basic education, essential employability skills, and career/workforce education together for concurrent and contextualized learning



Community College Career Pathways Programs

Programs designed to meet students where they are and provide them with supports and resources necessary to complete CTE certificates and degrees

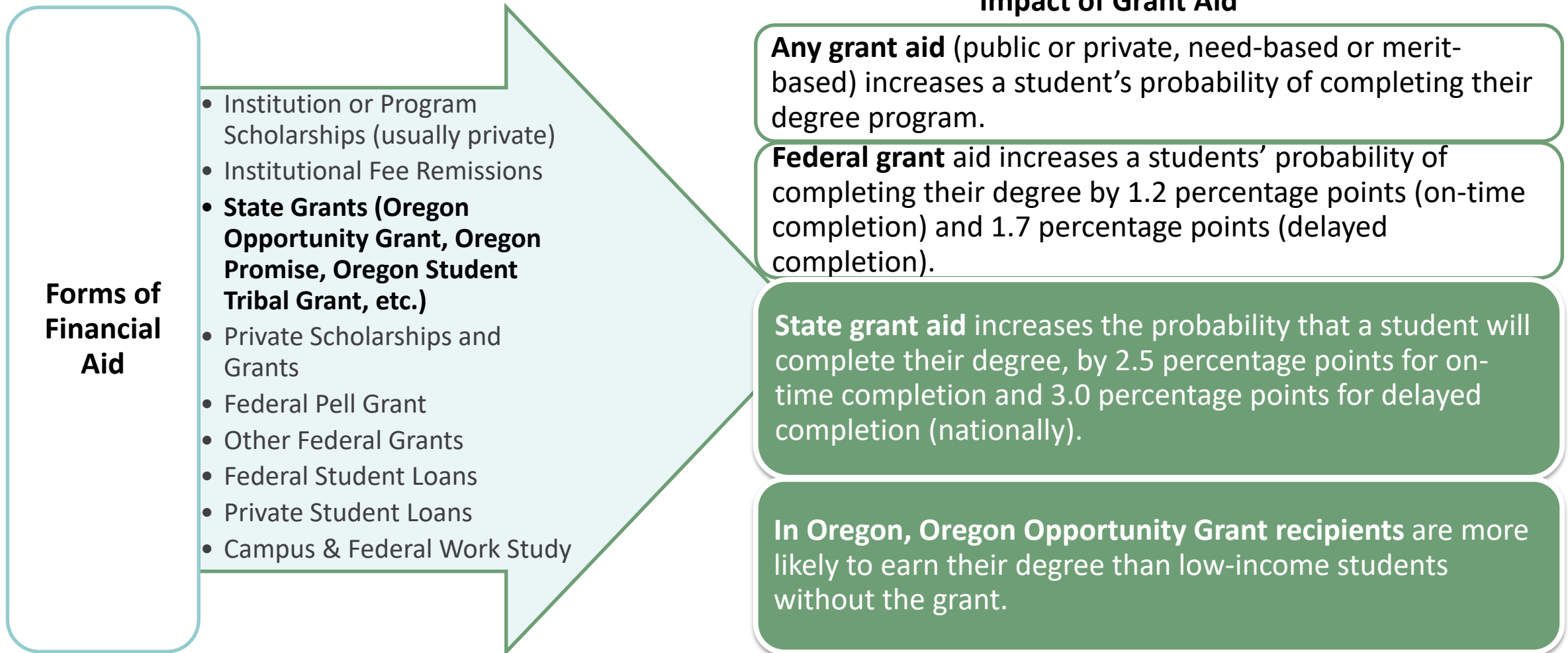


Short Term Training and Certificates

Badging, Noncredit Training Certificates, Customized Training, Industry Recognized Credentials

Grant Aid—Especially State Aid—Is Proven to Support Completion

Of the Many Forms of Financial Aid, State Grant Aid is Where The State Has Influence





**Oregon Child Care Resource & Referral Director's Coalition
Community Innovations for the Early Childhood Workforce**

The following is a compilation of innovative strategies supporting the early childhood workforce implemented by regional Child Care Resource & Referral (CCR&R) entities. These are short descriptions of complex strategies rooted in equity, focused on supporting the early learning and care workforce. Strategies are listed by region, alphabetically and include the CCR&R Director for that region.

Blue Mountain CCR&R (Umatilla, Union & Morrow Counties), Jennifer Hook

- We work with Eastern CCRR and Blue Mountain Community College to provide a JumpStart weekend, on campus, where providers can receive 3 credits that can stack into a certificate or AAS. We collaborate to help with the planning of what is taught and to get the information to the community.
- Blue Mountain CCRR Partnered with Blue Mountain Community College to provide a college experience to childcare providers who had not taken college classes. We looked for Registered Family, Certified Family and Certified Centers educators whose program was not funded by the state or government. We looked for non-traditional students, some were older, some bilingual, with different backgrounds. We wanted to highlight with this that it is possible to go to college even one class at a time. We also wanted to keep this a smaller group so individuals could get more individual attention as the classes were intense running 5-6 weeks one at a time.
 - Participants had to apply for the FAFSA and the BMCC main grant form as well. If participants passed the class with a “C” or better, then CCR&R would pay the cost of the class after the FAFSA and grants were applied. If they did not or dropped the class, they were responsible for the cost of the class.
 - Participants agreed to participate on Saturdays at BMCC Pendleton for the course of the program (they took summer break). We had students from Morrow and Umatilla County drive in to participate. Blue Mountain Community College provided the cost of the instructor, classroom, computers, books and more. There was Spanish translation available, students did not utilize it unless they would need some things clarified or reworded for definition.
 - At the end of the 7 of the 8 original participants received a Developmentally Appropriate Practice Certificate from BMCC. This is a 21 credits certificate that will build towards the AA degree if they choose to continue. I last heard 3 were registering for more classes since the cohort finished. We are currently looking at the next certificate we would like to use to run the cohort with in the Fall of 2024

- We join quarterly meetings with Eastern Oregon Workforce Development Board, in alliance with regional Hub, Head Starts, Inc., community colleges and EOU, working together on bringing in new & keeping new early childhood educators to the field, policy changes, and the food program CACFP.

Central (Crook, Deschutes, Jefferson), Karen Prow

Partners in Practice (PIP) Higher Education Consortia

Administer grant for Partners in Practice in strong partnership with COCC.

- Provide tuition, book, computer and other financial support to Early Care and Education students at COCC, SOU, OSU and EOU, adding other institutions as requested.
- Provide ongoing support to remove barriers to success for students receiving PIP tuition, offering listening circles to guide the work.
- Provide classes and support for all languages.

Child Care Expansion Project (State) *one time funding

- The Child Care Expansion Project provides funding and education for new or expanding programs. All opportunities provide two years of ongoing connection and coaching. This funding opportunity builds on the SBDC partnership, delivering training cohorts for family and center-based care, building best business practices, including financials and projections. These courses encourage engagement in a child care network through CCR upon completion.
 - Opportunity A. Grants for existing providers to open a center or expand.
 - Opportunity B. Grants for new providers to open a center, with required education.
 - Opportunity C. Grants for family child care programs, with a required education.

Pathways and Marketing Project (Deschutes County only) *one time funding

- Pathways Navigator for those entering the profession and marketing to increase awareness of the profession and opportunities. This position recruits new educators and supports their chosen professional development pathway.

Fast Track Teacher Training (Deschutes County only) *one time funding

- Using an exception through licensing, this program provides training, coaching, mental health consultation and support to get teachers qualified to be alone with children in the classroom they teach in. Feedback from directors indicates this process provides a solid foundation, which makes a difference in the classroom.
 - This project focuses on teaching foundational concepts necessary to become teacher qualified.
 - Practice-based coaching for teacher candidates to implement what they are learning on the job and to provide observations, feedback, and modeling of high-quality care.
 - Directors participate in education and coaching to strengthen the work culture in their program, supporting retention.
 - Each Teacher Candidate is supported to the next step of their professional development journey upon completion of this course.

- Ongoing support is given to each graduate for our learning as well as support to ensure success in their new career in Early Childhood Education.

Clackamas County, Sandy Meados

Clackamas CCR&R started two new Focused Child Care Networks (FCCN) in the last six months to support providers in quality and retention.

- The Foundations of Social Emotional Learning FCCN is focused on reducing suspension and expulsion through learning and practicing Pyramid Model modules.
 - The FCCN has 12 providers. The providers run family programs and larger licensed programs. These providers have committed to 4-6 hours of training per month and a one meeting.
 - The providers receive a monthly visit from a Quality Improvement Specialist for support on self-written goals.
 - The network providers can also access for free any training Clackamas CCR&R offers.
- The Infant/Toddler FCCN is in its second year with 7 providers. The purpose of the network is to strengthen provider/infant bonds and increase infant/toddler care in Clackamas County.

Clackamas CCR&R partnered with Clackamas Community College (CCC) to apply for the Early Learning Higher Education Consortia grant. The grant is being used to provide a one-year ECE cohort in Spanish, participants will receive a certificate in ECE and credit equal to a step 7 in ORO. CCR&R committed to:

- Market the cohort and recruit potential students from Clackamas and Multnomah counties.
- Refer interested students to the college.
- Review the list of students and make recommendations if the number of interested students exceeded available class slots. (26 students showed interest for 20 slots)
- Assist in setting up pre-term orientation meeting and post-term wrap-up meeting and securing the locations.
- Attend IGA Partnership meetings.
- Support students in accessing technology and the internet access if needed.

Clackamas CCR&R has staff regularly meeting with the Clackamas Inclusion Team (CIT). The purpose of the team is to support programs that have identified their need for inclusive practices to welcome all children into their classrooms. CCR&R uses our knowledge of trainers in the area that are particularly knowledgeable in equitable inclusive practices. We then offer free or low-cost training and support regularly through our training calendar and at time particularly for the programs partnering with CIT.

In partnership with the Early Learning Hub, Clackamas WorkForce Partners and Clackamas Education Service District, CCR&R has been working on elimination of the child care desert in

Clackamas County through the Child Care for All coalition. A one-year study showed that Clackamas, like the rest of Oregon, has a disparity in providing living wages for child care providers, a field historically supported by women of color. The study also found that low-income families and families that work non-traditional shifts are further disadvantaged in affording and accessing high quality childcare. The coalition continues to attract partners from the community to solve these systemic challenges.

Clackamas ESD is engaging with the Native Wellness Institute (NWI) to learn about tribal culture and needs in Clackamas County. CCR&R has hosted two lunch meetings with ESD leadership and NWI to broaden our understanding and be a support.

Clackamas CCR&R initiated contact with members of the Immigrant and Refugee Community Organization (IRCO) to see how we could partner with them. We have met monthly for the last six months, understanding IRCO's organization, mission and vision. Talks have started on supporting IRCO to have more of an Early Learning and family support presence in Clackamas County.

Eastern (Baker, Malheur, Wallowa Counties), Theresa Martinez

- We meet quarterly with Eastern Oregon Workforce Development Board, in collaboration with our local Head Starts, community colleges and EOU with 3 monthly subcommittees working on: recruitment, policy changes, and CACFP.
- We partner with TVCC and the Early Learning Hub to offer two high school programs. One is a dual credit certificate through TVCC that stacks into other certificates and their AAS in Early Childhood Education, and the other is online synchronous training with placement at an Early Learning center and help with the portfolio to complete a National CDA.
- We offer one credit courses in a variety of CKC's through EOU in the evenings. We pay \$80 if the fees for the course, and the providers pay \$20.
- We work with Blue Mountain CCRR and BMCC to provide a JumpStart weekend, on campus, where providers can receive 3 credits that can stack into a certificate or AAS. We provide the travel expenses and help with the planning of what is taught.

Grant & Harney, Donna Schnitker

Lane County, Cheryl Henderson

Employee Assistance Program: We offer an opportunity for childcare centers to enroll in an Employee Assistance Program (EAP) through Canopy. Childcare programs cannot always afford group health insurance for employees, nor do they have the funds to pay for an EAP because they have so few employees. This was initially free (paid for by QCC) for programs in the Positive Leadership Network. When the Network ended, several programs wanted to continue so we opened it up to all licensed centers that must pay a per-employee fee of \$51.24 per employee per year. We manage the contract, and one of the centers manages the invoicing.

The contract ends in June, and we hope to re-enroll and offer it to child care programs for another two-year term.

Business Accelerator: In partnership with the Small Business Development Center, new childcare providers and those interested in opening in-home childcare businesses attend trainings, meetings, and advising sessions to learn concepts such as continuous quality improvement, understanding how to become licensed, starting a business 101, understanding the financials of running a business, policy and procedure development, and creating a family handbook, tuition contract and business plan. Participants who successfully graduate from the Accelerator receive \$5,000 in start-up funds to support their businesses. The Accelerator is offered twice each year in English and once in Spanish.

Fast Track: Quality Care Connections provides a free Fast Track Training each quarter to recruit new early childhood educators and care providers into the field. Participants can complete all of their basic Safety Set trainings and requirements in one day so that they are classroom ready. Training is facilitated in a computer lab to support participants without the appropriate technology tools and/or skills.

Positive Behavior Support Consultations: We offer consultations, site visits, observations, training, and other support to programs experiencing challenging behaviors. Providers, directors, and early educators can contact a Quality Improvement Specialist (QIS) to schedule a time to meet. The QIS will visit the program, meet with teachers and providers, spend time in the classroom or child care home to observe current social-emotional supports and practices, review guidance and behavior policies and procedures, and then provide feedback, coaching, training, and other resources. The QIS uses the Pyramid Model and Conscious Discipline as a foundational framework.

Linn, Benton & Lincoln, Lynnette Wynkoop

Growing Care: Targeted recruitment campaign to increase the number of licensed home-based child care programs in Linn, Benton & Lincoln counties. An Early Learning Hub and CCR&R collaborative project funded with private grants and county funding to elevate the need for additional capacity in child care. Growing Care is a media campaign that directs prospective early educators to <https://www.growingcare.org/> to access a free guide to starting their own child care business paired with support from the child care resource and referral.

Business Accelerator: Working with the Small Business Development Centers at Linn-Benton Community College and Oregon Coast Community College to deliver the Early Child Care Business Accelerator program to ten new home-based programs. This lays a strong foundation of small business practices to support the success of these newly licensed programs. Business Accelerator graduates who complete the licensing process then qualify for a \$5000 start up grant supported by philanthropy and county government. This seven-week program will be offered twice a year, once in English and once in Spanish in 2023-2025.

Social Emotional Supports: Multiple approaches to supporting healthy social-emotional practices include Pyramid model training in partnership with EI/ECSE to support additional community based preschool placements, supporting a two year Focused Child Care Network for home-based programs that are either licensed or serving children receiving ERDC, and offering a coach supported college credit course to Preschool Promise teaching teams and targeted community partners serving children ages three to five years old. These approaches are to support inclusive practices and to address the behavioral needs of children suffering trauma related delays due to the pandemic. All of these models are offered in a cohort model where early educators are supported and offered on-site coaching to implement social-emotional strategies.

Marion, Polk & Yamhill, Jenna Sanders

Primeros Pasos, focused on early childhood workforce development. Born out of meeting the needs of the largely Hispanic families working in the wine industry. This unique approach spearheaded by the Willamette Valley Wine Association Foundation, CAPACES, Oregon Child Development Coalition, Marion & Polk Early Learning Hub, Yamhill Early Learning Hub, and Child Care Resource and Referral of Marion, Polk, and Yamhill Counties has goals to increase the number of small businesses providing high-quality care, enhancing the educational pathway for early educators, and creating additional environments in locations where more convenient for families. Primeros Pasos is focused on addressing the need for high-quality, culturally relevant care in our region; gaining an understanding of the variety of approaches in developing a high-quality workforce able to meet the needs of children and families; and connecting the work of Primeros Pasos with system-level changes and supports for families with young children.

CCR&R is partnering with Midwest Urban Strategies, a national technical assistance organization, that supports programs wanting to develop Registered Apprenticeship programs. CCR&R is committed to developing a registered apprenticeship program in our region. The Marion & Polk Early Learning Hub, Primeros Pasos, and the Yamhill Early Learning Hub are all partners in this project.

Multnomah County, Danisa McLean

Multnomah continues to prioritize FCCNs within in the county. The networks provide opportunities for a more intimate and culturally responsive connection and learning. Multnomah currently offers the following Focus Child Care Networks – Slavic, Somali, Latinx, Pan African American, and Infant and Toddler.

Partner with the Preschool and Early Learning (PEL) Division of Multnomah County and MESO to support Early Learning business owners to provide on-going professional development, training, coaching to frame their business practices and policies. As Preschool for All continues to expand, we have a strong focus on racial equity elevating BIPOC child care business owners to increase sustainability, while also increasing access to high quality preschool access for all families and children.

Partnering with Early Learning Multnomah and Preschool and Early Learning (PEL) Division of Multnomah to create a local GAS committee to identify opportunities to leverage collective resources to support the ECE workforce.

Partnership with Mt. Hood Community College Adult Basic Skills, ECE and Career Navigators to provide opportunities to learn more about starting up a child care business and becoming an early learning educator within the ECE landscape. CCR&R assists with sending out surveys to current practitioners to gather feedback of the coursework and trends in the field.

Partnership with MHCC Adult Basic Skills, MHCC ESL, MHCC Career Pathways, and Work Source to provide the Vocational English as Second Language Child Development Associate (VESL CDA) cohort.

- Our current VESL CDA program model includes collaboration time for the ESL and ECE instructors to align curriculum and instruction. Adult Basic Skills Division pays the ESL instructor 10 hours per course for collaboration time (1 hour/week). The Career and Technical Education/training program typically covers their faculty collaboration time.
- The VESL CDA program is free of charge to students - the MHCC ESL Department and Career Pathways program cover the cost of the ESL instructor and participant costs and materials. Multnomah County CCR&R covers the costs of the 120 hours of CDA trainings. Multnomah County CCR&R's ECE Pathways Consultant and Work Source partner to jointly cover recruitment, intake, ongoing navigation and support services, CDA exam, and transition to next steps in education and work.

North Coast (Clatsop, Columbia and Tillamook Counties), Eva Manderson

- County Strategic Planning/Advisory groups - In each county CCRR is working with a group of leaders to develop county wide/county led strategies to support and build child care.
 - Clatsop County Child Care Advisory - Retention and Expansion grants - local advisory has raised grant funds from the County, local businesses and foundations to contract with a Program Manager to bring in funds and also distribute funds to programs who are working to expand child care but also are working to improve quality in programs, living wages for employees, and expand accessibility to families.
 - Columbia County Child Care Collaborative - sharing employer support strategies with one another and looking to expand on Clatsop's strategies in Columbia County.
 - Tillamook County - group led by the Tillamook Creamery Association - working to develop multi-pronged strategies to build child care in the county for all in the community. CCRR is a key partner in these discussions. Likely will also work to expand Clatsop model in Tillamook.

- Strengthening Business Cohort - In partnership with our 3 local Small Business Development Centers (SBDC) we have offered multiple cohorts to programs helping them to build their business acumen. The cohorts have curriculum taught by Clatsop County SBDC and advising sessions are supported by the provider's local SBDC advisor between training sessions for more individualized support and learning. The group is currently in the planning stages of what a level 2 cohort might look like.

South Central (Douglas, Klamath & Lake Counties), Heather Freilinger

Douglas County Childcare Coalition: Co-Lead CCR&R Director: The CCR&R is a co-lead for the Douglas County Child Care Coalition. The Coalition is made up of community leaders, healthcare, business leaders large and small, the faith community, early learning leaders, childcare center directors and family childcare business owners. The Coalition has provided much needed support during Covid by hosting pick up events offering health and sanitation supplies, program materials, cleaning supplies and Wi-Fi hotspots. In addition, the Coalition raised funds for provider incentives that assisted programs in sustaining and expanding the care they provide. Our tag line was "Paid to Train, Paid to Work and Paid to Stay." Essentially, we paid \$15 an hour to complete required training, a hiring bonus and a six month and one year bonus for those still in the job. This was open to both publicly funded and private programs. See our slide below.

Other Douglas County Childcare Coalition projects:

- Incentives to participate in Small Business Pitch nights.
- \$250 to create a pitch and present it to Coalition members for coaching.
- Childcare is Website: Inform community about childcare, the need and how they can help. [Home - Childcare Is...](#)
- Each monthly meeting a childcare provider or center director is invited to share their work with Coalition Members.

Wildflower Preschool & Childcare LLC: Rionna Ruley: Rionna Ruley owns Wildflower Preschool & Child Care LLC, a family childcare in Myrtle Creek, Oregon. Wildflower is a 5-star Spark program and a Preschool Promise program. Earlier this year we had been working with Rionna as she applied for a large grant that would support her purchasing a building and opening a center. Rionna worked hard to account for the expense and needs of this tremendous growth and what it would take to ready an old church for her expanding program. She submitted her grant but, In the meantime, the South Central Early Learning Hub director followed up with a request from The Children's Institute request by contacting the CCR&R director to see if we had any shovel ready programs, ready to expand. Armed with the amount of money that was needed to greenlight the center, Rionna submitted her request and worked closely with the Children's Institute and local community representatives to advocate for legislative dollars aimed at opening more child care. The Children's Institute worked closely with twelve programs and Rionna was one of the four that were selected to receive this funding of \$800,000. Rionna has signed her agreement with the state and is in motion to open her program this year.

CCR&R Staff supporting Community Colleges as ECE Navigators: We are excited to continue to see substantial increase in the enrollment of Early Childhood Education students at Umpqua Community College and Klamath Community College. The CCR&R partners with both colleges to increase the number of ECE students seeking certificates and degrees. With funding the colleges received, we have hired two Quality Improvement Specialists who also serve as college navigators to assist the colleges in recruitment, student advising and support. The CCR&R also support this effort through recruitment and raising awareness of college opportunities. As of now, UCC has 50 enrolled students and classes are often waitlisted and KCC has 35 students. Students meet quarterly with a peer cohort where they fill out grant applications, their FAFSA and are made aware of additional resources that are offered through the funding the college has received. Students' books, fees and credits are covered!

South Coast (Coos and Curry), Taya Noland

Child Care Start Up Collaboration with Neighborworks Umpqua, South Coast Early Learning Hub: CARE Connections will be working with partners to provide business training and start up support to developing childcare programs through a collaboration headed by NeighborWorks Umpqua. NWU was awarded funding from Business Oregon – Technical Assistance Program and The Ford Family Foundation to build capacity for childcare business development on the South Coast of Oregon as part of a five-entity collaborative. This project will build the ecosystem of collaboration on the South Coast of Oregon by supporting five partner organizations in collectively providing childcare business start-up and expansion services to low-income women (80% AMI or under) and Hispanic entrepreneurs in Southwestern Oregon. Project participants will be recruited through the South Coast Equity Coalition, Southern Oregon Coast Pride, and Coos Hispanic Allies. Twenty business owners will receive childcare training and information about business licensing through the CARE Connections program at Southwestern Oregon Community College followed by business coaching and advising through the college's Small Business Development Center. Participants will receive financial incentives for their participation through the South Coast Early Learning Hub. Participants can choose to invest those cash incentives in a Resilience Matched Savings Program, and they can then leverage those savings through NeighborWorks Umpqua's DreamSavers – Starting a Small Business Individual Development Accounts. During the first part of the project period, the collaborative group will build their capacity to offer the second cohort of childcare business training in Spanish. This will open or expand 20 childcare businesses throughout Coos, Curry, and Western Douglas County, including at least 6 culturally specific (Latinx) childcare businesses. The project will greatly increase the availability of childcare resources, and culturally specific (Latinx) childcare resources in the region.

Early Childhood Education Apprenticeship Program: We have entered the second year of our Apprenticeship project.

- Participants are hired by Head Start to work ¾ time and work toward their Early Childhood Degrees at about ¾ time. Program lasts 3 years.
- Many participants are just entering the early childhood field.

- Developed in partnership with Southern Oregon Workforce Investment Board, South Coast Early Learning Hub, Umpqua Community College, Southwestern Oregon Community College, and Head Start.
- Funding is braided and blended through SOWIB and is largely based on funding from the workforce sector. Start-up included CCO financial support.
- We are now one year into the project. 2 students are engaged at UCC and 5 at SWOCC and are successfully working toward their degrees.
- Initial challenges included recruitment which is improving with support from SOWIB and as we recruit from high schools.
- For those participants for whom this project has been “the right fit” we have seen rapid promotion at Head Start. It has been reported to us that the combination of intensive study paired with classroom teaching with a mentor teacher is leading to fast-developing skills and commitment.
- In November, for National Apprenticeship Week, we were able to host a morning with the BOLI Commissioner, who met with partners in this project, a few local legislators, and an apprentice, as well as touring Head Start to better understand our model and our insights into the process of developing education-oriented apprenticeships.

Southern (Jackson & Josephine), Cynthia Anderson

Overview of multiple collaboration efforts:

CCRN continues to strengthen partnerships with Rogue Workforce Partnership (RWP), Southern Oregon Early Learning Services (SOELS) Hub, and WorkSource Rogue Valley to offer support to Early Learning Care businesses with recruitment and retention struggles.

- Discussions have continued in offering a Paid Work Experience to anyone wanting to gain experience working in child care. This program would be at no-cost to the employer to have a paid volunteer working at their site. CCRN would assist in providing the needed training, and SOELS is working on securing funding for this program through local community and workforce partners.

Community Partnership Meetings and Conferences included:

- Southern Oregon Early Learning Services Hub ECE Workforce Committee
- Working Together Conference
- Child Care Policy Work Group in partnership with Southern Oregon Success and Rogue Workforce Partnership (RWP)

SOELPDC grant project, collaboration between RCC/CCRN continued:

- At least 50 English-speaking child care providers in Jackson and Josephine Counties will be served. Some of these providers were recruited previously and serve children in a variety of family child care and center-based programs throughout the two-county region.

- At least 50 Spanish-speaking child care providers will be served, primarily in Jackson County. Some of these were initially recruited previously. They serve Latino children in a variety of family child care and center-based programs throughout the two-county region.

CCRN participated in a 6 full day Strategic Planning Session using an equity lens throughout. The vision for these sessions used was, “Fully Integrated equity lens in all that we do. Fueled by guiding questions.”

1. Working Partner and Community Collaborators Engagement is in process and being strengthened from within the SOESD agency.
2. Empowerment. Completion of plan development.
3. Workforce Equity Plan – Completed and implementation has begun.

CCRN Advisory Board continues with vibrant conversations around retention, recruitment, solutions to the Child Care Desert Oregon is experiencing, and true time feedback to maintain clarity on the current needs and trends.

The Dalles (Gilliam, Hood River, Sherman, Wasco & Wheeler), Nancey Patten

Professional Development Navigator: In April of 2022, Child Care Partners hired a Professional Development Navigator to increase the enrollment of students in CGCC’s Early Education Program. This included encouraging existing Early Learning Professionals to take a CGCC ECE classes and to recruit new students. These two things would help to increase quality in our existing programs and help to address the workforce shortage. We were awarded the Higher Ed ECE Consortium Grant in July 2023. This has allowed us to hire an additional Bilingual Professional Development Navigator.

- Our Professional Navigation team uses a variety of tools to engage students including face-to-face meetings, virtual appointments, in person outreach events, going on site to child care centers, making phone calls, emailing, and collaborating with the ECE Faculty, Student Services, Business Office, and Financial Aid.
- Navigators use proactive and appreciative advising to support students. They are currently working with 50 ECE students (Three years ago CGCC had 3-7 students in ECE.)
- Students can
 - Take 1 credit or 15
 - Earn one or more certificate option starting at 12 credits
 - Get an Associate’s Degree in Early Childhood Education
 - Move up a step in the ORO
- Enrollment has increased
 - Summer 2022 had zero students, Summer 2023 both classes were full
 - Fall 2023 saw 12 new students in the program
- We can offer last resort scholarships to ECE students through an ARPA grant and the Consortium grant funds. This means that students have to apply for Financial Aid and

other available scholarships first. (Navigators provide resources to support students in locating scholarship options.)

- Students are applying!
 - 27 scholarship applicants Summer 2023
 - 32 scholarship applicants Fall 2023
 - 45 scholarship applicants Winter 2024
- Consortium grant funds have also allowed us to purchase hotspots to check-out through the library, copies of textbooks for check-out, bus passes if needed and child care stipends of last resort if needed.

Early Learning Center: Child Care Partners has been working collaboratively with CGCC, Columbia Gorge ESD, The City of The Dalles, North Wasco County School District, and a variety of local businesses leaders with the goal of increasing child care availability and affordability by developing an Early Learning Center in The Dalles.

- With local and philanthropic support, the team was able to do a feasibility study to look at what it would take to make the Early Learning Center a viable option.
- After an exhaustive search the team has chosen to locate the Early Learning Center in the old Chenoweth Middle School in The Dalles. The building has had limited use for a number of years and will require a number of upgrades to be ready for children.
- The Early Learning Center will serve 200 children from 6-weeks through school age.
- The center will be used as a practicum site for CGCC ECE students.
- The team has hired a Project Manager and is currently in process of hiring an Architect.
- The project began with an ARPA grant from two of our state legislators.

Washington County, Jessica Rosengreen

- In partnership with Early Learning Washington County, we received a contract and funding to increase the support of child care providers from historically underserved communities, through the utilization of Focused Child Care Networks (FCCN). We have four FCCN (2 Spanish, 1 Arabic and 1 Somali) funded by the American Rescue Plan Act (ARPA) that have created a foundation of equity to support the early childhood workforce, especially for our Arabic and Somali communities.
- Partnering with Clackamas Community College through the Early Learning Higher Education Consortia grant, along with Early Learning Washington County Hub, to provide a pathway for Latinx early educators to access an Early Childhood Education and Family Studies AAS degree fully in Spanish. We have a Washington County cohort with 19 participants.
- Partnered with the City of Beaverton's Community Development Department to establish a [Child Care Startup and Expansion Program](#). The program has exhausted funding and the application window is closed, but it was a success that we are hoping will be able to open again in the future. Through this collaboration, we were able to

ensure the program was inclusive of our mixed delivery system and information (info sessions and postcards/flyers) was available in English and Spanish. 9 grants were awarded supporting the startup of 6 new programs and the expansion of 3 existing programs, which will result in 161 new child care slots and 30 new staff positions in Beaverton. Eight of the nine grantees are BIPOC owned businesses which aligns with the diversity found in the community.

- Washington County Public Health, in partnership with Community Action CCR&R and United Way of the Columbia Willamette, contracted with ECONorthwest to conduct an analysis of current infrastructure and projected workforce needs to expand early learning and care for infants and children through age five. [The study](#) was funded through the ARPA and was released on December 13, 2023. The report not only highlighted the challenges child care providers are facing, but identified several strategies that local jurisdictions could implement to help resolve barriers. ELWC Hub and CCR&R are working to brainstorm how to use this to drive change related to land use zoning and regulatory barriers in Washington County.
- In March 2023, to address the workforce shortage, launched the [Westside Works program](#) in partnership with Washington County, Work Systems, Portland Community College and City of Beaverton utilizing ARPA funds. Westside Works program places current students in a paid work experience in a child care center. Students receive a \$1,000 retention bonus upon program completion. Child care center businesses can directly hire the student as a full-time employee following program completion. Students are paid \$17 per hour with bilingual students paid \$19 per hour.
- In June 2023, in response to the local expressed need (via survey, advisory board input and turn out at tri-county event) for professional development and learning opportunities on the topic of early childhood mental health, CCR&R and ELWC Hub hosted the 2023 Washington County Early Childhood Mental Health Summit. The event included four hours of high-quality professional development, breakfast, resource tables, a raffle, lunch and networking time all at no cost to attendees. The keynote session presented by Dalia Avello from Trauma Informed Oregon was entitled "What's Wellness Got To Do With It?: An Exploration of the Vital Importance of Individual and Organizational Well-being." This centered our day which was focused on workforce wellness in response to the lasting impacts COVID has had on the field. Breakout training sessions were presented in English and Spanish with interpretation in Arabic and Somali throughout the event. With over 90 early educators in attendance, it was a beautiful day filled with reflection and connection. Community partners included Beaverton City Library, Cedar Mill Library, Hillsboro School District, Northwest Regional Education Service District, Tigard-Tualatin School District, United Way of the Columbia-Willamette and Washington County Cooperative Library Services. Our partners, Washington County Cooperative Library Services, Beaverton City Library and Cedar Mill Library, found the partnership so powerful they nominated CCR&R for the [I Partner With My Public Library Award](#).



workforce
SOUTHWEST WASHINGTON



Clackamas
Workforce
Partnership
WORKFORCE DEVELOPMENT BOARD

2022

Quality Jobs Framework

Columbia-Willamette Workforce Collaborative Quality Jobs Initiative

A guide for advancing quality jobs in the region.



Acknowledgments

This Framework was made possible by the Columbia-Willamette Workforce Collaborative (CWWC) in partnership with members of the CWWC Quality Jobs Council. Appreciation goes to all who shared their time, perspectives, and experiences throughout the project process.

Quality Job Council Participants

Accel Plastics
Clackamas County
Ebon Oluchi, Worker Representative
Immigrant and Refugee Community Organization (IRCO)
Isis Harris, Worker Representative
Legacy Health
NAACP, Vancouver Branch
O'Neill Construction Group
Oregon AFL-CIO
Oregon City Chamber of Commerce
Oregon Metro
Partners in Diversity
Port of Portland
Prosper Portland
SEIU UHW-West & Education Fund
Saara Hirsi, Worker Representative
Urban League of Portland
Walgreens
Woodcraft Industries

Quality Job Council Guest Speakers

Doreen Barth, Oregon Tool
Jeremy Simer, SEIU Local 49
Mandipa Masike, Washington State University Vancouver, Intern
Russell Brent, Community at Heart Hospitality

Columbia-Willamette Workforce Collaborative

Clackamas Workforce Partnership
Workforce Southwest Washington
Worksystems

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I.

EXECUTIVE SUMMARY



In June 2021, the Columbia-Willamette Workforce Collaborative (CWWC) engaged Estolano Advisors to assist in the development of the Quality Jobs Framework (Framework). The Framework is a part of the Quality Jobs Initiative (Initiative), a cross sectoral effort that seeks a regional approach to (1) defining quality jobs, (2) provide guidance on standards employers can be encouraged or incentivized to adopt, (3) identify resources to help employers implement in accordance with their workplace needs, and (4) develop a roadmap of actions and implementation steps.

The Framework was informed by the Quality Jobs Council, comprised of 19 cross-sectoral participants representing businesses, workers, labor, service providers, and government agencies located in the Portland-Southwest Washington Metropolitan area to develop and adopt a regional approach to creating quality jobs. The CWWC held six monthly Council meetings between August 2021 and January 2022. The Framework was developed in close collaboration with the Council and informed by: (1) a multipronged research approach which included a review of existing regional case studies; (2) a nationwide scan of best practices; and (3) a series of interviews with relevant organizations and leaders throughout the region to identify core components of a quality job.

Quality Jobs Framework

This Framework defines a set of quality job standards for the region. It provides actionable, detailed strategies that businesses, workforce boards, and other actors who operate in the region can adopt to advance quality jobs. This Framework references practical resources that can help each employer implement the quality job standards according to their unique workplace.

Where possible, the strategies include quantitative or qualitative metrics, or measures used to track the performance or production of a given strategy. Strong metrics are well-defined, measurable and provide a clear picture of performance towards a given strategy. The metrics identified in the report are an initial iteration. They should be refined in collaboration with employers and other community partners and updated based on evolving needs. Lastly, the Framework describes potential implementation steps the CWWC can take to continue the Initiative in its next phase.



Quality Jobs Standards

Quality Jobs Standards bring clarity to the conversations on job quality in the region and serve as a tool for the Workforce Development Boards (WDBs) to further focus their program offerings to job seekers and businesses, as well as their partnerships with employers and community-based organizations.

- A. Self-Sufficiency Wages:** A quality job provides sufficient income to afford a decent standard of living. For example, jobs that offer pay consistent with published self-sufficiency standards that consider family composition and cost of living.
- B. Safe Working Conditions/Worker Engagement:** A quality job offers employees dignity and respect and welcomes engagement in workplace operations. For example, quality jobs uphold and enforce anti-harassment and anti-discrimination policies and provide reasonable accommodation to employees with disabilities.
- C. Predictable Hours:** A quality job offers employees predictability on the number of hours they are offered per week to minimize hardship on employees and their families.
- D. Comprehensive Benefits:** A quality job provides basic benefits that increase economic security, improve health and overall well-being. Quality jobs include healthcare, childcare, transportation, wellness programs, and access to retirement savings programs, among other supports.
- E. Accessible Hiring and Onboarding Practices:** A quality job offers transparent and accessible hiring and onboarding practices to ensure that employer and employee are set for success.
- F. Training and Advancement Opportunities:** A quality job provides opportunities to build skills and access new roles and responsibilities in a workplace. For example, quality jobs offer internal pathways to support career progression, professional development, and incumbent worker training opportunities.

QJ Standards	Strategy
A. Self-Sufficiency Wages	1 Calculate the cost of turnover. 2 Conduct a wage assessment. 3 Conduct a wage equity analysis. 4 Implement pay parity and wage protections for contracted workers. 5 Support implementation and/or enforcement of a self-sufficiency wage standard within the municipality, or across the region or state. 6 Establish wage boards at the state or local government.
B. Safe Working Conditions/Worker Engagement	1 Uphold and enforce anti-discrimination, anti-violence, anti-hostility, and anti-harassment policies. 2 Provide reasonable accommodations for all employees. 3 Support English Language Learner (ELL) employees. 4 Ensure worker rights to collectively bargain. 5 Conduct regular employee surveys to gather input about worker's experiences in the workplace and inform the improved delivery of business services. 6 Add worker voice to company boards or management teams. 7 Develop an employee share ownership program. 8 Improve enforcement of labor and employment laws that establish worker protections.
C. Predictable Hours	1 Adjust mandatory overtime and shift work policies when possible and provide clear expectations to applicants.
D. Comprehensive Benefits	1 Extend benefits to all employees, including frontline staff and lowest paid workers. 2 Provide workers with paid sick leave, parental leave, medical leave, and other vacation or paid time off. 3 Provide or subsidize transportation for employees. 4 Offer childcare (and elder care/other family care) and other supports to employees. 5 Implement or improve flexible hours and paid time off policies that support employees' personal wellbeing and family. 6 Create or improve existing employee financial wellness programs. 7 Offer and promote the use of Employee Assistance Programs (EAPs). 8 Establish or expand portable retirement savings and medical benefits programs.

QJ Standards	Strategy
E. Accessible Hiring and Onboarding Practices	1 Standardize the use of ADA compliant job description text and accessibility of all job application materials.
	2 Post simple, skill-based job descriptions that include core competencies, essential job functions necessary to perform the job, and accurate salary range.
	3 Expand recruitment efforts to reach a larger pool of qualified, diverse applicants.
	4 Implement resume review technology that removes bias.
	5 Implement a standard interview process for all candidates that is still responsive to different job seeker needs.
	6 Provide comprehensive, effective, and consistent onboarding for all new hires.
	7 Assign formal or informal mentors to assist new employees with their transition (“buddy system”).
	8 Incorporate reasonable accommodation practices into onboarding.
	9 Improve enforcement of Ban the Box, discrimination, and reasonable accommodation laws.
	10 Improve existing workforce development sector-based partnerships. Create and/or support new sector-based partnerships in emerging or recovering sectors.
	11 Expand and improve direct-hire job training programs.
	12 Support foreign-born/trained job seekers in new credentialing process.
F. Training and Advancement Opportunities	1 Build clear internal pathways and opportunities to support career progression.
	2 Create and expand on-the-job, professional development, and incumbent worker training opportunities to support advancement and cross training.
	3 Create or update tuition assistance programs.
	4 Create local, regional, and state investment incentives for employers and workers that upskill, or reskill, workers for future jobs and swiftly changing industries.

II.

INTRODUCTION

In June 2021, the Columbia-Willamette Workforce Collaborative (CWWC) embarked on a process to define what a quality job means for the region. The CWWC is a partnership between the Portland-Southwest Washington Metropolitan region's three workforce development boards (workforce boards or WDBs) – Workforce Southwest Washington, Clackamas Workforce Partnership, and Worksystems. CWWC participates in regional workforce and economic development planning to serve industry and direct public workforce dollars to develop a regional talent pool and strong economy.

The CWWC firmly believes in the value of work and the shared benefits afforded to workers, businesses, and the region's communities through good, high-quality jobs. CWWC created the Quality Jobs Initiative (Initiative) to address long-standing inequities including lack of access to good jobs and careers that allow people to support themselves and their families, and which perpetuate economic disparities. Through this work, CWWC seeks to increase the number of quality jobs and improve the regional economy for all. CWWC believes that quality jobs are not an issue for social services alone, but also a business imperative. Good, high-quality jobs – ones with competitive wages and benefits, predictable hours, necessary training, and opportunities for advancement – are good for business.

Importantly, CWWC will center Black people, Indigenous people, and People of Color; individuals with disabilities; immigrants; women; and individuals experiencing poverty who are disproportionately subject to low wage, and poor-quality working conditions.

National Context

CWWC's focus on quality job development in the region is timely. In 2020, the COVID-19 pandemic, the accompanying Stay at Home orders, and resulting economic downturn created hardships for workers and their families in the region and across the nation. At the same time, mass protests and social unrest renewed calls for policymaking that centers racial justice and equity. These events have laid bare the existing barriers and inequities in our economy and workforce, particularly for frontline workers, and further stressed government services. Low-income workers face disproportionate economic insecurity, loss of income, risk of COVID-19 exposure, and lack of workplace safety, compared to other workers. Alarming, "40% of workers have experienced worsening job quality" since early 2020.¹

¹ J. Rothwell and S. Crabtree. How COVID-19 Affected the Quality of Work. Gallup. <https://www.gallup.com/education/267590/great-jobs-report.aspx>

In 2021, as government at all levels moved from economic relief to recovery efforts, national conversations emerged around the availability of workers. There are reports that record numbers of Americans are quitting their jobs in large numbers, dubbed the “Great Resignation.” Employers are struggling to recruit, hire, and retain workers, while unemployment remains low. This “labor mismatch” hinders businesses ability to meet consumer demand.

However, additional evidence offers a more nuanced explanation. While workers have made modest gains in wages due to increased worker demand, it may not be enough to offset inflation and increasing costs of living.^{2, 3} Frontline workers are facing high burnout rates and increased risk of contracting COVID-19.⁴ Toxic work environments, job insecurity, lack of recognition and promotion, and poor response to the pandemic are other reasons why workers are leaving their jobs.¹ Altogether, these conditions are increasingly driving workers to reevaluate their job needs. As a result, they are leaving to find better working conditions and pay. If the increase in hiring incentives is any indication, the issue is not a labor shortage, but rather a lack of quality jobs.⁵

Against the backdrop of this national debate, it is time to define what quality jobs are – self-sufficient wages, improved benefits, and advancement opportunities, to increase worker retention and support regional businesses’ bottom lines. This effort requires not just the involvement of employers – but also WDBs, nonprofits, labor, community-based organizations, and educational institutions, among others. A regional approach to defining quality jobs can help bring about innovative approaches to recruitment, hiring, training, retention, and advancement. Further, a regional approach can help identify resources, align efforts, and potentially draw down additional state, federal, and philanthropic dollars to help support local efforts. The Council was convened to meet this challenge.

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- 2 O. Rokeman and M. Smith. “Normalizing But Not Back to Normal: The U.S. Job Market in 2022.” Bloomberg. <https://www.bloomberg.com/news/articles/2022-01-06/normalizing-but-not-back-to-normal-the-u-s-job-market-in-2022>
 - 3 J. Jones. “Washington and Oregon lead the nation in cost of living increase, report finds.” KOIN 6 News. <https://www.koin.com/news/washington-and-oregon-lead-the-nation-in-cost-of-living-increase-report-finds/>
 - 4 A. Adamczyk. “Full-time minimum wage workers can’t afford rent anywhere in the US, according to a new report.” CNBC. <https://www.cnbc.com/2021/07/14/full-time-minimum-wage-workers-cant-afford-rent-anywhere-in-the-us.html>
 - 5 D. Howard. “The Labor Shortage Is A Quality Jobs Shortage.” Forbes. <https://www.forbes.com/sites/forbesnonprofitcouncil/2021/11/30/the-labor-shortage-is-a-quality-jobs-shortage/?sh=1ab2733829b2>

Local Efforts

The Initiative includes two components, the Quality Jobs Council (Council) and the creation of this document: the Quality Jobs Framework (Framework). The Council convened 19 cross-sectoral participants representing businesses, workers, labor, service providers, and government agencies located in the Portland-Southwest Washington Metropolitan area to develop and adopt a regional approach to creating quality jobs. The CWWC held six monthly Council meetings between August 2021 and January 2022. The purpose of the Council was to (1) define a quality job for the region, (2) provide guidance on standards employers can be encouraged or incentivized to adopt, (3) identify resources to help employers implement in accordance with their workplace needs, and (4) develop a roadmap of actions and implementation steps. These Council efforts have informed this document.

In advance of convening the Council, CWWC staff conducted forty-five interviews (in individual and group settings) with employers, community-based organizations, service providers, and labor to gather feedback to inform the goals and objectives of the Council. Staff also shared a list of draft Quality Jobs Standards. Interview participants provided input on (a) the draft list, (b) who should be involved or considered when shaping the standards, and (c) how the Quality Job Standards should be implemented.

III.

USING THIS FRAMEWORK

The Framework offers strategies for organizations seeking practical guidance on how to create quality jobs in the region. While most of these strategies are employer-led, others can be accomplished through collaboration, support, and/or advocacy from partners committed to advancing a quality workforce: including WDBs, community-based institutions, and labor, among others. Though some employers may have the resources in place to implement the recommendations in this Framework, others may need additional technical assistance, or targeted support to build the capacity of an organization to implement. The Workforce Boards stand ready to support businesses in need of additional guidance. Other partners should continuously refer to this document for examples of how to increase quality jobs in the region.

As next steps, organizations should do the following:

1. Share the Quality Jobs Framework with organizational leadership.

Organizational leaders are highly encouraged to carefully review the Framework and the resources referenced throughout. If desired, organizational leadership should invite a representative from the Quality Jobs Council and/or local Workforce Development Board to provide a briefing on the details of the Framework and broader Initiative.

2. Review the recommendations and develop a plan for incorporating the relevant recommendations of the Framework within their organizations.

- a. For employers, that means utilizing the cited off-the-shelf tools to begin and/or continue improving the quality of jobs.
- b. For workforce development boards, that includes strategizing on tangible ways to incorporate the recommendations into current program offerings, funding pursuits, and existing partnerships.
 - **Tying WDB services, funding, and procurement to Quality Jobs Standards:** Workforce boards can use their service delivery and purchasing power to encourage employers to adopt Quality Jobs standards in their workplace. Specifically, WDBs can tie business engagement services to Quality Jobs standards by prioritizing businesses who (1) meet a minimum of Quality Jobs standards or (2) are actively working to meet those standards. While many employers in the region likely meet several or most Quality Job standards, WDBs can deploy technical assistance to employers who need additional support or resources. WDBs should set aside time to educate employers on the significance and benefits to implementing different quality jobs standards and promote the technical services available for businesses.

- **Improving data collection and sharing within the region:**

As WDBs in the region align more of their services with Quality Jobs Standards, they should also identify a shared set of metrics that can be gathered across the region to track the progress of the Quality Jobs Initiative. These metrics can be published on a regular basis in an accessible format on the WDBs websites. WDBs can use the results to modify program offerings and services, as needed. This can also lead to additional advocacy to align employment, training, and education data collection between Oregon and Washington. It is important that the metrics identified are closely aligned, if not identical, to ensure accurate data collection and analysis, and in turn, effectiveness of job quality-related programming.

- c. For other interested partners (community-based organizations, labor, local government, service providers, etc.), that may include determining how their mission aligns with that of the Council and how they may support the initiative through the support and/or direct implementation of corresponding strategies.

3. Keep the Workforce Development Boards and Quality Jobs Council apprised of progress.

Real time feedback is useful for the Boards to calibrate the level and types of service.



IV.

QUALITY JOBS STANDARDS

To provide guidance on how to improve jobs in our region, we must begin with a shared definition of a quality job. The CWWC conducted a series of interviews with relevant organizations and leaders throughout the region to identify core components of a quality job. Their feedback was then shared with the Council for review and refinement. Specific elements of a quality job may vary by industry. The standards listed below are broad enough to apply to all sectors in the region, but specific enough to offer guidance to employers and other interested partners. The standards listed below define a quality job to bring clarity to the conversations on job quality in the region and serve as tool for the workforce boards to further focus their program offerings to job seekers and businesses, as well as their partnerships with employers and other community-based organizations.



Self-Sufficiency Wages

A quality job provides sufficient income to afford a decent standard of living. For example, jobs that offer pay consistent with established published self-sufficiency standards that consider family composition and cost of living.



Safe Working Conditions/Worker Engagement

A quality job offers employees dignity and respect and welcomes engagement in workplace operations. For example, jobs that are subject to anti-discrimination and anti-discrimination policies and provide reasonable accommodation to employees with disabilities.



Predictable Hours

A quality job offers employees predictability on the number of hours they are offered per week to minimize hardship on employees and their families.



Comprehensive Benefits

A quality job provides basic benefits that increase economic security, improve health and overall well-being. Quality jobs include healthcare, childcare, transportation, wellness programs, and access to retirement savings programs, among other supports.



Accessible Hiring and Onboarding Practices

A quality job offers transparent and accessible hiring and onboarding practices to ensure that employer and employee are set for success.



Training and Advancement Opportunities

A quality job provides opportunities to build skills and access new roles and responsibilities in a workplace. For example, quality jobs offer internal pathways to support career progression, professional development, and incumbent worker training opportunities.

Employment Lifecycle

The employment lifecycle is a human resources term used to define the different stages of an employee's relationship with an employer. Depending on the size and type of company, the steps in the employment lifecycle might vary. It serves as a helpful framework for employers looking to identify key points where the quality of a job can be improved.

1. **Prepare:** Addresses the stage where a job seeker readies themselves to seek employment. This is a stage where the workforce boards target most of their program offerings.
2. **Recruit:** This stage includes all the actions an employer takes to reach as many qualified candidates as possible, including developing and disseminating job descriptions widely.
3. **Hire:** During this stage, employers get a feel for whether the position and the job seeker match. Simultaneously, it is important for the job seeker to receive all relevant information to determine if the job is the right fit.
4. **Onboard:** The first days of employment can set the tone for one's tenure in a job. This stage includes the tools an employee needs to be successful – from orientation to essential on-the-job training, to communication on employer benefits, etc.
5. **Retain:** This stage covers the oft asked question, “what keeps people at a job?” The Framework offers a few strategies ranging from emotional and physical wellbeing to worker voice and a consistent feedback loop to better understand employee needs.
6. **Advance:** This stage encompasses strategies to connect employees with the additional skills and responsibilities that will allow them to access higher paid, higher skilled jobs.



V.

FRAMEWORK STRATEGIES

This section is organized by quality jobs standards:

- A. Self-sufficiency wages**
- B. Safe working conditions/worker engagement**
- C. Predictable hours**
- D. Comprehensive benefits**
- E. Training and advancement opportunities**
- F. Accessible hiring and onboarding practices**

Strategies (in bold text) draw from extensive engagement with the Council, existing case studies, and a nationwide scan of best practices. Strategies are primarily directed to employers (as indicated), but other strategies (indicated as “Others”) should be pursued by community-based organizations, labor, local government, service providers, etc. Strategies are further described in the body of the document and where possible, each strategy references practical resources that can help each organization: (1) implement the quality jobs standards according to their unique workplace or (2) advocate for policy that advances quality jobs.

The strategies also include quantitative or qualitative metrics, or measures used to track the performance or production of a given strategy. Strong metrics are well-defined, measurable and provide a clear picture of performance towards a given strategy. The metrics identified in the report are an initial iteration. They should be refined in collaboration with employers and other community partners and updated based on evolving needs.

A. Self-Sufficiency Wages

Employers

STRATEGIES

1 Calculate the cost of employee turnover.

Employee turnover refers to the net loss of talent over time. Turnover results in direct costs to the company – either through costs incurred by recruiting and training new employees, and indirectly through lowered employee morale and a decrease in the quality of customer service. There are several off-the-shelf tools available for employers to calculate the direct financial impacts of turnover. The Aspen Institute's Cost of Turnover Tool^{II} is a simple calculator designed to help estimate the business cost of replacing staff. Indirect costs of turnover (e.g. staff morale) are much harder to quantify but could be better understood through regular employee surveys (see Strategy B5).

Sample Metric



- Completion of a cost of turnover analysis once a year.

A. Self-Sufficiency Wages

2 Conduct a wage assessment.

Employers should conduct regular wage assessments to understand their wages in relation to: (1) wages in the region as described in market data; and (2) wages in relation to the true cost of living in a region. Employers can access market data through resources such as Payscale^{III} to compile salary data and plan for adjustments. Similarly, several tools exist for employers to determine self-sufficient wages based on the cost of living for their metro area, such as the Economic Policy Institute Family Budget Calculator^{IV} and the MIT Living Wage Calculator.^V These analyses may be conducted in-house or through the guidance of a consultant or workforce board.

To support employers in wage transition, WDBs can compile and share free resources on self-sufficiency wage transition with industry/ employer associations, such as One Fair Wage's How-To Guide for Restaurateurs.^{VI} Additionally, WDBs provide grants to employers seeking wage transition technical assistance. Finally, WDBs can provide funding and/or employer referrals to existing High Road⁶ technical assistance programs such as High Road Kitchens^{VII} or build out their own technical assistance program.

Kachka, a restaurant in Portland, recently released its [Wage Equity Plan](#). This plan includes a 22% service fee in lieu of an option tip in order to provide a minimum of \$25 an hour to employees, in addition to free health insurance. Kachka has also committed to profit sharing and opening their books twice a year to help educate and mentor employees in the restaurant industry.

Sample Metrics



- Percentage (%) of firm's lowest paid workers left at the one-year mark, and two-year mark.
- Percentage (%) of workers earn a self-sufficient wage, as defined by their geographical location and/or number of dependents.
- Percentage (%) of workers that started in the lowest paid quintile (determined by state/region wage data) moved to above region's self-sufficiency wage each year.

6 "High Road" definition: In a workforce context, an approach at creating high-quality employment, "good jobs" characterized by family-sustaining, living wages, comprehensive benefits, and opportunity for career advancement. Inclusive Economies – High-Road Workforce Guide for City Climate Action

A. Self-Sufficiency Wages

3 Conduct a wage equity analysis.

A wage equity analysis compares the pay of employees doing similar work in an organization, accounting for reasonable differences such as credentials, work experience, etc., and identifying any pay differentials that cannot be justified. Workforce boards, consultants, and online resources can assist employers in carrying out these analyses. Free HR resources such as Society for Human Resource Management's Managing Pay Equity Toolkit^{VIII} or paid software such as Syndio^{IX} can also provide support for this process.

Sample Metric



- Completion of wage equity analysis once a year.

A. Self-Sufficiency Wages

4 Implement pay parity and wage protections for contracted workers.

The U.S. workforce is experiencing a growth in contract positions. Independent contractors are self-employed individuals who provide services or perform work for another business.⁷ Independent contractors are often exempt from most federal and state employment laws, including those that mandate fair wages and workplace protections. This exclusion can drive down all workers' wages and job quality, regardless of classification.⁸ Contract workers may have more flexibility than employees, but also have less stability, and receive less pay and benefits due to their classification.

Self-sufficient wages should be offered to contract workers as well as permanent employees, as they are a significant portion of workers across many industries, such as high tech and janitorial services. When employers conduct wage analyses, they should ensure the inclusion of independent contractors and update wages accordingly.

Sample Metrics



- Percentage (%) of contracted workers or independent contractors versus employees who produce your organization's or firm's main service or product.
- Presence of labor/employment laws (state/local) which protect independent contractors and contract workers.

⁷ Internal Revenue Service. "Independent Contractor Defined." <https://www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-defined>

⁸ Project Include & TechEquity. Separate and Unequal: How Tech's Reliance on Disproportionately Diverse, Segregated and Underpaid Contract Workers Exacerbates Inequality. <https://techequitycollaborative.org/2021/10/14/separate-and-unequal-contract-workers-in-tech/>

A. Self-Sufficiency Wages

Others

STRATEGIES

5 **Support implementation and/or enforcement of a self-sufficiency wage standard within the municipality, or across the region or state.**

As the economy changes and the costs of goods rise, households consistently require higher incomes to ensure basic needs are met. The Self-Sufficiency Standard^x gives a realistic view of income adequacy without public or private assistance. Local or state government bodies can implement self-sufficiency wage policies – both Oregon and Washington have recently passed increased minimum wages that have been implemented (although do not meet the requirements for a self-sufficiency wage).

Labor and civil rights nonprofits can advocate for these policies via campaigns such as One Fair Wage.^{xi} Government agencies can also increase enforcement of existing State, County, or City wage standard laws to fight against wage theft, often through an office of labor standards or consumer affairs. Employers can also independently consider the self-sufficiency standard to build higher wages into their business models. The Economic Policy Institute^{xii} suggests there are generally three ways to increase wages: increasing prices, accepting reduced profits, or offsetting higher-wage costs with increased ability by adopting high-road policies, with the priority being a focus on high-road policies.

Sample Metric



- Percentage (%) of workers within a region earning a self-sufficient wage, as defined by their geographical location and number (#) of dependents.

6 **Establish wage boards at the state or local government.**

Local and state government bodies can create wage boards that are comprised of an equal number of representatives from labor, management, and the public to set minimum standards for specific industries. The Center for American Progress offers a How-To Guide^{xiii} on establishing wage boards.

Sample Metric



- Presence of wage boards in the state in key industries.

B. Safe Working Conditions/Worker Engagement

Employers

STRATEGIES

1 Uphold and enforce anti-discrimination, anti-violence, anti-hostility, and anti-harassment policies.

Beyond complying with anti-harassment, discrimination and other labor and employment laws, all employers and their workers must put effort towards making their workplace culture genuinely inclusive. In a job satisfaction survey by the Society for Human Resource Management, employee respondents ranked “respectful treatment of all employees” as their top contributor to job satisfaction.⁹ To do so, employers must develop clear report processes and procedures that employees can follow if they are subject to harassment or see harassment occur in the workplace.

Employers can use existing tools to determine interventions that advance equity across operations and business practices. One resource is Portland Means Progress – a citywide initiative that helps Portland-based businesses create better work experiences for Black, Indigenous and People of Color (BIPOC) and underrepresented youth, shift to intentional purchasing, and create cultural change. Portland Means Progress’ Culture Change Roadmap^{XIV} details tools, actions, and an overall framework in which employers can begin to build a more equitable workplace culture.

Employers can also collaborate in adopting common curricula and practices to increase workplace safety. Employers in Portland’s construction sector have adopted the Safe from Hate Pledge containing four key commitments to improve jobsite culture.¹⁰ One of the commitments includes the adoption of

The [City of Portland’s Diverse and Empowered Employees of Portland \(DEEP\)](#) has 11 employee-led affinity groups organized around particular identities and experiences. There are traditional affinity groups around protected classes such as race, disability, and gender, but also affinity groups for parents and veterans.

Partners in Diversity (PiD), a nonprofit serving Oregon and Southwest Washington, offers affinity spaces for Asian and Pacific Islander, Black, and Latinx, and, soon, Native American communities through its [Community Resource Groups](#) – similar to employee resource groups, but at a larger scale.

⁹ Society for Human Resource Management (SHRM). Employee Job Satisfaction and Engagement: The Doors of Opportunity Are Open. <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Pages/2017-Job-Satisfaction-and-Engagement-Doors-of-Opportunity-Are-Open.aspx>

¹⁰ Worksystems. Safe from Hate Pledge. <https://www.worksystems.org/sites/default/files/Safe%20from%20Hate%20-%20Pledge%20and%20Signatories%20-%20Updated%2001-07-21.pdf>

B. Safe Working Conditions/Worker Engagement

- 1 common anti-harassment education on jobsites. Best practice training programs include RiseUp and Green Dot for the Trades which can engage employees in a “train the trainer” model where construction workers deliver training to their peers.^{xv} These programs are tailored to meet the specific needs of the construction industry, and pilot evaluation efforts demonstrate that the program has been successful in decreasing incidences of harassment.^{xvi}

Sample Metrics



- Number (#) of high quality, and regularly scheduled anti-discrimination, anti-violence, anti-hostility, and anti-harassment trainings.
- Presence of clear report processes and policies around anti-discrimination, anti-violence, anti-hostility, and anti-harassment trainings.

B. Safe Working Conditions/Worker Engagement

2 Provide reasonable accommodations for all employees.

By law, employers must comply with the Americans with Disabilities Act (ADA).^{xvii} Rather than creating accommodations piecemeal as employees request them, employers should invest time and resources to embed reasonable accommodation practices across all operations and business practices to work towards a genuinely inclusive work environment. Employees with disabilities should be active participants in making the workplace more accessible and should be consulted in any process.

There are several low-cost actions that can be implemented to carry out this strategy. First, employers can connect to free government services (Washington DSHS, Division of Vocational Rehabilitation^{xviii} and Oregon DHS Employment, Vocational Rehabilitation^{xix}) to access tailored trainings and technical assistance, recruitment consultant services, hiring incentives, on the job training, job site modifications and assistive technology support, and internship and sponsorship opportunities. WDBs can direct employers to these services and make a warm hand off connection.

Furthermore, employers can connect to free online resources/consulting services. Job Accommodation Network (JAN)^{xx} provides free technical assistance, articles, and other tools on worker accommodations by role. They have an comprehensive index of articles^{xxi} that breaks down information by disability and topic. Finally, employers can engage a specialist to conduct a workplace accessibility audit.

Sample Metric



- Implementation of accessibility audit and systemwide reasonable accommodation policies and procedures.

B. Safe Working Conditions/Worker Engagement

3 Support English Language Learner (ELL) employees.

The need for English skills may differ by industry, but most workers are required to speak English at some point at their job. Employers can support non-English speaking employees by offering language development classes or connecting workers to low-cost or free English classes, many which are provided through local community colleges or community-based organizations. English classes can help retain workers and increase their overall engagement, productivity, and career outcomes.¹¹ Visual aids are also often helpful for ELL employees or employees with other speech or language impairments. Some manufacturers have also established production lines by language and/or hired managers that oversee ELL employees which can open more opportunities for non-native English speakers.

Sample Metric



- Demonstrated improved English skills that lead to promotions, higher wages, or increased morale.

¹¹ Society for Human Resource Management (SHRM). "English Classes Help Retain Immigrant Workers: Investing in employees reduces turnover and builds respect." <https://www.shrm.org/hr-today/news/all-things-work/pages/english-classes-help-retain-immigrant-workers.aspx>

B. Safe Working Conditions/Worker Engagement

4 Ensure worker right to collectively bargain.

The National Labor Relations Act (NLRA)^{xxii} guarantees private-sector employees the legal right to organize and collectively bargain with their employers. Collective bargaining and worker voice agreement processes matter when it comes to job quality. Employers can be leaders by supporting employees to independently navigate this process by agreeing to neutrality and/or labor harmony during any organizing efforts.^{xxiii} Workers can negotiate for increased wages, but also negotiate around benefits, training and education opportunities and funding, safe working conditions, and worker feedback or grievance processes – all without fear of retaliation. Employers can also benefit from collective bargaining and unionization, finding improved productivity, profitability, and stability. This could come from actions like (1) standardizing wages rather than constantly negotiating, (2) formalizing employer-employee communications that improve retention, and (3) improving safety and compliance.

Sample Metrics



- Percentage (%) of workers covered by collective bargaining agreements.¹²
- Number (#) of labor harmony policies or neutrality agreement policies.

¹² “Covered” is defined as workers whose pay and/or conditions of employment is determined by one or more collective agreement(s). International Labour Organization. “Quick Guide on Sources and Uses of Collective Bargaining Statistics.” https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms_648799.pdf

B. Safe Working Conditions/Worker Engagement

5 Conduct regular employee engagement surveys to gather input about workers' experiences and inform the improved delivery of services.

Engagement surveys are a crucial way to gather insight into the experiences of employees and what is important to them. It is also a great time to measure leadership effectiveness. Employers can utilize online, free resources such as the Qualtrics Employee Satisfaction Survey template^{xxiv} which provides a starting point for employers to create their own employee survey, or SHRM's Managing Employee Surveys Toolkit which reviews the details of how to prepare for, conduct, and follow-up on surveys.^{xxv} It is just as important to have a plan for using the data as it is to gather the data itself. As an opportunity for employee feedback and input, it is important for employers to be transparent about results and their influence on tangible objectives or strategies for implementation. Surveys can also be benchmarked to compare results with industry-specific data or benchmarked internally to see the change in satisfaction over time.

Sample Metric



- Presence of regular employee survey schedule (once or twice a year).

B. Safe Working Conditions/Worker Engagement

6 Add worker voice to company boards or management teams.

Adding worker voice to boards or management teams can help better inform the direction of the business, while also increasing worker satisfaction and engagement. Worker voice in boardrooms and management brings direct feedback and insights to company leadership that can improve operations. Workers are deeply involved and knowledgeable on day-to-day procedures and can shed light on potential challenges that company leadership might not otherwise be aware of.

Workers will feel more invested in their work if they know their feedback is being considered by leadership regularly or they are directly involved in decision-making. Aspen Institute published a series of essays^{xxvi} which offer strategies that employers can adopt to add worker voice to their workplace in a meaningful way. These strategies can be customized to engage workers at varying degrees of decision-making. Strategies include the following: (1) Appoint employees(s) as board members or members of existing management teams; (2) Appoint director(s) to meet regularly with employees and provide worker perspective at board meetings; (3) Create special committees of employees to provide input on important decisions, such as relocations or expansions, among others.

Sample Metric



- Presence of one or more methods mentioned above, that add worker voice to company board or management team.

B. Safe Working Conditions/Worker Engagement

7 Develop an employee share ownership program.

Employee share ownership programs increase opportunity for BIPOC and women to build wealth and decrease wealth disparity. Moreover, they support higher job quality, business resilience and worker retention. An employee's share of ownership may vary depending on the type and size of a business. For example, Employee Stock Ownership Plans (ESOPs) are plans that allow companies, through tax incentives, to finance a purchase of company shares for its employees. These plans allow employees to invest in their company without using their savings. Employee Equity Grants or Employee Stock Purchase Plans allow employees to receive restricted stock at no cost to them or can purchase stock at a discounted rate. Worker Cooperatives are companies that are worker-owned and led - and profits earned by the company are paid out to the workers based on share of labor.

There are various resources available to those interested in growing worker ownership programs. Next Community Partners supports building engagement, power, and wealth for communities of color. Their Worker Ownership Initiative^{xxvii} program provides education, training, and free consultation to employers interested in implementing worker ownership programs. Project Equity,^{xxviii} another national nonprofit focused on expanding worker cooperatives, provides similar consulting and resources to businesses and communities. The National Center for Employee Ownership^{xxix} is a nonprofit that publishes additional resources, webinars, and tools. Finally, Democracy at Worker Institute (DAWI), a “think-and-do tank” focused on worker cooperatives, published this visual guide to employee ownership models.^{xxx}

In 2010, Bob Moore of [Bob's Red Mill](#), the Oregon-based food manufacturer, unveiled an Employee Stock Ownership Plan (ESOP) that gave employees ownership of one-third of his company. Fast-forward to 2020 and Bob's Red Mill became 100% employee owned. The ESOP gives employees with at least three years tenure shares in the company. The company contributes its stock to the ESOP which is held in trust for its employees. When employees quit or retire, they receive payment for whatever amount they are due.

B. Safe Working Conditions/Worker Engagement

- 7 Many of the above organizations also provide resources for local government bodies, philanthropy, and community-based organizations. Project Equity publish this resource called The Case for Employee Ownership^{xxxI} geared to philanthropy and local government bodies. DAWI, in partnership with National League of Cities, created a report called Economic Recovery and Employee Ownership^{xxxII} that offers guidance on integrating employee ownership models into pandemic economic recovery work.

Sample Metric



- Presence of one or more programs mentioned above, that implement employee share or ownership.

Others

- 8 **Improve enforcement of labor and employment laws that establish worker protections.**

Labor and employment laws protect workers and guarantee certain standards. It is critical that local government bodies invest time and resources into enforcement. The Center for Law and Social Policy (CLASP) and the Center for Innovation in Worker Organization (CIWO) created The Labor Standards Enforcement Series^{xxxIII} which provides best practices for investigating and applying labor standards, and carrying out enforcement. The free webinars and briefs cover topics such as compliance and investigations.

Sample Metric



- Number (#) of enforcement procedures or actions taken by the state or municipality.

C. Predictable Hours

Employers

STRATEGIES

- 1 **Adjust mandatory overtime and shift work policies and provide clear expectations to applicants.**

Many industries, like healthcare and manufacturing, require mandatory overtime during peak seasons. However, mandatory overtime, as well as unpredictable or late-night shift work can cause undue stress and hardship for some workers, especially those who may be primary caretakers or rely on public transportation. To minimize burden on employees, employers can make a policy to offer overtime to those who want it first. If employers still need workers to cover night shifts or work overtime, they can provide advance notice (e.g. a few weeks' notice) for employees to make arrangements. Given that shift coverage needs may be unpredictable, especially during busy times of year, employers should be clear and upfront to applicants about mandatory overtime and shift scheduling policies.

Sample Metrics



- Percentage (%) of workers who are working overtime or double shifts.
- Average number (#) of hours worked by company employee, by classification.

D. Comprehensive Benefits

Employers

STRATEGIES

1 **Extend benefits to all employees, including frontline staff and lowest paid workers.**

Employers can cover the full medical insurance premiums, provide increased paid time off (PTO), bonuses (annual and sign-on), paid parking, profit-sharing, or other benefits usually only provided to higher ranking employees to all employees. Benefits should also expand to support mental health in addition to physical, women's and LGBTQ+ health, and disability-inclusive benefits. Extending these benefits to all types of employees can help recruitment, retention, and overall stability of an employer's workforce.

Sample Metric



- Percentage (%) of frontline employees who have full benefit packages.

2 **Provide workers with paid sick leave, parental leave, medical leave, and other vacation or paid time off.**

Employers are expected to comply with leave programs required under local, state, or federal regulations. In the State of Washington, nearly every worker qualifies for the state's Paid Family and Medical Leave^{xxxiv} if they worked a minimum of 820 hours in a qualifying period, and employers with 150 or more employees are required to contribute to employee's premiums or operate a voluntary plan that meets or exceeds the State's benefits. Oregon's Paid Family and Medical Leave Insurance^{xxxv} program will go into effect in 2023, with employees who earned at least \$1,000 in the previous year and others being eligible to receive benefits, and employers sharing the cost with workers (or receiving financial assistance if fewer than 25 employees). These existing, baseline paid leave laws can be enforced by the appropriate government body.

Sample Metric



- Presence of leave policy that offers more PTO than minimum legal requirements and allow for carry over days.

D. Comprehensive Benefits

3 Provide or subsidize transportation for employees.

Many workers lack reliable day-to-day transportation. They lack a private vehicle or access to public transportation due to their shift schedule, home location, etc. To ensure workers can safely and reliably travel to a physical work location, TriMet^{xxxvi} and C-TRAN^{xxxvii} offer free consultations to employers who want to create company transit plans. Transit options might include providing free public transit passes to employees or organizing subsidized or fully covered van/bus pools for employees. Employers can also ensure employees who rely on public transportation are scheduled for shifts that align with bus schedules. Additionally, for workers who drive, employers can offer mileage reimbursement, especially for jobs where employees must use their personal vehicles to complete work-related tasks. Some employers even provide emergency rideshare gift cards or emergency loans for car repairs that can be paid back through payroll.

Sample Metrics



- Percentage (%) of employees offered a free or low-cost transportation option.
- Percentage (%) of employees who utilize employer's free or low-cost transportation option.

D. Comprehensive Benefits

4 Offer childcare (and elder care/other family care) and other supports to employees.

Employers can implement a variety of strategies to support employees who are parents and caregivers. These can include flexible spending accounts (pre-tax dollars) to cover or supplement child, elder, or other family care costs. Large employers can facilitate childcare services onsite or nearby through a partnership with an outside childcare provider. Employers can avail their employees of free childcare referral services & resources, such as ChildCare Aware of Washington^{xxxviii} and Find Child Care Oregon.^{xxxix} These organizations can help employees navigate federal subsidy programs such as TANF (Temporary Assistance for Needy Families), SNAP (Supplemental Nutrition Assistance Program); as well as state subsidy programs such as Working Connections Child Care^{xl} (Washington) and Employment Related Day Care^{xli} (Oregon).

Sample Metric



- Percentage (%) of caregiving employees connected to free or low-cost family resources.

D. Comprehensive Benefits

5 **Implement or improve flexible hours and paid time off policies that support employees' personal wellbeing and family.**

Employers should consider how work scheduling and PTO can meet the needs of both employees and employers. PTO is critical for worker mental and physical well-being and productivity and is good for business. Employers should offer a generous PTO policy, above the minimum state or local requirements. Surveys report on the positive effects of taking time off, including increased positivity, energy, and productivity.^{XLII} Beyond offering generous PTO, employers should create a workplace culture that encourages workers to use the PTO offered to them.

- a. Employers can start workers out with a balance of PTO and allow workers to take time off after they accrue PTO or borrow against future PTO from their first day of employment in case of emergency. Allowing flexible leave for new hires provides a critical additional layer of stability for employees, particularly for parents and caregivers.
- b. Consider flexibility and partial day PTO. Partial day PTO allows workers to take PTO for a couple of hours at a time (e.g., 2-4 hours) to attend scheduled appointments or pick up a sick child from school. Flexible PTO policies help accommodate unplanned emergencies or pre-planned events that inevitably arise during work hours that are critical for managing work-life balance.
- c. Establish or continue flexible work arrangements, as allowable, including remote work or flexible hours.
- d. Create a floating holiday policy. For example, if your business is closed on Christmas Day, allow workers who do not observe Christmas the flexibility to work on that day. Accordingly, workers can apply the Christmas holiday to a religious holiday they plan to observe instead.
- e. Provide training and guidance to supervisors on how they can plan workloads when an employee takes time off is a good way to minimize undue stress and maintain productivity leading up to, during, and after an employee takes time off. Encouraging advance scheduling and coordination in advance of vacations is also a strategy to minimize overburdening team members.

D. Comprehensive Benefits

5

Sample Metrics



- Implementation of flexible hours or progressive PTO policies.
- Percentage (%) of employees who lose unused PTO days.

6 Create or improve existing employee financial wellness programs.

Employers can offer financial literacy resources (e.g., budgeting, tax preparation, debt management, student loan repayment, etc.) to help reduce financial stress. These services can be provided through community-based organizations or public agencies that provide these services. The National Fund for Workforce Solutions' Guide to Employee Financial Wellness^{XLIII} offers detailed instructions on how to get started. Employers can set aside paid time for their employees to participate in these classes or consultations to allow for full utilization.

Sample Metric



- Percentage (%) of employees enrolled/participated in financial wellness program offerings.

D. Comprehensive Benefits

7 Offer and promote the use of Employee Assistance Programs (EAPs).

Employee Assistance Programs offer employees confidential assistance with life concerns like stress, mental health, substance abuse, relationships and more. Often EAPs may be built into payroll or benefits services, and employers should promote the free benefit to employees. Separate from health insurance, EAPs can help employees with internal work issues as well as provide support for personal difficulties outside of work. Employers can take extra steps to publicize these resources to their employees to ensure wide utilization such as setting aside paid time for their employees to participate in consultations.

Sample Metric



- Percentage (%) of employees enrolled in EAP.

8 Establish or expand portable retirement savings and medical benefits programs.

“Portable benefits” are connected to an individual, rather than their place of employment. There are many types of portable benefits programs that cover PTO, medical benefits, and retirement savings benefits. These kinds of systems are meant to expand basic benefits to workers who are not covered by existing labor laws, such as contract workers.

Existing examples include NDWA Labs, the innovation arm of the National Domestic Workers Alliance. Alia,^{XLIV} their portable benefits program, allows individuals who hire domestic workers to contribute regularly to their workers’ PTO and group insurance benefits. Similarly, OregonSaves^{XLV} is a retirement program offered through the State of Oregon for workers who lack a workplace retirement plan. WDBs should ensure job seekers are aware and avail themselves of portable benefits programs.

Sample Metric



- Percentage (%) of workers utilizing portable benefits.

E. Accessible Hiring and Onboarding Practices

Employers

STRATEGIES

- 1 **Standardize the use of ADA compliant job description text and accessibility of all job application materials.**

While online job postings offer more reach and accessibility than ever, employers should ensure their recruitment platform and job postings are compliant with the Americans with Disabilities Act (ADA). WDBs can address this at a regional level by working with regional, internet-based job board partners like Mac's List to ensure that the back-end infrastructure of job websites encourages or requires employers to update their job descriptions for accessibility. Employers should also include contact information in the job description or recruitment platform should candidates require assistance.

WDBs and advocates can provide accessibility resources or step-by-step checklists for employers. Employers can engage outside support to conduct an accessibility audit of their applicant process, or can connect to free government services (Washington Department of Social and Health Services (DSHS) Division of Vocational Rehabilitation^{XLVI} and Oregon Department of Human Services (DHS): Vocational Rehabilitation^{XLVII}) to access technical assistance for submitting applications. WDBs can also direct employers to available Vocational Rehabilitation services or make a warm hand off, if desired.

Sample Metric



- Percentage (%) of revised job descriptions and materials.

E. Accessible Hiring and Onboarding Practices

2 Post simple, skill-based job descriptions that include core competencies, essential job functions necessary to perform the job, and accurate salary range.

Job description helps define a role that meets the needs of the organization. If crafted effectively, they will recruit the appropriate talent. As the demand for workers continues, employers can stay ahead of the curve by ensuring their job descriptions effectively communicate essential responsibilities and qualifications needed for a role. Employers should consider the following best practices for improving job descriptions:

- a. Employers should reevaluate educational attainment or years of direct experience requirements. These requirements may deter applicants who may have non-traditional transferrable skills that qualify them for the role. Employers can adopt practices such as Skills-Based Hiring^{XLVIII} to update their job descriptions and requirements.
- b. Employers should evaluate if often archaic physical requirements such as heavy lifting or holding a driver's license are necessary to perform the job. If it is not an essential job function, they should be removed.
- c. Job postings may often include gender coded language that may keep applicants from applying. If in doubt, employers can utilize free tools such as Gender Decoder^{XLIX} or paid software such as Textio^L to analyze and remove language. WDBs can partner with these companies to provide free or low-cost tools to their employers.

Sample Metric



- Percentage (%) of revised job descriptions and materials.

E. Accessible Hiring and Onboarding Practices

3 Expand recruitment efforts to reach a larger pool of qualified, diverse applicants.

Employers can look beyond the usual hiring websites to identify job boards or networks for candidates of color, women, and more, as well as specific outreach and engagement strategies in the field that can reach different demographics. Employers can recruit from the public workforce system where they can access a wide variety of qualified and diverse candidates. Another opportunity is to share job descriptions with community-based organizations who are trusted within their respective communities.

Sample Metrics



- Number (#) of affinity-based job boards/communities engaged in recruitment processes.
- Increased diversity of applicants and increased diversity of hires.

The [Immigrant and Refugee Community Organization's \(IRCO\)](#) Employment Services Department in Oregon offers to connect hiring managers with immigrant and refugee job seekers while offering ongoing support to the new employee. IRCO's employment services can offer to pre-screen candidates, coordinate interviews, assist with onboarding processes, interpret on-the-job training, provide ESL instruction, and more, to ensure a successful match.

4 Implement resume review technology that removes bias.

Employers can invest in resume software or use websites that will anonymize resumes for review. Software can hide names, demographic information, the application source, and other language used in the application that may create bias. Affinda^{LI} offers resume redaction software, while Applied^{LI} is an all-in-one debiased hiring platform. Both offer free or low-cost trials or demos of their products. The WDBs can encourage employers to anonymize resumes or provide resources for unbiased hiring technology.

Sample Metric



- Increased diversity in submitted applications and increased diversity in hires.

E. Accessible Hiring and Onboarding Practices

5 Implement a standard interview process for all candidates that is still responsive to different job seeker needs.

Unstructured interviews are often preferred by hiring managers, but studies have found them to be a poor predictor of on-the-job performance.¹³ Lacking some sort of baseline for interviews, employers might look for candidates who look like them and continue to uphold racial, gender, age, or other biases, even subconsciously. Any organization hiring should consider the following anti-bias and standardization strategies: (1) Ensure diverse interview panels or hiring committees; (2) Ensure available interpreter services for the interview, if needed; (3) Develop objective criteria for interview questions and share with the interview panel well in advance of an interview; and (4) Send sample questions in advance to candidates. This would particularly support ELL (English Language Learners) and applicants with disabilities by ensuring they bring their best selves to the interview.

Sample Metrics



- Implementation of a standard interview process that includes most or all the above strategies.
- Increased diversity in hires.

¹³ I. Bohnet. "How to Take the Bias Out of Interviews." Harvard Business Review. <https://hbr.org/2016/04/how-to-take-the-bias-out-of-interviews>

E. Accessible Hiring and Onboarding Practices

6 Provide comprehensive, effective, and consistent onboarding for all new hires.

Onboarding refers to the process of helping new hires adjust to the performance and social aspects of a job. Free online tools such as the Six C's of Onboarding^{LIII} can serve as blueprints for employers looking to implement a standardized onboarding process. The tool breaks down the onboarding process into six steps: Compliance, Clarification, Confidence, Connection, Culture, and Check-Back. Effective onboarding has shown to lead to faster adjustment, better job enjoyment, better performance, and increased retention.

Sample Metric



- Percentage (%) of new hire satisfaction with onboarding process.

7 Assign formal or informal mentors to assist new employees with their transition (“buddy system”).

Employers should pair a seasoned employee with each new hire for a set period at the beginning of employment who can help them navigate the workplace and answer questions they may have. Regular check-ins, however brief, can help surface any concerns that can help make the onboarding process smoother for future hires. It could also help build leadership skills amongst longer tenured employees.

Sample Metric



- Percentage (%) of new hire confidence and comfort based on mentorship.

E. Accessible Hiring and Onboarding Practices

8 Incorporate reasonable accommodation practices into onboarding.

Employers can ensure workplaces are ADA compliant and address the needs of workers with disabilities. Forms, building access, use of service animals, and physical workplace modifications are just a few examples of items that may require reasonable accommodation. Employees with disabilities should be active participants in making their workplace more accessible and should be consulted in any process. There are also various free trainings, technical assistance, and other resources available through the State of Oregon and Washington's Department of Health Services.^{LIV, LV} Additionally, the U.S. Department of Labor offers accommodation resources.^{LVI} WDBs should include these resources as part of their regular offerings and make warm hand offs to interested employers as needed.

Sample Metric



- Number (#) of accessibility requests or modifications addressed.

E. Accessible Hiring and Onboarding Practices

Others

9 Improve enforcement of Ban the Box, discrimination, and reasonable accommodation laws.

For existing policies, state and local government bodies can improve the enforcement of anti-discrimination laws by increasing capacity or potentially implementing community-based engagement to educate workers and employers. This is especially important for lower-paying industries and during economic downturns – strategic enforcement is key for high-violation sectors. Labor and civil rights nonprofits can advocate for better enforcement mechanisms and assist government enforcement arms by supporting workers in identifying cases of discrimination or lack of accommodation.

Sample Metric



- Number (#) of discrimination enforcement procedures or actions taken by the state or municipality.

E. Accessible Hiring and Onboarding Practices

- 10 Improve existing workforce development sector-based partnerships. Create and/or support new sector-based partnerships in emerging or recovering sectors.**

Business-led regional partnerships can convene a critical mass of employers in key sectors to identify regional needs and solutions with high rates of buy-in. The national nonprofit Institute for Networked Communities has created a model and community of practice called Next Generation Sector Partnerships^{LVII} with comprehensive training offerings and an extensive toolkit^{LVIII} to help WDBs, in collaboration with others, establish successful industry-driven partnerships in their region. The Next Generation Sector Partnership Program is a business-led model of sector-based collaboration consisting of companies, education, workforce development, economic development, and community-based organizations. Each partnership focuses on problem-solving within a regional industry, such as job training, education, and/or industry competitiveness.

Sample Metric



- Increased number (#) of joint ventures and partnerships; # of new or enhanced sector training programs.

E. Accessible Hiring and Onboarding Practices

11 Expand and improve direct-hire job training programs.

Direct-hire training programs support a demand-driven workforce where job seekers are trained based on the number of quality jobs available. WDBs can collaborate with employers to develop a job training curriculum tailored to the employer's workforce needs, including required certifications and skills. Employers can then offer priority in their application and interview process for participants who have completed the training program. Job seekers have incentive to complete a job training program if they know they will be connected to quality, stable employment opportunities, and employers have incentive to participate based on their access to a pool of candidates trained based on their specific needs.

Sample Metric



- Number (#) of direct hire training programs; retention of program participants hired by employer.

A successful direct-hire training program is Portland-based Worksystems' partnership with the [Portland Haulers Association](#) where participants are trained for entry-level garbage and recycling industry jobs with Portland Haulers Association member companies. This program, in line with best practices, includes support for participants, preparation for Oregon's Commercial Driver License test, and interviews with local employers upon graduation of the program.

E. Accessible Hiring and Onboarding Practices

12 Support foreign-born/trained job seekers in new credentialing process.

Foreign-born workers, whether trained in the U.S. or abroad, are filling critical roles in the regional labor market, addressing shortages in impacted sectors. In 2019, Oregon passed SB (Senate Bill) 855^{LIX} requiring licensure boards to find faster pathways for immigrants and refugees with advanced degrees. Changes like this can substantially increase the number of trained or certified workers in healthcare or other large industries. WDBs can work with licensure boards to ensure these pathways are accessible, and case managers can support jobseekers in navigating and understanding updated processes.

Sample Metric



- Number (#) of immigrant or refugee job seekers hired in their previously credentialed field.

F. Training and Advancement Opportunities

Employers

STRATEGIES

1 **Build clear internal pathways and opportunities to support career progression.**

Career development and advancement remains a top determinant for employee retention. Clear career pathways can also encourage workers to develop their skills and seek additional training or education. It is especially important to consider how to build pathways for entry-level workers who have been invested in, oriented, and trained within a company.

Employers should consider what progress looks like within their organization – the needs of the company, types of positions, and specific job duties for those positions. This includes providing wage transparency so that workers can identify not just what they need to accomplish to meet certain position requirements, but how to reach certain wage thresholds. With that information, companies can develop career roadmaps, or lattices, that offer a visualization of where employees can either grow or reskill with adjacent competencies into a different role. Employees should also be aware of what skills, competencies, and achievements it takes to reach each new role. Employers can use resources such as the Transparent Career Pathways Tool^{LX} from the Institute for Employment Studies. WDBs can provide technical assistance to support.

Sample Metric



- Percentage (%) of employees that progress within the organization over time.

F. Training and Advancement Opportunities

2 **Create and expand on-the-job, professional development, and incumbent worker training opportunities to support advancement and cross training.**

Employers should invest in training opportunities to support their employees' professional growth. Employers will benefit from their employees' new skills, improve employee engagement and retention, and grow talent pipelines from within their company.

Employers can provide annual stipends for employees to participate in trainings to stay up to date with best practices, innovations, or skills in their industry. Supporting culturally relevant training opportunities is another way to ensure that women, people of color, and LGBTQ+ staff can gain leadership skills and advance internally – mainstream training programs are not always one-size-fits all.

Depending on the industry, employers can also seek out public funding and other support to build their training programs. For example, Grads of Life^{LXI} is an organization that works with companies to help skill up their talent while advancing equity and economic justice in the workplace. They provide consulting services that will help employers or networks of employers build tailored regional talent pipelines, hiring programs, and advancement strategies.

[Koelsch Communities](#), an independent living, assisted living, and memory care provider, had a drastic need for specialized training for its workers who cared for residents with dementia. With the help of a Workforce Southwest Washington (WSW) grant, Koelsch was able to fund a pilot training program for its memory healthcare staff. This resulted in both improved care for residents, measured by increased health outcomes and reduced incidents, as well as improved employee satisfaction and retention from title changes and salary increases for staff who completed the training.

Sample Metrics



- Percentage (%) of employees who are promoted within a year of completing training.
- Percentage (%) of workers who participate in rotational or cross-training programs.

F. Training and Advancement Opportunities

3 Create or update tuition assistance programs.

Tuition assistance is an employee benefit that covers costs associated with an employee's continuing education. These include stipends for tuition, fees, and books. Tuition assistance invests in workers to help them build general and specialized skills that will help them improve their performance and contribute to their professional growth. Upskill America, an employer-led workforce development initiative within Aspen Institute, published a guide for employers to create tuition assistance programs.^{LXII} Tuition assistance programs should be disbursement based, rather than reimbursement based. Disbursement-based program models remove barriers such as up-front costs and lengthy wait-times to be reimbursed, which are key to equitable access. Upskill America^{LXIII} also has a step-by-step guide on tuition reimbursement models.

Sample Metrics



- Dollars allocated to tuition assistance.
- Number (#) of employees who complete education programs with tuition assistance.

F. Training and Advancement Opportunities

Others

- 4 Create local, regional, and state investment incentives for employers and workers that upskill, or reskill, workers for future jobs and swiftly changing industries.**

Skills required for major job industries are rapidly evolving. While employees can personally seek out training or learning opportunities in the field, upskilling can also be a beneficial investment for employers to improve retention, save costs, recruit job seekers, and foster a culture of learning.

Policymakers have a key role in closing talent gaps and giving workers skills they need to access quality jobs. WDBs and workforce training programs focus on industry needs and match training opportunities to jobs that will need to be filled. Apprenticeship opportunities could be expanded to include more middle-skill jobs like computer programming. Targeted incentives are also crucial for addressing historic skills gaps for people of color and women rather than relying on private investment which often perpetuates the status quo.

Sample Metrics



- Amount of public and private funding for upskilling/reskilling programs.
- Number (#) of workers who completed upskill programs.



VI.

NEXT STEPS

Developing the Framework was a collaborative effort led by the CWWC in partnership with employers, public sector, labor, community-based organizations, etc. focused on increasing the number of quality jobs in the region. The quality jobs standards and strategies presented in the Framework reflect local priorities and if thoughtfully implemented can help address the challenges employers are facing in attracting and retaining employees. This section contains demonstration projects that the workforce boards may wish to consider as they move forward with the Initiative.

Quality Jobs “Checklist”

The list below is a set of practical metrics that employers can use to measure and track strategy outputs. Similarly, workforce boards can use this list as a tool to support employers in need of additional assistance in tracking this data. There are a number of sample metrics proposed, organized by job quality standard, stemming from the strategies outlined in Section V. These metric recommendations are a non-exhaustive list and additional iterative work should be done to vet and test these metrics with employers and other partners. **See Page 64** for a full list of strategies and metrics.

As a next step, the CWWC and the Council may wish to develop benchmarks to measure attainment of Quality Job Standards (i.e., if you do X number of strategies related to each standard). Benchmarking should include measuring individual workplace and regional outcomes over time, via indicators such as worker economic mobility, job satisfaction, job equity, improved retention, and workforce composition.

Quality Jobs Branding and Certification Program

The workforce boards can consider developing a Quality Jobs Designation program for Employers that successfully meet a set number of items on the Quality Jobs checklist. Like popular “Shop Local” campaigns, the goal of the initiative is to educate consumers and job seekers about the economic and social advantages to doing business and/or seeking employment with a quality jobs employer. If well organized and paired with an effective marketing campaign, such a program can help boost an employer’s profile, drive business and job seeker interest.

Verification into such a program should be as straightforward as possible to minimize burden on employers and incentivize participation in the program. As part of pursuing the feasibility of such a program, the workforce boards should look to complementary initiatives such as Portland Means Progress to identify areas of overlap or collaboration.

Quality Jobs Business Pilot

Given the variety of employers in the Portland-Southwest Washington Metropolitan area, it is reasonable to assume that not all are ready and/or technically able to adopt the recommendations described in the Framework immediately. In response, the workforce boards may wish to consider developing a Quality Jobs Business pilot. The pilot would offer a time bound program comprised of several employers of different sizes and sectors in the Portland-Southwest Washington Metropolitan area.

As part of the pilot, employers would directly work with Business Services representatives to receive tailored technical assistance to meet the quality jobs standards. The goals of the program are twofold. One, employers would receive direct low cost/free assistance and potentially increase their ability to attract and retain workers. Two, the workforce boards could “test” the recommendations described in this Framework and offer refinements to their program offerings based on program results.

Quality Jobs Council Meetings

As part of the implementation of the Framework, the CWWC may wish to continue convening the Council quarterly or at some other appropriate frequency. The Council can continue advising the CWWC in the following ways:

1. Council members can share updates on the implementation of the Framework within their own organization.
2. Council members can provide guidance on the deployment of demonstration projects – such as the Quality Jobs Checklist, Branding and Certification Program, Business Pilot, etc.
3. Council members should work together to identify and pursue state, federal, and philanthropic funding sources to further support and augment the Initiative's efforts.
4. Council members can help identify key outlets, such as national conferences, panels, op-ed, and marketing opportunities to help position the Quality Jobs Initiative as a unique and innovative approach to regional workforce equity.

QJ Standards	Strategy
A. Self-Sufficiency Wages	1 Calculate the cost of turnover.
	2 Conduct a wage assessment.
	3 Conduct a wage equity analysis.
	4 Implement pay parity and wage protections for contracted workers.
	5 Support implementation and/or enforcement of a self-sufficiency wage standard within the municipality, or across the region or state.
	6 Establish wage boards at the state or local government.
B. Safe Working Conditions/Worker Engagement	1 Uphold and enforce anti-discrimination, anti-violence, anti-hostility, and anti-harassment policies.
	2 Provide reasonable accommodations for all employees.
	3 Support English Language Learner (ELL) employees.
	4 Ensure worker rights to collectively bargain.
	5 Conduct regular employee surveys to gather input about worker's experiences in the workplace and inform the improved delivery of business services.
	6 Add worker voice to company boards or management teams.
	7 Develop an employee share ownership program.
	8 Improve enforcement of labor and employment laws that establish worker protections.
C. Predictable Hours	1 Adjust mandatory overtime and shift work policies when possible and provide clear expectations to applicants.

Potential Metrics	Status
Completion of a cost of turnover analysis once a year.	
Percentage (%) of firm's lowest paid workers left at the one-year mark, and two-year mark.	
Percentage (%) of workers earn a self-sufficient wage, as defined by their geographical location and/or number of dependents.	
Percentage (%) of workers that started in the lowest paid quintile (determined by state/region wage data) moved to above region's self-sufficiency wage each year.	
Completion of wage equity analysis once a year.	
Presence of labor/employment laws (state/local) which protect independent contractors and contract workers.	
Percentage (%) of contracted workers or independent contractors versus employees who produce your organization's or firm's main service or product.	
Percentage (%) of workers within a region earning a self-sufficient wage, as defined by their geographical location and # of dependents.	
Presence of wage boards in the state in key industries.	
Number (#) of high quality, and regularly scheduled anti-discrimination, anti-violence, anti-hostility, and anti-harassment trainings.	
Presence of clear report processes and policies around anti-discrimination, anti-violence, anti-hostility, and anti-harassment trainings.	
Implementation of accessibility audit and systemwide reasonable accommodation policies and procedures.	
Demonstrated improved English skills that lead to promotions, higher wages, or increased morale.	
Percentage (%) of workers covered by collective bargaining agreements.	
Number (#) of labor harmony policies or neutrality agreement policies.	
Presence of regular employee survey schedule (once or twice a year.	
Presence of one or more methods mentioned above, that add worker voice to company board or management team.	
Presence of one or more programs detailed in the strategy, that implement employee share or ownership.	
Number (#) of enforcement procedures or actions taken by the state or Municipality.	
Percentage (%) of workers who are working overtime or double shifts.	
Average number (#) of hours worked by company employee, by classification.	

QJ Standards	Strategy
D. Comprehensive Benefits	1 Extend benefits to all employees, including frontline staff and lowest paid workers.
	2 Provide workers with paid sick leave, parental leave, medical leave, and other vacation or paid time off.
	3 Provide or subsidize transportation for employees.
	4 Offer childcare (and elder care/other family care) and other supports to employees.
	5 Implement or improve flexible hours and paid time off policies that support employees' personal wellbeing and family.
	6 Create or improve existing employee financial wellness programs.
	7 Offer and promote the use of Employee Assistance Programs (EAPs).
	8 Establish or expand portable retirement savings and medical benefits programs.
E. Accessible Hiring and Onboarding Practices	1 Standardize the use of ADA compliant job description text and accessibility of all job application materials.
	2 Post simple, skill-based job descriptions that include core competencies, essential job functions necessary to perform the job, and accurate salary range.
	3 Expand recruitment efforts to reach a larger pool of qualified, diverse applicants.
	4 Implement resume review technology that removes bias.
	5 Implement a standard interview process for all candidates that is still responsive to different job seeker needs.
	6 Provide comprehensive, effective, and consistent onboarding for all new hires.
	7 Assign formal or informal mentors to assist new employees with their transition ("buddy system").
	8 Incorporate reasonable accommodation practices into onboarding.
	9 Improve enforcement of Ban the Box, discrimination, and reasonable accommodation laws.
	10 Improve existing workforce development sector-based partnerships. Create and/or support new sector-based partnerships in emerging or recovering sectors.
	11 Expand and improve direct-hire job training programs.
	12 Support foreign-born/trained job seekers in new credentialing process.

Potential Metrics	Status
Percentage (%) of frontline employees who have full benefit packages.	
Presence of leave policy that offers more PTO than minimum legal requirements and allow for carry over days.	
Percentage (%) of employees who utilize employer's free or low-cost transportation option.	
Percentage (%) of employees offered a free or low-cost transportation option.	
Percentage (%) of caregiving employees connected to free or low-cost family care resources.	
Implementation of flexible hours or progressive PTO policies.	
Percentage (%) of employees who lose unused PTO days.	
Percentage (%) of employees enrolled/participated in financial wellness program offerings.	
Percentage (%) of employees enrolled in EAP.	
Percentage (%) of workers utilizing portable benefits.	
Percentage (%) of revised job descriptions and materials.	
Percentage (%) of revised job descriptions and materials.	
Number (#) of affinity-based job boards/communities engaged in recruitment processes.	
Increased diversity of applicants and increased diversity of hires.	
Increased diversity in submitted applications and increased diversity in hires.	
Implementation of a standard interview process that includes most or all the above strategies.	
Increased diversity in hires.	
Percentage (%) of new hire satisfaction with onboarding process.	
Percentage (%) of new hire confidence and comfort based on mentorship.	
Number (#) of accessibility requests or modifications addressed.	
Number (#) of discrimination enforcement procedures or actions taken by the state or municipality.	
Increased number (#) of joint ventures and partnerships; # of new or enhanced sector training programs.	
Number (#) of direct hire training programs; retention of program participants hired by employer.	
Number (#) of immigrant or refugee job seekers hired in their previously credentialed field.	

QJ Standards	Strategy
F. Training and Advancement Opportunities	1 Build clear internal pathways and opportunities to support career progression.
	2 Create and expand on-the-job, professional development, and incumbent worker training opportunities to support advancement and cross training.
	3 Create or update tuition assistance programs.
	4 Create local, regional, and state investment incentives for employers and workers that upskill, or reskill, workers for future jobs and swiftly changing industries.

Potential Metrics	Status
Percentage (%) of employees that progress within the organization over time.	
Percentage (%) of employees who are promoted within a year of completing training.	
Percentage (%) of workers who participate in rotational or cross-training programs.	
Dollars allocated to tuition assistance.	
Number (#) of employees who complete education programs with tuition assistance.	
Amount of public and private funding for upskilling/reskilling programs.	
Number (#) of workers who completed upskill programs.	

VII.

ENDNOTES

Endnotes

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2022–2023

STATE OF WORKFORCE LABOR REPORT

THE COLUMBIA-WILLAMETTE WORKFORCE COLLABORATIVE
Working together to develop and support regional talent



workforce
SOUTHWEST WASHINGTON

work.
systems

ABOUT

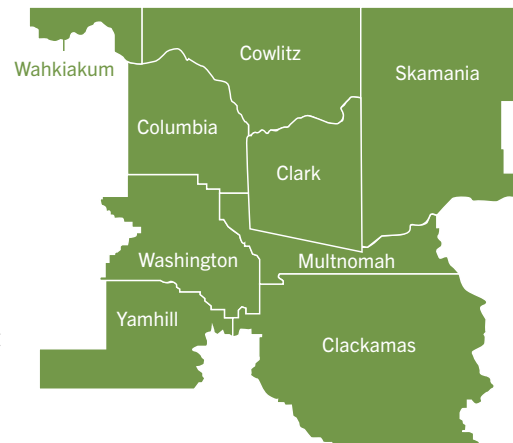
ABOUT THE COLUMBIA-WILLAMETTE WORKFORCE COLLABORATIVE

The Columbia-Willamette Workforce Collaborative (Collaborative) is a partnership between Clackamas Workforce Partnership, Workforce Southwest Washington and Worksystems: the three Workforce Development Boards covering the Portland-Vancouver Metropolitan Area. The Collaborative delivers a unified approach to serving industry, supporting economic development, and guiding public workforce training investments to better address the needs of our combined labor shed. We know that people are willing to travel throughout the region for the best opportunities and that employers need the most qualified workers regardless of where they live. By working together, we can cultivate our regional talent pool and build the foundation for a strong economy.

ABOUT THE GEOGRAPHIES

Throughout this report, data is often provided for all nine counties found on the map at right. These nine counties, when combined, are referred to as the Portland-Vancouver Metro Area (PVMA). The PVMA is a combination of the seven-county Portland-Vancouver-Hillsboro Metro Statistical Area (MSA) and two additional counties served by the Collaborative — Cowlitz and Wahkiakum counties in Southwest Washington.

Columbia, Yamhill, and Skamania counties are not a part of the Collaborative's geography; however, they remain an important part of this report as they are included with the Portland MSA. In instances where data is not available for the nine-county region combined, data instead is provided for the seven-county MSA.



ABOUT THIS REPORT

The Collaborative is focused on aligning and investing resources to support the workforce needs of five sectors: Advanced Manufacturing, Clean Energy, Healthcare, Technology, and Construction. Sectors are chosen based on factors such as their economic significance to the region, current number of openings and job growth projections, average wages that support self-sufficiency, and career ladder opportunities across the skill continuum. By examining labor market intelligence (such as the data contained in this report) and vetting the information with business partners, we are able to better understand industry trends, identify current and emergent workforce needs, and develop customized solutions for each sector.

SNAPSHOT

This report examines the state of the workforce in the greater Portland-Vancouver Metro Area (PVMA). A great deal has changed since the 2018 State of the Workforce Report was published.

In February 2020, the region was experiencing a historically low unemployment rate. Then in March 2020, the COVID-19 pandemic hit, and everything changed. Within two months, the unemployment rate had increased by a factor of four. More than 170,000 area residents were qualified to receive unemployment benefits. Many more households were coping with loss of income and economic uncertainty. The economic impacts of the COVID-19 pandemic created unsustainable demands on social services and taxed community resources that many vulnerable populations rely upon. The effects of the pandemic were also layered upon a period of social and political unrest and the accelerating impacts of climate change. Unprecedented inflation that outpaced personal income growth further added to the financial burden on area workers and their families.

The challenges of the past three years have not been felt evenly across the economy. The loss of low-wage jobs disproportionately impacted communities of color and younger workers. During the pandemic we saw many women overly burdened with caregiving responsibilities leave the labor force. Today many of them have returned but we have yet to see the full impact of the gap in employment.

As we emerge from the pandemic, the Portland-Vancouver Metro Area has recovered nearly all of the jobs that were lost since 2020 and employment growth has been strong. The region's labor force participation rate is above the national average. However, despite the high labor force participation rate and a labor force that is the largest it has ever been, some employers are having difficulty finding the qualified workers they need. Conversely, the tech industry is experiencing a round of high-profile layoffs, indicating that the next recession might be around the corner.

The post-recession economy is much changed. COVID-19 accelerated existing workforce trends, including remote work, e-commerce, and automation. Some industries grew while others shrank. The pandemic led many people to reassess their careers. Retirements, new business formation, and rates of turnover all increased during the past three years. After declining for decades, rates of unionization are increasing as workers are able to demand a stronger voice and higher wages.

Assisting local workers prepare for the region's shifting, growing economy — and thereby aiding business to find qualified workers — is critical to the health of the regional economy. For a community to prosper, concentrated efforts must be made to align workforce supply with industry demand. Ideally, the economy should exist in a state of equilibrium, where the supply and skills of workers parallel industry demand. Perfect alignment, however, rarely occurs since it requires a dynamic balance between social, economic, and demographic factors influenced by local, national, and global trends. In today's constantly shifting world with rapidly evolving technology, understanding where misalignments exist is paramount to ensuring the region establishes and maintains competitive edges across growing sectors. The Columbia-Willamette Workforce Collaborative (CWWC) — comprised of the three Workforce Development Boards covering the Portland-Vancouver region — is working together to bridge the gaps between workforce supply and industry demand, and align resources to prepare job seekers to succeed in today's labor market. Using the data available in this report, we will work with regional partners and leaders to shape policy, consider investments, and implement strategies to improve the quality and health of the workforce.

COVID-19

The COVID-19 recession was swifter and more severe than the Great Recession of 2007–2009. In one month, employment in the Portland-Vancouver Metro Area decreased more than it did during the first two years of the Great Recession. While the recovery was also much more rapid, COVID has permanently altered the economy by accelerating existing trends in remote work, e-commerce, and automation.

Nationally, an estimated 18% of workers work remotely. Even though the majority of workers continue to work onsite, the increase in remote work has had ripple effects throughout the economy. There is less demand for retail and restaurants in areas that were pre-pandemic employment hubs. A decline in business travel and tourism have impacted downtown businesses, including hotels, restaurants, and retail. Fewer commuters have resulted in lost revenue and a decrease in transit options. There are fewer service-sector jobs, and it is increasingly expensive for workers to commute to those jobs.

Employment in restaurants and retail haven't recovered from pandemic losses, while transportation and warehousing barely lost any jobs in 2020 and are well above pre-pandemic highs. Between 2019 and 2021, the number of accommodations and food service jobs in the Portland-Vancouver MSA decreased 21%, losing nearly 23,000 jobs. During the same period, transportation and warehousing gained more than 4,300 jobs, a 10% increase.

Historically, recessions accelerate the adoption of automation and artificial intelligence (AI). This was particularly true of the COVID-19 recession. The pandemic encouraged greater adoption of AI as businesses and individuals sought to limit in-person interactions. Restaurants are a prime example of this shift. Fast-food and counter workers are being replaced by touchscreen ordering, while waitstaff are being replaced by phone apps that allow customers to send their orders directly to the kitchen.

The COVID-19 pandemic was a national crisis that led many people to reevaluate their own priorities when it came to where and how they lived and worked. Many workers were forced to leave the labor market to provide care for children and other family members when schools, daycare centers, and community centers closed. A significant number of workers dropped out of the labor force because they feared getting or spreading COVID-19. Not all those workers have returned to the workforce. Finding dependable and affordable child and elder care continues to pose a challenge for many families. Higher wages combined with higher levels of household savings during the pandemic have reduced the need for a second paycheck in some households. Other workers decided to retire early or strike out on their own. During the first year of the pandemic, new business formation in Oregon increased 14%. In April 2022, 7.3% of Oregonians were self-employed, the highest rate in six years. Other workers changed jobs in search of better conditions or higher wages.

Many of the workers who lost their jobs during 2020 did not return to their previous occupations. This was the result of shifts in industry share of employment; employment in some industries grew due to increased demand, while employment in others was impacted by increased adoption of automation, inflation, rising interest rates, and oil prices. It was also the result of personal reflection and choice due to an unprecedented moment of change.

DEMOGRAPHICS & THE LABOR MARKET

Today, there are more people participating in the regional labor force than at any other time in history. The labor force participation rate is an estimate of the number of people ages 16 and older who are employed or actively seeking employment, divided by the non-institutionalized, civilian working-age population. Ninety-six percent of people in the labor force are currently employed. The remaining 4% are actively looking for work. On an annual basis, the regional rate of growth has outpaced the national rate of growth 12 of the past 15 years.

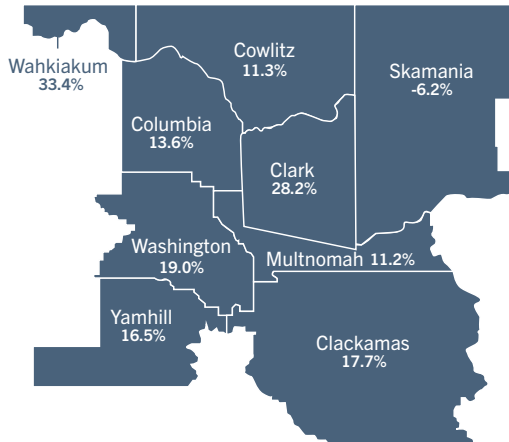
During the late 1990s, the birth rate dropped. Today that means fewer people entering the labor force. There are 20% fewer people in their early to mid-20s than in the mid to late 20s.

The labor force participation rate is lower for this age group as people go to college or participate in training.

As fewer young people are entering the labor force, more older workers are leaving. The pandemic accelerated retirement as many workers who were able to retire stopped working. Those workers aren't coming back. The national labor force participation rate for workers 65 and over who do not have a disability dropped in 2020 and remains below pre-pandemic levels.

REGIONAL LABOR FORCE

REGIONAL LABOR FORCE 10-YEAR GROWTH 2011–2021



Regional labor force has increase 16% since 2011. Since 2020, the PVMA's labor force grew five times faster than the national labor force.

EDUCATION



39%
of adults have a bachelor's degree or higher

SHARE OF INDUSTRY'S EMPLOYMENT: 55+ WORKERS

24% of the region's workforce is age 55+, with the majority employed in:

	Manufacturing	26%
	Health Care & Social Assistance	24%
	Government	25%

LARGEST EMPLOYERS IN THE PORTLAND METROPOLITAN AREA

(Ranked by number of local employees)

Rank	Company	Number of Local Employees
1	Intel Corp	21,000
2	Providence Health & Services	21,000
3	Oregon Health and Science University	18,048
4	Nike Inc.	13,964
5	Legacy Health System	13,120
6	Kaiser Permanente Northwest	11,163
7	Fred Meyer Stores	9,525
8	Portland Public Schools**	6,847
9	City of Portland**	6,635
10	Multnomah County**	5,096
11	U.S. Department of Veterans Affairs**	4,783
12	Beaverton School District**	4,606
13	Walmart	4,500
14	PeaceHealth Southwest Washington Medical Center**	4,482
15	Vancouver Public Schools	4,347
16	U.S. Postal Service**	3,717
17	Wells Fargo	3,500
18	Portland Community College	3,397
19	Portland State University	3,136
20	TriMet	3,117

**2020 Employment

REGIONAL SKILLS SUPPLY

A strong, vibrant economy requires a skilled workforce. Rapid technological advancements demand increasingly higher skills, requiring training, and education beyond high school.

Educational attainment in the Portland-Vancouver Metro Area is higher than the national average. Thirty-nine percent of adults in the region have a bachelor's or advanced degree, compared to 33% nationally. Nearly half of adults in Multnomah and Washington counties have bachelor's or professional degrees. Rates of educational attainment increased during the early part of the century when the region was attracting a steady stream of educated workers from around the country. However, in recent years, rates of educational attainment have been stagnant. The region's higher-education landscape contains more than 35 institutions, including five community colleges and an array of private and public institutions supporting a broad mix of disciplines and degrees.

High school graduation rates continue to climb — more than 85% of the students in the Portland-Vancouver Metro Area graduate in four years. The graduation rate has increased significantly for Black and Hispanic students. Hispanic students now graduate at a rate on par with their white classmates, and while Black students continue to graduate at lower rates, the gap has noticeably shrunk over the past four years.

Notwithstanding these successes, more than 4,100 youth drop out of high school every year, and less than 40% of regional 11th-graders are proficient in math. The COVID-19 pandemic and related school closures exacerbated existing educational disparities. Oregon students scored lower on assessment tests in spring 2022, compared with tests taken in spring 2019. Students who were already behind suffered the greatest setbacks. Just 39% of students in grades three and eight earned a proficient score in reading and writing, compared with 51% in spring 2019. Math scores were similarly impacted, with just 28% of students scoring proficient compared to 40% in 2019. In Washington, reading and writing scores decreased from 61% to 52% proficient. The decline in math proficiency was even greater, decreasing from 50% of students scored proficient in 2019 to just 33% of students scoring proficient in 2022.

During the pandemic, high school and college classes shifted online. Many students or potential students delayed returning to school. Enrollment at colleges and universities across Oregon and Washington decreased in fall 2020. Community colleges were hardest hit, declining 23% in Oregon and 19% in Washington from fall 2019. In the Portland-Vancouver Metro Area, enrollment in regional community colleges decreased between 17% and 29%. Together, there were more than 14,500 fewer students enrolled in those Portland-Vancouver Metro community colleges in 2020 than in 2019.

An additional 18,200 workers in the region work full-time, year-round, but are living below the poverty level. The COVID-19 pandemic accelerated economic trends that reshaped where and how many people work. Many lower-paying customer service-oriented jobs were lost, and new growth has primarily been in areas that require higher levels of education and training. The CWWC has committed to working together across program and jurisdictional boundaries to build employer partnerships and address the skill shortage facing the regional workforce. Building a strong regional workforce requires skill-building beyond traditional college-aged students. The CWWC works with partners to develop creative ways to engage and incentivize youth and adults to pursue and complete educational and industry-recognized credentials and to participate in paid work experiences that increase awareness of and interest in high-demand occupations.

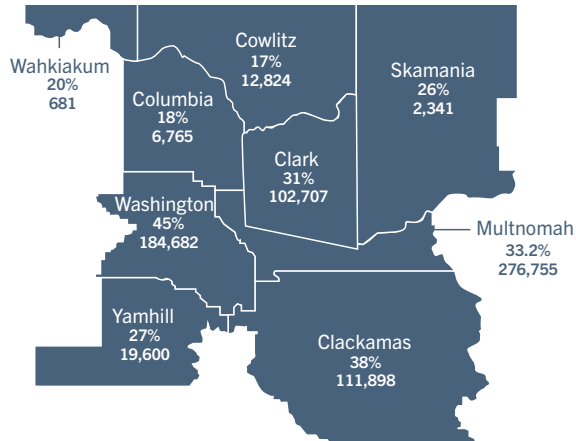
Particular emphasis is placed on occupations commonly found in five target sectors: Advanced Manufacturing, Healthcare, Technology, Clean Energy, and Construction. By focusing training to prepare people for mid-level jobs found in these sectors, the CWWC can efficiently leverage its resources to provide customers a platform to find career-track employment and earn self-sufficiency wages.

Oregon and several areas in Washington have adopted the National Career Readiness Certificate (NCRC), a portable credential that demonstrates achievement and a level of workplace readiness skills in applied mathematics, locating information, and reading for information. Increasing regional employer awareness about the NCRC will bolster the initiative's success to date. As of August 2022, nearly 22,200 residents have attained an NCRC — a real, tangible credential that informs regional employers of a potential employee's workplace skills.

While the pandemic has produced an unprecedented level of economic disruption in the short-term, the long-term disruptive effects of global climate change are becoming increasingly apparent. The physical climate is indisputably changing, both in our region and around the world. In the Pacific Northwest, forest fires increasingly threaten suburban and rural communities. Ironically, the existential threat posed by climate change is fostering growing economic opportunities in existing and emerging sectors. Individual and collective efforts to fight climate change have resulted in increased investment and new jobs in clean technology. The CWWC recently introduced a new target sector focused on green technology.

REGIONAL SKILLS SUPPLY

PEOPLE AGE 25+ WITH A BACHELOR'S DEGREE OR HIGHER:



FIELDS OF BACHELOR'S DEGREE FOR POPULATION 25+: 2017

	Science, Engineering and Related Fields	48%
	Arts, Humanities, and Other	28%
	Business	17%
	Education	8%

UNIONIZATION

 **16%** 
of the metro area's workers are union members, up from 2017 (13%)

H-1B VISAS

 **9,180** 
H-1B Visas were issued in 2021, down from 2017 (9,600)

REGIONAL LABOR FORCE

The Portland-Vancouver Metro Area continues to have a strong economy following the COVID-19 recession. For decades, a high quality of life and low cost of living, compared with other West Coast cities combined with a robust entrepreneurial culture that promotes small-business growth has attracted young, creative talent from across the globe. This continues to be true, despite a few challenging years.

The manufacturing sector continues to innovate across the region to remain competitive. High growth has been occurring in distinct industries, resulting in a more diversified economy. Regions with diversified economies are more likely to be resilient against downturns.

Despite these strengths, numerous challenges threaten the sustainability and health of the region's workforce and economy. Job growth and labor force numbers continue to grow, yet too often employers struggle to find qualified workers. Nearly a quarter of the workforce is over the age of 55 and will reach retirement age within the next decade. A substantial portion of the older workforce can be found in key sectors such as manufacturing and healthcare. The region's per capita income continues to grow faster than the nation's, yet only two of the region's top 10 most prevalent occupations (registered nurses and general operations managers) pay wages sufficient to allow a single parent with two children to support their family without requiring public assistance. Furthermore, both these occupations typically require a bachelor's degree. The remaining eight occupations pay, on average, less than \$34,500 annually, which is not a self-sufficiency wage for this region.

The healthcare industry faces a severe shortage of its two largest occupations, nurses, and home healthcare aides. This shortage was accelerated by the COVID-19 pandemic and the closure of several regional educational institutions.

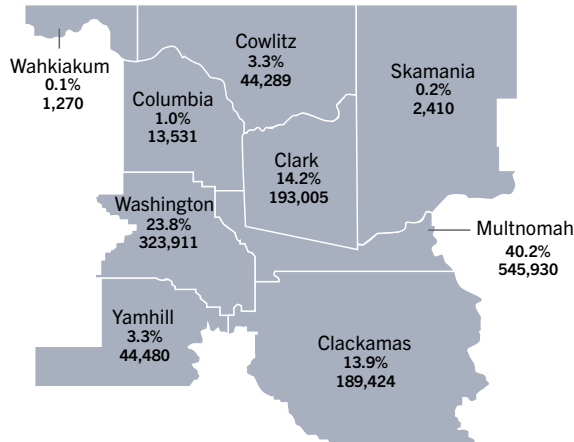
Over the next decade, jobs in the five target sectors are expected to experience strong growth. The occupations with the greatest anticipated growth are in Healthcare (led by registered nurses and home health and personal care aides) and Technology (led by software developers). Multiple Construction occupations, including carpenters, construction laborers, and electricians are expected to grow. Some of the strongest occupational growth is anticipated in the new target sector, Clean Energy. Local, state, and federal investments in clean energy, combined with a consumer market eager for environmentally friendly goods and services, are combining to create opportunities for skilled workers.

The current skill shortage presents both a challenge and opportunity for regional stakeholders — a more coordinated approach will ensure the region addresses its workforce needs. Focusing on target industry sectors that not only have a strong presence now, but will continue into the projected future, as well as providing integrated services to efficiently use resources, improving connections between industry and training, and growing the budding awareness among businesses about the public workforce system, will provide a path to ensuring that the region's workforce meets the needs of an every-evolving economy.

REGIONAL DEMAND FOR WORKERS

2021 REGIONAL JOBS: 1,358,240

Grew 16% since 2011

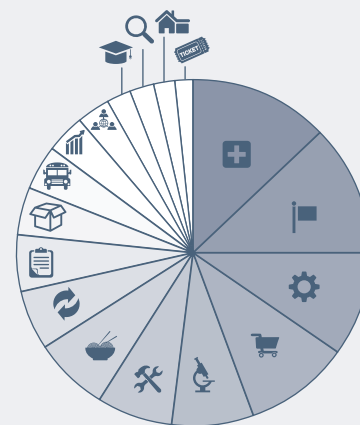


10 MOST COMMON OCCUPATIONS: 2021 EMPLOYMENT

Occupation	Number of employed	Median Annual Earnings
Fast Food and Counter Workers	33,138	\$30,118
Retail Salespersons	32,844	\$32,198
Stockers and Order Fillers	30,802	\$36,525
General and Operations Managers	27,155	\$96,262
Registered Nurses	24,491	\$103,314
Office Clerks, General	23,129	\$38,730
Home Health and Personal Care Aides	23,001	\$30,846
Cashiers	22,072	\$31,429
Customer Service Representatives	18,918	\$40,040
Laborers and Freight, Stock, and Material Movers, Hand	17,821	\$37,461
Heavy and Tractor-Trailer Truck Drivers	16,509	\$53,435

EMPLOYMENT BY INDUSTRY

	2021 Jobs	2021
Health Care and Social Assistance	174,057	12.8%
Government	160,096	11.8%
Manufacturing	132,315	9.7%
Retail Trade	128,968	9.5%
Professional, Scientific, and Technical Services	100,024	7.4%
Construction	93,788	6.9%
Accommodation and Food Services	91,374	6.7%
Administrative and Support and Waste Management and Remediation Services	74,844	5.5%
Other Services (except Public Administration)	71,091	5.2%
Wholesale Trade	56,960	4.2%
Transportation and Warehousing	55,869	4.1%
Finance and Insurance	48,362	3.6%
Management of Companies and Enterprises	39,414	2.9%
Educational Services	32,611	2.4%
Information	28,193	2.1%
Real Estate and Rental and Leasing	26,383	1.9%
Arts, Entertainment, and Recreation	19,048	1.4%



SOCIOECONOMIC CHALLENGES

Reducing poverty is a moral and economic imperative that is essential to the health and livability of the region. A person born into poverty is much more likely to earn less as an adult, more likely to have involvement with the justice system, experience poor health, and require more public assistance. Services provided by the workforce development system can help to remove systematic barriers to employment and are an effective strategy in the fight to reduce poverty. During the COVID-19 pandemic, resources available to combat poverty and engage people with the labor market, including federal resources that directly support non-education-based anti-poverty and workforce efforts, increased. However, many area residents are still struggling.

Ensuring that the area workforce is prepared for and has access to jobs that pay wages sufficient to meet their basic needs remains one of the most overwhelming challenges for the Portland-Vancouver region. According to the most recent Census data, more than 261,500 individuals (10%) live in poverty. More than one-fifth of households in Multnomah and Washington counties do not meet the Self-Sufficiency Standard, a measure of how much income a family of a certain composition in a given place must earn to meet their basic needs without public or private subsidies. An estimated 53,000 people remain unemployed and thousands more work full-time, but do not make ends meet because of low wages, insufficient benefits, and few prospects for career advancement. Others face steep barriers to employment because of low literacy, criminal history, or lack of educational credentials.

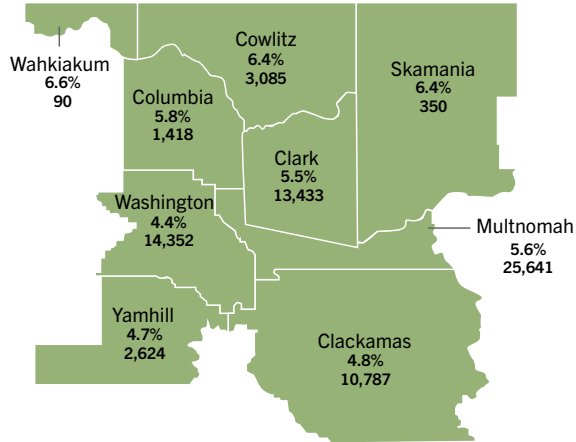
Rent continues to soar across the region. Property values, while still high compared to other areas of the country, have dropped as interest rates are increasing. This is bad news for renters and homeowners. Far too many residents are being forced to move further away from job centers and, in extreme cases, find themselves without housing. Renter-occupied households are significantly less likely to meet the Self-Sufficiency Standard compared to homeowners. From the most recent point-in-time homeless counts, an estimated 6,000 people sleep on the streets or in shelters across the region. More than 500 customers engaged in the regional workforce system indicated that they were unhoused. Ensuring that residents facing housing insecurity have access to all the services available to them will require a multifaceted approach from housing, workforce, and human-service providers.

The Portland-Vancouver region is home to numerous proven programs and promising practices that engage low-income job seekers. These programs include the integration of basic education and occupational skill training, career pathways, vocational focused case management, and strong partnerships with education, community-based, and social service organizations.

SOCIO-ECONOMIC CHALLENGES

UNEMPLOYMENT RATE

Total Unemployed 71,790



WORKING POOR

18,226
full time workers live below the poverty line.

POVERTY STATUS

	2015		2020
Poverty (Individuals)	13.8%	↓	10.3%
Public Assistance (Household)	3.8%	↓	3.7%
Food Stamps/SNAP (Households)	16.7%	↓	12.1%
	2011		2021
Subsidized Housing (Individuals)	5.2%	↓	2.2%

QUALITY JOBS

In 2021, the CWWC embarked on a process to define what a quality job means for the region. The Quality Jobs Framework was developed in partnership with a cross-section of businesses, workers, organized labor, service providers, and government agencies that forms the foundation from which to create and support quality jobs throughout the region. The CWWC believes in the value of work and the shared benefits afforded to workers, businesses, and the region's communities through good, high-quality jobs. CWWC created the Quality Jobs Initiative to address long-standing inequities, including lack of access to good jobs and careers that allow people to support themselves and their families, and which perpetuate economic disparities. Through this work, CWWC seeks to increase the number of quality jobs and improve the regional economy for all. CWWC believes that quality jobs are not an issue for social services alone, but also a business imperative. Good, high-quality jobs – ones with competitive wages and benefits, predictable hours, necessary training, and opportunities for advancement – are good for business.

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POPULATION

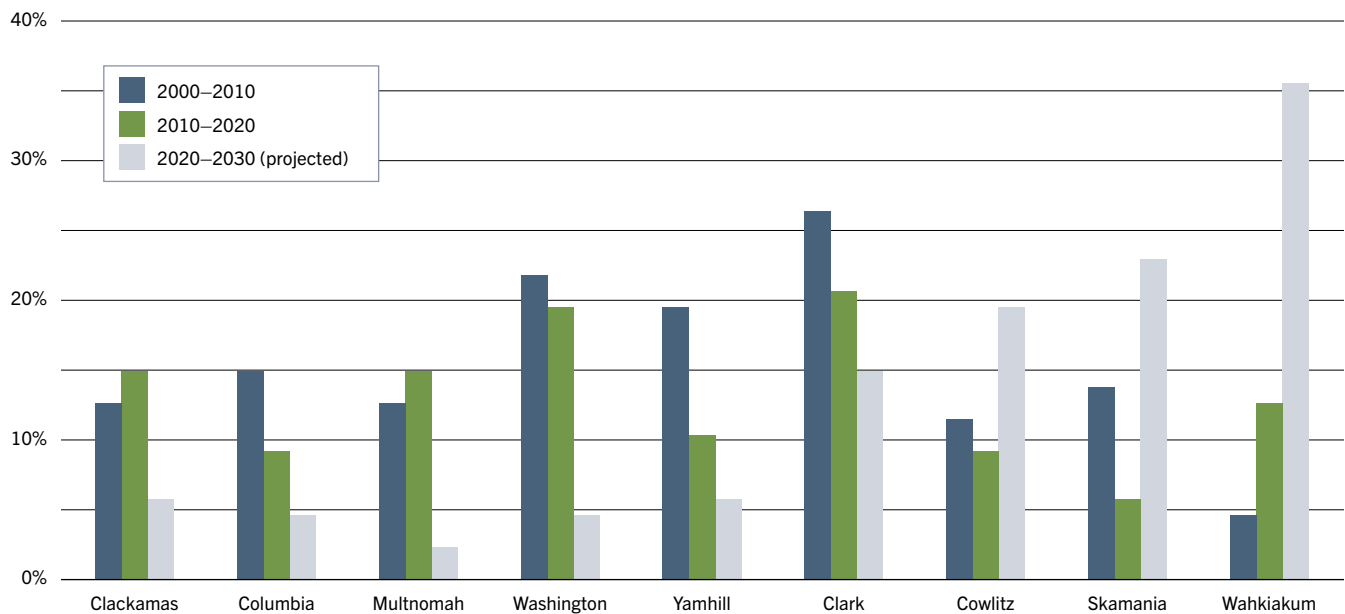
1.1 | DETAILED POPULATION GROWTH: HISTORIC AND PROJECTED

	POPULATION				PROJECTION	
	2000	2010	2020	2021	2030	2032
United States	281,421,906	308,745,538	331,449,281	331,893,745	346,456,904	349,140,235
Portland-Vancouver Metro Area	2,026,593	2,332,397	2,668,107	2,653,124	2,816,788	2,847,950
Clackamas	338,391	375,992	426,515	425,316	446,810	450,444
Columbia	43,698	49,351	53,280	53,014	55,213	55,349
Multnomah	662,288	735,334	829,560	820,672	842,697	846,494
Washington	445,342	529,710	620,080	605,036	642,176	648,753
Yamhill	84,992	99,193	108,605	108,261	113,835	114,586
Clark	345,238	425,363	503,311	513,100	567,245	580,159
Cowlitz	92,948	102,410	110,730	111,500	129,085	132,078
Skamania	9,872	11,066	11,604	11,750	13,939	14,152
Wahkiakum	3,824	3,978	4,422	4,475	5,788	5,935

Source: US Census, Oregon Population Research Center, Washington Office of Financial Management

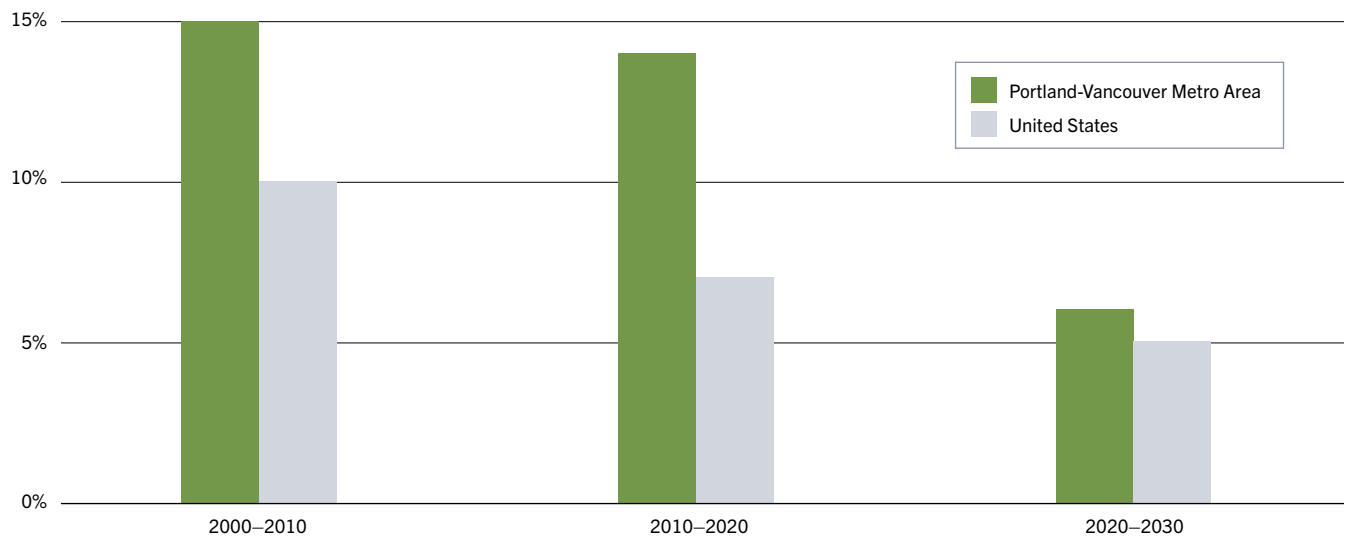
Note: WA population estimates are available for 2022.

1.2 | POPULATION GROWTH: HISTORIC AND PROJECTED



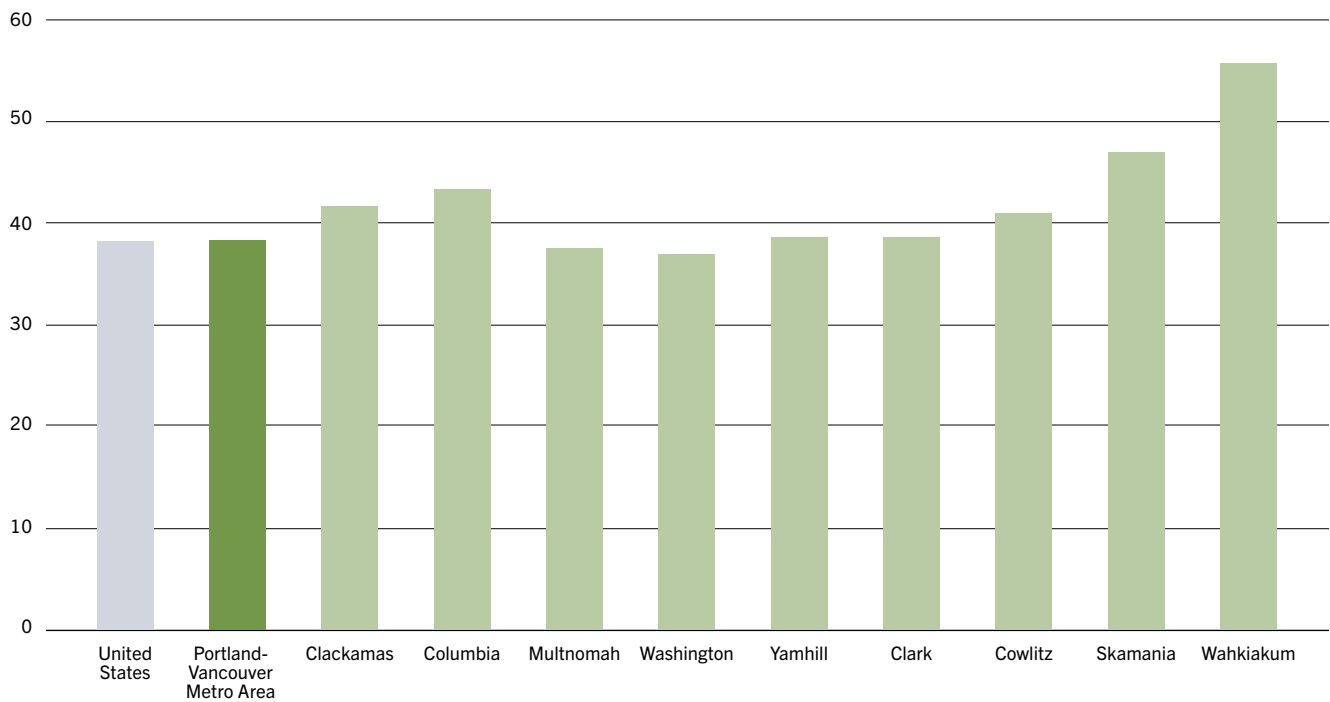
Source: US Census, Oregon Population Research Center, Washington Office of Financial Management

1.3 | POPULATION GROWTH: HISTORIC AND PROJECTED



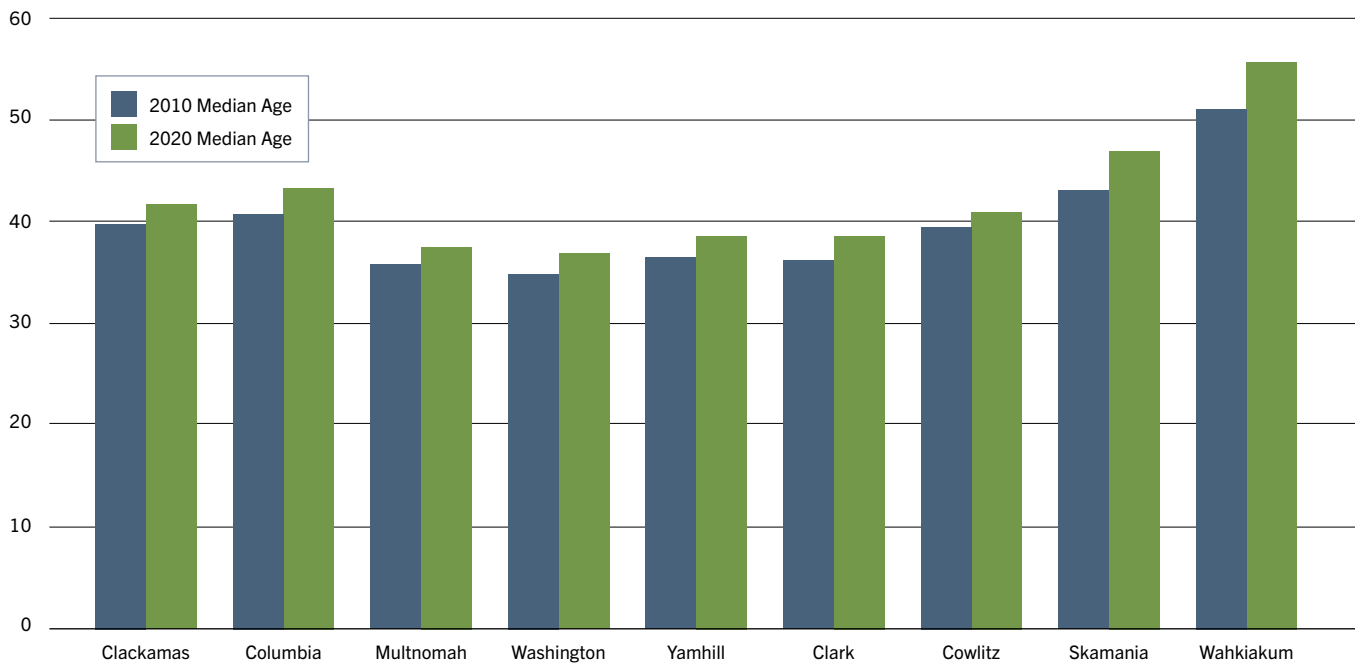
Source: US Census, Oregon Population Research Center, Washington Office of Financial Management

1.4 | MEDIAN AGE: 2020



Source: U.S. Census, American Community Survey, Table B01002

1.5 | MEDIAN AGE OVER TIME



Source: U.S. Census, American Community Survey, Table B01002



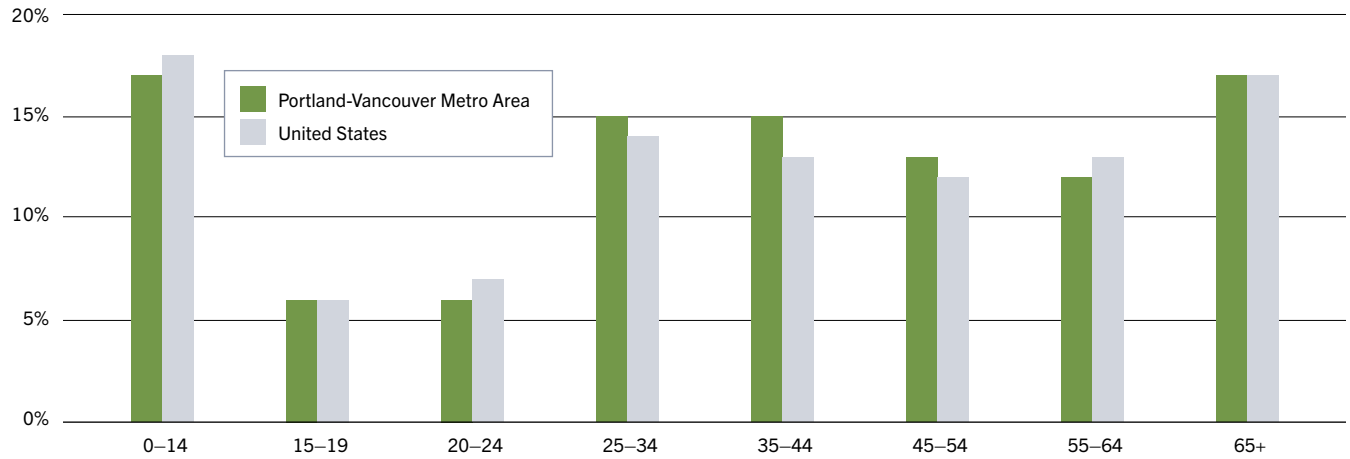
1.6 | COUNTY POPULATION BY AGE: 2021

POPULATION DISTRIBUTION (#)										
Age Range	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	PVMA
0–14	74,501	8,743	123,184	109,073	18,815	96,880	20,616	1,872	587	454,271
15–19	24,724	2,922	40,078	35,679	7,321	33,962	7,106	635	287	152,715
20–24	22,210	2,612	47,186	35,398	7,204	30,768	6,101	511	180	152,170
25–34	51,300	6,274	150,779	96,245	13,830	62,658	12,151	1,170	318	394,725
35–44	58,392	6,828	137,993	92,429	14,192	66,966	12,472	1,445	373	391,090
45–54	54,804	6,883	110,417	79,454	13,041	65,609	13,210	1,566	431	345,415
55–64	55,661	7,747	90,779	68,376	13,437	66,895	15,507	2,111	720	321,231
65+	83,724	11,004	120,255	88,382	20,421	89,362	24,338	2,441	1,580	441,507
Total	425,316	53,014	820,672	605,036	108,261	513,100	111,500	11,750	4,475	2,653,124

POPULATION DISTRIBUTION (%)										
Age Range	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	PVMA
0–14	18%	16%	15%	18%	17%	19%	18%	16%	13%	17%
15–19	6%	6%	5%	6%	7%	13%	6%	5%	6%	6%
20–24	5%	5%	6%	6%	7%	6%	5%	4%	4%	6%
25–34	12%	12%	18%	16%	13%	12%	11%	10%	7%	15%
35–44	14%	13%	17%	15%	13%	13%	11%	12%	8%	15%
45–54	13%	13%	13%	13%	12%	13%	12%	13%	10%	13%
55–64	13%	15%	11%	11%	12%	13%	14%	18%	16%	12%
65+	20%	21%	15%	15%	19%	17%	22%	21%	35%	17%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

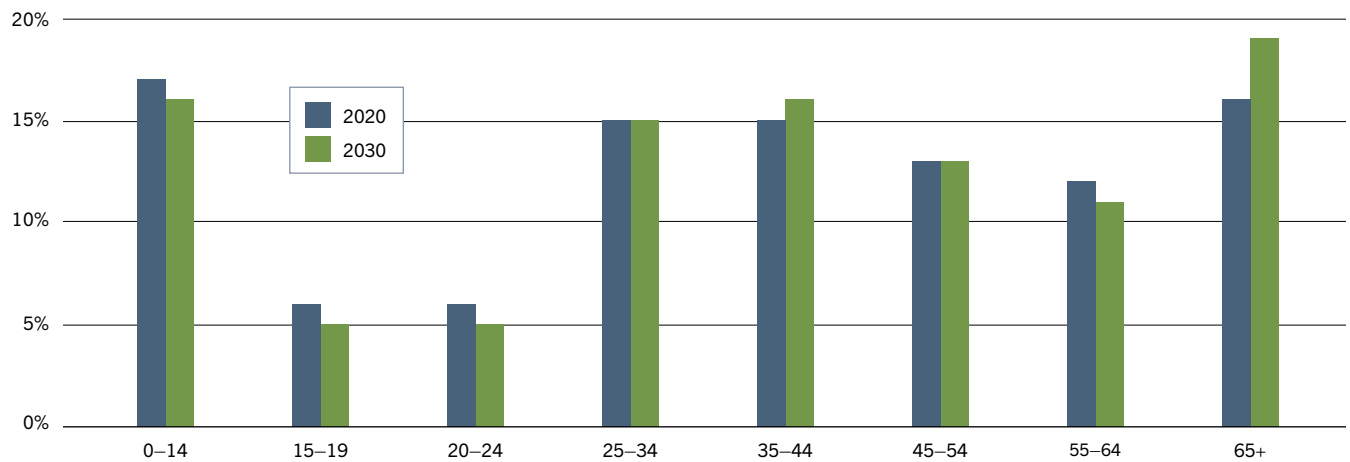
Source: Oregon Population Research Center, Washington Office of Financial Management

1.7 | DISTRIBUTION OF POPULATION BY AGE: 2021



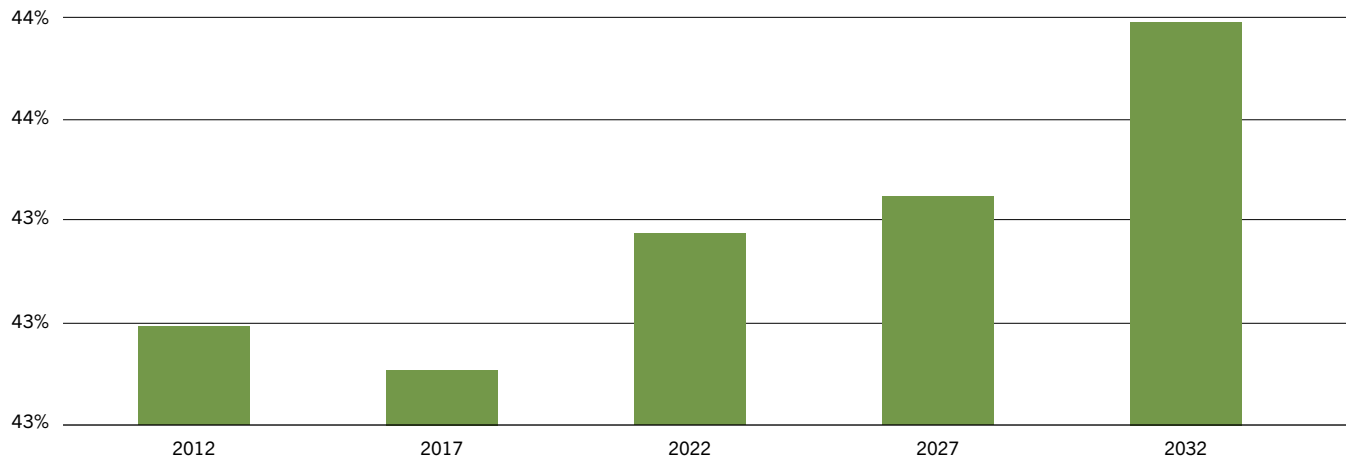
Source: Oregon Population Research Center, Washington Office of Financial Management, Lightcast

1.8 | POPULATION PROJECTIONS BY AGE: PORTLAND-VANCOUVER METRO AREA



Source: Lightcast

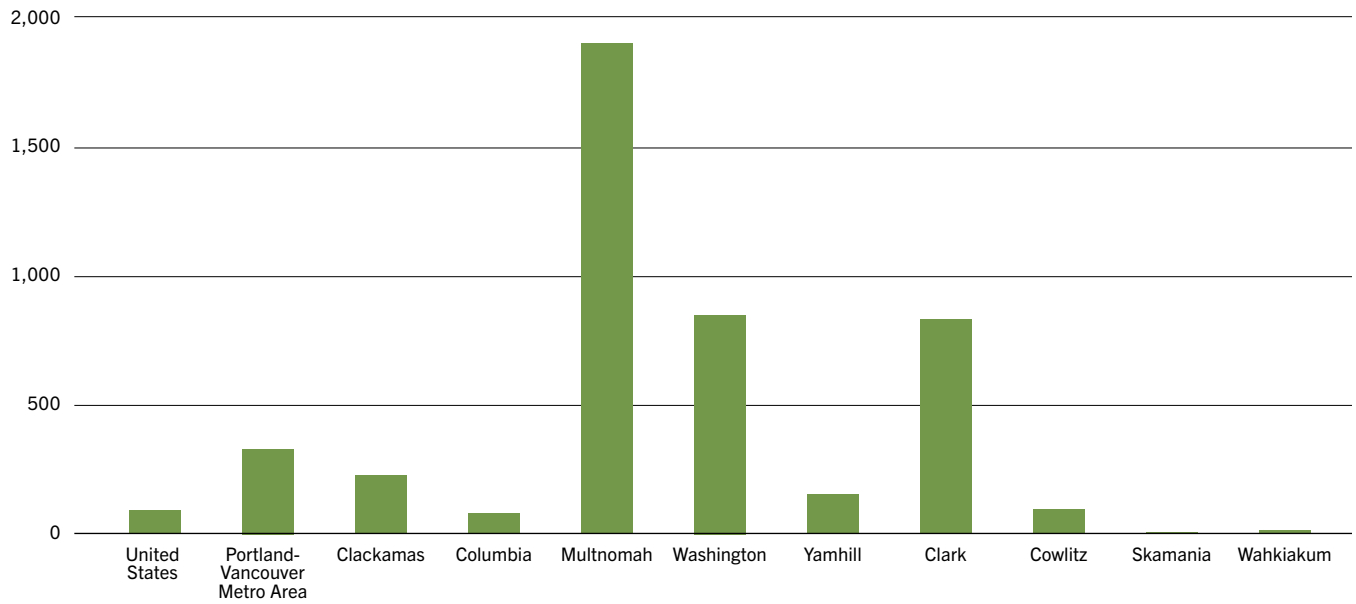
**1.9 | PRIME WORKING-AGE POPULATION (AGES 25-54) SHARE OF POPULATION:
CURRENT AND PROJECTED PORTLAND-VANCOUVER METRO AREA**



Source: Lightcast

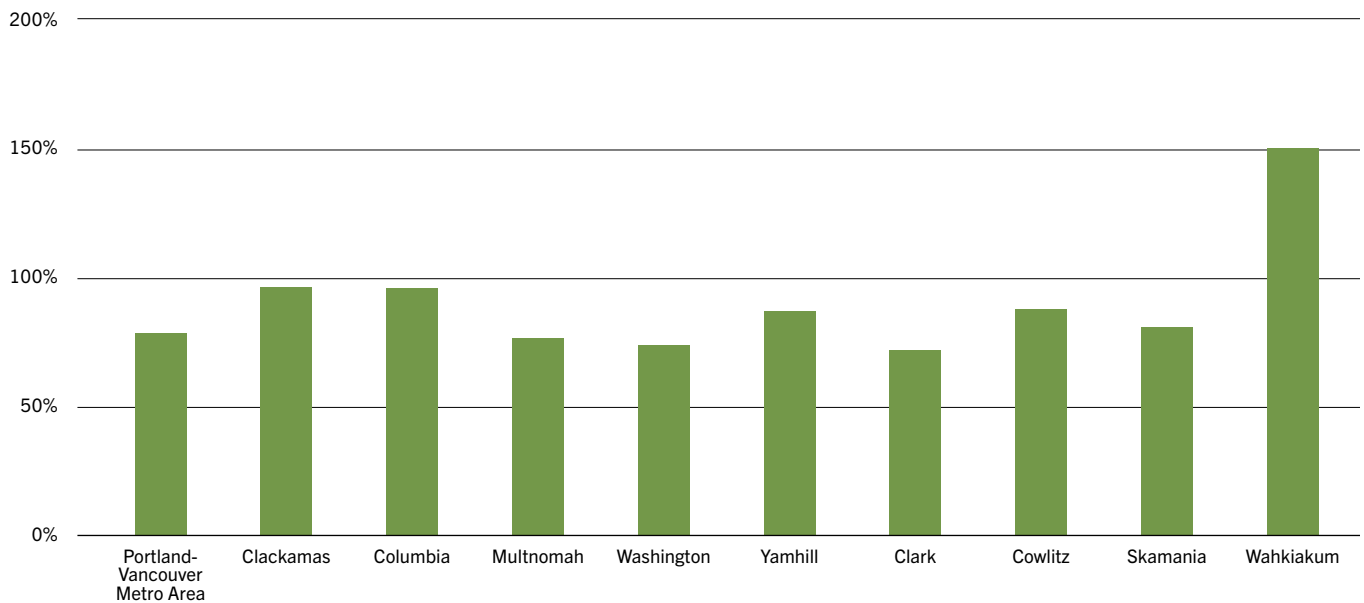


1.10 | POPULATION PER SQUARE MILE: 2022



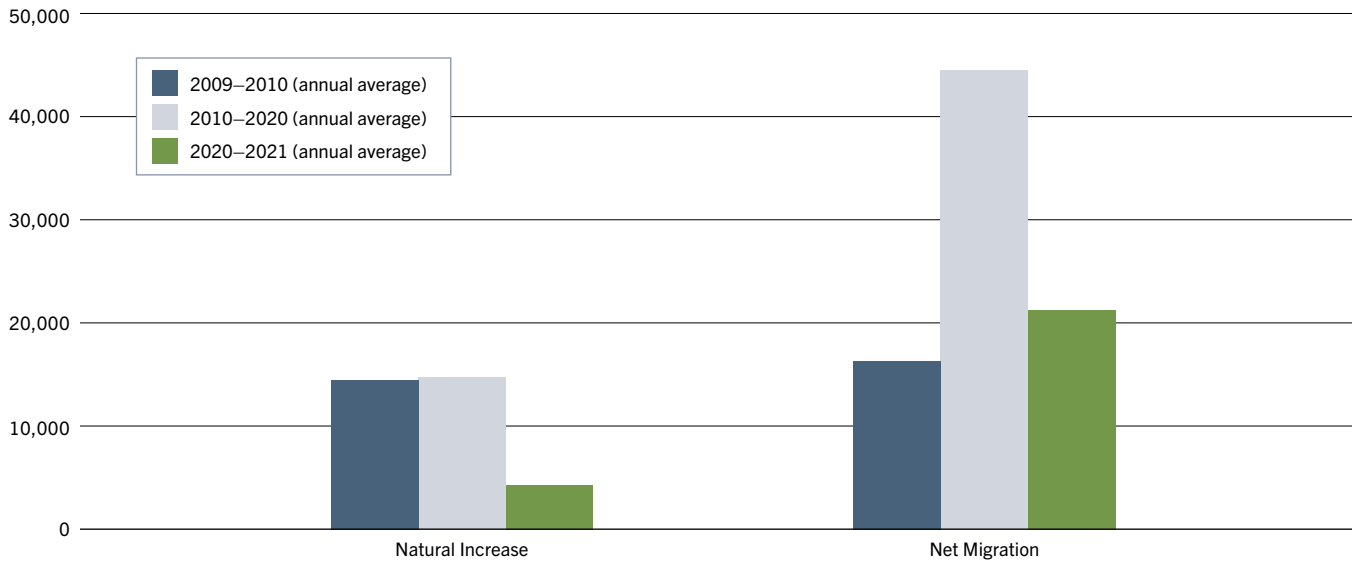
Source: Washington Office of Financial Management, US Census

1.11 | NET MIGRATION AS A PERCENT OF POPULATION GROWTH: 2010–2020



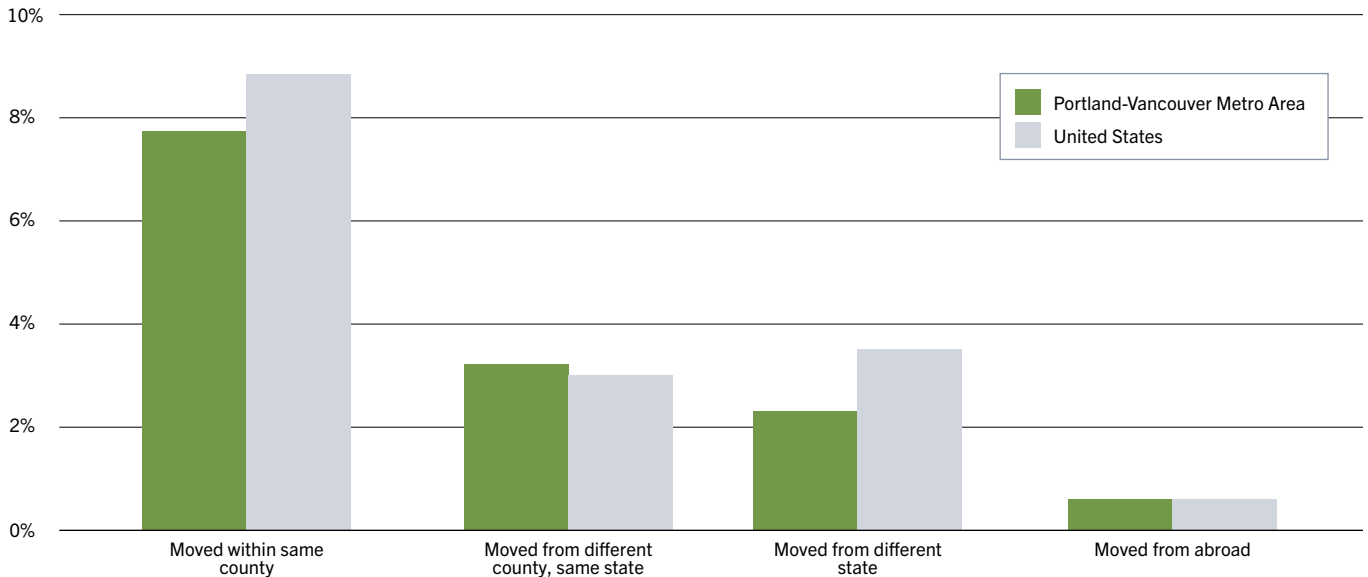
Source: Oregon Population Research Center, Washington Office of Employment Security, Lightcast

1.12 | COMPONENTS OF POPULATION GROWTH: PORTLAND-VANCOUVER METRO AREA



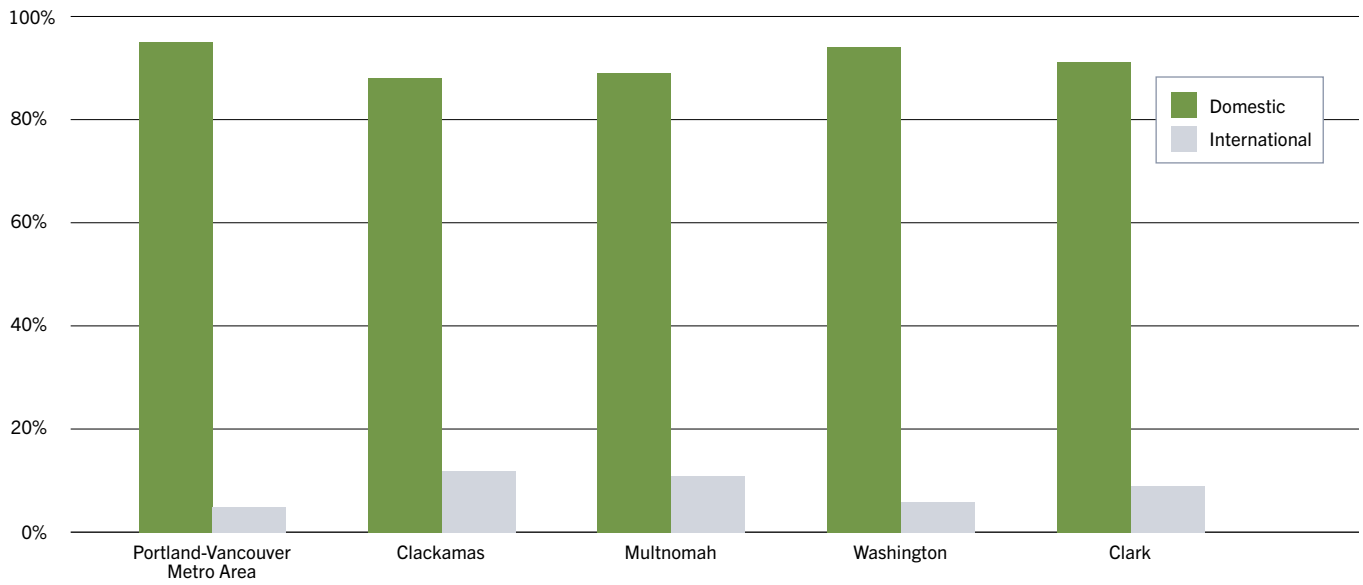
Source: Oregon Population Research Center, Washington Office of Employment Security

1.13 | GEOGRAPHIC MOBILITY IN THE PAST YEAR, SHARE OF TOTAL POPULATION: 2016–2020



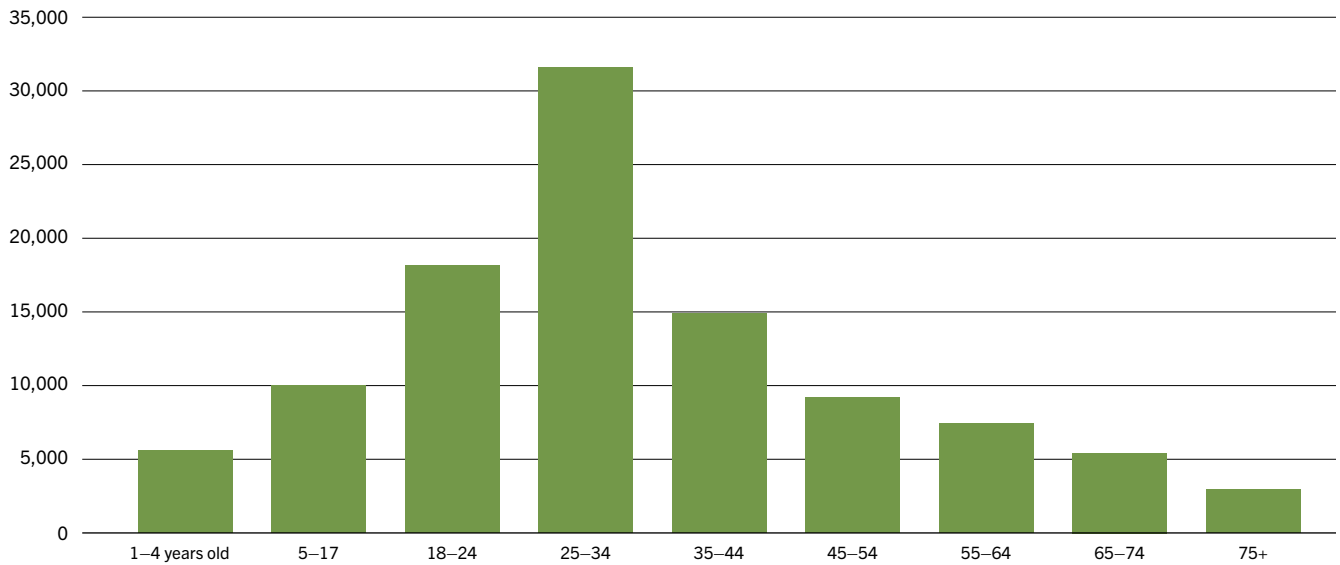
Source: US Census, American Community Survey, 5-year population estimate, Table S0701

1.14 | NET MIGRATION BY COMPONENT: 2016–2020



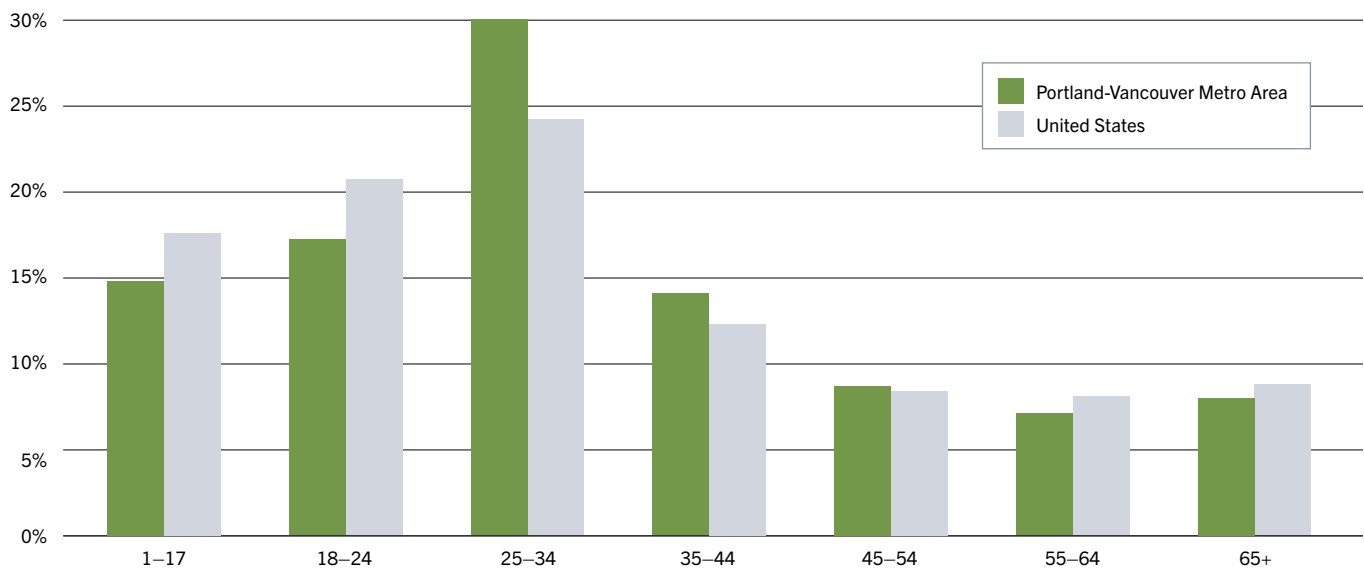
Source: US Census, American Community Survey, 5-year population estimate, Table S0701

1.15 | IN-MIGRATION BY AGE, PORTLAND-VANCOUVER METRO AREA: 2016–2020 MOVING FROM DIFFERENT STATE OR ABROAD IN PAST YEAR



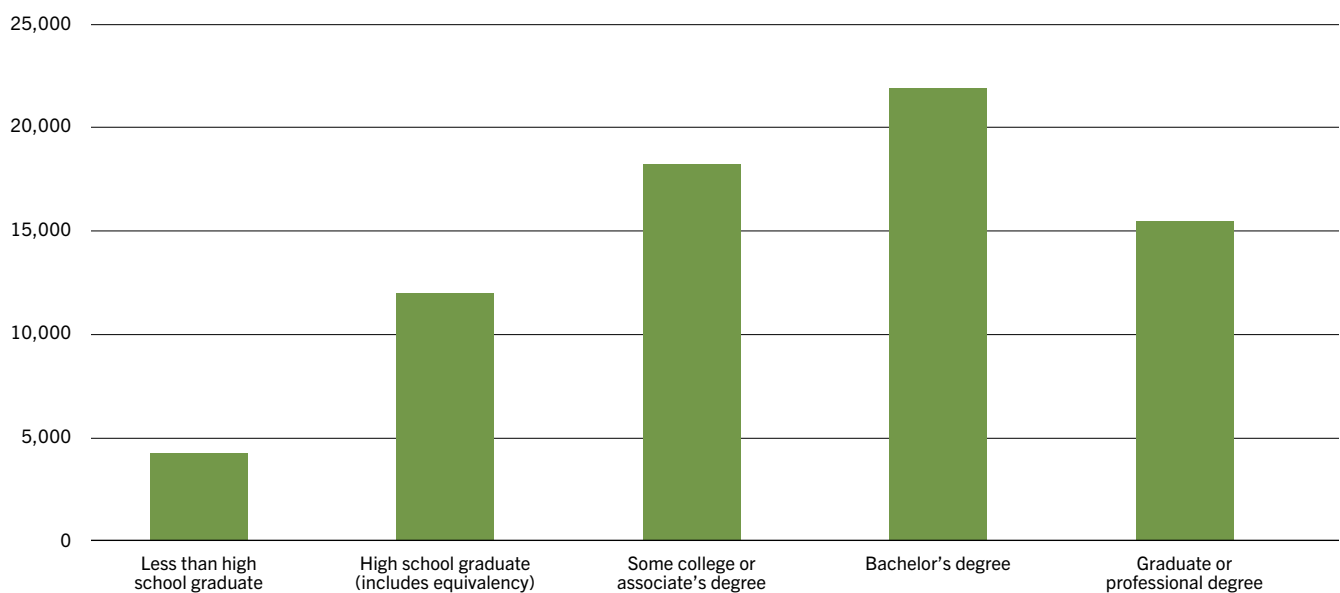
Source: US Census, American Community Survey, 5-year population estimate, Table S0701

1.16 | IN-MIGRATION BY AGE, PORTLAND-VANCOUVER METRO AREA: 2016–2020
MOVING FROM DIFFERENT STATE OR ABROAD IN PAST YEAR



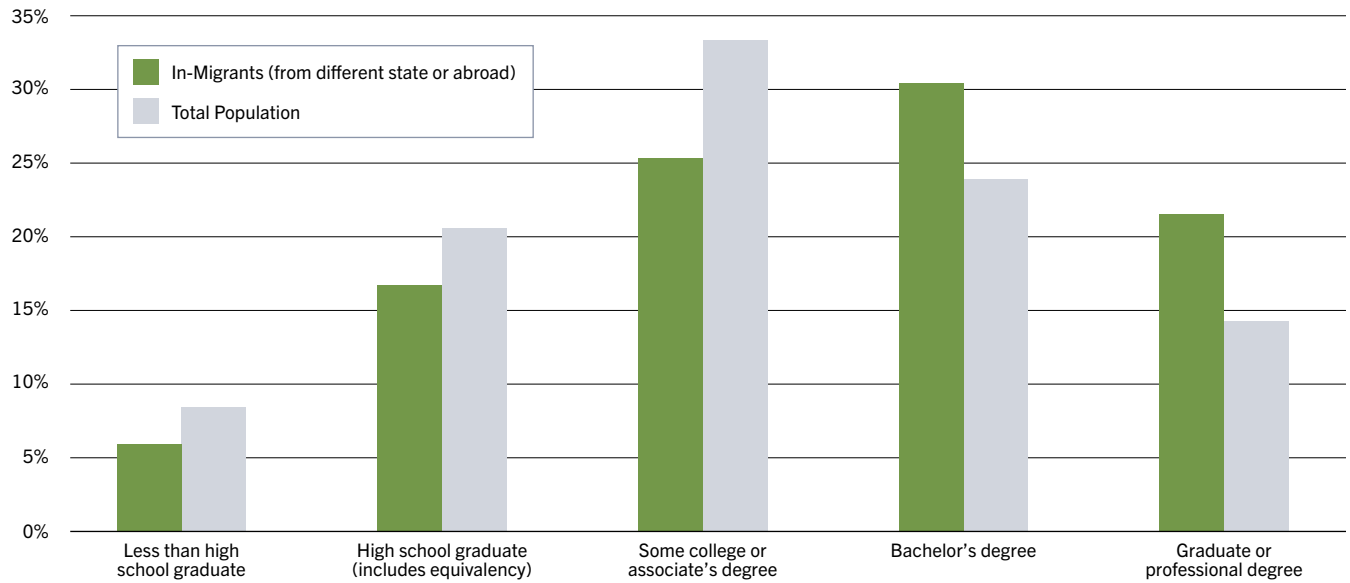
Source: US Census, American Community Survey, 5-year population estimate, Table S0701

1.17 | IN-MIGRATION BY EDUCATIONAL ATTAINMENT (25+ YEARS)
MOVING FROM DIFFERENT STATE OR ABROAD IN PAST YEAR
PORTLAND-VANCOUVER METRO AREA: 2016–2020



Source: US Census, American Community Survey, Table S0701

**1.18 | IN-MIGRATION BY EDUCATIONAL ATTAINMENT RECENT IN-MIGRANTS
COMPARED TO TOTAL POPULATION PORTLAND-VANCOUVER METRO AREA: 2016–2020**



Source: US Census, American Community Survey, Table S0701



RACE & ETHNICITY

2.1 | POPULATION BY RACE: 2020

PERCENT						
	Clackamas	Multnomah	Washington	Yamhill	Clark	Cowlitz
White	85%	75%	74%	88%	82%	88%
Black of African American	1%	6%	3%	1%	2%	1%
American Indian and Alaskan Native	1%	1%	0%	1%	1%	1%
Asian	5%	9%	14%	2%	5%	2%
Native Hawaiian and Other Pacific Islander	0%	1%	1%	0%	1%	1%
Some Other Race	1%	1%	1%	1%	1%	0%
Two or More Races	7%	8%	8%	7%	7%	7%
Total	100%	100%	100%	100%	100%	100%

NUMBER						
	Clackamas	Multnomah	Washington	Yamhill	Clark	Cowlitz
White	325,361	535,623	365,232	79,352	366,727	88,067
Black of African American	4,336	43,793	12,763	849	10,850	746
American Indian and Alaskan Native	2,249	5,455	2,416	1,346	3,051	1,409
Asian	20,459	61,280	68,430	1,523	23,910	1,721
Native Hawaiian and Other Pacific Islander	1,056	5,251	3,240	189	5,127	643
Some Other Race	2,158	4,885	3,096	615	2,536	485
Two or More Races	25,440	55,388	37,553	6,055	32,320	6,857
Total	381,059	711,675	492,730	89,929	444,521	99,928

Source: US Census, Decennial Census

Note: Data is not available for Columbia, Wahkiakum, and Skamania

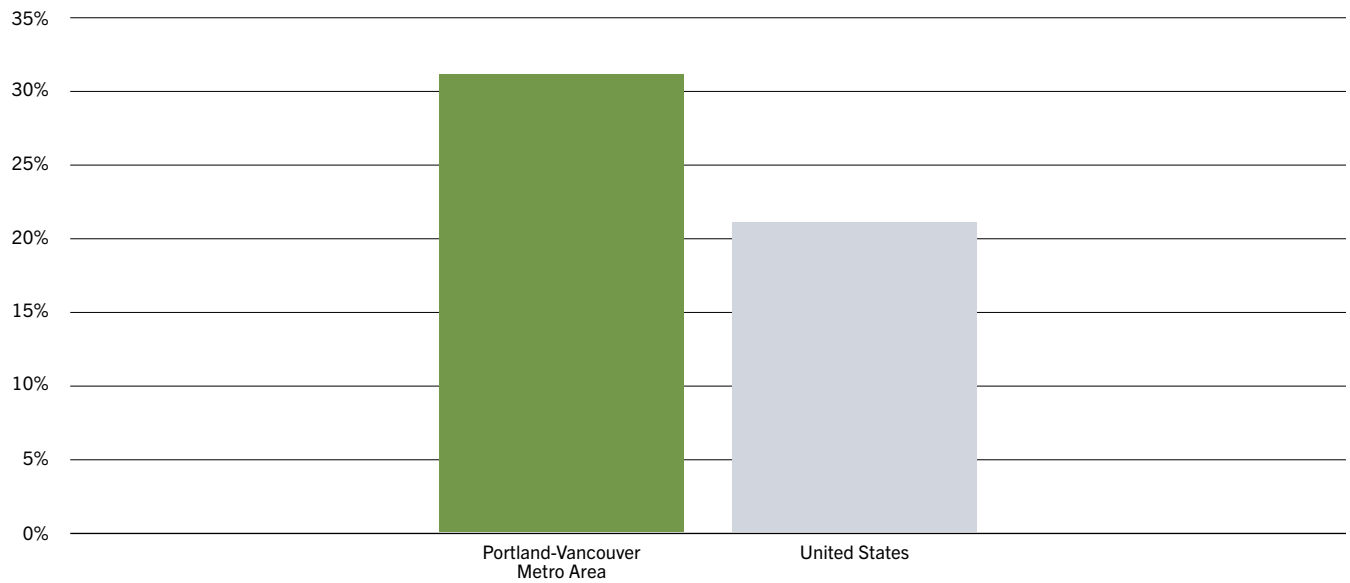
2.2 | HISPANIC POPULATION: 2020

MEDIAN HOUSEHOLD INCOME GROWTH								
	United States	PVMA	Clackamas	Multnomah	Washington	Yamhill	Clark	Cowlitz
2010	50,736,244	248,329	29,272	80,365	83,697	14,627	32,373	7,995
2020	61,312,879	324,446	39,340	99,563	104,401	17,572	52,951	10,619
Growth (#)	10,576,635	76,117	10,068	19,198	20,704	2,945	20,578	2,624
Growth (%)	21%	31%	34%	24%	25%	20%	64%	33%

Source: US Census, Decennial Census

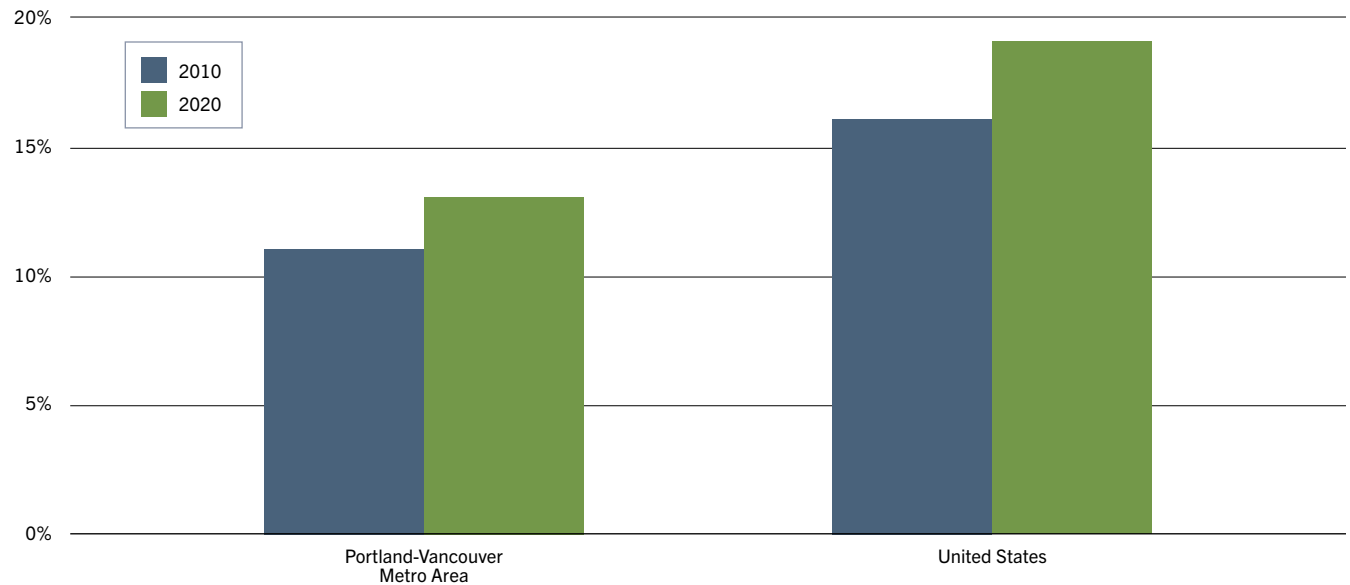
Note: Data is not available for Columbia, Wahkiakum, and Skamania

2.3 | GROWTH IN HISPANIC/LATINO POPULATION: 2010–2020



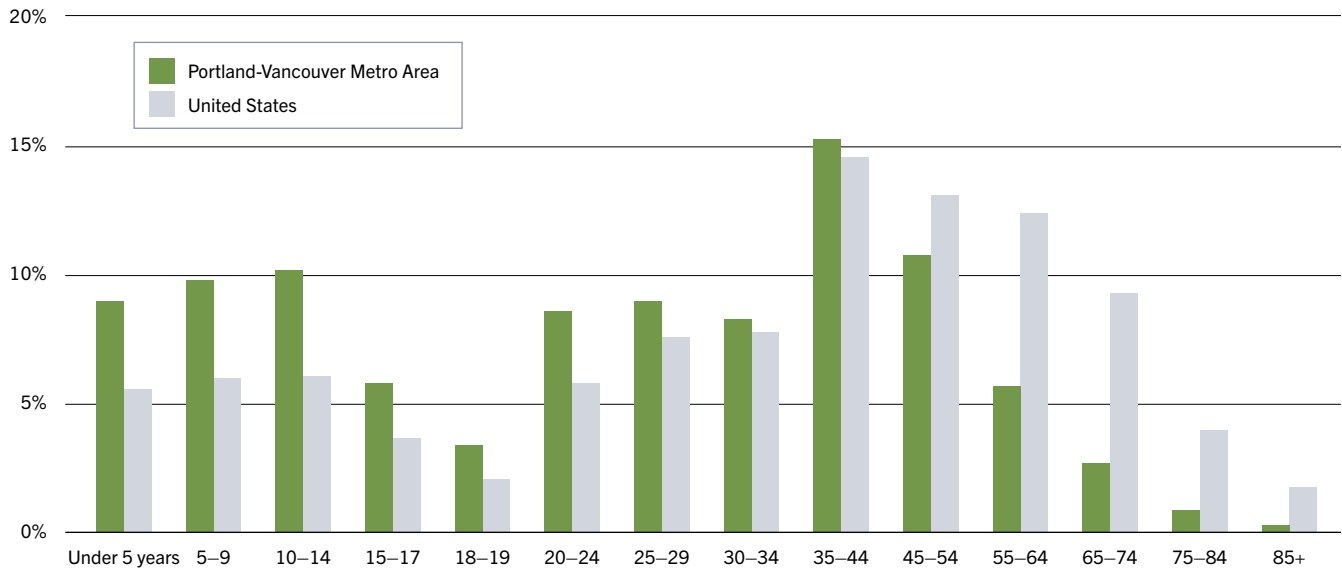
Source: Lightcast

2.4 | HISPANIC/LATINO POPULATION AS A % OF TOTAL: 2010 AND 2020



Source: Lightcast

2.5 | SHARE OF POPULATION BY AGE AND ETHNICITY, PORTLAND-VANCOUVER METRO AREA: 2016–2020



Source: Lightcast

2.6 | RACIAL COMPOSITION OVER TIME

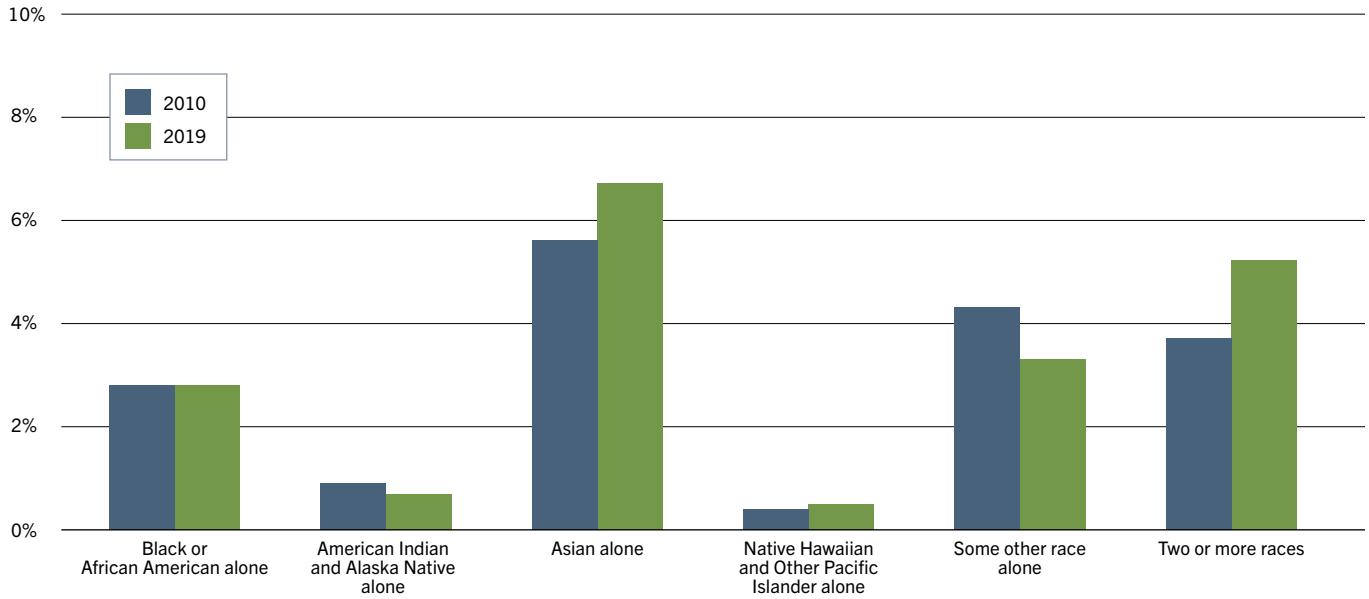
POPULATION BY RACE: 2010								
	United States	PVMA	Clackamas	Multnomah	Washington	Yamhill	Clark	Cowlitz
White	229,397,472	2,062,276	337,830	575,104	406,871	84,549	367,868	92,521
Black or African American	38,874,625	68,811	2,755	44,592	9,171	611	8,911	0
American Indian and Alaskan Native	2,553,566	20,050	2,352	6,366	4,778	1,440	3,095	1,502
Asian	14,728,302	158,861	12,898	50,481	45,051	1,855	16,951	1,882
Native Hawaiian and Other Pacific Islander	507,916	12,952	1,008	3,751	2,069	532	2,444	51
Some Other Race	14,889,440	78,996	6,677	31,288	41,393	7,807	11,391	2,473
Two or More Races	8,398,368	125,286	13,371	26,320	22,411	2,597	16,384	4,072
Total	309,349,689	2,527,232	376,891	737,902	531,744	99,391	427,044	102,501

POPULATION BY RACE: 2019								
	United States	PVMA	Clackamas	Multnomah	Washington	Yamhill	Clark	Cowlitz
White	236,475,401	2,099,652	361,016	628,153	449,521	92,115	410,386	98,387
Black or African American	41,989,671	72,158	4,870	42,675	12,143	951	10,764	660
American Indian and Alaskan Native	2,847,336	19,363	2,957	6,767	3,955	904	2,727	689
Asian	18,636,984	175,705	20,086	60,848	68,789	2,143	22,008	1,505
Native Hawaiian and Other Pacific Islander	628,683	13,725	213	5,544	2,893	231	4,374	272
Some Other Race	16,352,553	86,604	12,128	22,038	32,709	6,479	11,597	1,139
Two or More Races	11,308,895	136,607	16,917	46,830	31,582	4,277	26,385	7,941
Total	328,239,523	2,603,814	418,187	812,855	601,592	107,100	488,241	110,593

Source: US Census, American Community Survey, Table B02001

Notes: Data is not available for Columbia, Skamania, or Wahkiakum counties

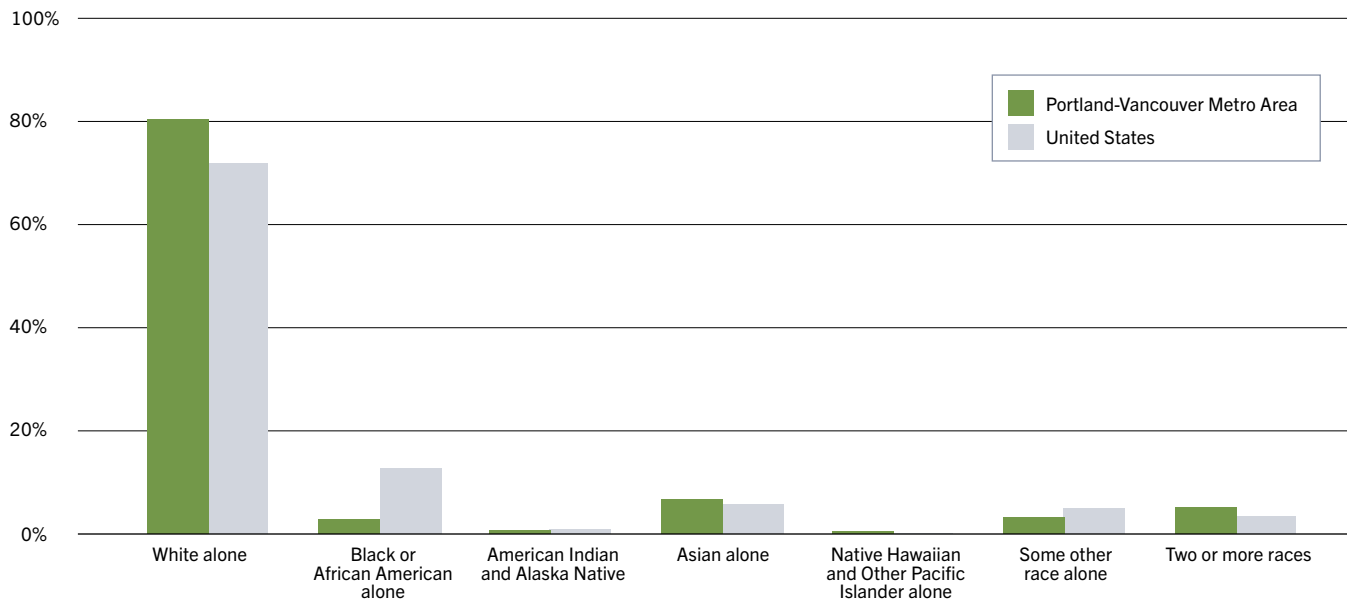
2.7 | SHARE OF POPULATION BY RACE PORTLAND-VANCOUVER METRO AREA: 2010 AND 2019



Source: US Census, American Community Survey, Table B02001

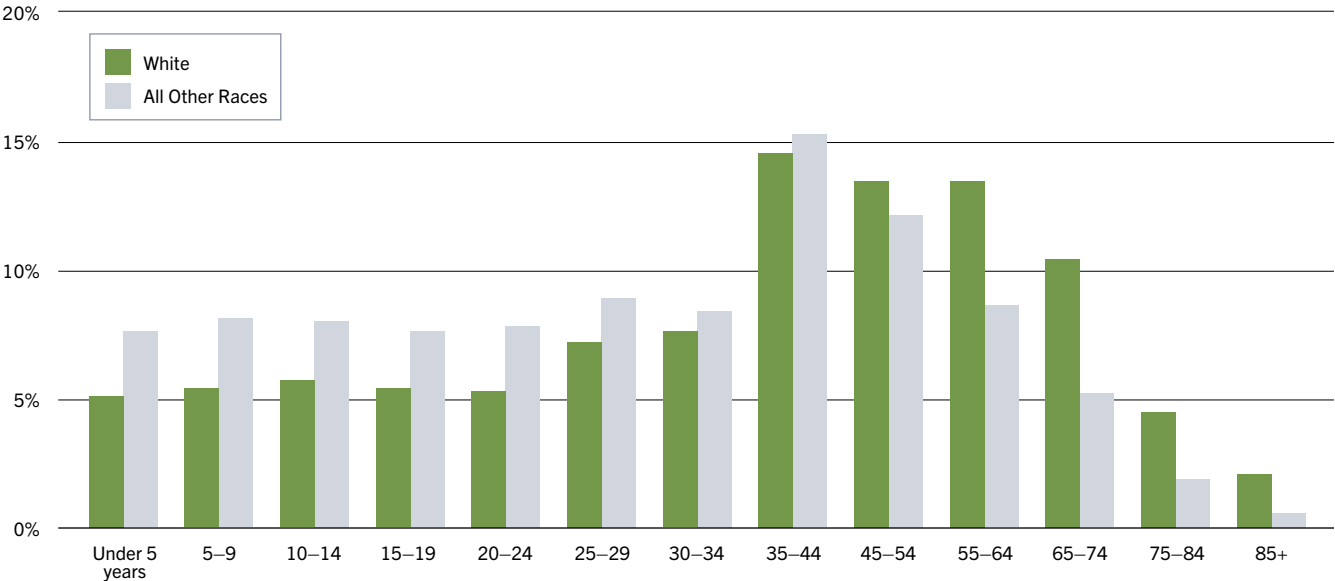
Notes: Data is not available for Columbia, Skamania, or Wahkiakum counties

2.8 | DISTRIBUTION OF POPULATION BY RACE: 2019



Source: US Census, American Community Survey, Table B02001

2.9 | SHARE OF POPULATION BY AGE AND RACE, PORTLAND-VANCOUVER METRO AREA



Source: US Census, American Community Survey, Table B01001A



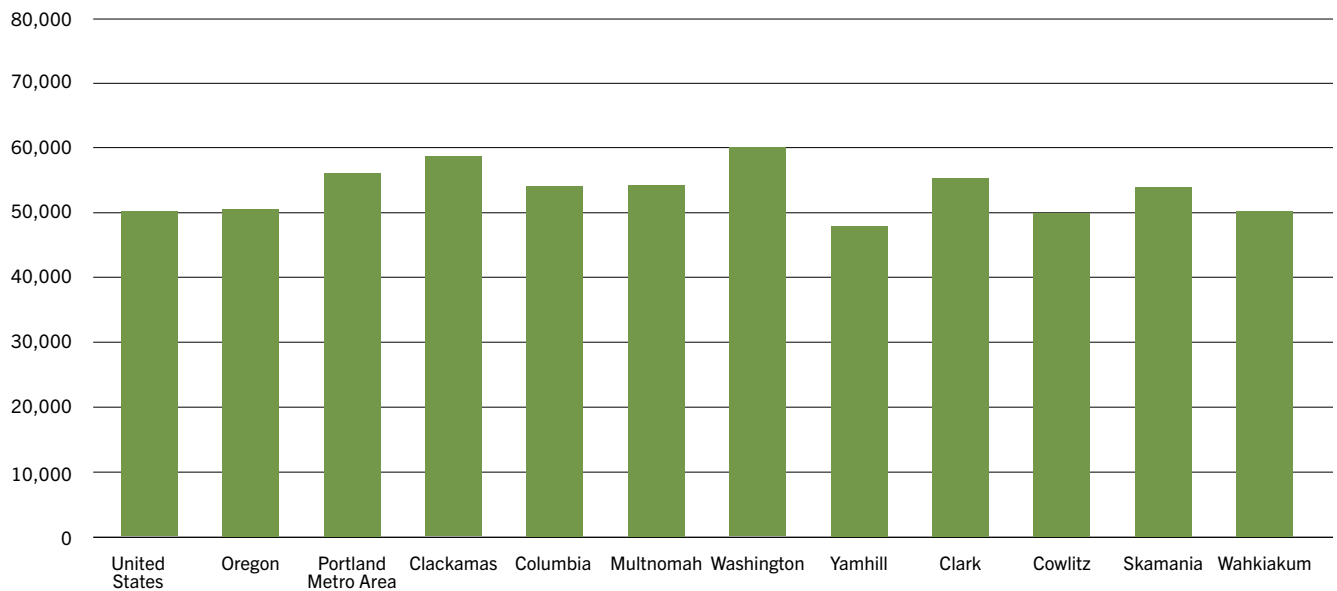
INCOME

3.1 | MEDIAN FAMILY INCOME: 1990–2021 (IN 2021 DOLLARS)



Source: US Census

3.2 | MEDIAN EARNINGS OF FULL-TIME, YEAR-ROUND WORKERS: 2020



Source: US Census

3.3 | MEDIAN INCOME (2020 DOLLARS)

MEDIAN HOUSEHOLD INCOME GROWTH											
	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
1990–2000	14.5%	17.8%	16.3%	11.3%	18.3%	15.5%	8.4%	3.7%	11.0%	15.0%	6.0%
2000–2010	-6.0%	-4.8%	-5.1%	-5.2%	-6.0%	-4.9%	-9.0%	-2.2%	-19.2%	-5.6%	-2.4%
2010–2020	12.7%	4.1%	21.3%	16.6%	8.0%	11.6%	8.0%	19.9%	13.8%	16.0%	5.5%

MEDIAN FAMILY INCOME GROWTH											
	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
1990–2000	15.1%	13.4%	15.8%	12.7%	18.6%	13.2%	-2.5%	9.4%	21.7%	14.9%	7.8%
2000–2010	-2.7%	-3.6%	-2.7%	-1.4%	-3.5%	-1.5%	-6.7%	9.0%	-21.6%	-2.2%	-0.6%
2010–2020	12.7%	11.1%	22.8%	11.6%	11.1%	13.0%	10.6%	8.1%	18.0%	15.8%	7.1%

MEDIAN HOUSEHOLD INCOME (2020 DOLLARS)											
	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
1990	\$68,354	\$58,430	\$53,323	\$70,404	\$56,045	\$62,970	\$55,180	\$56,986	\$53,404	\$61,527	\$59,517
2000	\$78,275	\$68,831	\$62,039	\$78,338	\$66,297	\$72,708	\$59,814	\$59,092	\$59,283	\$70,755	\$63,116
2010	\$73,596	\$65,516	\$58,892	\$74,269	\$62,295	\$69,151	\$54,451	\$57,807	\$47,918	\$66,793	\$61,617
2020	\$82,911	\$68,170	\$71,425	\$86,626	\$67,296	\$77,184	\$58,791	\$69,296	\$54,524	\$77,511	\$64,994

MEDIAN FAMILY INCOME (2020 DOLLARS)											
	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
1990	\$79,362	\$68,128	\$66,340	\$82,037	\$63,762	\$71,701	\$71,701	\$61,259	\$58,770	\$72,808	\$69,752
2000	\$91,367	\$77,224	\$76,829	\$92,431	\$75,653	\$81,184	\$69,936	\$67,011	\$71,547	\$83,669	\$75,218
2010	\$88,905	\$74,452	\$74,723	\$91,128	\$73,023	\$79,940	\$65,282	\$73,042	\$56,100	\$81,806	\$74,753
2020	\$100,172	\$82,750	\$91,749	\$101,700	\$101,700	\$90,318	\$72,234	\$78,972	\$66,214	\$94,727	\$80,069

Source: US Census

3.4 | PER CAPITA INCOME (2020 DOLLARS)

	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
2000	\$55,048	\$39,678	\$49,027	\$50,494	\$36,761	\$44,589	\$35,664	\$34,242	\$34,002	\$48,170	\$46,099
2020	\$64,791	\$48,749	\$63,852	\$66,831	\$51,028	\$57,863	\$48,232	\$49,519	\$47,027	\$61,967	\$59,510
2000–2020 Change											
Number	\$9,743	\$9,071	\$14,825	\$16,337	\$14,267	\$13,274	\$12,568	\$15,277	\$13,025	\$13,797	\$13,411
Percent	17.7%	22.9%	30.2%	32.4%	38.8%	29.8%	35.2%	44.6%	38.3%	28.6%	29.1%

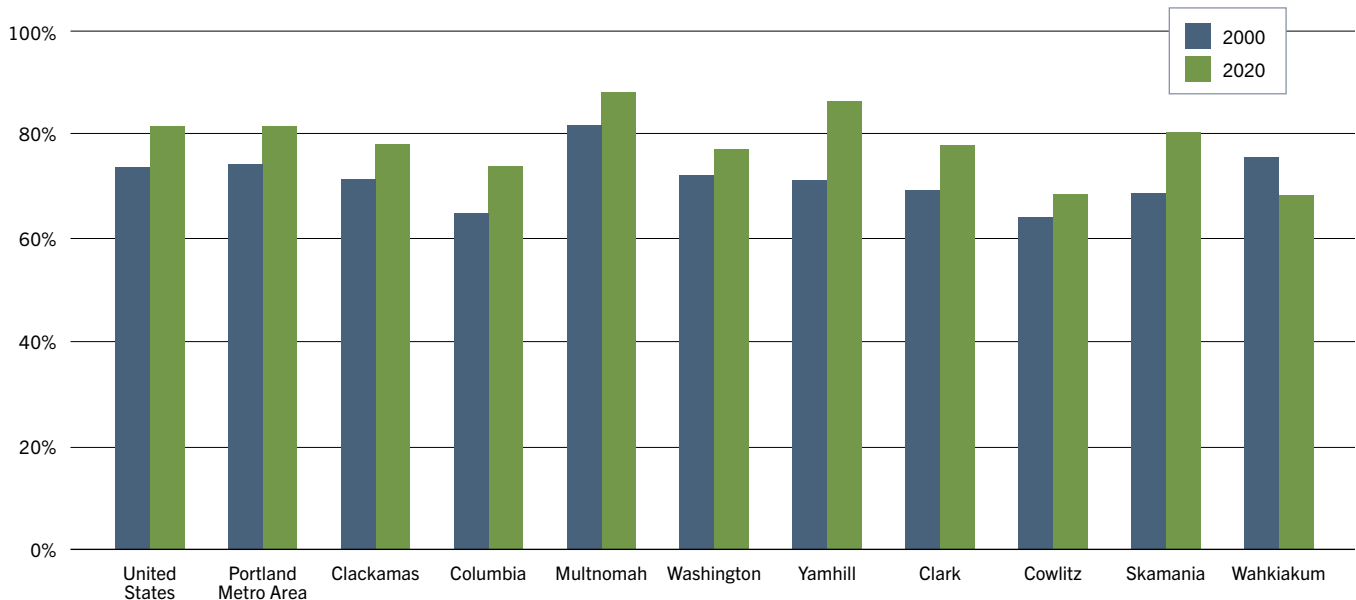
Source: Bureau of Labor Statistics

3.5 | MEDIAN EARNINGS OF FULL-TIME, YEAR-ROUND WORKERS BY SEX: 2020

	Total	Male	Female	Female Earnings as a % of Male
United States	\$50,459	\$54,601	\$44,344	81.2%
Portland-Vancouver Metro Area	\$56,471	\$62,298	\$50,558	81.2%
Clackamas	\$59,039	\$65,084	\$50,610	77.8%
Columbia	\$54,364	\$61,517	\$45,194	73.5%
Multnomah	\$54,537	\$58,460	\$51,313	87.8%
Washington	\$60,270	\$67,528	\$51,851	76.8%
Yamhill	\$48,277	\$51,658	\$44,417	86.0%
Clark	\$55,623	\$62,287	\$48,344	77.6%
Cowlitz	\$50,110	\$59,809	\$40,771	68.2%
Skamania	\$54,280	\$60,463	\$48,393	80.0%
Wahkiakum	\$46,534	\$53,686	\$36,433	67.9%

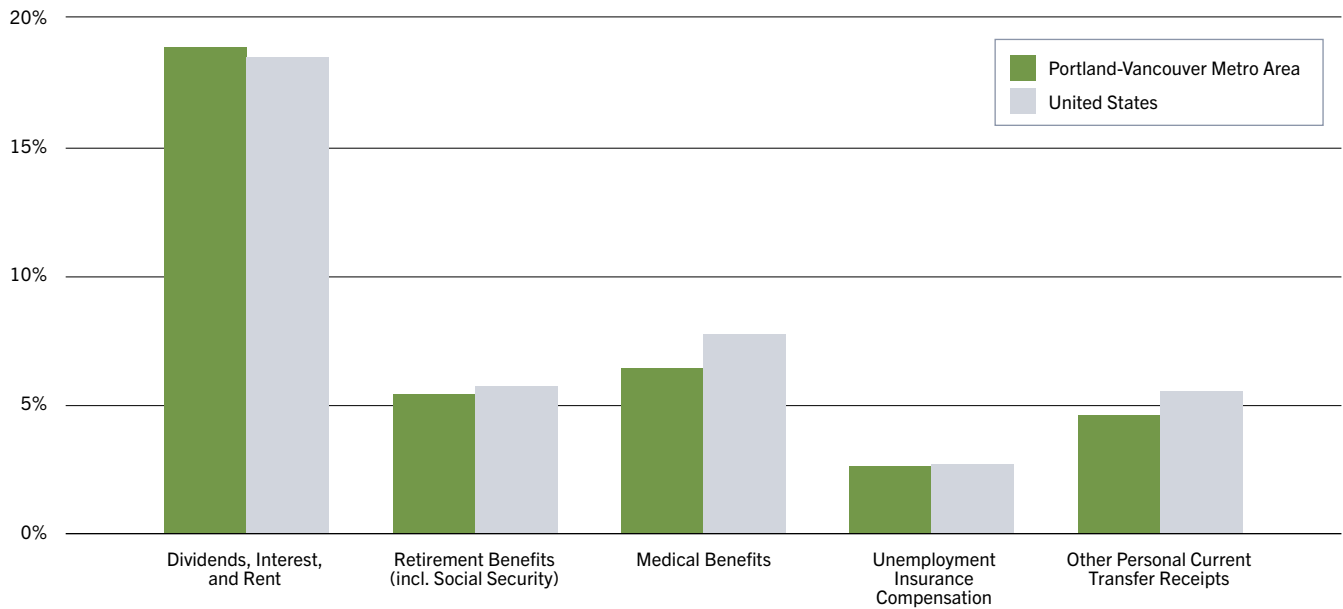
Source: US Census

3.6 | MEDIAN EARNINGS: FEMALE EARNINGS AS A PERCENT OF MALE: 2000 AND 2020



Source: US Census

3.7 | PERSONAL INCOME BY SOURCE: 2020 (WAGE AND SALARY INCOME NOT INCLUDED)



Source: U.S. Bureau of Economic Analysis



LABOR FORCE

4.1 | CIVILIAN LABOR FORCE: 2021

	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
Labor Force	222,815	24,640	461,936	327,487	55,328	245,865	48,413	5,508	1,363	1,393,355	161,204,000
Employment	212,018	23,222	436,295	313,135	52,704	232,432	45,328	5,158	1,273	1,321,565	152,581,000
Unemployment	10,797	1,418	25,641	14,352	2,624	13,433	3,085	350	90	71,790	8,623,000
Unemployment Rate	4.8	5.8	5.6	4.4	4.7	5.5	6.4	6.4	6.6	5.4	5.3

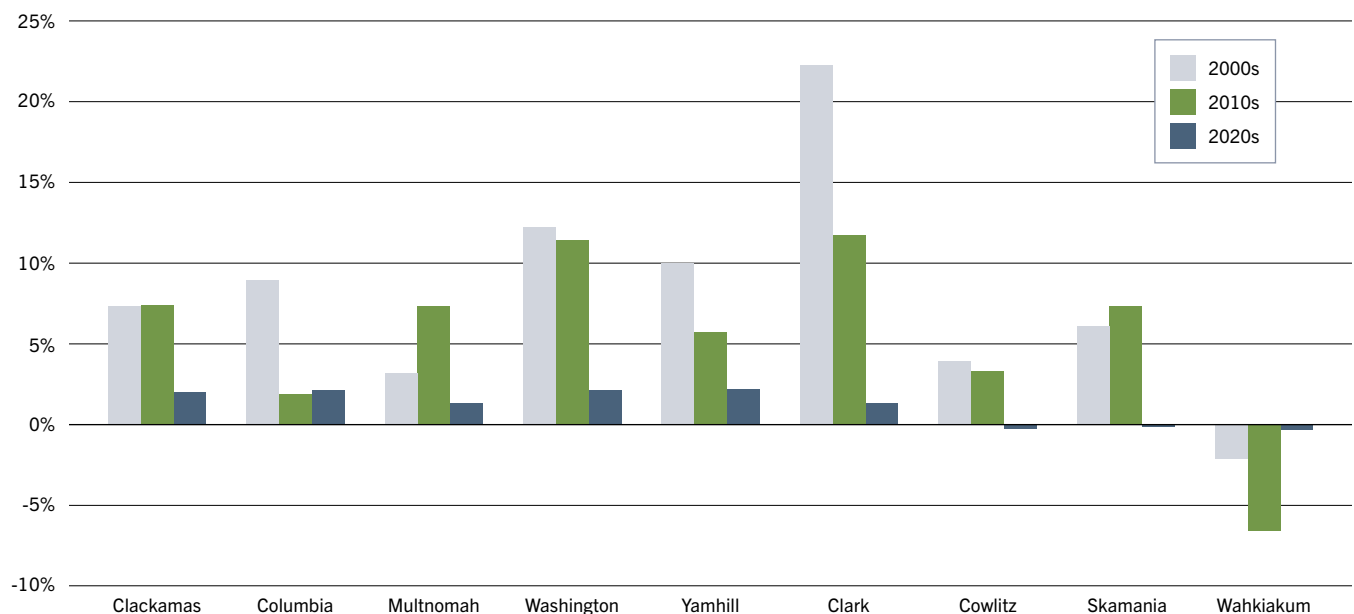
Source: Oregon Employment Department, Washington Office of Employment Security

4.2 | CIVILIAN LABOR FORCE: 2021

	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
2001	156,300	12,111	502,196	254,796	34,777	135,925	43,154	2,232	1,022	1,142,513	147,692,365
2011	160,931	11,909	490,856	272,129	38,183	150,494	39,805	2,570	952	1,167,829	147,576,070
2021	189,424	13,531	545,930	323,911	44,480	193,005	44,289	2,410	1,270	1,358,250	163,553,353
10-Year Growth 2011–2021											
#	28,493	1,622	55,074	51,782	6,297	42,511	4,484	-160	318	190,421	15,977,283
%	17.7%	13.6%	11.2%	19.0%	16.5%	28.2%	11.3%	-6.2%	33.4%	16.3%	10.8%

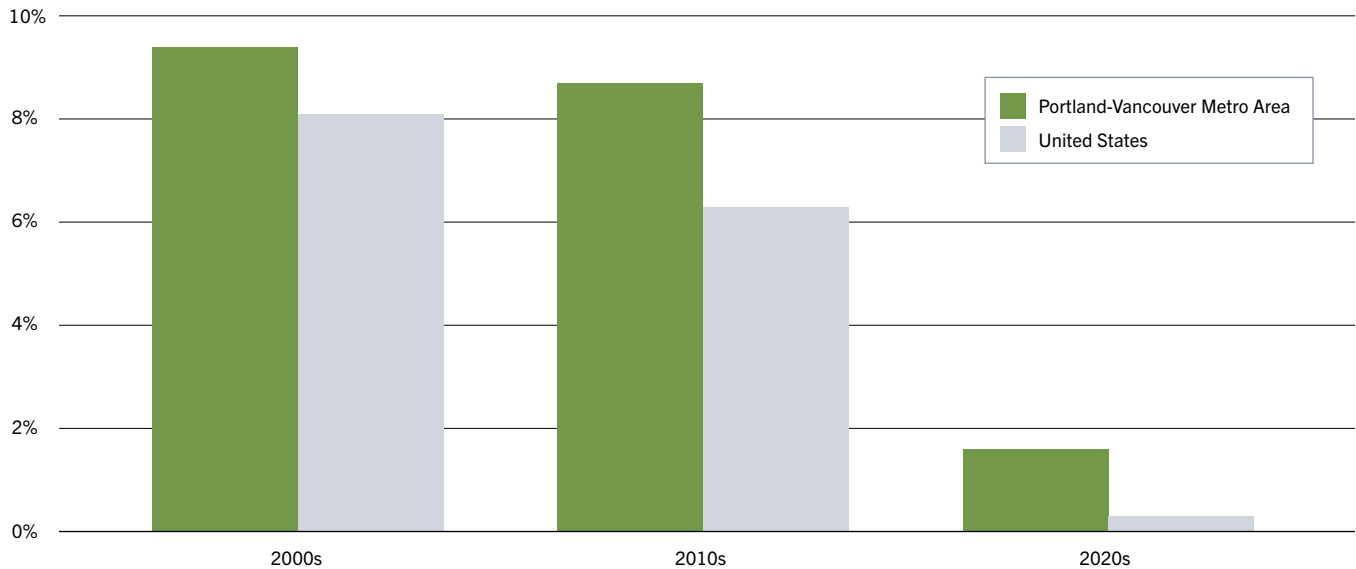
Source: Lightcast

4.3 | CIVILIAN LABOR FORCE: AVERAGE ANNUAL GROWTH RATES



Source: U.S. Bureau of Labor Statistics

4.4 | CIVILIAN LABOR FORCE: AVERAGE ANNUAL GROWTH RATES



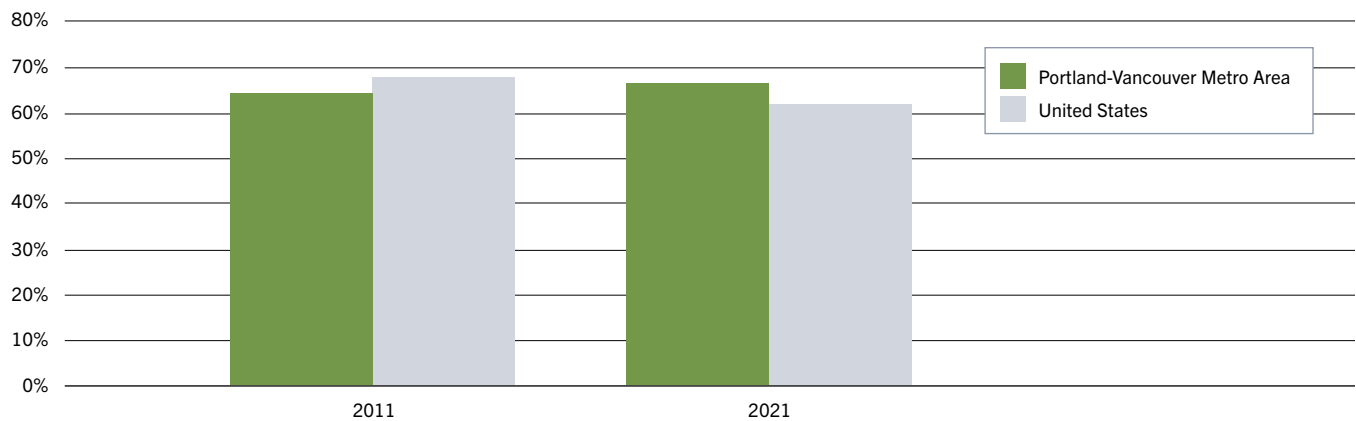
Source: U.S. Bureau of Labor Statistics

4.5 | LABOR FORCE PARTICIPATION RATE

	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
2007–2011	63.8	61.7	69.5	70.5	64.8	66.3	58.5	58.7	49.9	67.7	64.1
2021	65	57.5	69.1	69.4	65.9	60.8	55.1	53.6	33.6	66.4	61.7

Source: U.S. Census, American Community Survey, Table S2301, 5-yr estimate, Lightcast

4.6 | LABOR FORCE PARTICIPATION RATE



Source: U.S. Census, American Community Survey, Table S2301, 5-yr estimate

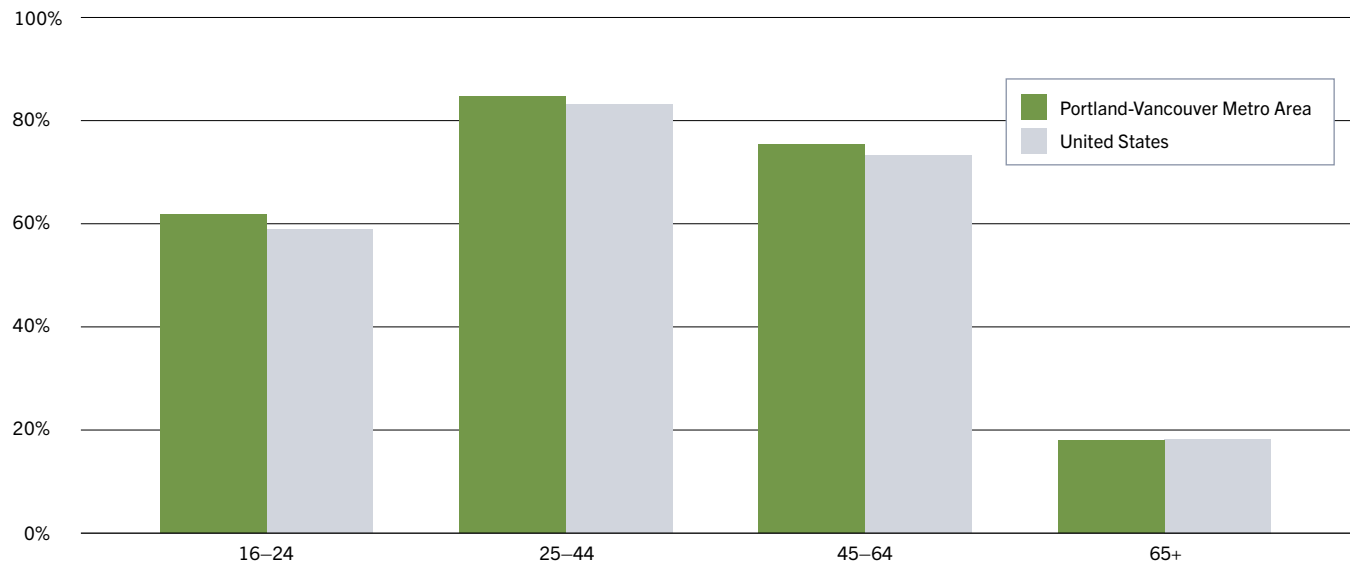
4.7 | LABOR FORCE PARTICIPATION RATE

LABOR FORCE PARTICIPATION RATE: 2007–2011											
AGE RANGE	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
16–24	62.1	57.8	61.9	62.3	62.2	61.6	61.5	56.8	50.7	61.9	59.0
25–44	83.5	80.5	85.0	84.4	81.0	82.7	80.0	75.4	75.8	83.8	82.7
45–64	76.2	71.1	75.0	78.3	75.8	73.9	65.5	67.7	63.2	75.2	73.5
65+	15.9	9.2	14.8	16.1	15.2	12.7	9.5	11.2	13.1	14.4	15.8

LABOR FORCE PARTICIPATION RATE: 2016–2020											
AGE RANGE	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
16–24	60.6	63.9	61.4	63.6	61.1	62.1	60.6	66.0	37.7	61.9	58.9
25–44	85.2	78.4	87.2	85.0	77.0	82.3	77.6	82.6	74.2	84.7	83.1
45–64	75.7	67.7	75.6	79.2	71.1	75.4	64.5	66.2	50.2	75.4	73.3
65+	18.3	15.3	20.1	20.0	14.3	15.9	13.6	12.5	13.3	18.1	18.4

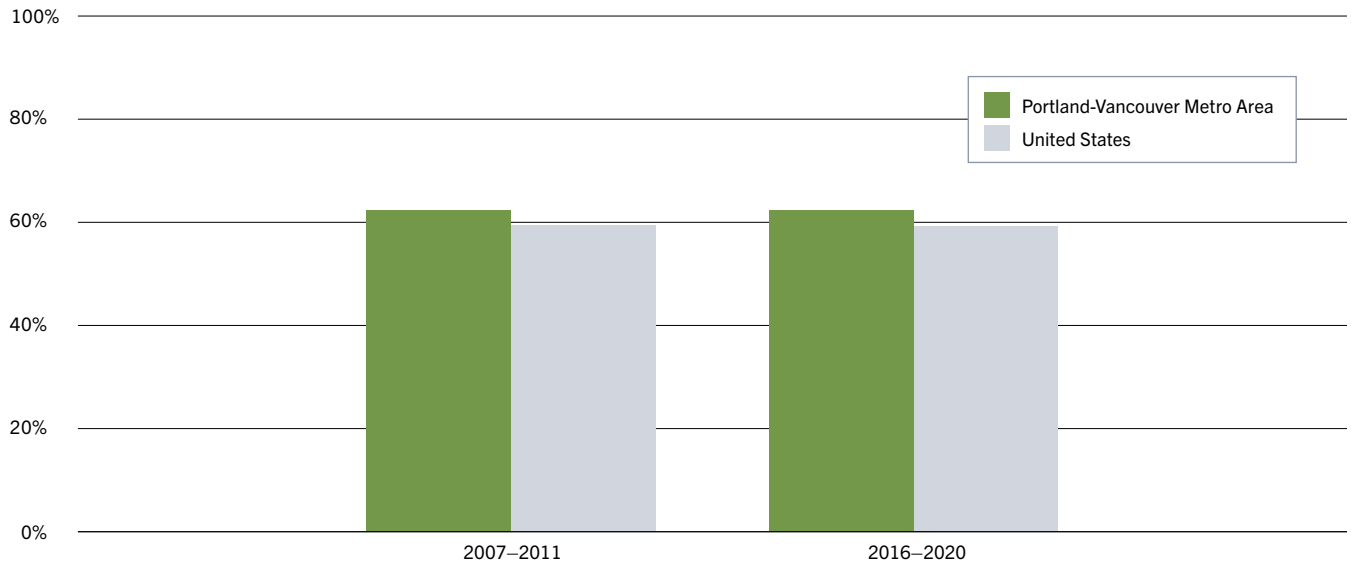
Source: U.S. Census, American Community Survey, Table S2301, 5-yr estimate

4.8 | LABOR FORCE PARTICIPATION RATE BY AGE GROUP: 2016–2020



Source: U.S. Census, American Community Survey, Table S2301, 5-yr estimate

4.9 | LABOR FORCE PARTICIPATION RATE, 16 TO 24: 2011 AND 2021



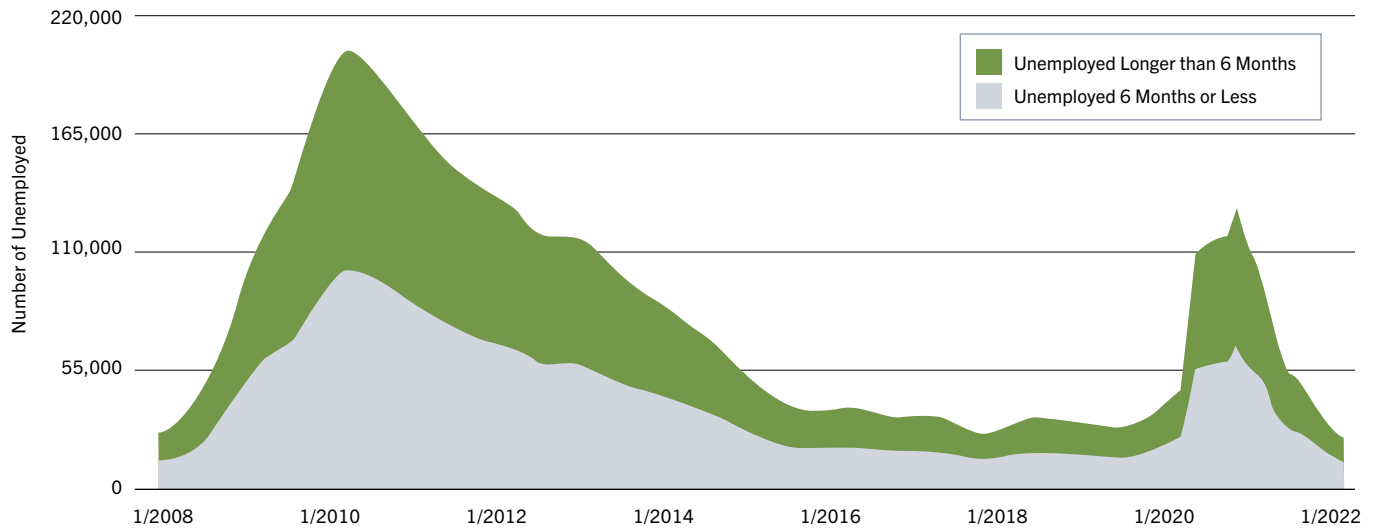
Source: U.S. Census, American Community Survey, Table S2301, 5-yr estimate

4.10 | UNEMPLOYMENT RATE: 2000–2021



Source: U.S. Bureau of Labor Statistics, Oregon Employment Department

4.11 | DURATION OF UNEMPLOYMENT IN OREGON



Source: Oregon Employment Department

4.12 | UNEMPLOYMENT RATE BY AGE

2007–2011											
Age Range	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
16–24	21.7%	32.8%	20.2%	20.0%	22.0%	24.5%	25.8%	27.0%	63.8%	21.8%	19.4%
25–44	7.7%	13.5%	8.8%	20.0%	7.4%	9.4%	9.8%	3.6%	6.3%	8.4%	7.8%
45–64	6.3%	7.0%	7.8%	7.1%	7.1%	7.3%	9.2%	6.3%	14.5%	7.3%	6.4%
65+	7.1%	15.3%	6.8%	6.9%	1.2%	11.8%	3.2%	6.8%	4.7%	7.5%	5.7%

2016–2020											
Age Range	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland Metro Area	U.S.
16–24	10.0%	18.6%	13.6%	11.1%	6.7%	11.8%	14.4%	17.4%	3.9%	11.8%	12.8%
25–44	4.4%	5.0%	4.6%	3.4%	3.4%	5.2%	7.0%	4.9%	7.8%	4.4%	5.0%
45–64	3.5%	3.4%	4.0%	3.8%	2.2%	3.6%	3.9%	4.3%	2.9%	3.7%	3.8%
65+	3.6%	3.1%	6.1%	4.3%	2.5%	3.8%	2.7%	0.0%	5.9%	4.3%	3.6%

Source: U.S. Census, American Community Survey, Table S2301, 5-yr estimate

4.13 | UNEMPLOYED AND UNEMPLOYMENT RATE



Source: U.S. Bureau of Labor Statistics, Oregon Employment Department



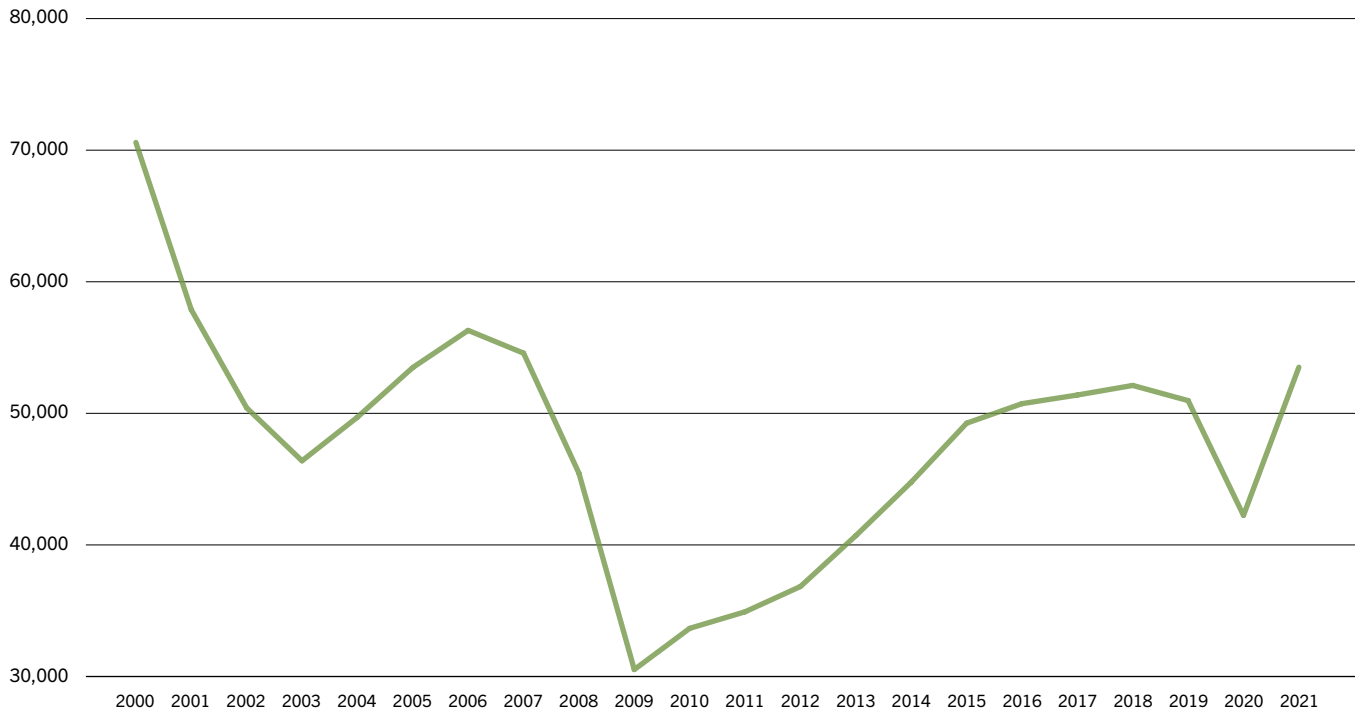
4.14 | JOB SEEKERS BY BROAD OCCUPATIONAL GROUP: PORTLAND METRO

Occ. Code	Occupations	Number of Job Seekers
	Management, Business, and Financial	
11-0000	Management Occupations	8,244
13-0000	Business and Financial Operations Occupations	4,975
	Professional and Related	
15-0000	Computer and Mathematical Science Occupations	3,465
17-0000	Architecture and Engineering Occupations	1,282
19-0000	Life, Physical, and Social Science Occupations	1,328
21-0000	Community and Social Service Occupations	2,563
23-0000	Legal Occupations	350
25-0000	Education, Training, and Library Occupations	3,130
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	3,582
	Health Care	
29-0000	Healthcare Practitioner and Technical Occupations	1,179
31-0000	Healthcare Support Occupations	1,686
	Services	
33-0000	Protective Service Occupations	767
35-0000	Food Preparation and Serving Related Occupations	4,638
37-0000	Building and Grounds Cleaning and Maintenance Workers	1,392
39-0000	Personal Care and Service Occupations	1,830
	Sales and Related	
41-0000	Sales and Related Occupations	5,594
	Office and Administrative Support	
43-0000	Office and Administrative Support Occupations	16,907
	Farming, Fishing, and Forestry	
45-0000	Farming, Fishing, and Forestry Occupations	614
	Construction and Extraction	
47-0000	Construction and Extraction Occupations	3,253
	Installation, Maintenance, and Repair	
49-0000	Installation, Maintenance, and Repair Occupations	2,241
	Production	
51-0000	Production Occupations	5,318
	Transportation and Material Moving	
53-0000	Transportation and Material Moving Occupations	4,782
	Military	49

Source: Oregon Employment Department, iMatchSkills

NOTE: Job seekers living in Columbia, Clackamas, Multnomah, Washington, or Yamhill County Oregon and had an active iMatchSkills account as of 9/30/2022. Includes Unemployment Insurance claimants, with some exceptions

**4.15 | YOUTH HIRING (AGES 14–24): 2000–2021
NEW HIRES IN THE PORTLAND-VANCOUVER METRO AREA**



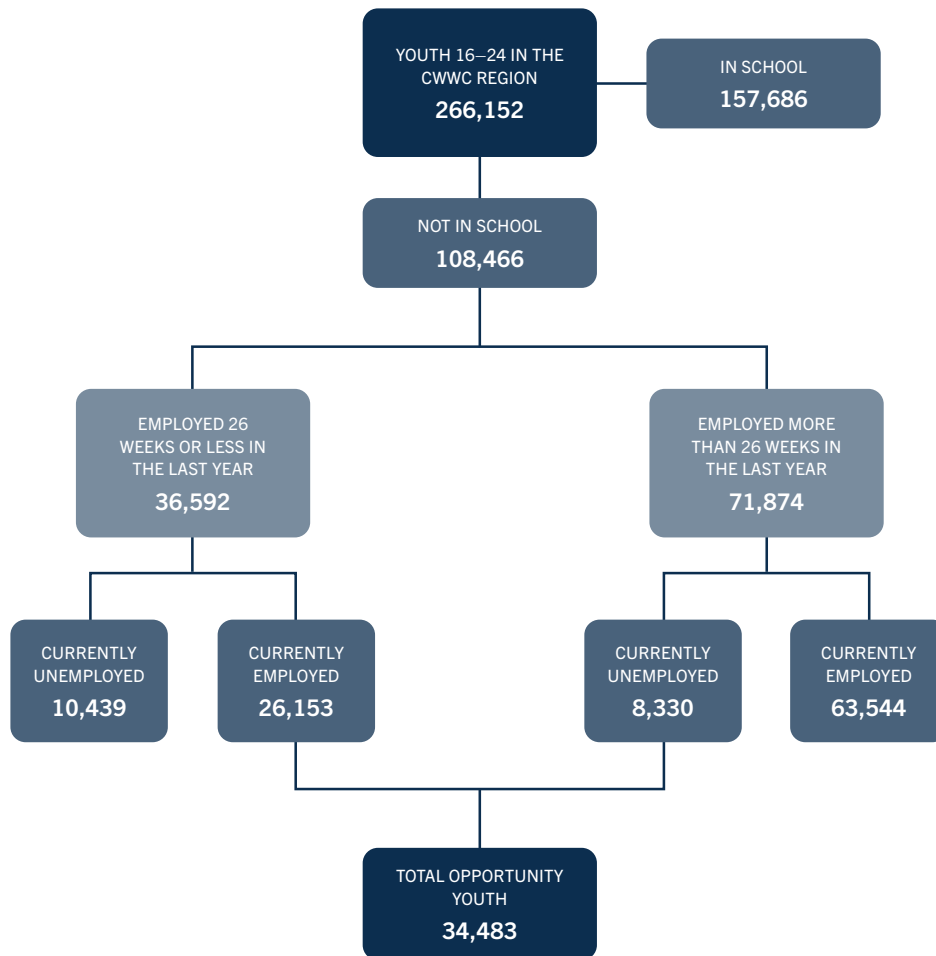
Source: U.S. Bureau of Labor Statistics, Oregon Employment Department

**4.16 | PORTLAND-VANCOUVER METRO AREA OPPORTUNITY YOUTH: 2020
(PEOPLE AGES 16–24, NOT IN SCHOOL AND NOT EMPLOYED)**

Population, Ages 16–24	266,152
Not in school	108,466
Employed	71,874
Not Employed	34,483
High School Diploma or Equivalent	25,037
Less Than High School	9,446

Source: Worksystems analysis of U.S. Census data

4.17 | IDENTIFYING OPPORTUNITY YOUTH, PORTLAND-VANCOUVER METRO AREA: 2020



Source: Worksystems analysis of U.S. Census data

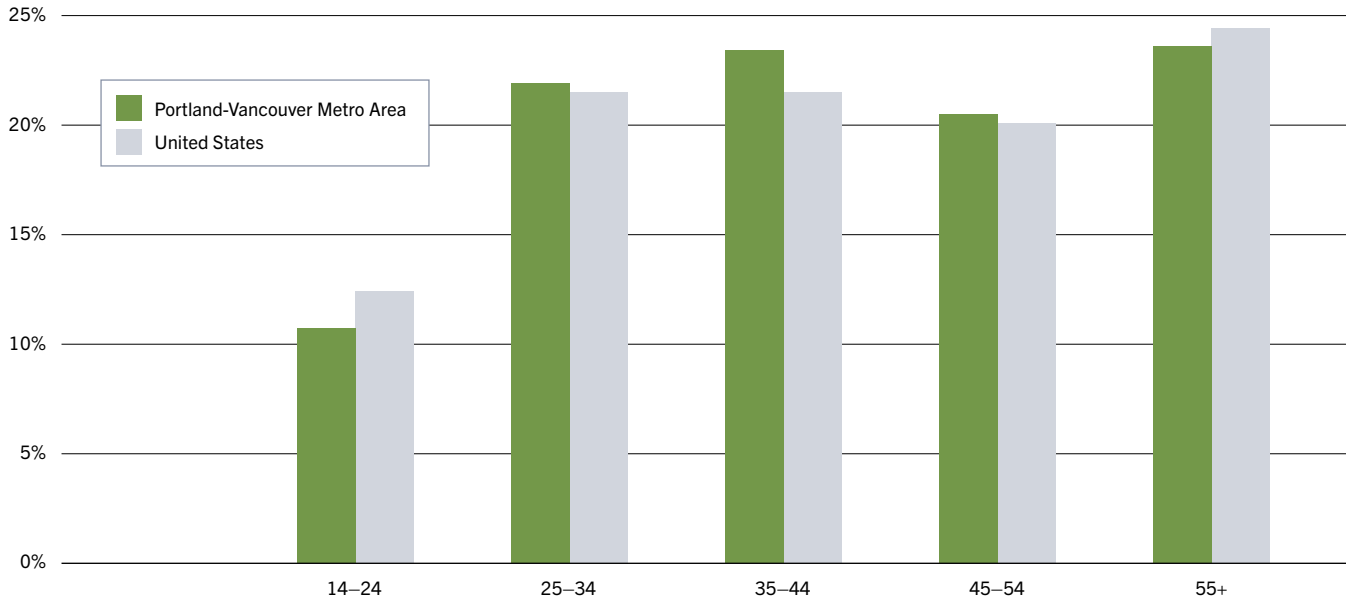
4.18 | YOUTH POPULATION (AGES 16–24): 2015 AND 2020

2016–2020							
	Population, 16–24	In Labor Force	Employed	Unemployed	Unemployment Rate	Not in Labor Force	Total Population
United States	38,813,039	22,845,990	19,791,816	2,624,657	11.5%	15,967,049	261,649,873
Portland-Vancouver Metro Area	268,804	166,414	148,407	17,705	10.6%	102,390	2,094,101
Clackamas	42,039	25,472	23,160	2,312	9.1%	16,567	336,548
Columbia	5,032	3,215	2,664	540	16.8%	1,817	42,552
Multnomah	79,743	48,927	42,926	5,943	12.1%	30,816	674,655
Washington	63,627	40,467	36,183	4,133	10.2%	23,160	474,726
Yamhill	13,619	8,328	7,817	503	6.0%	5,291	85,292
Clark	52,492	32,588	29,237	3,277	10.1%	19,904	380,197
Cowlitz	10,990	6,660	5,781	879	13.2%	4,330	86,520
Skamania	994	656	542	114	17.4%	338	9,987
Wahkiakum	268	101	97	4	4.0%	167	3,624

2011–2015							
	Population, 16–24	In Labor Force	Employed	Unemployed	Unemployment Rate	Not in Labor Force	Total Population
United States	39,758,787	23,089,633	18,790,022	3,909,856	16.9%	16,669,154	251,221,309
Portland-Vancouver Metro Area	267,764	160,943	131,259	29,562	18.4%	106,821	1,935,797
Clackamas	42,927	25,578	20,565	4,955	19.4%	17,349	313,378
Columbia	5,068	2,959	2,358	601	20.3%	2,109	39,606
Multnomah	82,309	50,409	41,339	9,049	18.0%	31,900	630,013
Washington	60,861	37,537	31,519	6,010	16.0%	23,324	434,453
Yamhill	13,755	8,288	6,749	1,539	18.6%	5,467	80,215
Clark	50,142	28,941	23,245	5,674	19.6%	21,201	344,185
Cowlitz	11,097	6,318	4,738	1,573	24.9%	4,779	81,246
Skamania	1,173	712	586	126	17.7%	461	9,205
Wahkiakum	432	201	160	35	17.4%	231	3,496

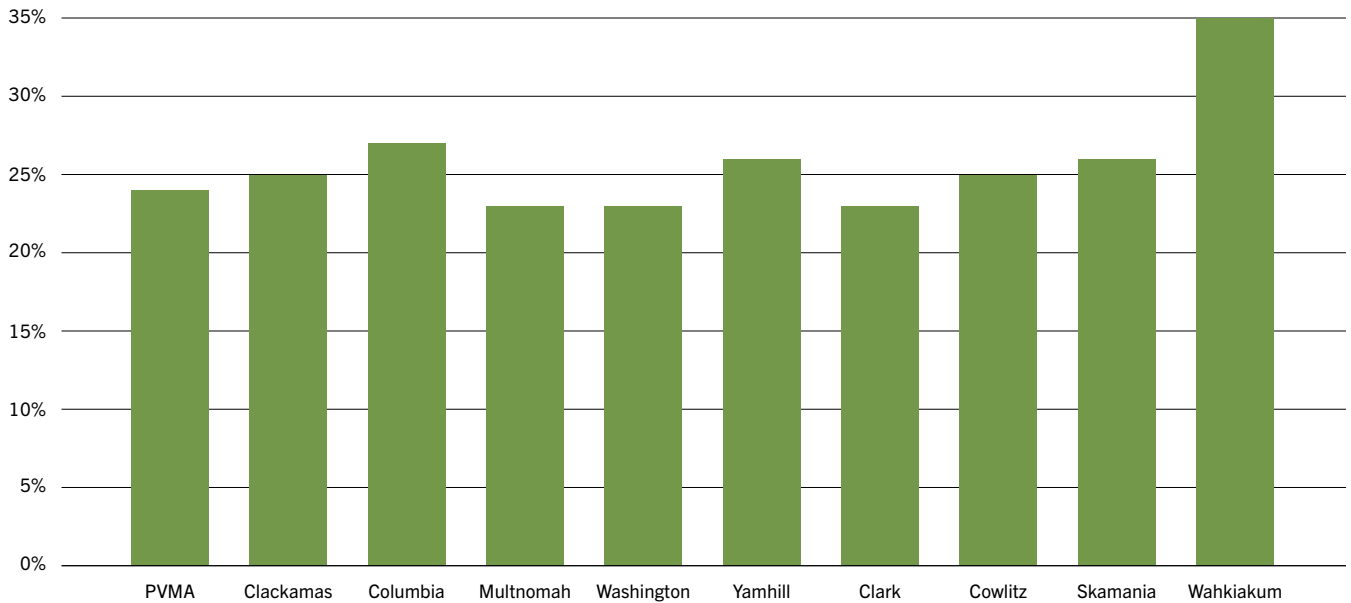
Source: US Census, American Community Survey, Table B23001

4.19 | SHARE OF WORKFORCE BY AGE



Source: U.S. Bureau of Labor Statistics, Oregon Employment Department

4.20 | SHARE OF WORKFORCE 55+: 2021



Source: Lightcast

4.21 | EMPLOYMENT BY BROAD INDUSTRY, PORTLAND-VANCOUVER METRO AREA, AGES 55+: 2021

	55+ Employment	Number of Job Seekers	Share of Industry's Employment
Agriculture, Forestry, Fishing and Hunting	6,491	2.0%	33.9%
Mining, Quarrying, and Oil and Gas Extraction	236	0.1%	32.7%
Utilities	740	0.2%	27.7%
Construction	21,265	6.6%	22.7%
Manufacturing	33,845	10.6%	25.6%
Wholesale Trade	14,666	4.6%	25.7%
Retail Trade	27,576	8.6%	21.4%
Transportation and Warehousing	13,545	4.2%	24.2%
Information	4,901	1.5%	17.4%
Finance and Insurance	11,409	3.6%	23.6%
Real Estate and Rental and Leasing	8,468	2.6%	32.1%
Professional, Scientific, and Technical Services	24,375	7.6%	24.4%
Management of Companies and Enterprises	7,467	2.3%	18.9%
Administrative and Support and Waste Management and Remediation Services	16,735	5.2%	22.4%
Educational Services	8,262	2.6%	25.3%
Health Care and Social Assistance	41,346	12.9%	23.8%
Arts, Entertainment, and Recreation	4,832	1.5%	25.4%
Accommodation and Food Services	14,356	4.5%	15.7%
Other Services (except Public Administration)	19,729	6.2%	27.8%
Government	39,295	12.3%	24.5%
Unclassified Industry	507	0.2%	22.1%
Total	320,047	100.0%	23.6%

Source: Lightcast

**4.22 | INDUSTRIES WITH SIGNIFICANT NEAR-RETIREE EMPLOYMENT COMPARED TO YOUTH
EMPLOYMENT PORTLAND-VANCOUVER METRO AREA: 2021 (ALL OWNERSHIPS)**

	14–24		55+	
	#	Share of Industry Employment	#	Share of Industry Employment
Performing Arts, Spectator Sports, and Related Industries	705	8.8%	2,742	34.3%
Plastics and Rubber Products Manufacturing	449	8.8%	1,283	25.1%
Construction of Buildings	2,220	8.4%	6,434	24.4%
Wood Product Manufacturing	424	7.9%	1,597	29.8%
Merchant Wholesalers, Nondurable Goods	1,515	7.4%	4,690	22.9%
Furniture and Related Product Manufacturing	253	7.1%	1,104	30.9%
Nonstore Retailers	465	7.0%	1,742	26.0%
Waste Management and Remediation Services	274	6.9%	939	23.7%
Ambulatory Health Care Services	4,420	6.8%	14,245	22.1%
Motion Picture and Sound Recording Industries	230	6.5%	788	22.2%
Miscellaneous Manufacturing	469	6.5%	1,947	26.8%
Fabricated Metal Product Manufacturing	826	6.5%	3,535	27.6%
Religious, Grantmaking, Civic, Professional, and Similar Organizations	1,370	6.3%	7,298	33.6%
Real Estate	1,408	6.1%	7,619	32.9%
Truck Transportation	807	6.1%	4,284	32.2%
Forestry and Logging	107	6.0%	629	35.4%
Electrical Equipment, Appliance, and Component Manufacturing	161	5.9%	666	24.3%
State Government	801	5.9%	3,672	27.0%
Chemical Manufacturing	208	5.8%	812	22.7%
Telecommunications	186	5.4%	717	20.8%
Merchant Wholesalers, Durable Goods	1,595	5.2%	8,222	26.8%
Rail Transportation	78	5.2%	325	21.5%
Securities, Commodity Contracts, and Other Financial Investments and Related Activities	371	5.1%	1,796	24.4%
Printing and Related Support Activities	153	4.9%	1,041	33.0%
Professional, Scientific, and Technical Services	4,821	4.8%	24,375	24.4%
Nonmetallic Mineral Product Manufacturing	182	4.8%	1,071	28.0%
Local Government	5,425	4.5%	30,741	25.4%
Transportation Equipment Manufacturing	270	4.4%	1,814	29.7%
Paper Manufacturing	214	4.4%	1,592	32.9%
Transit and Ground Passenger Transportation	207	4.3%	2,408	50.0%
Wholesale Electronic Markets and Agents and Brokers	233	4.0%	1,754	30.2%
Primary Metal Manufacturing	184	4.0%	1,315	28.3%
Machinery Manufacturing	409	3.9%	2,808	26.4%
Insurance Carriers and Related Activities	782	3.5%	5,944	26.5%
Hospitals	1,067	3.3%	7,337	22.7%
Air Transportation	115	3.1%	1,135	30.5%
Computer and Electronic Product Manufacturing	1,126	3.0%	8,325	22.1%
Broadcasting (except Internet)	28	2.1%	356	27.4%
Utilities	32	1.2%	740	27.7%
Total, All Industries	144,739	10.7%	320,047	23.6%

Source: Lightcast

EDUCATION

5.1 | POPULATION BY ABILITY TO SPEAK ENGLISH: 2020

	United States	Portland-Vancouver Metro Area	Clackamas	Multnomah	Washington	Clark	Columbia	Yamhill	Cowlitz	Skamania	Wahkiakum
Total Population 5 Years and Older	306,919,116	2,440,036	392,976	767,016	560,320	452,698	49,413	100,199	101,847	11,419	4,148
Speak English "not well"	8,922,509	57,553	5,848	22,751	15,749	9,894	132	2,228	848	103	-
Speak English "not at all"	3,844,320	19,636	1,633	10,008	4,865	2,111	30	812	172	5	-

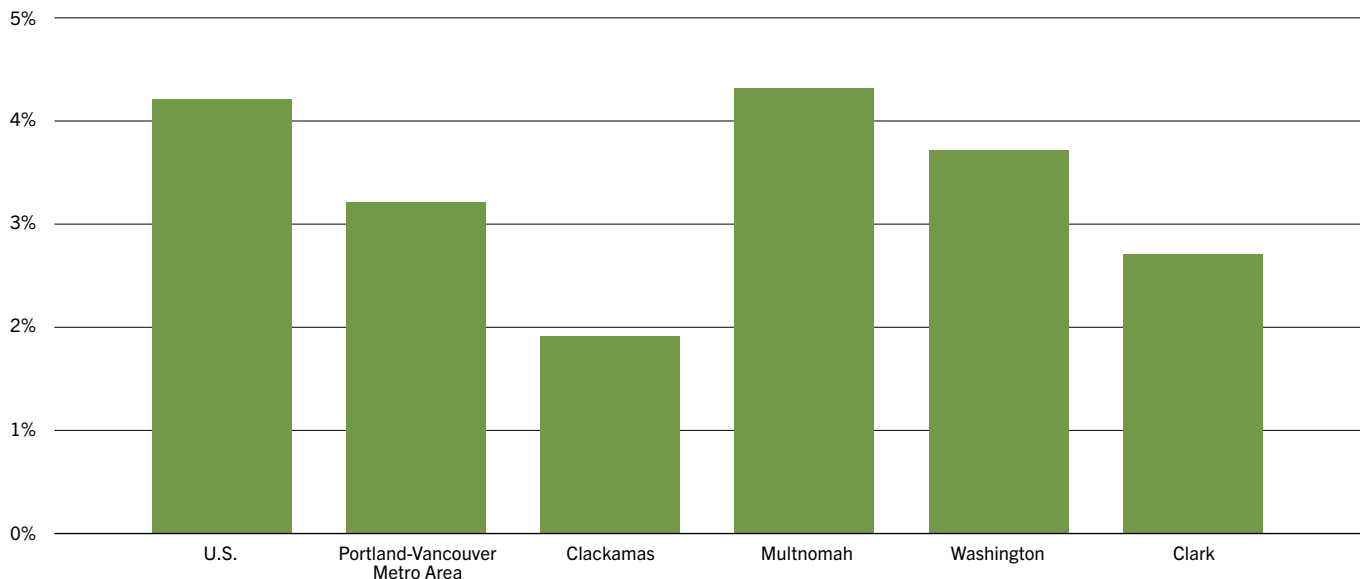
Population 5 to 17 Years	53,646,546	408,673	67,150	108,459	100,667	86,108	8,236	17,610	18,123	1,736	584
Speak English "not well"	605,975	5,571	737	2,113	1,045	1,254	22	351	44	5	-
Speak English "not at all"	115,749	994	29	319	342	155	-	149	-	-	-

Population 18 to 64 Years	200,909,753	1,640,999	250,906	549,573	380,151	292,137	31,434	64,321	63,088	7,233	2,156
Speak English "not well"	6,622,305	43,609	4,331	17,328	11,966	7,373	110	1,746	659	96	-
Speak English "not at all"	2,601,498	13,441	905	7,163	3,250	1,339	30	604	146	4	-

Population 65 Years and older	52,362,817	390,364	74,920	108,984	79,502	74,453	9,743	18,268	20,636	2,450	1,408
Speak English "not well"	1,694,229	8,373	780	3,310	2,738	1,267	-	131	145	2	-
Speak English "not at all"	1,127,073	5,201	699	2,526	1,273	617	-	59	26	1	-

Source: U.S. Census, American Community Survey, Table B16004, 5yr. Estimate

5.2 | SHARE OF POPULATION BY ABILITY TO SPEAK ENGLISH: 2020



Source: U.S. Census, American Community Survey, Table B16004, 5yr. Estimate

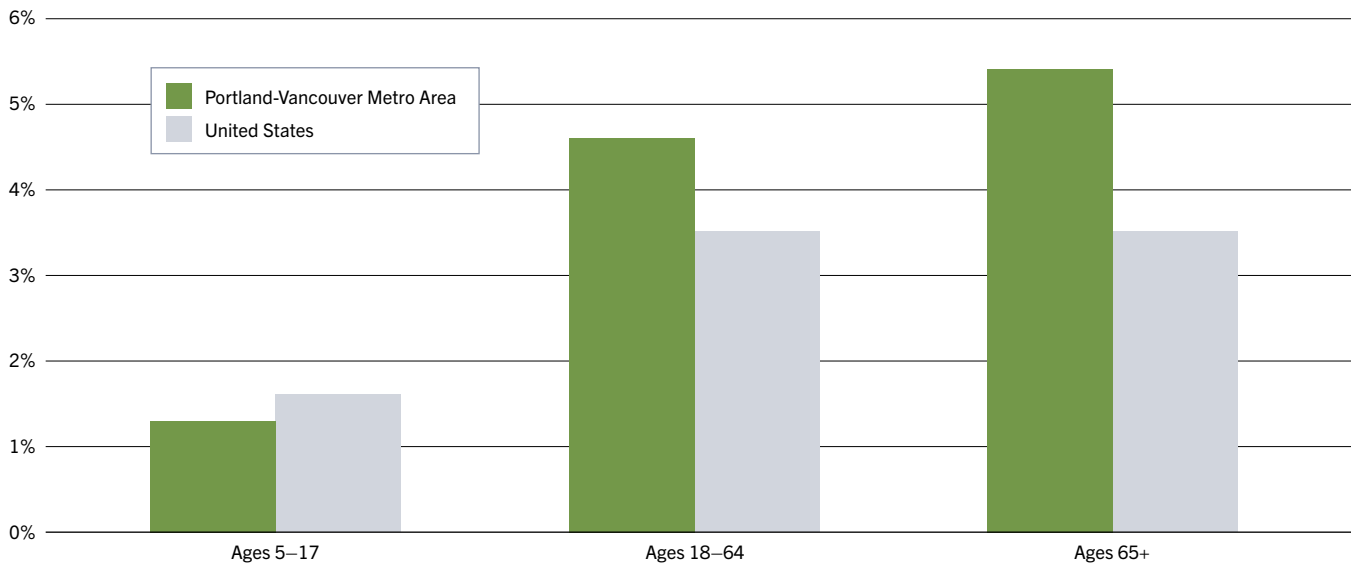
5.3 | PUBLIC SCHOOL STUDENTS: ENGLISH LEARNERS

County	2000–2001			2014–2015		
	Total Students	English Learners	% of Total Enrollment	Total Students	English Learners	% of Total Enrollment
Portland-Vancouver Metro Area	330,607	26,429	8.0%	356,901	38,857	10.9%
Clackamas	54,691	3,782	6.9%	58,792	3,970	6.8%
Columbia	8,600	13	0.2%	7,684	102	1.3%
Multnomah	93,278	11,055	11.9%	93,009	13,171	14.2%
Washington	73,195	6,996	9.6%	86,479	11,956	13.8%
Yamhill	15,473	1,254	8.1%	16,625	1,596	9.6%
Clark	65,862	3,320	5.0%	76,060	7,207	9.5%
Cowlitz	17,705	unavailable		16,684	813	4.9%
Skamania	1,294	9	0.7%	1,122	26	2.3%
Wahkiakum	509	unavailable		446	16	3.6%

Source: Oregon Department of Education, Washington Office of Superintendent of Public Education, National Center for Education Statistics

Note: Columbia, Clark, and Skamania 2000 data for English Learners unavailable; estimated based on 2001 ratios

5.4 | POPULATION NOT SPEAKING ENGLISH WELL OR AT ALL BY AGE: 2020



Source: U.S. Census

5.5 | LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME: 2020

	U.S.	Portland-Vancouver Metro Area	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum
Total:	306,919,116	2,440,036	392,976	49,413	767,016	560,320	100,199	452,698	101,847	11,419	4,148
Speak only English	240,826,040	2,007,997	344,755	47,777	614,476	421,187	86,509	383,356	95,162	10,888	3,887
Spanish	40,537,337	195,032	22,097	1,009	61,720	66,716	11,242	27,386	4,326	366	170
French, Haitian, or Cajun	2,060,712	9,045	1,096	50	4,093	2,502	145	987	157	15	-
German or other West Germanic languages	1,400,064	11,759	1,730	124	4,447	2,898	636	1,450	467	7	-
Russian, Polish, or other Slavic languages	2,044,717	42,155	5,786	8	14,793	4,649	201	16,616	100	2	-
Other Indo-European languages	5,765,141	36,391	4,562	47	9,586	16,114	245	5,261	503	65	8
Korean	1,093,097	9,977	1,414	7	1,523	5,161	44	1,743	50	2	33
Chinese (incl. Mandarin, Cantonese)	3,429,292	27,109	3,301	67	11,513	7,656	600	3,766	178	-	28
Vietnamese	1,528,587	28,245	1,846	-	15,813	6,543	68	3,783	192	-	-
Tagalog (incl. Filipino)	1,712,452	10,902	1,319	84	3,199	4,138	131	1,845	119	51	16
Other Asian and Pacific Island languages	3,037,042	37,676	3,583	163	14,132	14,690	176	4,469	439	23	1
Other and unspecified languages	3,484,635	23,748	1,487	77	11,721	8,066	202	2,036	154	-	5

Source: U.S. Census, American Community Survey, Table C16001, 5 yr. estimate



5.6 | PUBLIC SCHOOL STUDENTS BY RACE, ETHNICITY, LOW INCOME

2014–2015 School Year															
County	Total Students	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native		Multi-racial/ Unknown		Economically Disadvantaged*	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Greater Portland Region	356,901	221,516	62.1%	12,529	3.5%	73,149	20.5%	25,020	7.0%	2,749	0.8%	21,938	6.1%	158,568	44.4%
Clackamas	58,792	42,968	73.1%	607	1.0%	8,621	14.7%	2,803	4.8%	417	0.7%	3,376	5.7%	20,702	35.2%
Columbia	7,684	6,450	83.9%	47	0.6%	571	7.4%	124	1.6%	142	1.8%	350	4.6%	3,481	45.3%
Multnomah	93,009	48,562	52.2%	8,054	8.7%	20,392	21.9%	8,644	9.3%	778	0.8%	6,579	7.1%	50,454	54.2%
Washington	86,479	46,237	53.5%	1,887	2.2%	24,077	27.8%	8,643	10.0%	453	0.5%	5,182	6.0%	33,527	38.8%
Yamhill	16,625	11,311	68.0%	159	1.0%	4,088	24.6%	281	1.7%	366	2.2%	420	2.5%	8,596	51.7%
Clark	76,060	52,382	68.9%	1,629	2.1%	12,475	16.4%	4,239	5.6%	354	0.5%	4,981	6.5%	32,005	42.1%
Cowlitz	16,684	12,346	74.0%	127	0.8%	2,740	16.4%	274	1.6%	210	1.3%	987	5.9%	8,964	53.7%
Skamania	1,122	871	77.6%	16	1.4%	152	13.5%	8	0.7%	26	2.3%	49	4.4%	570	50.8%
Wahkiakum	446	389	87.2%	3	0.7%	33	7.4%	4	0.9%	3	0.7%	14	3.1%	269	60.3%

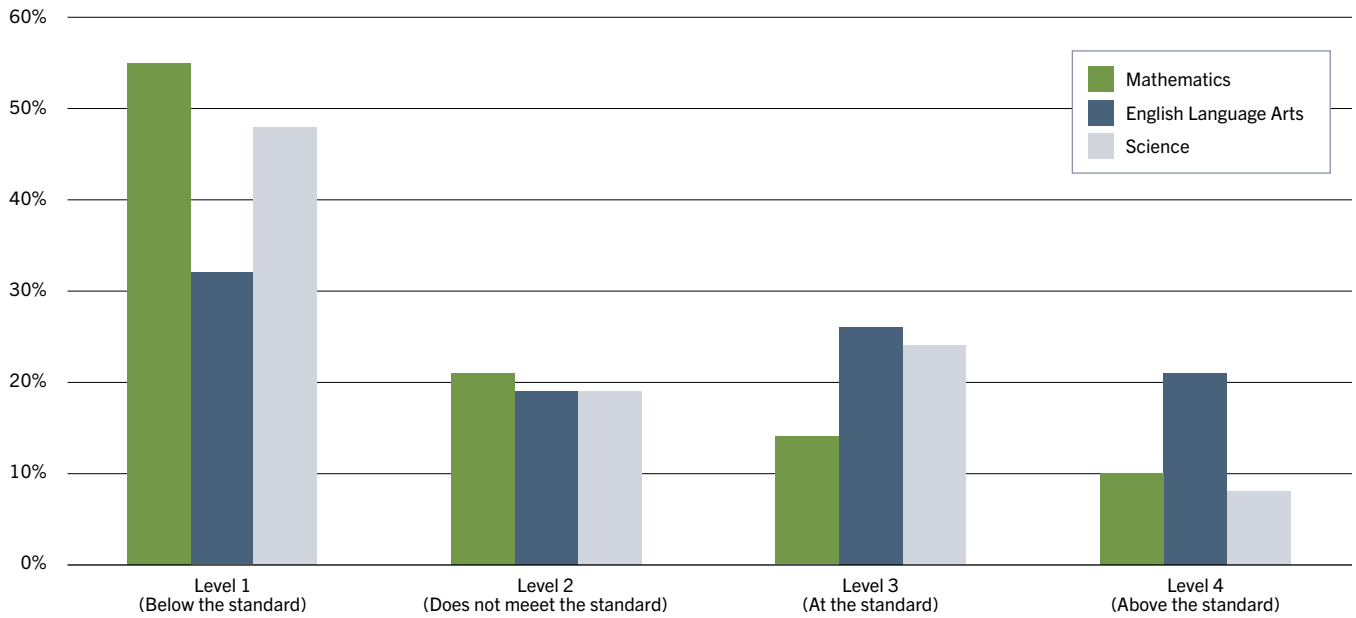
2000–2001 School Year															
County	Total Students	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native		Multi-racial/ Unknown		Economically Disadvantaged*	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Greater Portland Region	330,607	261,691	79.2%	14,723	4.5%	27,968	8.5%	19,269	5.8%	4,301	1.3%	2,009	0.6%	90,491	27.4%
Clackamas	54,691	47,155	86.2%	568	1.0%	2,760	5.0%	1,776	3.2%	400	0.7%	1,925	3.5%	11,063	20.2%
Columbia	8,600	7,981	92.8%	49	0.6%	248	2.9%	146	1.7%	169	2.0%	7	0.1%	2,123	24.7%
Multnomah	93,278	64,580	69.2%	10,305	11.0%	8,637	9.3%	7,640	8.2%	1,654	1.8%	20	0.0%	34,555	37.0%
Washington	73,195	54,983	75.1%	1,525	2.1%	10,023	13.7%	6,054	8.3%	494	0.7%	19	0.0%	15,886	21.7%
Yamhill	15,473	12,859	83.1%	125	0.8%	1,983	12.8%	208	1.3%	260	1.7%	38	0.2%	5,139	33.2%
Clark	65,862	56,827	86.3%	1,951	3.0%	3,190	4.8%	3,031	4.6%	863	1.3%	0	0.0%	21,220	32.2%
Cowlitz	17,705	15,706	88.7%	182	1.0%	1,059	6.0%	378	2.1%	380	2.1%	0	0.0%	unavail.	
Skamania	1,294	1,130	87.3%	10	0.8%	57	4.4%	31	2.4%	66	5.1%	0	0.0%	505	39.0%
Wahkiakum	509	470	92.3%	8	1.6%	11	2.2%	5	1.0%	15	2.9%	0	0.0%	unavail.	

Source: Oregon Department of Education, Washington Office of Superintendent of Public Instruction

* Eligible for free or reduced price meals

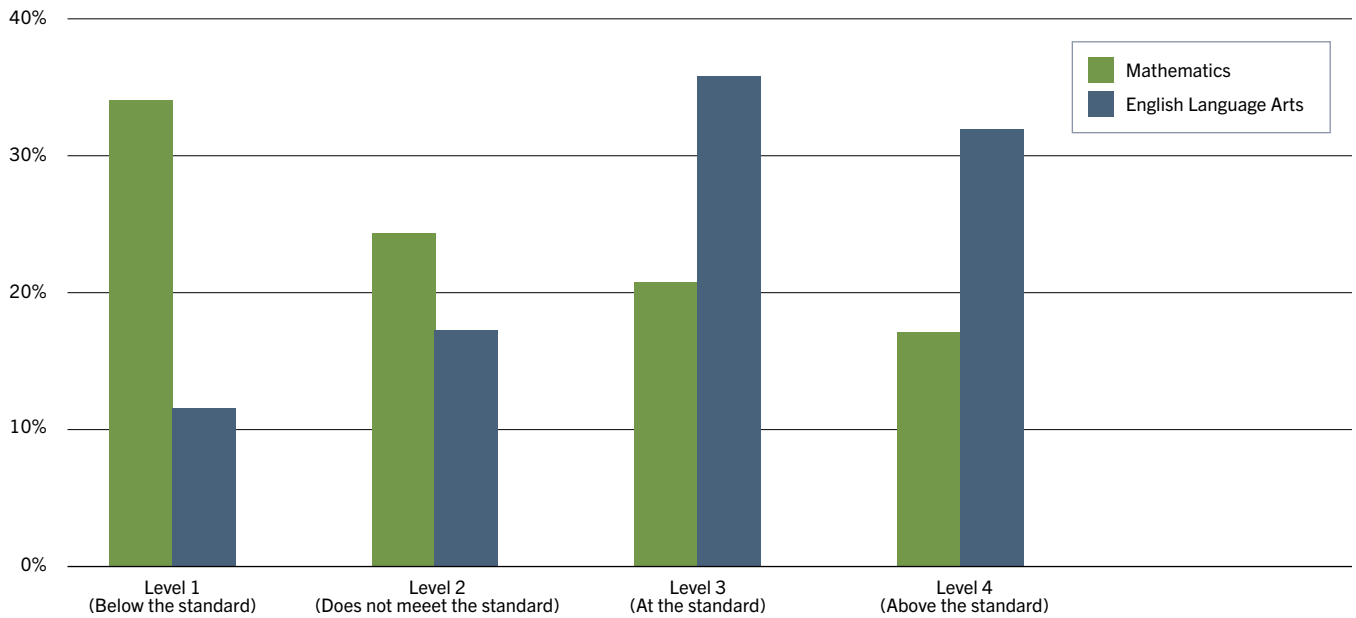
Clark and Skamania 2000 data for Economically Disadvantaged unavailable; estimated based on 2001 ratios

5.7 | 11TH GRADE TEST RESULTS: PORTLAND METRO AREA (OR PORTION): 2020–2021 SCHOOL YEAR



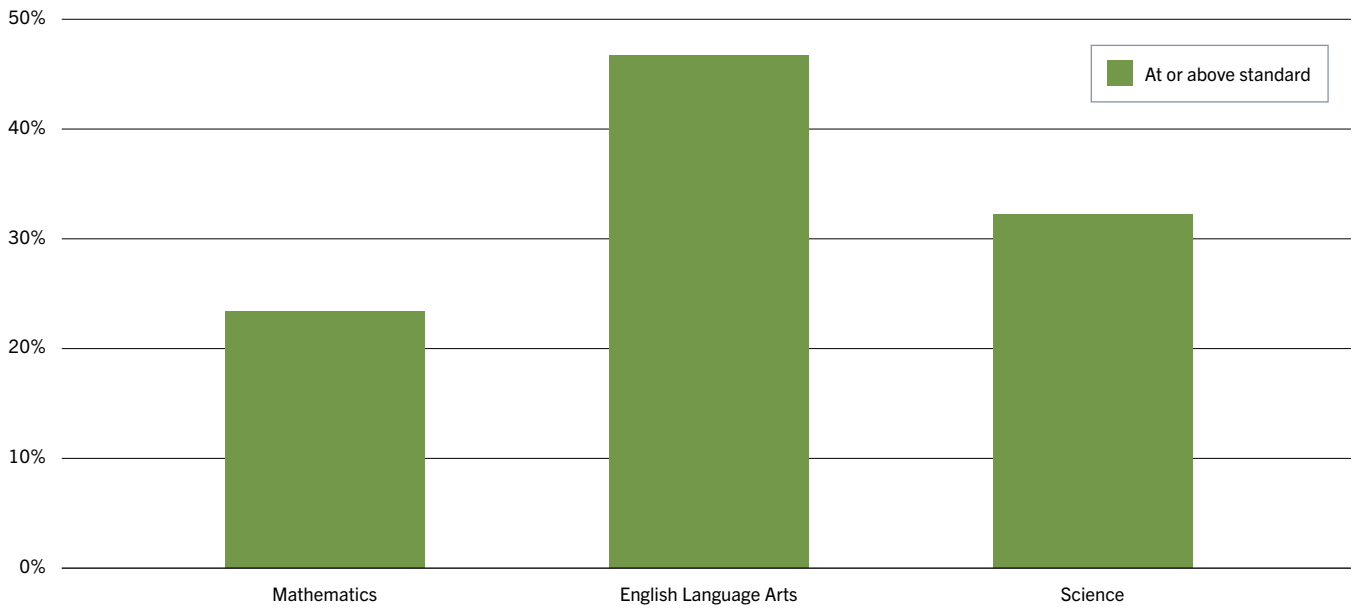
Source: Oregon Department of Education

5.8 | 10TH GRADE TEST RESULTS: PORTLAND METRO AREA SW WASHINGTON



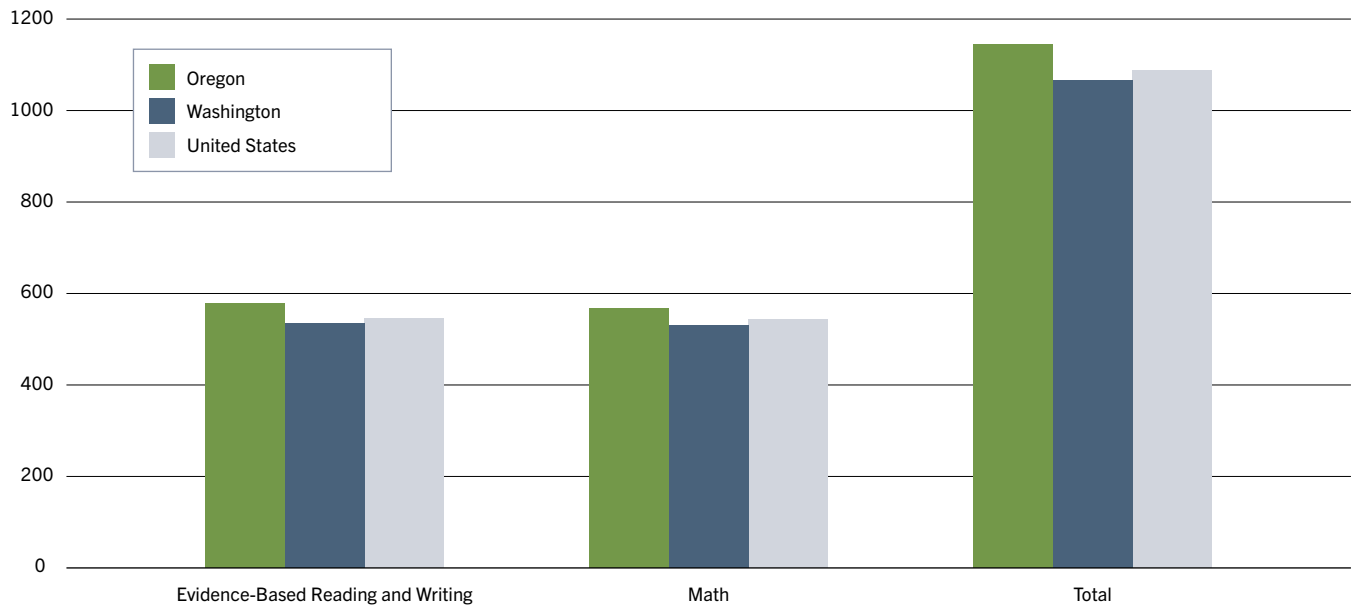
Source: Washington Office of Superintendent of Public Education

5.9 | 11TH GRADE TEST RESULTS: PORTLAND METRO AREA (OR PORTION): 2020–2021 SCHOOL YEAR



Source: Oregon Department of Education

5.10 | AVERAGE SAT SCORES: 2020–2021 SCHOOL YEAR



Source: The College Board

5.11 | HIGH SCHOOL GRADUATION AND NON-COMPLETER RATES 2020–2021 FOUR-YEAR COHORT

	Cohort	Regular High School Diploma	Graduation Rate (regular diploma)*	Dropout** Rate
Clackamas	4,979	4,460	89.58	10.4%
Columbia	563	417	74.07	25.9%
Multnomah	7,008	5,424	77.40	22.6%
Washington	6,780	5,897	86.98	13.0%
Yamhill	1,305	1,137	87.13	12.9%
Clark	5,923	5,232	88.33	11.7%
Cowlitz	1,210	1,061	87.69	12.3%
Skamania	85	71	83.53	16.5%
Portland-Vancouver Metro Area	27,853	23,699	85.09	14.9%

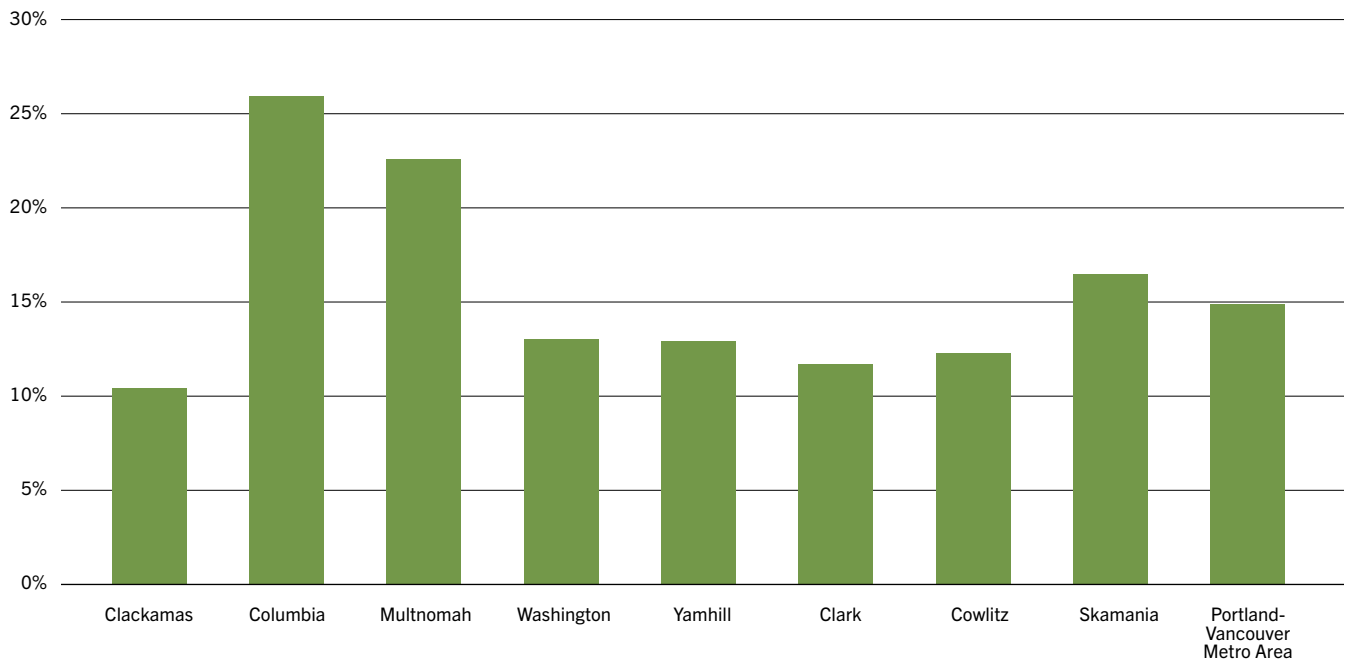
Source: Oregon Department of Education; Washington State Office of Superintendent of Public Instruction

Note: Data is not available for Wahkiakum County

*Does not include other completers (Adult HS diploma, GED, Modified diploma, Extended diploma)

**Students who either dropped out or completed 4 years of high school but did not graduate and did not enroll in 2022–2023.

5.12 | DROPOUT RATE: 2020–2021 FOUR-YEAR COHORT



Source: Oregon Department of Education, Washington Office of Superintendent of Public Instruction

5.13 | HIGH SCHOOL GRADUATION RATES, 2020–2021 FOUR-YEAR COHORT COMPLETER RATE

	Adjusted Cohort	Diploma*	Graduation Rate (diploma)	Other Completers**	Completer Rate	Noncompleters**	Noncompleter Rate
Portland-Vancouver Metro Area							
Male	12,899	11,222	87.00	108	87.84	1,113	8.63
Female	12,659	10,464	82.66	167	83.98	1,903	15.03
White	3,673	3,124	85.05	0	85.05	508	13.83
Black	4,975	3,837	77.13	52	78.17	1,031	20.72
Hispanic	12,278	10,633	86.60	191	88.16	1,343	10.94

Clackamas							
Male	2,427	2,224	91.64	23	92.58	132	5.44
Female	2,538	2,224	87.63	30	88.81	194	7.64
White	75	65	86.67	*	86.67	*	*
Black	761	655	86.07	12	87.65	61	8.02
Hispanic	3,498	3,146	89.94	36	90.97	230	6.58

Columbia							
Male	284	224	78.87	*	80.28	56	19.72
Female	278	193	69.42	*	69.78	83	29.86
White	*	*	*	*	*	*	*
Black	49	32	65.31	*	65.31	10	20.41
Hispanic	462	347	75.11	*	76.19	109	23.59

Multnomah							
Male	3,292	2,674	81.23	30	82.14	574	17.44
Female	3,672	2,716	73.97	41	75.08	887	24.16
White	587	401	68.31		68.65	176	29.98
Black	1,720	1,179	68.55	11	69.19	522	30.35
Hispanic	3,336	2,741	82.16	44	83.48	537	16.10

Washington							
Male	3,220	2,883	89.53	45	90.93	292	9.07
Female	3,550	3,004	84.62	80	86.87	466	13.13
White	173	154	89.02		89.60	13	7.51
Black	1,997	1,570	78.62	29	80.07	392	19.63
Hispanic	3,457	3,106	89.85	86	92.33	265	7.67

Yamhill							
Male	623	552	88.60	10	90.21	59	9.47
Female	680	584	85.88	16	88.24	75	11.03
White	15		>95%		>95%		
Black	335	304	90.75		90.75	30	8.96
Hispanic	867	745	85.93	25	88.81	92	10.61

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	Adjusted Cohort	Diploma*	Graduation Rate (diploma)	Other Completers**	Completer Rate	Noncompleters**	Noncompleter Rate
Clark							
Male	2,444	2,139	87.52	*	*	305	12.48
Female	1,346	1,220	90.64	*	*	126	9.36
White	1,979	1,770	89.44	*	*	209	10.56
Black	113	97	85.84	*	*	16	14.16
Hispanic	511	419	82.00	*	*	92	18.00

Cowlitz							
Male	561	488	86.99	*	87.81	73	13.01
Female	558	490	87.81	*	87.81	68	12.19
White	796	696	87.44	*	87.81	100	12.56
Black	*	*	*	*	*	*	*
Hispanic	147	129	87.76	*	87.81	18	12.24

Skamania							
Male	48	38	79.17	*	79.17	10	20.83
Female	37	33	89.19	*	89.19	4	10.81
White	48	38	79.17	*	79.17	10	20.83
Black	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*

Wahkiakum							
Male	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-

Source: Oregon Department of Education; Washington State Office of Superintendent of Public Instruction

Notes:

* Includes Modified Diploma

** Adult HS Diploma, Extended Diploma, GED

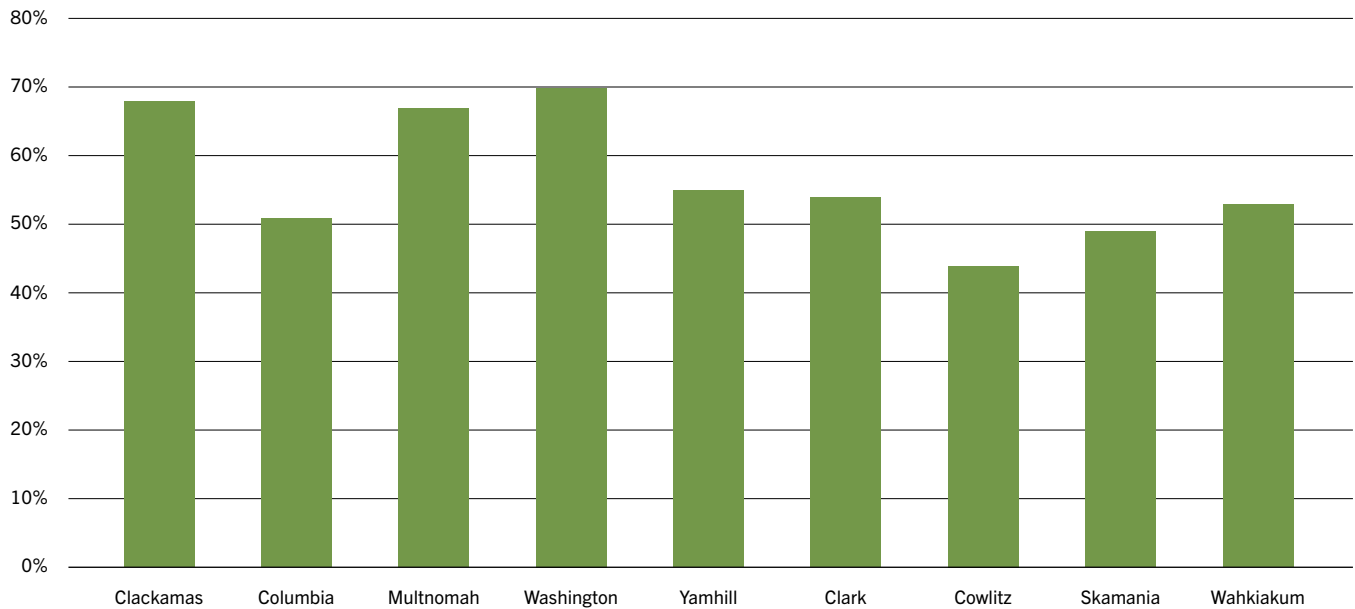
*** Students who either dropped out or completed 4 years of high school but did not graduate and did not enroll in 2014–2015

5.14 | ENROLLMENT IN CONTINUING EDUCATION: 2017–2018 SCHOOL YEAR

	High School Graduates	Enrollment in Continuing Education	Enrollment Rate
Clackamas	4,330	2,958	68%
Columbia	479	245	51%
Multnomah	5,192	3,474	67%
Washington	5,742	4,000	70%
Yamhill	1,193	652	55%
Clark	5,286	2,854	54%
Cowlitz	1,064	468	44%
Skamania	62	30	49%
Wahkiakum	31	16	53%

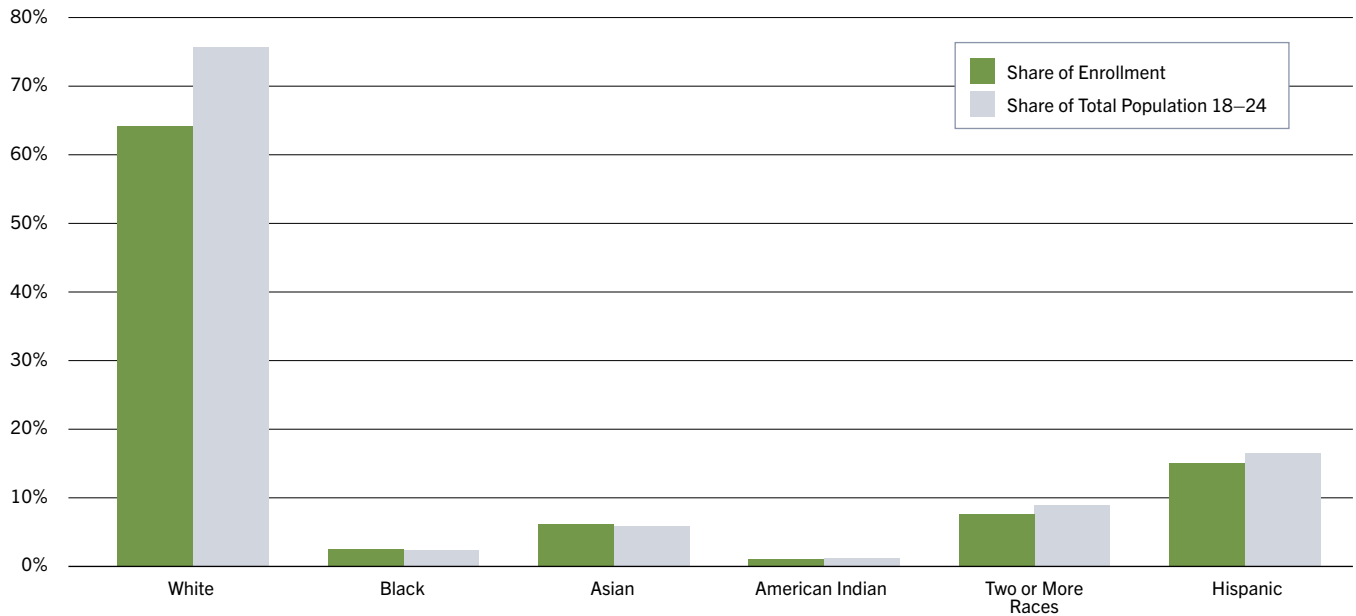
Source: Oregon Department of Education, Washington Education Research Center

5.15 | ENROLLMENT IN CONTINUING EDUCATION: 2017–2018 SCHOOL YEAR



Source: Oregon Department of Education, Washington Education Research Center

5.16 | COMPOSITION OF COLLEGE ENROLLMENT VS. TOTAL POPULATION 2- AND 4-YEAR INSTITUTIONS: OREGON, 2020



Source: National Center for Education Statistics

5.17 | GRADUATION RATES OF 2-YEAR, DEGREE-GRANTING INSTITUTIONS: OREGON

		2017 Cohort		
	Fall 2020 Total Enrollment*	Degree-Seeking	Completers	Graduation Rate**
Clackamas Community College	4,330	2,958	68%	21.7%
Concorde Career College, Portland	479	245	51%	80.3%
Mt Hood Community College	5,192	3,474	67%	26.1%
Portland Community College	5,742	4,000	70%	20.1%

Source: National Center for Education Statistics

Note: 2022 note: no longer any Washington State schools on this list

* All students, including degree/certificate- and non-degree/certificate-seeking

** Graduation rates are 150% of normal time (up to 3 years for a 2-year degree)

**5.18 | GRADUATION RATES OF 4-YEAR, DEGREE-GRANTING INSTITUTIONS,
OREGON AND WASHINGTON SCHOOLS, 2014 COHORT YEAR**

	2014 Cohort			
Institution name	Fall 2020 Enrollment*	Degree-Seeking (Bachelor's or equivalent)	Completers	Graduation Rate**
Oregon				
Bushnell University	717	77	39	50.6%
Corban University	1,160	220	111	50.5%
Eastern Oregon University	2,853	280	78	27.9%
George Fox University	4,106	627	414	66.0%
Lewis & Clark College	3,157	561	413	73.6%
Linfield University-McMinnville Campus	1,392	459	344	74.9%
Mount Angel Seminary	127	2	1	50.0%
Multnomah University	623	44	22	50.0%
New Hope Christian College-Eugene	52	24	6	25.0%
Oregon Institute of Technology	5,323	327	168	51.4%
Oregon State University	32,312	3,449	2,391	69.3%
Pacific Northwest College of Art	569	73	31	42.5%
Pacific University	3,808	459	293	63.8%
Portland State University	23,640	1,571	772	49.1%
Reed College	1,385	345	264	76.5%
Southern Oregon University	5,140	631	294	46.6%
University of Oregon	21,752	3,891	2,875	73.9%
University of Portland	3,999	1,080	908	84.1%
Warner Pacific University	466	133	50	37.6%
Warner Pacific University Professional and Graduate Studies	483	17	2	11.8%
Western Oregon University	4,554	834	376	45.1%
Willamette University	1,866	552	407	73.7%

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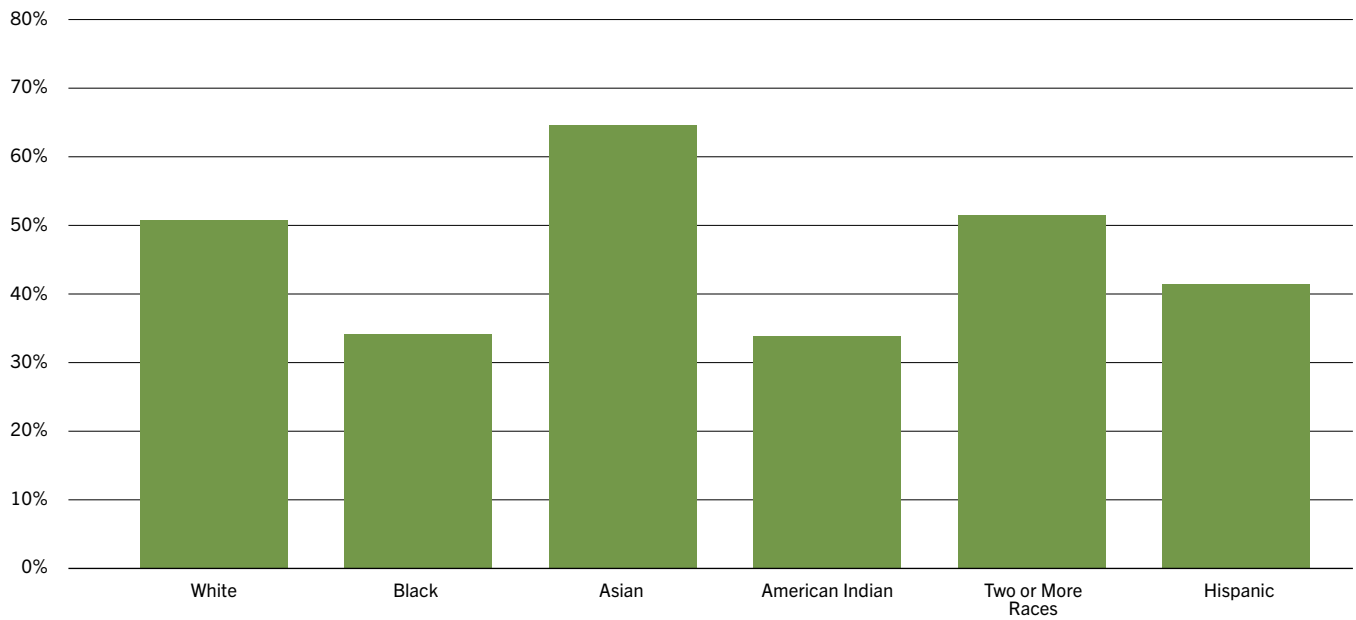
Institution name	2014 Cohort			
	Fall 2020 Enrollment*	Degree-Seeking (Bachelor's or equivalent)	Completers	Graduation Rate**
Washington State				
Central Washington University	11,174	1,198	699	58.3%
Cornish College of the Arts	482	160	83	51.9%
DigiPen Institute of Technology	1120	154	81	52.6%
Eastern Washington University	12,349	1,603	852	53.2%
Faith International University	318	6	2	33.3%
Gonzaga University	7295	1047	921	88.0%
Heritage University	999	120	50	41.7%
Northwest College of Art & Design	101	25	10	40.0%
Northwest Indian College	555	21	6	28.6%
Northwest University	1184	193	124	64.2%
Pacific Lutheran University	2907	574	409	71.3%
Saint Martin's University	1,638	153	94	61.4%
Seattle Pacific University	3,601	681	446	65.5%
Seattle University	7,050	925	672	72.6%
The Evergreen State College	2,281	526	236	44.9%
University of Puget Sound	2,130	663	511	77.1%
University of Washington-Bothell Campus	6,304	625	393	62.9%
University of Washington-Seattle Campus	48,149	6,317	5,180	82.0%
University of Washington-Tacoma Campus	5,364	416	251	60.3%
Walla Walla University	1,737	345	200	58.0%
Washington State University	31,159	4,357	2,551	58.5%
Western Washington University	15,197	2,763	1,866	67.5%
Whitman College	1,360	393	337	85.8%
Whitworth University	2,756	614	473	77.0%

Source: National Center for Education Statistics

Note: * All students, including degree/certificate- and non-degree/certificate-seeking

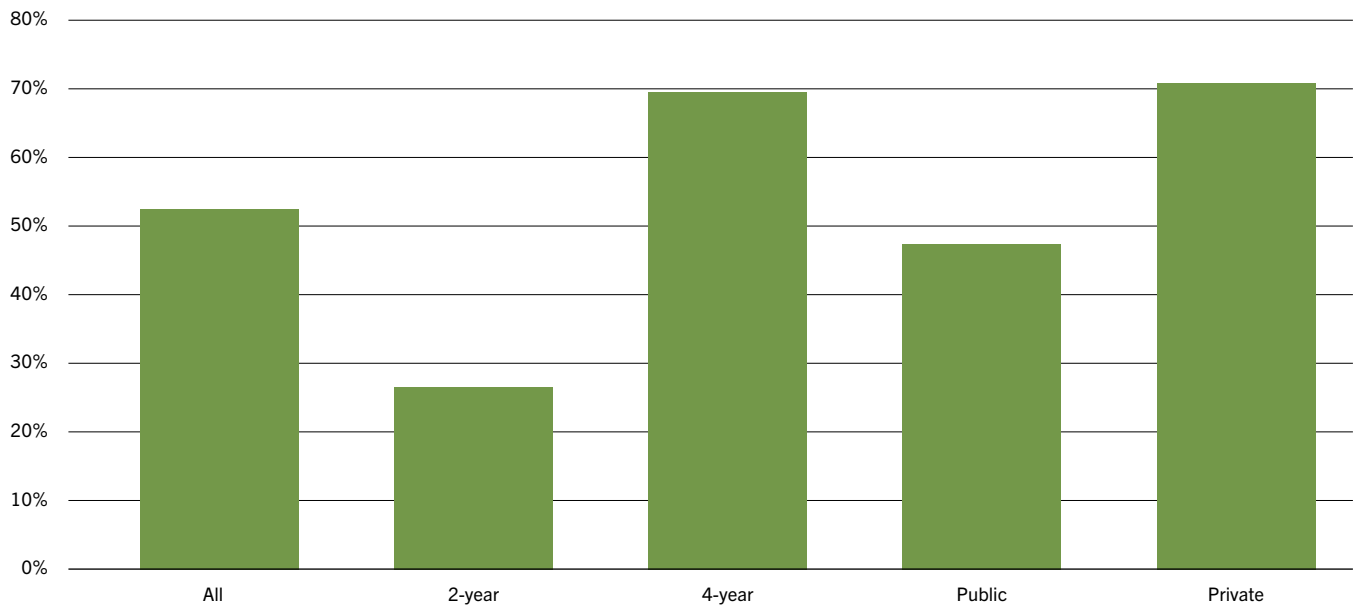
** Graduation rates are 150% of normal time (up to 6 years for a 4-year degree)

5.19 | COLLEGE COMPLETION RATES BY RACE AND ETHNICITY; OREGON 2- AND 4-YEAR COLLEGES: 2020



Source: National Center for Education Statistics

5.20 | COLLEGE COMPLETION RATES BY TYPE OF INSTITUTION; OREGON: 2020



Source: National Center for Education Statistics

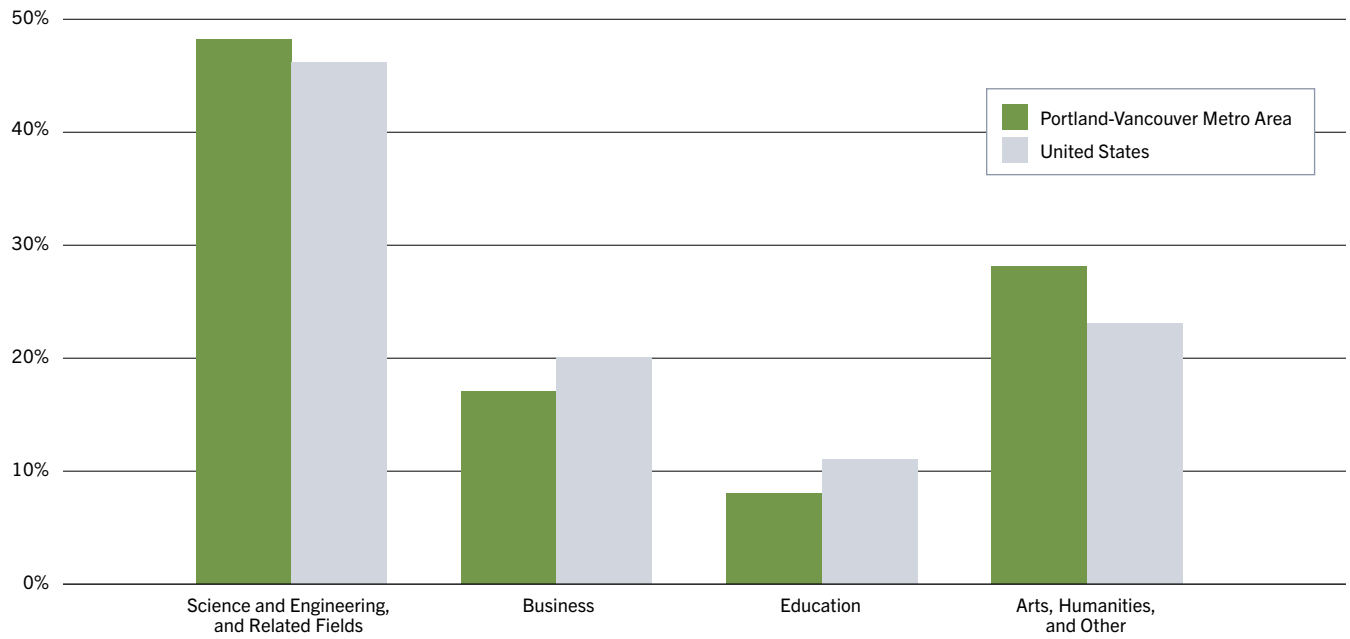
5.21 | FIELDS OF BACHELOR'S DEGREES OF POPULATION 25 AND OLDER: 2021

	Portland-Vancouver Metro Area	United States
Number		
Total, Population 25 Years and Older	771,334	79,903,463
Science and Engineering		
Computers, Mathematics and Statistics	30,805	3,884,674
Biological, Agricultural, and Environmental Sciences	59,173	5,242,512
Physical and Related Sciences	30,022	2,379,473
Psychology	41,584	4,013,393
Social Sciences	68,395	6,074,255
Engineering	67,557	6,395,714
Multidisciplinary Studies	6,202	647,962
Science and Engineering Related Fields	67,183	7,788,597
Business	128,785	16,103,671
Education	58,583	8,941,129
Arts, Humanities, and Other		
Literature and Languages	47,478	3,263,975
Liberal Arts and History	44,726	3,738,057
Visual and Performing Arts	48,069	3,370,726
Communications	33,880	3,231,729
Other	38,892	4,827,596

Percent		
Science and Engineering		
Computers, Mathematics and Statistics	4.0%	4.9%
Biological, Agricultural, and Environmental Sciences	7.7%	6.6%
Physical and Related Sciences	3.9%	3.0%
Psychology	5.4%	5.0%
Social Sciences	8.9%	7.6%
Engineering	8.8%	8.0%
Multidisciplinary Studies	0.8%	0.8%
Science and Engineering Related Fields	8.7%	9.7%
Business	16.7%	20.2%
Education	7.6%	11.2%
Arts, Humanities, and Other		
Literature and Languages	6.2%	4.1%
Liberal Arts and History	5.8%	4.7%
Visual and Performing Arts	6.2%	4.2%
Communications	4.4%	4.0%
Other	5.0%	6.0%

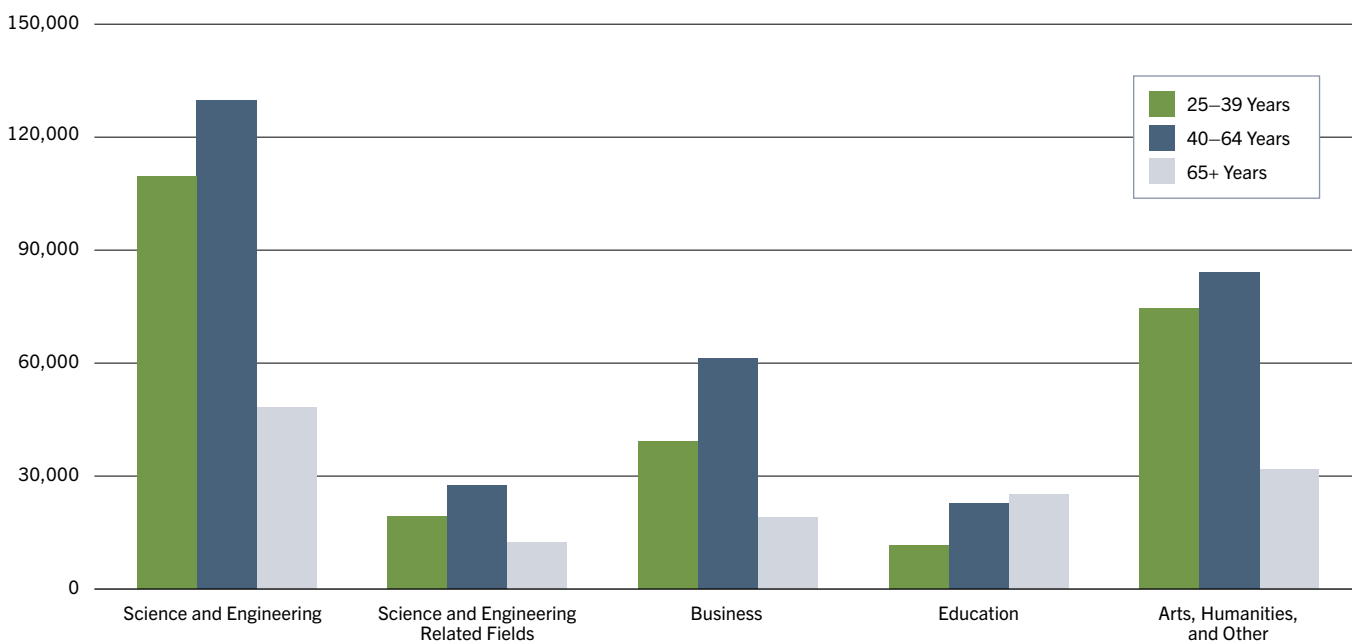
Source: U.S. Census Bureau

5.22 | FIELD OF BACHELOR'S DEGREE, POPULATION 25 AND OLDER: 2019



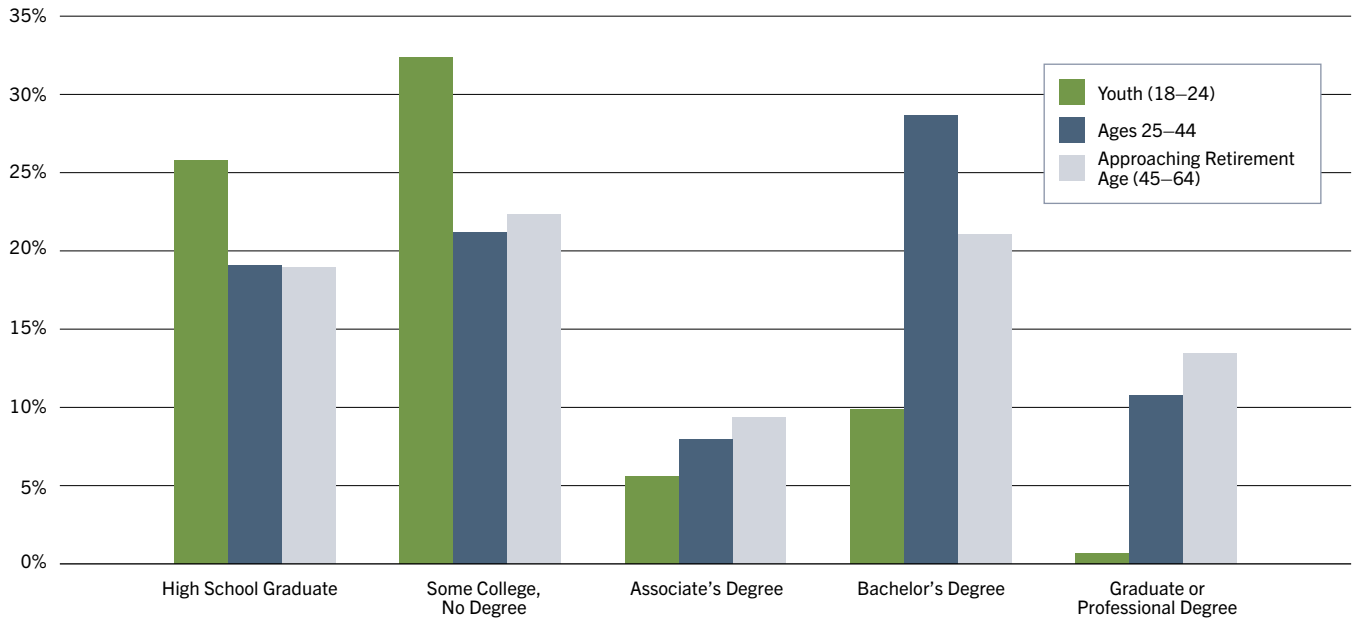
Source: U.S. Census

5.23 | FIELD OF BACHELOR DEGREE BY AGE, PORTLAND-VANCOUVER METRO AREA: 2020



Source: U.S. Census

5.24 | EDUCATION OF YOUTH COMPARED TO OLDER ADULTS; PORTLAND-VANCOUVER METRO AREA: 2020



Source: U.S. Census

5.25 | EDUCATIONAL ATTAINMENT OVER TIME

	Portland-Vancouver Metro Area	
	2000	2020
Less than High School	13.0%	7.6%
High School Diploma	24.3%	20.5%
Some College	27.7%	23.5%
Associate's Degree	7.0%	9.1%
Bachelor's Degree and Above	28.0%	39.3%

Source: U.S. Census, American Community Survey, Table B15002, 5yr. Estimate

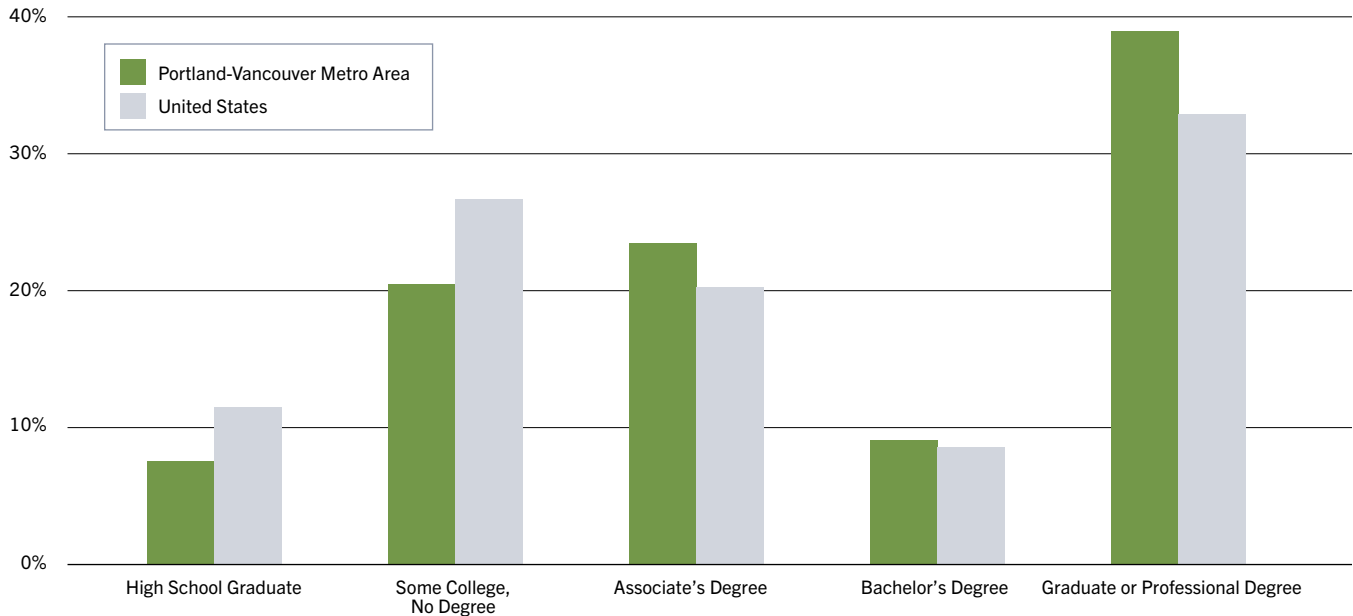
5.26 | EDUCATIONAL ATTAINMENT OVER TIME

2020											
	U.S.	Portland-Vancouver Metro Area	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum
Population 25 yrs. and over	222,836,834	1,825,297	294,509	37,520	594,912	411,099	71,673	327,705	75,530	8,993	3,356
Less than High School	25,562,680	139,168	18,547	3,467	47,744	30,369	7,427	22,986	7,652	730	246
High School Diploma	59,421,419	373,302	62,894	12,429	102,213	71,740	17,443	79,977	22,931	2,723	952
Some College	45,242,162	428,584	72,714	10,908	123,890	88,169	20,546	86,119	22,912	2,345	981
Associate's Degree	19,254,254	165,990	28,456	3,951	44,310	36,139	6,657	35,916	9,211	854	496
Bachelor's Degree	45,034,610	448,625	72,364	4,519	167,571	114,445	12,686	66,597	8,637	1,417	389
Master's Degree	20,210,271	187,430	27,224	1,715	73,999	49,144	4,633	26,698	3,044	720	253
Professional School Degree	4,863,846	47,589	7,291	274	22,941	9,106	1,217	5,958	697	86	19
Doctorate Degree	3,247,592	34,609	5,019	257	12,244	11,987	1,064	3,454	446	118	20

2000											
	U.S.	Portland-Vancouver Metro Area	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum
Population 25 yrs. and over	182,211,639	1,323,341	223,211	28,725	446,322	285,518	52,645	217,293	60,355	6,557	2,715
Less than High School	35,715,625	171,738	24,674	4,149	64,087	31,670	9,064	26,578	10,160	927	429
High School Diploma	52,168,981	321,753	53,824	10,101	102,814	57,379	16,235	58,574	19,760	2,193	873
Some College	38,351,595	366,329	65,811	8,391	115,207	76,994	13,752	66,024	17,396	1,908	846
Associate's Degree	11,512,833	92,417	15,571	2,060	27,386	20,926	2,737	18,120	5,023	428	166
Bachelor's Degree	28,317,792	247,110	42,207	2,825	89,711	67,657	7,042	31,596	5,048	764	260
Master's Degree	10,770,947	84,482	14,293	857	30,394	21,657	2,692	12,274	1,987	234	94
Professional School Degree	3,619,535	27,241	5,178	246	11,675	5,589	676	2,970	804	69	34
Doctorate Degree	1,754,331	12,271	1,653	96	5,048	3,646	447	1,157	177	34	13

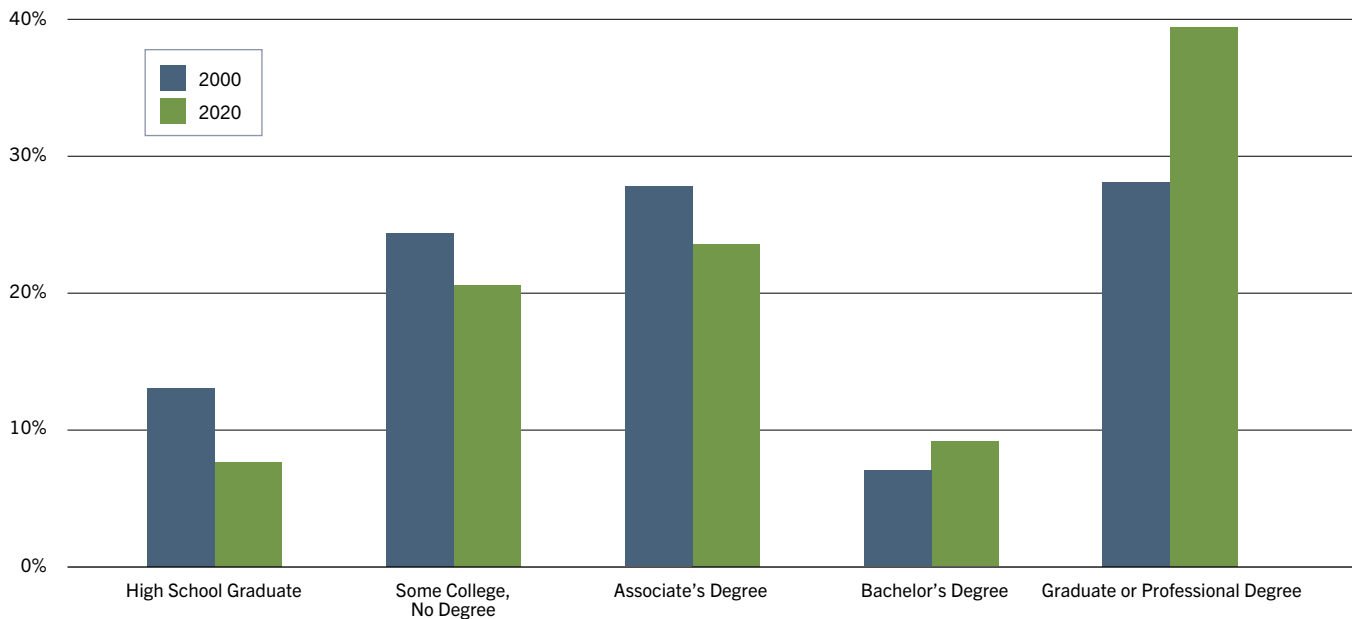
Source: U.S. Census, American Community Survey, Table B15002, 5yr. Estimate

5.27 | POPULATION 25+ BY EDUCATIONAL ATTAINMENT: 2020



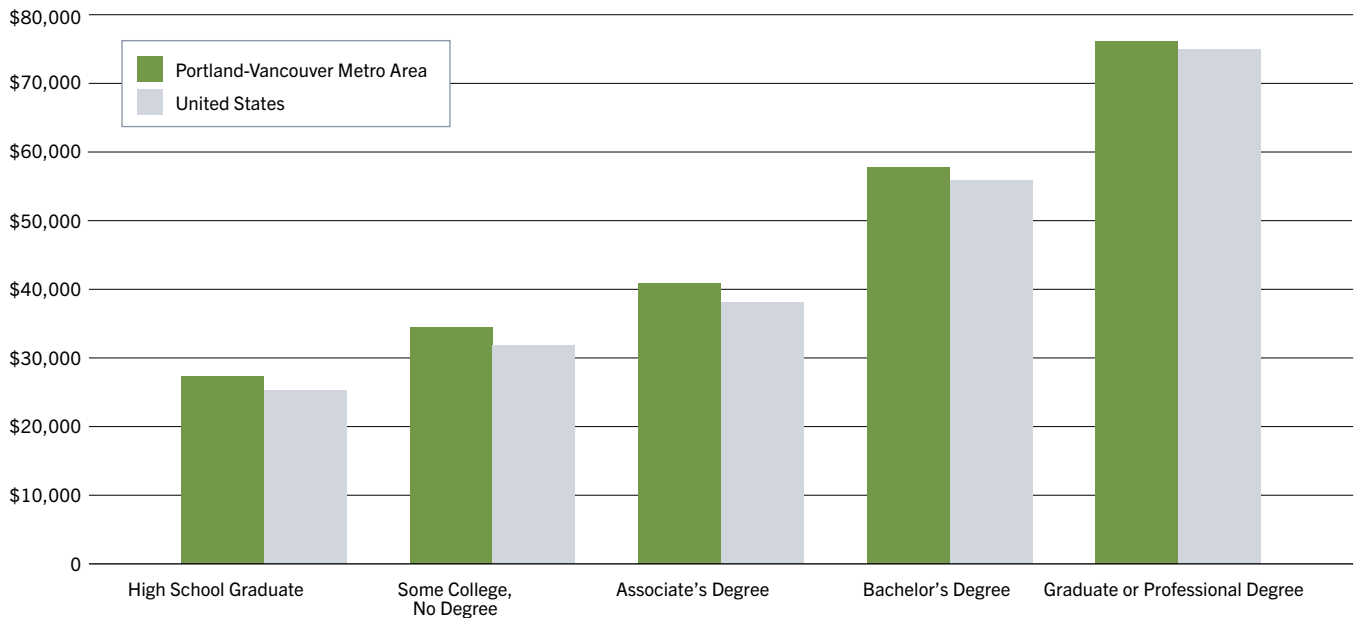
Source: U.S. Census

5.28 | EDUCATIONAL ATTAINMENT: 2000 VS. 2020; PORTLAND-VANCOUVER METRO AREA, POPULATION AGES 25+



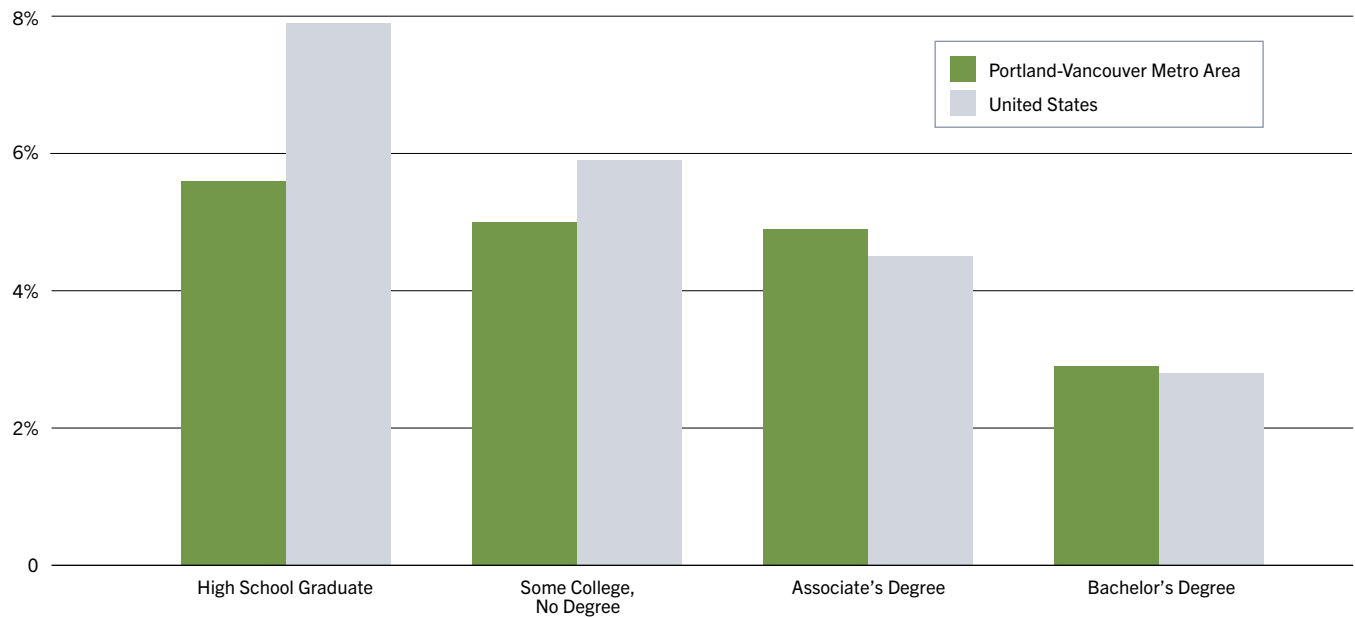
Source: U.S. Census

5.29 | MEDIAN EARNINGS BY EDUCATIONAL ATTAINMENT: 2020



Source: U.S. Census

5.30 | UNEMPLOYMENT RATE BY EDUCATIONAL ATTAINMENT: 2020



Source: U.S. Census

5.31 | ACT WORKKEYS NATIONAL CAREER READINESS CERTIFICATE (NCRC): JANUARY 1, 2012–AUGUST 31, 2022

	Bronze		Silver		Gold		Platinum		NCRC Plus		Total		% of Goal Attained
	#	%	#	%	#	%	#	%	#	%	#	%	
Clackamas	575	14.6%	1957	49.6%	1190	30.1%	226	5.7%	11	0.3%	3948	100.0%	98.0%
Columbia	103	12.3%	435	51.8%	236	28.1%	66	7.9%	+		840	100.0%	81.0%
Multnomah	1211	14.9%	3940	48.6%	2554	31.5%	408	5.0%	53	0.7%	8113	100.0%	60.0%
Washington	831	13.6%	2802	45.8%	2122	34.7%	365	6.0%	186	3.0%	6120	100.0%	60.0%
Yamhill	250	15.5%	755	46.9%	462	28.7%	143	8.9%	36	2.2%	1610	100.0%	90.0%
Clark*	72	12.2%	254	43.1%	197	33.4%	66	11.2%		0.0%	589	100.0%	*
Cowlitz	32	3.4%	365	39.3%	385	41.4%	147	15.8%		0.0%	929	100.0%	48.0%
Skamania*	+		9	60.0%	+		+			0.0%	15	100.0%	*
Wahkiakum*	0	0.0%	+		+		+			0.0%	8	100.0%	*
TOTAL	3074	13.9%	10517	47.4%	7146	32.2%	1421	6.4%	286	1.3%	22172	100.0%	

Source: ACT Work Ready Communities

* Not yet fully participating
+ Less than 4

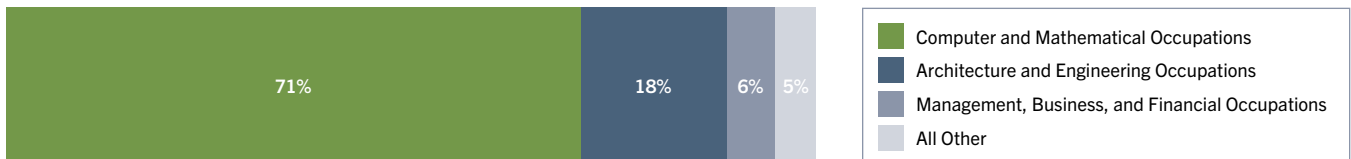
5.32 | CERTIFIED H-1B VISAS BY OCCUPATION GROUP, FISCAL YEAR 2021, PORTLAND-VANCOUVER METRO AREA

Occupational Group	Number	%
Computer and Mathematical Occupations	6,596	71.9%
Architecture and Engineering Occupations	1,690	18.4%
Management Occupations	428	4.7%
Business and Financial Operations Occupations	163	1.8%
Healthcare Practitioners and Technical Occupations	97	1.1%
Life, Physical, and Social Science Occupations	91	1.0%
All Other Occupational Groups	115	1.3%

Source: U.S. Department of Labor

The number of visas includes new, renewed, and transferred
A new visa is needed if the foreigner worker changes location (metro area)

5.33 | H-1B VISAS BY OCCUPATIONAL GROUP, PORTLAND-VANCOUVER METRO AREA: 2021



Source: U.S. Department of Labor

SOCIO-ECONOMIC WELLBEING

6.1 | POVERTY STATUS: INDIVIDUALS

	All Ages				Under 18			
	2011–2015		2016–2020		2011–2015		2016–2020	
	#	%	#	%	#	%	#	%
Clackamas	36,894	9.50%	30,811	7.5%	10,328	12.0%	6,242	7.1%
Columbia	6,638	13.60%	5,135	10.0%	2,107	19.3%	1,254	11.7%
Multnomah	136,472	18.10%	104,861	13.2%	35,299	23.6%	24,990	16.8%
Washington	64,861	11.80%	49,871	8.5%	20,981	15.6%	13,932	10.4%
Yamhill	15,877	16.60%	11,905	11.8%	5,653	24.3%	3,773	16.3%
Clark	49,314	11.20%	43,190	9.1%	16,034	14.4%	12,671	11.2%
Cowlitz	17,609	17.50%	14,155	13.3%	5,640	24.2%	3,954	16.5%
Skamania	1,526	13.70%	1,271	10.8%	336	14.4%	341	15.9%
Wahkiakum	674	17.10%	387	9.1%	152	25.0%	18	2.4%
Portland-Vancouver Metro Area	329,865	13.8%	261,586	10.3%	96,530	17.8%	67,175	12.3%
United States	47,749,043	15.5%	40,910,326	12.8%	15,760,766	21.7%	12,598,699	17.5%

Source: U.S.Census, American Community Survey, Table S1701, 5-yr estimates

6.2 | HOUSEHOLDS ON PUBLIC ASSISTANCE

	2011–2015				2016–2020			
	Households on Public Assistance	Total # of Households	% of all Households on PA	Public Assistance per Household	Households on Public Assistance	Total # of Households	% of all Households on PA	Public Assistance per Household
Clackamas	4,246	149,522	2.8%	\$3,297	4,702	159,330	3.0%	\$3,230
Columbia	523	18,785	2.8%	\$4,312	792	19,872	4.0%	\$3,725
Multnomah	13,885	310,669	4.5%	\$3,632	16,542	334,849	4.9%	\$3,251
Washington	6,035	206,426	2.9%	\$3,413	6,113	223,040	2.7%	\$3,334
Yamhill	1,594	34,425	4.6%	\$3,481	1,163	37,542	3.1%	\$2,498
Clark	6,748	162,441	4.2%	\$3,235	5,821	178,478	3.3%	\$2,760
Cowlitz	2,262	39,763	5.7%	\$2,862	2,068	42,354	4.9%	\$2,494
Skamania	142	4,495	3.2%	\$3,209	136	4,866	2.8%	\$4,864
Wahkiakum	59	1,716	3.4%	\$1,566	37	1,900	1.9%	\$2,027
Portland-Vancouver Metro Area	35,494	928,242	3.8%	\$3,428	37,374	1,002,231	3.7%	\$3,135
United States	3,223,786	116,926,305	2.8%	\$3,490	2,995,159	122,354,219	2.4%	\$3,271

Source: U.S.Census, American Community Survey, Table B19057, 5-yr estimates

6.3 | HOUSEHOLDS WITH FOOD STAMPS/SNAP BENEFITS (SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM)

	2011–2015		2016–2020	
	Households	% of All Households	Households	% of All Households
Clackamas	19,276	12.9%	15,263	9.6%
Columbia	3,517	18.7%	3,537	17.8%
Multnomah	62,925	20.3%	47,839	14.3%
Washington	26,800	13.0%	19,583	8.8%
Yamhill	6,758	19.6%	6,030	16.1%
Clark	25,998	16.0%	19,821	11.1%
Cowlitz	8,978	22.6%	8,418	19.9%
Skamania	704	15.7%	592	12.2%
Wahkiakum	299	17.4%	218	11.5%
Portland-Vancouver Metro Area	155,255	16.7%	121,301	12.1%
United States	15,399,651	13.2%	13,892,407	11.4%

Source: U.S.Census, American Community Survey, Table S2201, 5-yr estimates

6.4 | WORKING POOR: 2020

	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland-Vancouver Metro Area	United States
Full-time, Year-round Workers with Earnings	141,103	15,148	285,076	209,723	31,331	152,372	28,941	3,347	973	868,014	108,090,821
In Poverty	2,462	201	7,361	4,289	865	2,181	801	55	11	18,226	3,020,827
Percent of Full-time, Year-round Workers Living in Poverty	1.7%	1.3%	2.6%	2.0%	2.8%	1.4%	2.8%	1.6%	1.1%	2.1%	2.8%

Source: US Census, American Community Survey, Table S1701, 5-yr estimates

6.5 | PEOPLE IN SUBSIDIZED HOUSING

	2011				2021			
	People Per unit	People in Subsidized Housing	Total Population	% in Subsidized Housing	People Per unit	People in Subsidized Housing	Total Population	% in Subsidized Housing
Clackamas	1.5	11,505	378,480	3.0%	1.8	10,728	425,316	2.5%
Columbia	1.6	2,300	49,625	4.6%	1.5	2,010	53,014	3.8%
Multnomah	1.3	57,033	741,925	7.7%	1.8	59,524	820,672	7.3%
Washington	1.4	16,100	536,370	3.0%	1.8	15,548	605,036	2.6%
Yamhill	2.1	7,022	99,850	7.0%	1.7	2,872	108,261	2.7%
Clark	1.4	16,006	428,000	3.7%	1.8	16,632	513,100	3.2%
Cowlitz	1.4	5,853	102,700	5.7%	1.6	5,474	111,500	4.9%
Skamania	1.8	520	11,150	4.7%	1.5	514	11,750	4.4%
Wahkiakum	1.5	177	4,000	4.4%	1.3	98	4,475	2.2%
Total	1.4	121,396	2,352,100	5.2%	1.8	113,400	2,653,124	4.3%

Source: U.S. Department of Housing and Urban Development



COMMUTING

7.1 | NET COMMUTING: 2019

	Total Resident Workers	Out Commuting	% Out Commuting	Total County Jobs	In Commuting	% In Commuting	Net Gain
Clackamas	198,752	128,776	65%	173,259	103,283	60%	(25,493)
Columbia	25,052	18,484	74%	11,257	4,689	42%	(13,795)
Multnomah	401,334	137,905	34%	533,616	270,187	51%	132,282
Washington	296,938	135,671	46%	313,542	152,275	49%	16,604
Yamhill	47,289	27,215	58%	36,539	16,465	45%	(10,750)
Clark	223,862	109,180	49%	162,390	47,708	29%	(61,472)
Cowlitz	52,364	29,033	55%	38,442	15,111	39%	(13,922)
Skamania	5,674	4,421	78%	2,210	957	43%	(3,464)
Wahkiakum	1,602	1,174	73%	738	310	42%	(864)

Source: U.S. Census Bureau, American Community Survey, Table B08007, 5-yr. estimates



7.2 | MEANS OF TRANSPORTATION TO WORK, 2020

NUMBER								
	Workers 16 years and older	Drove alone	Carpooled	Public transportation	Walked	Other means	Worked from home	Mean travel time to work (minutes)
United States	153,665,654	115,127,720	13,605,122	7,044,886	3,954,692	2,780,139	11,153,095	26.9
Oregon	1,976,256	1,393,173	185,665	79,221	70,406	61,787	186,004	23.9
Portland-Vancouver Metro Area	1,296,494	895,670	114,492	72,638	41,704	39,775	132,215	26.9
Clackamas	202,002	150,031	17,238	5,707	4,503	3,511	21,012	28.8
Columbia*	22,805	17,754	2,680	112	453	311	1,495	34.7
Multnomah	436,950	255,691	37,335	45,155	21,907	25,727	51,135	26.7
Washington	309,437	220,586	28,402	16,834	7,625	4,946	31,044	25.3
Yamhill	47,890	35,799	4,577	223	2,631	1,250	3,410	26.2
Clark	226,781	174,115	19,752	4,429	3,413	3,522	21,550	27.4
Cowlitz	44,055	36,424	4,108	162	914	467	1,980	25.7
Skamania	5,223	4,261	291	5	173	20	473	29.4
Wahkiakum	1,351	1,009	109	11	85	21	116	40.8

PERCENT							
	Workers 16 years and older	Drove alone	Carpooled	Public transportation	Walked	Other means	Worked from home
United States	100.0%	74.9%	8.9%	4.6%	2.6%	1.8%	7.3%
Oregon	100.0%	70.5%	9.4%	4.0%	3.6%	3.1%	9.4%
Portland-Vancouver Metro Area	100.0%	69.1%	8.8%	5.6%	3.2%	3.1%	10.2%
Clackamas	100.0%	74.3%	8.5%	2.8%	2.2%	1.7%	10.4%
Columbia*	100.0%	77.9%	11.8%	0.5%	2.0%	1.4%	6.6%
Multnomah	100.0%	58.5%	8.5%	10.3%	5.0%	5.9%	11.7%
Washington	100.0%	71.3%	9.2%	5.4%	2.5%	1.6%	10.0%
Yamhill	100.0%	74.8%	9.6%	0.5%	5.5%	2.6%	7.1%
Clark	100.0%	76.8%	8.7%	2.0%	1.5%	1.6%	9.5%
Cowlitz	100.0%	82.7%	9.3%	0.4%	2.1%	1.1%	4.5%
Skamania	100.0%	81.6%	5.6%	0.1%	3.3%	0.4%	9.1%
Wahkiakum	100.0%	74.7%	8.1%	0.8%	6.3%	1.6%	8.6%

Source: US Census, American Community Survey, Table DP03, 5-yr. estimates

7.3 | COUNTY BY COUNTY COMMUTING PATTERNS (TOP 5 FOR EACH), 2019

Clackamas County Residents Commuting to:	Count
Multnomah County	71,539
Clackamas County	69,976
Washington County	32,846
Marion County	8,570
Clark County	2,768

Columbia County Residents Commuting to:	Count
Multnomah County	7,128
Columbia County	6,568
Washington County	4,680
Clackamas County	1,299
Marion County	973

Multnomah County Residents Commuting to:	Count
Multnomah County	263,429
Washington County	55,481
Clackamas County	40,056
Clark County	11,407
Marion County	7,499

Washington County Residents Commuting to:	Count
Washington County	161,267
Multnomah County	80,947
Clackamas County	24,730
Marion County	7,671
Yamhill County	3,890

Yamhill County Residents Commuting to:	Count
Yamhill County	20,074
Washington County	10,139
Marion County	4,478
Multnomah County	4,002
Clackamas County	2,947

Clark County Residents Commuting to:	Count
Clark County	114,682
Multnomah County	49,817
King County	13,005
Washington County	10,558
Clackamas County	7,039

Cowlitz County Residents Commuting to:	Count
Cowlitz County	23,331
Clark County	7,781
King County	3,819
Multnomah County	3,430
Peirce County	2,314

Skamania County Residents Commuting to:	Count
Skamania County	1,253
Clark County	954
Multnomah County	662
Klickitat County	386
Hood River County	383

Wahkiakum County Residents Commuting to:	Count
Wahkiakum County	428
Cowlitz County	243
Clark County	123
King County	119
Multnomah County	94

Source: U.S. Census, Longitudinal Employer-Household Dynamics

JOBS AND INDUSTRIES

8.1 | LARGEST EMPLOYERS IN THE PORTLAND METROPOLITAN AREA (RANKED BY NUMBER OF LOCAL EMPLOYEES)

Rank	Company	Number of Local Employees	Local County
1	Intel Corp	21,000	Washington
2	Providence Health & Services	21,000	var.
3	Oregon Health and Science University	18,048	Multnomah
4	Nike Inc.	13,964	Washington
5	Legacy Health System	13,120	var.
6	Kaiser Permanente Northwest	11,163	var.
7	Fred Meyer Stores	9,525	var.
8	Portland Public Schools**	6,847	Multnomah
9	City of Portland**	6,635	Multnomah
10	Multnomah County**	5,096	Multnomah
11	U.S. Department of Veterans Affairs**	4,783	Multnomah
12	Beaverton School District**	4,606	Washington
13	Walmart	4,500	var.
14	PeaceHealth Southwest Washington Medical Center**	4,482	Clark
15	Vancouver Public Schools	4,347	Clark
16	U.S. Postal Service**	3,717	var.
17	Wells Fargo	3,500	var.
18	Portland Community College	3,397	Multnomah
19	Portland State University	3,136	Multnomah
20	TriMet	3,117	Multnomah
21	U.S. Bank	3,104	var.
22	Portland General Electric	2,870	Multnomah
23	Precision Castparts	2,500	Clackamas and Multnomah
24	Oregon Department of Human Services**	2,448	var.
25	Bonneville Power Administration*	2,313	Multnomah
26	Clackamas County**	2,291	Clackamas
27	Hillsboro School District**	2,282	Washington
28	Washington County**	2,175	Washington
29	Daimler Trucks North America**	2,159	Multnomah

Rank	Company	Number of Local Employees	Local County
30	Cambia Health Solutions	2,138	Clark
31	The Standard	2,131	Multnomah
32	North Clackamas Schools**	2,001	Clackamas
33	Columbia Sportswear Co.	2,000	Washington
34	Jacobs	1,938	Multnomah
35	Adventist Health Portland	1,876	var.
36	Fisher Investments	1,753	Clark
37	adidas America Inc.**	1,751	Multnomah
38	ilanj**	1,725	Clark
39	Umpqua Bank	1,719	var.
40	KinderCare Education**	1,500	var.
41	Mount Hood Community College	1,452	
42	David Douglas School District**	1,390	Multnomah
43	Moda Center	1,300	Multnomah
44	Tigard-Tualatin School District**	1,247	Washington
45	Gresham-Barlow School District**	1,200	Multnomah
46	Reynolds School District**	1,198	Multnomah
47	Northwest Natural	1,190	var.
48	Gee Automotive Companies	1,162	var.
49	West Linn-Wilsonville School District**	1,158	Clackamas
50	The DPI Group	1,157	Multnomah
51	Moda	1,142	Multnomah
52	University of Portland	1,100	Multnomah
53	Lewis and Clark College	1,092	Multnomah
54	Thermo Fisher Scientific Inc.**	1,062	Washington
55	City of Hillsboro**	1,060	Washington
56	Metro	1,048	Multnomah
57	Oregon City School District**	1,041	Clackamas
58	Siemens EDA	1,000	var.

Source: Portland Business Journal, September 2021

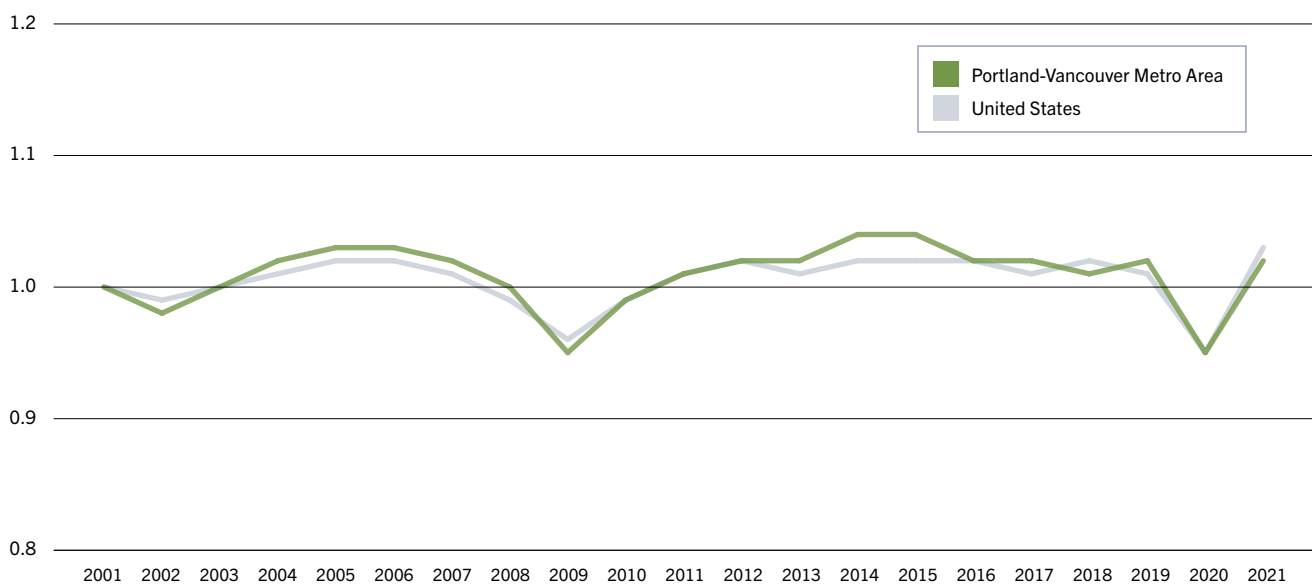
Note: **2020 employment

8.2 | TOTAL EMPLOYMENT: 2011 AND 2021

	Clackamas	Columbia	Multnomah	Washington	Yamhill	Clark	Cowlitz	Skamania	Wahkiakum	Portland-Vancouver Metro Area
2011	160,931	11,909	490,856	272,129	38,183	150,494	39,805	2,570	952	1,167,829
2021	189,424	13,531	545,930	323,911	44,480	193,005	44,289	2,410	1,270	1,353,249
2011–2021 Change (#)	28,493	1,622	55,074	51,782	6,297	42,511	4,484	-160	318	190,420
2011–2021 Change (%)	17.7%	13.6%	11.2%	19.0%	16.5%	28.2%	11.3%	-6.2%	33.4%	16.3%
2011 Share of Employment	13.8%	1.0%	42.0%	23.3%	3.3%	12.9%	3.4%	0.2%	0.1%	100.0%
2021 Share of Employment	13.9%	1.0%	40.2%	23.8%	3.3%	14.2%	3.3%	0.2%	0.1%	100.0%

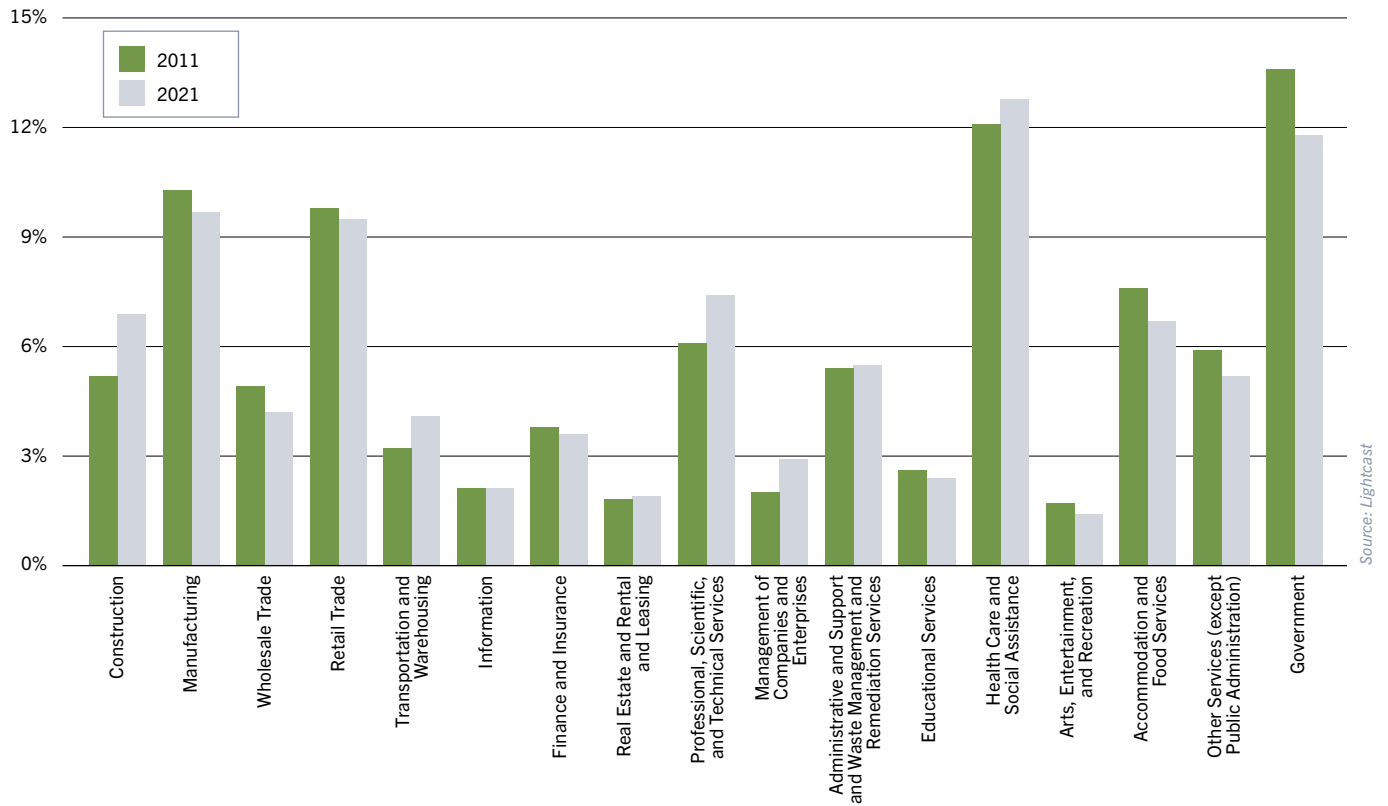
Source: Lightcast

8.3 | TOTAL EMPLOYMENT: PORTLAND-VANCOUVER METRO AREA AND U.S.: 2011–2021 (2011 INDEXED TO 1)

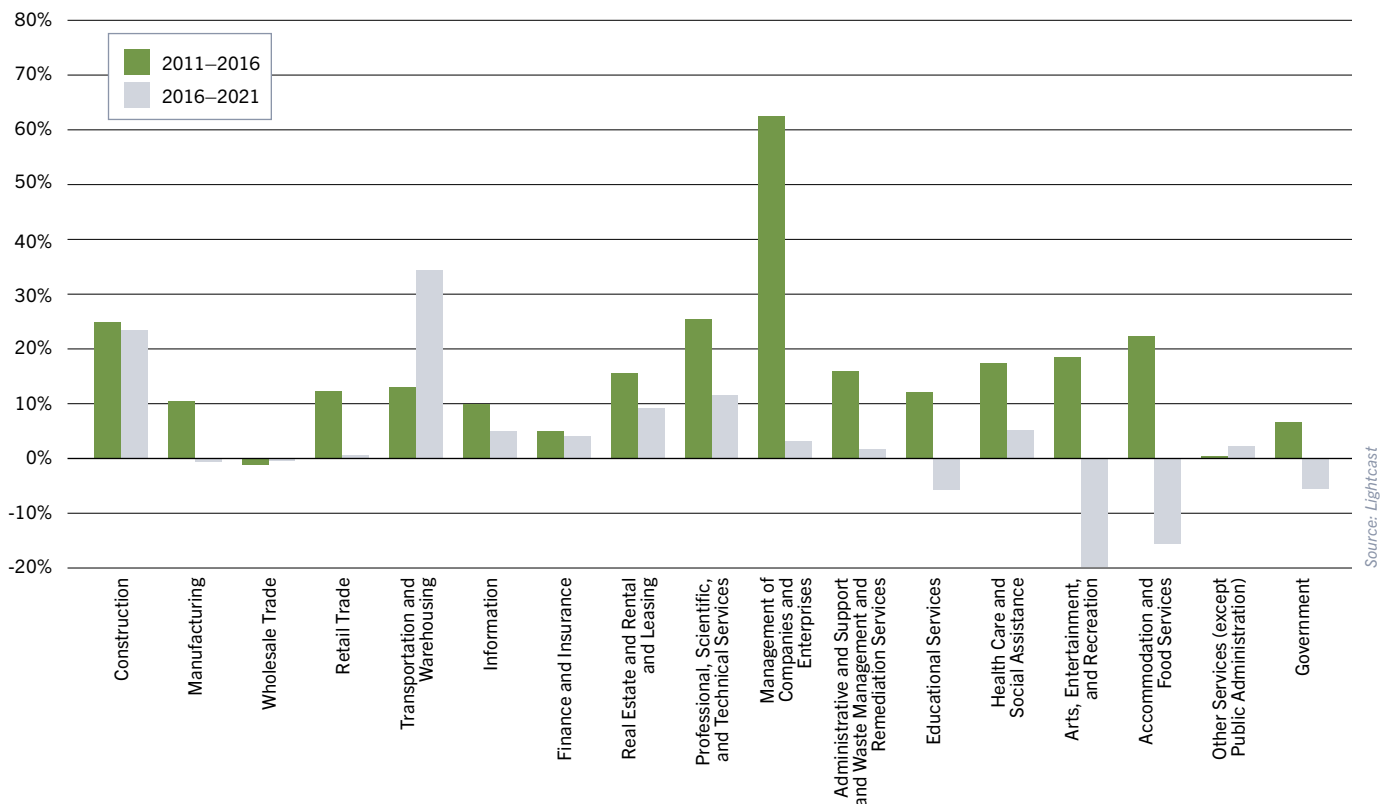


Source: Lightcast

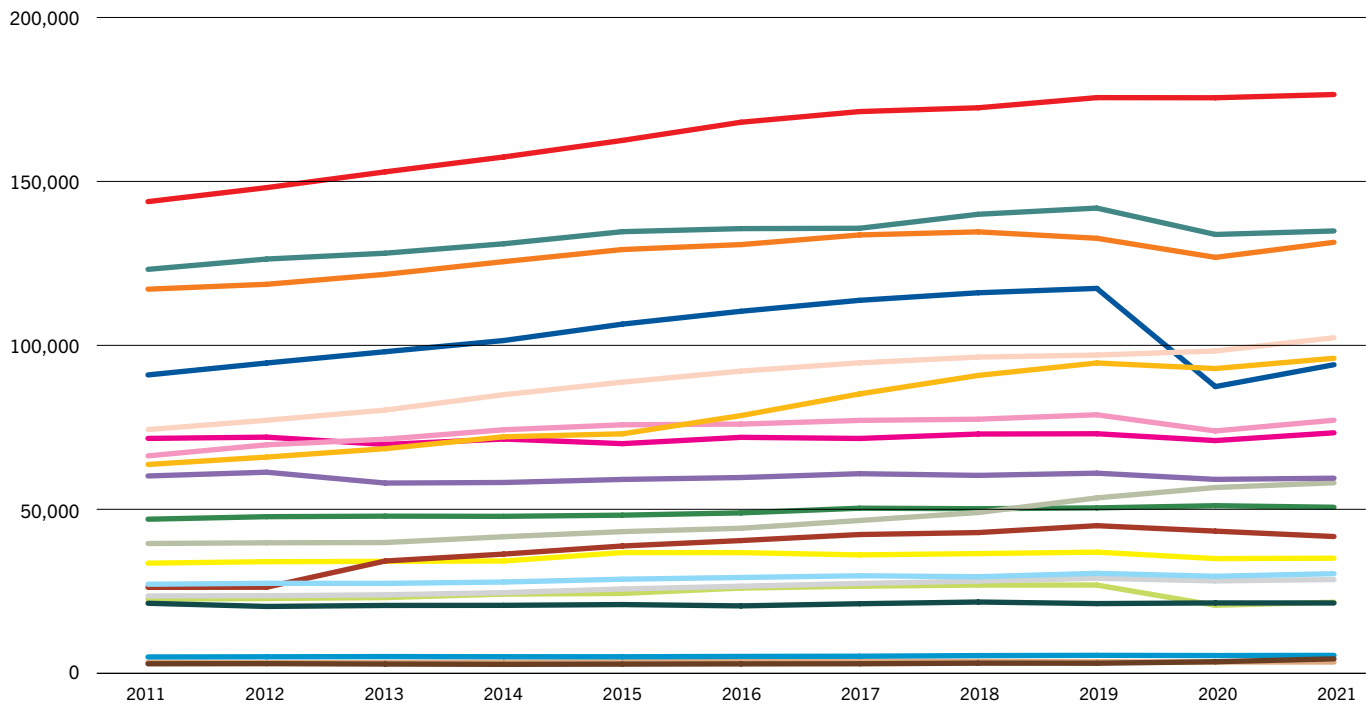
8.4 | DISTRIBUTION OF EMPLOYMENT BY BROAD INDUSTRY : PORTLAND-VANCOUVER METRO AREA, 2011 VS. 2021



8.5 | EMPLOYMENT GROWTH BY BROAD INDUSTRY, PORTLAND-VANCOUVER METRO AREA: 2011–2021



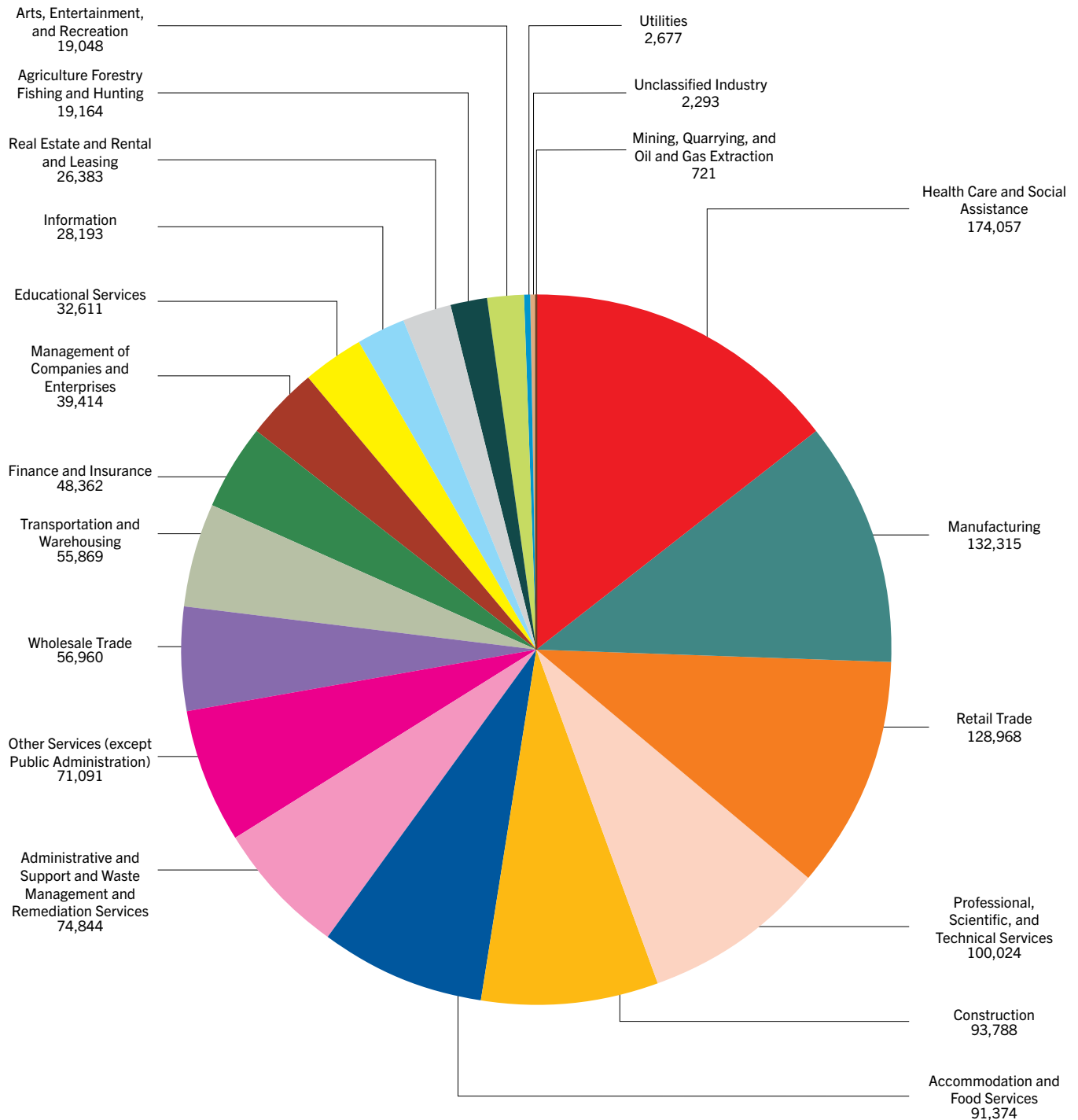
8.6 | EMPLOYMENT BY INDUSTRY, PORTLAND-VANCOUVER METRO AREA: 2011–2021 (PRIVATE SECTOR)



Source: Lightcast

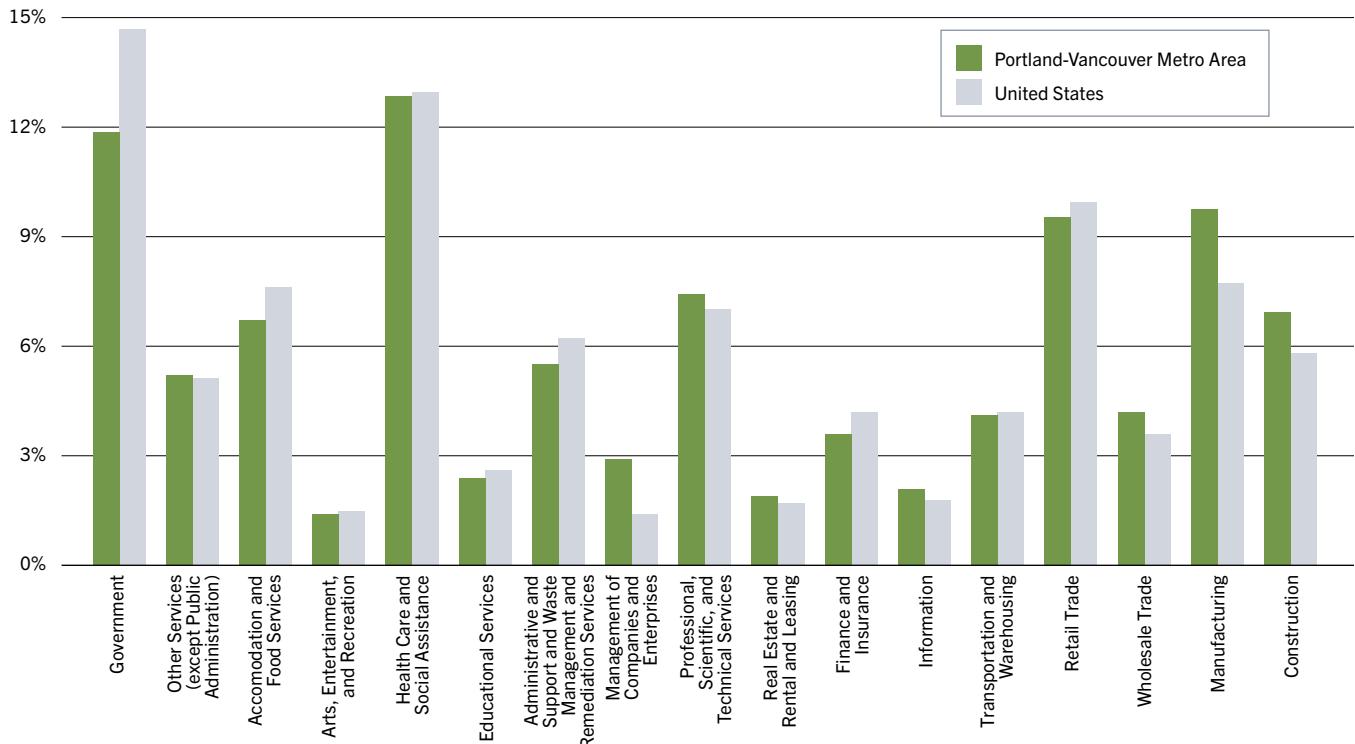
- Agriculture Forestry Fishing and Hunting
- Mining Quarrying and Oil and Gas Extraction
- Utilities
- Construction
- Manufacturing
- Wholesale Trade
- Retail Trade
- Transportation and Warehousing
- Information
- Finance and Insurance
- Real Estate and Rental and Leasing
- Professional Scientific and Technical Services
- Management of Companies and Enterprises
- Administrative and Support and Waste Management and Remediation Services
- Educational Services
- Health Care and Social Assistance
- Arts Entertainment and Recreation
- Accommodation and Food Services
- Other Services (except Public Administration)
- Unclassified Industry

8.7 | EMPLOYMENT BY INDUSTRY, PORTLAND-VANCOUVER METRO AREA: 2011–2021 (PRIVATE SECTOR)



Source: Lightcast

8.8 | SHARE OF EMPLOYMENT BY INDUSTRY, PORTLAND-VANCOUVER METRO AREA TO U.S.: 2021



Source: Lightcast

8.9 | PORTLAND-VANCOUVER METRO AREA'S COVERED EMPLOYMENT PAYROLL AND AVERAGE PAY: 2021

	Employment	Payroll (000s)	Establishments	Average Annual Wage
Total Covered Employment				
Private	1,195,861	\$96,457,240,189	98,056	\$80,659
Natural Resource and Mining	19,884	\$1,167,689,975	1,258	\$58,724
Construction	93,788	\$8,023,297,996	9,028	\$85,547
Manufacturing	132,315	\$14,208,348,644	4,051	\$107,382
Trade, Transportation, and Utilities	244,473	\$16,901,970,626	15,593	\$69,136
Information	28,193	\$3,713,249,035	3,447	\$131,710
Financial Activities	74,745	\$8,175,454,834	8,284	\$109,378
Professional and Business Services	214,282	\$23,402,970,091	19,382	\$109,216
Education and Health Services	206,667	\$14,078,568,526	19,499	\$68,122
Leisure and Hospitality	110,422	\$3,811,644,281	7,963	\$34,519
Other Services	71,091	\$2,974,046,180	9,553	\$41,835
Government	160,096	\$16,243,213	1,790	\$101,459
Federal	25,593	\$2,697,587	263	\$105,402
State	13,621	\$1,320,770	265	\$96,969
Local	120,882	\$12,224,855	1,262	\$101,130

Source: Lightcast

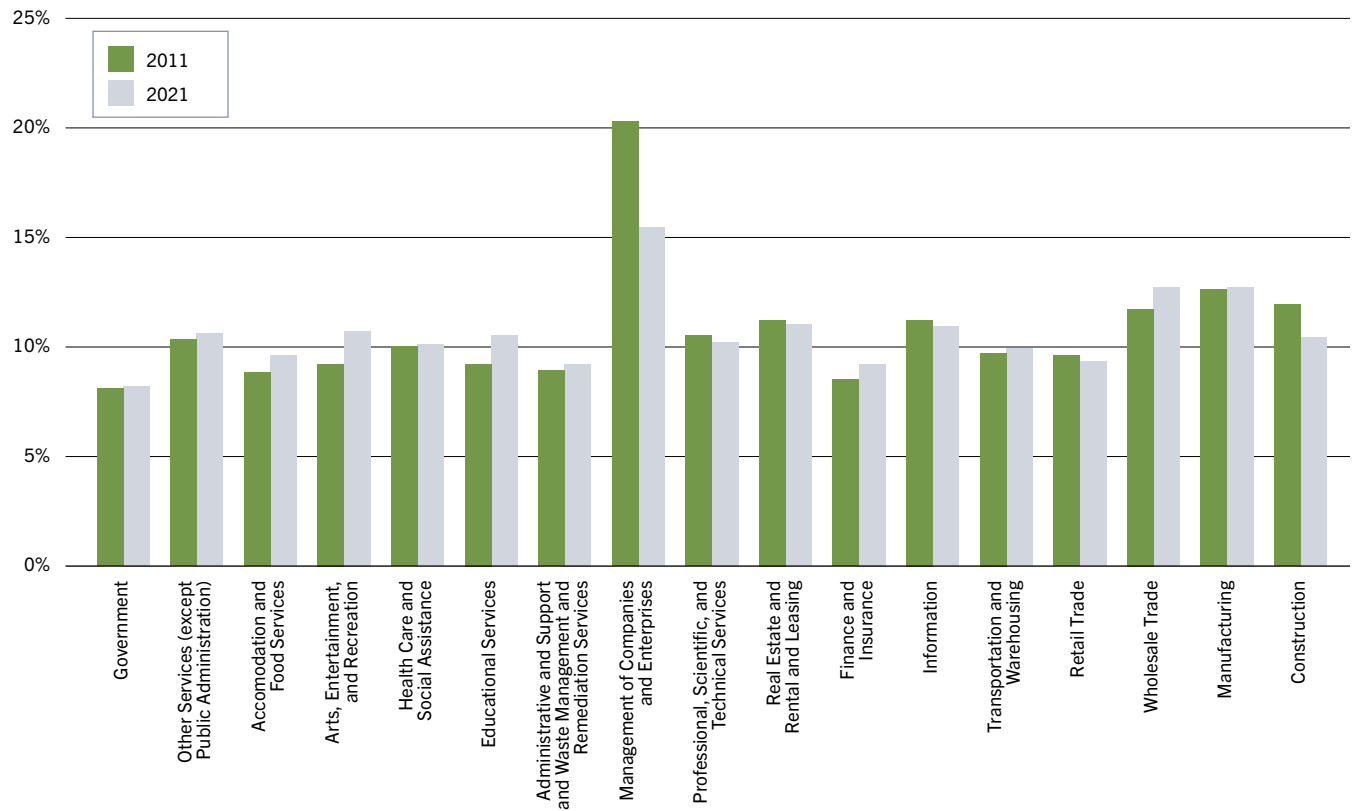
8.10 | LOCATION QUOTIENTS PORTLAND-VANCOUVER METRO AREA

	Location Quotient		2011 Share of Employment		2021 Share of Employment	
	2011	2021	Portland-Vancouver Metro Area	United States	Portland-Vancouver Metro Area	United States
Government	0.81	0.82	13.6%	16.5%	11.8%	14.6%
Other Services (except Public Administration)	1.03	1.06	5.9%	5.6%	5.2%	5.1%
Accommodation and Food Services	0.88	0.96	7.6%	7.9%	6.7%	7.6%
Arts, Entertainment, and Recreation	0.92	1.07	1.7%	1.6%	1.4%	1.5%
Health Care and Social Assistance	1.00	1.01	12.1%	11.9%	12.8%	12.9%
Educational Services	0.92	1.05	2.6%	2.5%	2.4%	2.6%
Administrative and Support and Waste Management and Remediation Services	0.89	0.92	5.4%	5.9%	5.5%	6.2%
Management of Companies and Enterprises	2.02	1.54	2.0%	1.3%	2.9%	1.4%
Professional, Scientific, and Technical Services	1.05	1.02	6.1%	6.0%	7.4%	7.0%
Real Estate and Rental and Leasing	1.12	1.10	1.8%	1.6%	1.9%	1.7%
Finance and Insurance	0.85	0.92	3.8%	4.1%	3.6%	4.2%
Information	1.12	1.09	2.1%	1.9%	2.1%	1.8%
Transportation and Warehousing	0.97	0.99	3.2%	3.2%	4.1%	4.2%
Retail Trade	0.96	0.93	9.8%	10.5%	9.5%	9.9%
Wholesale Trade	1.17	1.27	4.9%	3.9%	4.2%	3.6%
Manufacturing	1.26	1.27	10.3%	8.1%	9.7%	7.7%
Construction	1.19	1.04	5.2%	5.0%	6.9%	5.8%

Source: Lightcast



8.11 | LOCATION QUOTIENTS, PORTLAND-VANCOUVER METRO AREA: 2011 AND 2021



Source: Lightcast



8.12 | PORTLAND-VANCOUVER METRO AREA FORECASTED EMPLOYMENT GROWTH MAJOR INDUSTRY: 2021–2031

	Employment		Change	
	2021	2031	#	%
Total employment	1,358,249	1,497,606	139,356	10.3%
Total private	1,198,154	1,327,578	129,424	10.8%
Natural Resources and Mining	19,884	21,825	1,941	9.8%
Construction	93,788	107,633	13,845	14.8%
Manufacturing	132,315	135,266	2,950	2.2%
Durable Goods	112,230	114,018	1,787	1.6%
Nondurable Goods	20,085	21,248	1,163	5.8%
Trade, Transportation, and Utilities	244,473	260,730	16,257	6.6%
Wholesale Trade	56,960	60,015	3,055	5.4%
Retail Trade	128,968	131,960	2,991	2.3%
Transportation and Warehousing	55,869	65,522	9,653	17.3%
Information	28,193	30,158	1,965	7.0%
Financial Activities	74,745	78,980	4,235	5.7%
Professional and Business Services	214,282	244,345	30,063	14.0%
Professional and Technical Services	100,024	117,952	17,928	17.9%
Management of Companies and Enterprises	39,414	42,941	3,527	8.9%
Administrative and Waste Services	74,844	83,452	8,608	11.5%
Educational and Health Services (private)	206,667	248,121	41,454	20.1%
Educational Services	32,611	33,863	1,253	3.8%
Health Care and Social Assistance	174,057	214,258	40,201	23.1%
Leisure and Hospitality	110,421	112,167	1,746	1.6%
Arts, Entertainment, and Recreation	19,048	19,140	92	0.5%
Accommodation and Food Services	91,373	93,026	1,653	1.8%
Other Services	71,091	83,462	12,371	17.4%
Government	160,096	170,028	9,932	6.2%
Federal Government	25,593	25,842	249	1.0%
State Government	13,621	11,513	(2,108)	-15.5%
Local Government	120,882	132,672	11,790	9.8%

Source: Lightcast

8.13 | JOBS, PROJECTED OPENINGS, AND GRADUATE DATA BY TARGETED INDUSTRY

Description	2021 Jobs	2031 Jobs	Projected Annual Growth Opening*	Median Annual Earnings	Regional Completions (2020)
Advanced Manufacturing					
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	3,101	3,509	41	\$19.52	110
Electronics Engineers, Except Computer	1,049	1,196	15	\$45.00	417
First-Line Supervisors of Production and Operating Workers	4,912	5,216	38	\$31.15	146
Industrial Engineers	3,520	3,964	47	\$47.69	73
Inspectors, Testers, Sorters, Samplers, and Weighers	4,388	4,097	3	\$23.34	15
Machinists	2,611	2,955	41	\$25.28	210
Miscellaneous Assemblers and Fabricators	7,308	7,027	7	\$18.69	0
Semiconductor Processing Technicians	4,739	4,994	28	\$23.18	0
Software Developers and Software Quality Assurance Analysts and Testers	2,092	2,611	52	\$39.34	628
Welders, Cutters, Soldiers, and Brazers	2,873	3,131	32	\$25.03	266
Healthcare					
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	4,736	5,963	124	\$28.94	1,414
Registered Nurses	24,491	27,008	255	\$49.67	1,567
Licensed Practical and Licensed Vocational Nurses	2,446	3,158	72	\$30.80	243
Home Health and Personal Care Aides	23,001	39,624	1,663	\$14.83	157
Nursing Assistants	8,569	10,630	210	\$18.51	142
Dental Assistants	3,844	4,111	28	\$24.26	199
Medical Assistants	6,705	7,870	120	\$22.84	1,101
Receptionists and Information Clerks	9,123	9,534	45	\$17.25	359
Medical Secretaries and Administrative Assistants	8,048	8,793	76	\$23.06	608
Technology					
Computer and Information Systems Managers	6,448	7,094	66	\$61.67	1,932
Computer Systems Analysts	5,986	6,359	38	\$49.11	950
Information Security Analysts	1,100	1,497	40	\$51.49	954
Computer and Information Research Scientists	528	622	9	\$79.56	660
Computer Network Support Specialists	1,411	1,545	15	\$29.88	742
Computer User Support Specialists	6,737	7,375	70	\$28.62	6,670
Computer Network Architects	1,370	1,466	10	\$51.85	729
Database Administrators	673	765	10	\$48.76	753
Database Architects	436	510	7	\$60.94	528
Network and Computer Systems Administrators	3,916	4,128	23	\$46.10	798
Computer Programmers	1,518	1,440	2	\$47.10	850
Software Developers	16,499	20,444	395	\$54.63	676
Software Quality Assurance Analysts and Testers	2,092	2,611	52	\$39.34	628
Web Developers	1,460	1,652	19	\$28.95	775
Web and Digital Interface Designers	1,160	1,347	19	\$35.54	996
Computer Occupations, All Other	2,938	3,360	44	\$43.21	2,559
Computer Hardware Engineers	7,311	7,316	8	\$63.25	385

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Continued from previous page.

Description	2021 Jobs	2031 Jobs	Projected Annual Growth Opening*	Median Annual Earnings	Regional Completions (2020)
Construction					
Carpenters	12,150	13,368	123	\$26.23	54
Construction Laborers	11,158	13,060	190	\$21.40	54
Construction Managers	5,325	6,621	130	\$46.47	331
Electricians	8,118	9,670	155	\$38.38	192
First-Line Supervisors of Construction Trades and Extraction Workers	6,182	7,068	101	\$39.26	453
Operating Engineers and Other Construction Equipment Operators	2,849	3,209	36	\$30.61	0
Painters, Construction and Maintenance	4,285	4,641	43	\$20.79	0
Plumbers, Pipefitters, and Steamfitters	4,684	5,382	70	\$40.77	509
Roofers	2,397	2,675	30	\$25.00	0
Sheet Metal Workers	2,456	2,606	18	\$32.56	455

Source: Lightcast

Notes: *Doesn't include replacement openings (e.g. vacancies due to retirements)



8.14 | TOP OCCUPATIONS AND WAGE SPECTRUMS IN THE PORTLAND-VANCOUVER METRO AREA BASED ON 2021 EMPLOYMENT

	2021 Employment							
Occupation	#	%	Pct. 10 Hourly Earnings	Pct. 25 Hourly Earnings	Median Hour Earnings	Pct. 75 Hourly Earnings	Pct. 90 Hourly Earnings	2021 Location Quotient
Fast Food and Counter Workers	33,138	2.4%	\$13.39	\$13.92	\$14.48	\$15.60	\$17.72	1.24
Retail Salespersons	32,844	2.4%	\$13.79	\$14.58	\$15.48	\$18.11	\$23.59	1.00
Stockers and Order Fillers	30,802	2.3%	\$14.19	\$14.66	\$17.56	\$18.57	\$21.91	1.48
General and Operations Managers	27,155	2.0%	\$23.38	\$31.93	\$46.28	\$71.73	\$109.24	1.03
Registered Nurses	24,491	1.8%	\$37.73	\$43.60	\$49.67	\$56.66	\$64.17	0.94
Office Clerks, General	23,129	1.7%	\$14.82	\$16.07	\$18.62	\$23.25	\$27.21	0.97
Home Health and Personal Care Aides	23,001	1.7%	\$13.61	\$14.15	\$14.83	\$17.23	\$18.57	0.70
Cashiers	22,072	1.6%	\$13.77	\$14.35	\$15.11	\$16.38	\$18.93	0.78
Customer Service Representatives	18,918	1.4%	\$14.45	\$16.11	\$19.25	\$23.43	\$28.53	0.78
Laborers and Freight, Stock, and Material Movers, Hand	17,821	1.3%	\$14.26	\$14.92	\$18.01	\$19.10	\$23.30	0.75
Heavy and Tractor-Trailer Truck Drivers	16,509	1.2%	\$18.23	\$22.69	\$25.69	\$30.33	\$35.19	0.89
Software Developers	16,499	1.2%	\$34.25	\$41.68	\$54.63	\$65.23	\$80.20	1.36
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	16,416	1.2%	\$16.40	\$18.36	\$23.32	\$27.64	\$30.56	0.92
Bookkeeping, Accounting, and Auditing Clerks	16,154	1.2%	\$16.44	\$18.46	\$22.84	\$25.63	\$30.49	1.13
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	15,591	1.1%	\$13.88	\$14.44	\$15.59	\$18.45	\$22.25	0.79
Postsecondary Teachers	14,783	1.1%	\$26.23	\$33.24	\$48.51	\$73.98	\$101.93	0.99
Waiters and Waitresses	13,098	1.0%	\$13.52	\$14.11	\$14.78	\$16.93	\$26.56	0.81
Carpenters	12,150	0.9%	\$16.46	\$20.95	\$26.23	\$33.68	\$43.79	1.39
Maids and Housekeeping Cleaners	11,910	0.9%	\$8.73	\$14.14	\$15.10	\$17.71	\$19.98	0.99
Cooks, Restaurant	11,799	0.9%	\$14.18	\$14.93	\$17.09	\$19.59	\$22.49	1.09
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	11,729	0.9%	\$18.48	\$23.29	\$30.56	\$44.30	\$62.09	1.05
Accountants and Auditors	11,706	0.9%	\$22.70	\$28.45	\$36.98	\$46.40	\$57.66	0.93
First-Line Supervisors of Retail Sales Workers	11,632	0.9%	\$12.34	\$16.76	\$20.40	\$25.40	\$32.79	0.99
Maintenance and Repair Workers, General	11,494	0.8%	\$14.71	\$18.12	\$22.92	\$27.48	\$32.43	0.86
Project Management Specialists	11,420	0.8%	\$27.22	\$31.61	\$40.26	\$53.67	\$65.65	1.70
Teaching Assistants, Except Postsecondary	11,284	0.8%	\$14.72	\$15.72	\$18.87	\$22.00	\$25.17	1.11
Construction Laborers	11,158	0.8%	\$13.15	\$16.55	\$21.40	\$27.33	\$35.36	0.97
Personal Care and Service Workers, All Other	10,323	0.8%	\$14.00	\$15.01	\$16.32	\$18.54	\$19.25	9.42
Business Operations Specialists, All Other	10,249	0.8%	\$19.46	\$24.46	\$33.72	\$44.72	\$56.88	1.09
Childcare Workers	9,902	0.7%	\$4.78	\$11.61	\$14.24	\$17.18	\$22.12	0.96
First-Line Supervisors of Office and Administrative Support Workers	9,859	0.7%	\$19.39	\$24.11	\$30.58	\$38.17	\$45.01	0.77
Light Truck Drivers	9,520	0.7%	\$14.46	\$16.72	\$19.14	\$23.71	\$30.78	1.05
Managers, All Other	9,293	0.7%	\$9.06	\$20.95	\$36.63	\$59.98	\$86.10	1.10
Receptionists and Information Clerks	9,123	0.7%	\$13.71	\$14.48	\$17.25	\$18.75	\$22.89	1.04
Elementary School Teachers, Except Special Education	8,729	0.6%	\$23.87	\$29.31	\$37.52	\$47.49	\$50.71	0.77
Nursing Assistants	8,569	0.6%	\$14.44	\$17.29	\$18.51	\$22.27	\$23.76	0.75
Landscaping and Groundskeeping Workers	8,453	0.6%	\$12.06	\$15.46	\$18.78	\$22.68	\$26.13	0.82
Market Research Analysts and Marketing Specialists	8,148	0.6%	\$21.44	\$24.24	\$33.89	\$49.58	\$65.52	1.22

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	2021 Employment							
Occupation	#	%	Pct. 10 Hourly Earnings	Pct. 25 Hourly Earnings	Median Hour Earnings	Pct. 75 Hourly Earnings	Pct. 90 Hourly Earnings	2021 Location Quotient
Electricians	8,118	0.6%	\$22.03	\$28.75	\$38.38	\$48.74	\$54.34	1.30
Medical Secretaries and Administrative Assistants	8,048	0.6%	\$16.68	\$18.57	\$23.06	\$26.47	\$29.88	1.44
First-Line Supervisors of Food Preparation and Serving Workers	7,709	0.6%	\$14.48	\$15.62	\$18.59	\$23.89	\$29.22	0.84
Management Analysts	7,359	0.5%	\$22.17	\$34.19	\$42.94	\$56.80	\$81.93	0.88
Computer Hardware Engineers	7,311	0.5%	\$48.20	\$57.38	\$63.25	\$77.25	\$96.73	11.06
Miscellaneous Assemblers and Fabricators	7,308	0.5%	\$14.87	\$15.69	\$18.69	\$21.97	\$25.90	0.64
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	7,183	0.5%	\$18.32	\$23.48	\$31.02	\$41.35	\$63.03	0.79
Human Resources Specialists	7,149	0.5%	\$18.54	\$23.70	\$30.90	\$39.88	\$50.59	1.04
Shipping, Receiving, and Inventory Clerks	7,119	0.5%	\$14.39	\$16.15	\$18.60	\$22.65	\$25.28	1.04
Computer User Support Specialists	6,737	0.5%	\$18.26	\$22.79	\$28.62	\$33.59	\$39.80	1.13
Medical Assistants	6,705	0.5%	\$17.99	\$19.46	\$22.84	\$24.85	\$28.74	1.07
Security Guards	6,699	0.5%	\$15.25	\$15.64	\$16.14	\$19.29	\$24.98	0.72
Lawyers	6,657	0.5%	\$31.88	\$43.36	\$61.99	\$87.43	\$137.24	0.90
Computer and Information Systems Managers	6,448	0.5%	\$45.58	\$50.60	\$61.67	\$80.16	\$122.44	1.50
Insurance Sales Agents	6,267	0.5%	\$17.23	\$20.54	\$29.38	\$40.90	\$72.73	1.04
First-Line Supervisors of Construction Trades and Extraction Workers	6,182	0.5%	\$23.96	\$30.19	\$39.26	\$50.05	\$61.76	0.97
Cooks, Institution and Cafeteria	6,120	0.5%	\$15.07	\$17.20	\$20.06	\$23.31	\$24.18	1.73

Source: Lightcast

8.15 | PORTLAND METRO AREA UNION MEMBERSHIP, 2011 AND 2021

2021						
Sector	Observations	Employment	Members*	Covered**	% Members	% Covered
Total	1,402	1,173,834	193,088	203,191	16.4%	17.3%
Private	1,205	1,010,349	104,281	106,449	10.3%	10.5%
Public	197	163,485	88,807	96,742	54.3%	59.2%
2011						
Sector	Observations	Employment	Members*	Covered**	% Members	% Covered
Total	1,402	1,173,834	193,088	203,191	16.1%	16.9%
Private	1,205	1,010,349	104,281	106,449	8.4%	8.9%
Public	197	163,485	88,807	96,742	61.9%	64.6%

Source: unionstats.com

Compiled from the Current Population Survey (CPS)

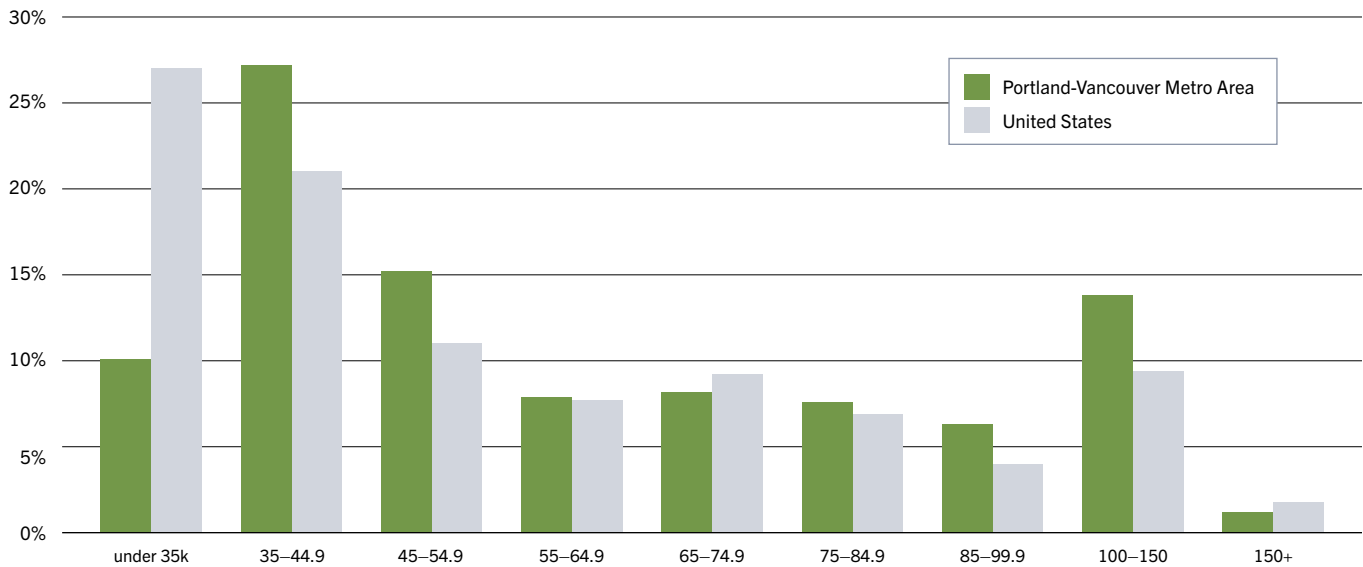
Note: CPS sample sizes (denoted by "Observations") are very small for some cells. Use union estimates cautiously.

* Workers are counted as members if they respond 'yes' when asked if they are a member of a labor union or an employee organization similar to a union.

** Workers are counted as covered by a collective bargaining agreement if they are union members or if they are not members but say they are covered by a union contract.

Data unavailable for Cowlitz and Wahkiakum

8.16 | DISTRIBUTION OF JOBS BY AVERAGE ANNUAL WAGE: GREATER PORTLAND REGION AND U.S., 2021



Source: Bureau of Labor Statistics

8.17 | JOB VACANCY REPORT: OCCUPATIONS WITH HIGHEST NUMBER OF VACANCIES

Top 25 Occupations in Portland Tri-County Region With Highest Number of Job Vacancies, 2021			
Occupations	Vacancies	% of Vacancies	Typical Entry Level Education
All Occupations	38,102		
Retail Salespersons	2,361	6.2%	High school diploma
Personal Care Aides	1,284	3.4%	High school diploma
Stockers and Order Fillers	1,002	2.6%	High school diploma
Customer Service Representatives	969	2.5%	High school diploma
Registered Nurses	959	2.5%	Bachelor's degree
Cooks, Restaurant	926	2.4%	High school diploma
Maids and Housekeeping Cleaners	907	2.4%	Less than high school
Nursing Assistants	898	2.4%	Postsecondary training
Cashiers	845	2.2%	High school diploma
Automotive Service Technicians and Mechanics	824	2.2%	Postsecondary training
Dental Assistants	808	2.1%	Postsecondary training
Receptionists and Information Clerks	766	2.0%	High school diploma
Heavy and Tractor-Trailer Truck Drivers	645	1.7%	High school diploma
Production Workers, All Other	608	1.6%	High school diploma
Hotel, Motel, and Resort Desk Clerks	568	1.5%	High school diploma
Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education	567	1.5%	Postsecondary training
Light Truck Drivers	530	1.4%	High school diploma
Cooks, Institution and Cafeteria	480	1.3%	High school diploma
Office and Administrative Support Workers, All Other	439	1.2%	High school diploma
Business Operations Specialists, All Other	430	1.1%	Bachelor's Degree

Source: Oregon Employment Department; O*NET

Oregon Employment Department 2021 Job Vacancy Survey: Portland Tri-County (Clackamas, Multnomah, Washington counties)
 Typical Education: O*NET <https://www.onetonline.org/>
 No available data for Business Operations Specialists, All Other

8.18 | JOB VACANCY REPORT: VACANCIES BY INDUSTRY

Industry	Vacancies	Share of Vacancies	Average Hourly Wage
All Industries	38,102		\$21.71
Health care and social assistance	9,080	24%	\$22.66
Retail trade	4,291	11%	\$16.69
Leisure and hospitality	3,716	10%	\$16.70
Manufacturing	3,336	9%	\$19.58
Professional, scientific, and technical services	3,141	8%	\$33.19
Other services	2,995	8%	\$21.11
Construction	2,326	6%	\$27.96
Management, administrative, and waste services	2,176	6%	\$17.80
Private educational services	1,527	4%	\$22.61
Financial activities	1,170	3%	\$17.55
Transportation, warehousing, and utilities	1,150	3%	\$20.64
Natural resources and mining	658	2%	\$18.16
Information	192	1%	\$56.70
Wholesale trade	2,344	6%	\$20.25

Source: Oregon Employment Department; O*NET

Oregon Employment Department 2021 Job Vacancy Survey: Portland Tri-County (Clackamas, Multnomah, Washington counties)

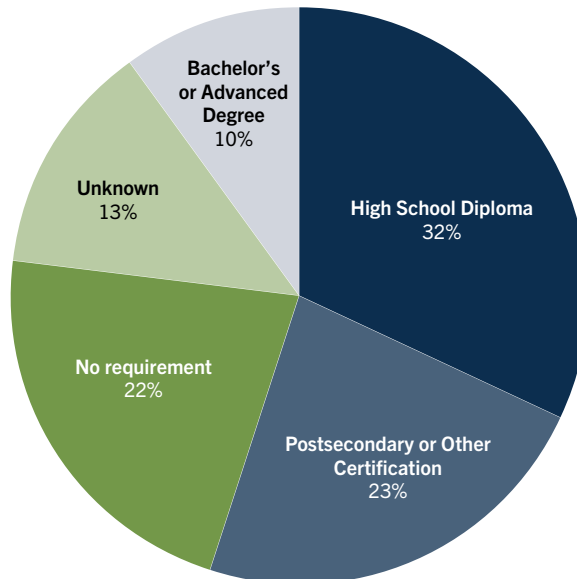
8.19 | JOB VACANCY REPORT: VACANCIES BY REQUIRED EDUCATION LEVEL

Portland Tri-County Region Job Vacancies by Required Education Level, 2021						
Required Education Level	Vacancies	Average Hourly Wage	Full-time Positions	Permanent Positions	Requiring Previous Experience	Difficult to Fill
All Education Levels	38,102	\$21.71	78%	96%	61%	66%
No Requirement	8,443	\$17.18	76%	96%	42%	70%
High School Diploma	12,279	\$17.82	77%	97%	69%	72%
Postsecondary or Other Certification	8,789	\$27.29	68%	94%	79%	72%
Bachelor's or Advanced Degree	3,640	\$35.39	93%	97%	89%	73%
Unknown	4,951	\$19.80	86%	94%	23%	29%

Source: Oregon Employment Department; O*NET

Oregon Employment Department 2021 Job Vacancy Survey: Portland Tri-County (Clackamas, Multnomah, Washington counties)

8.20 | PORTLAND TRI-COUNTY REGION JOB VACANCIES BY EDUCATIONAL REQUIREMENT: 2021



Source: Oregon Employment Department

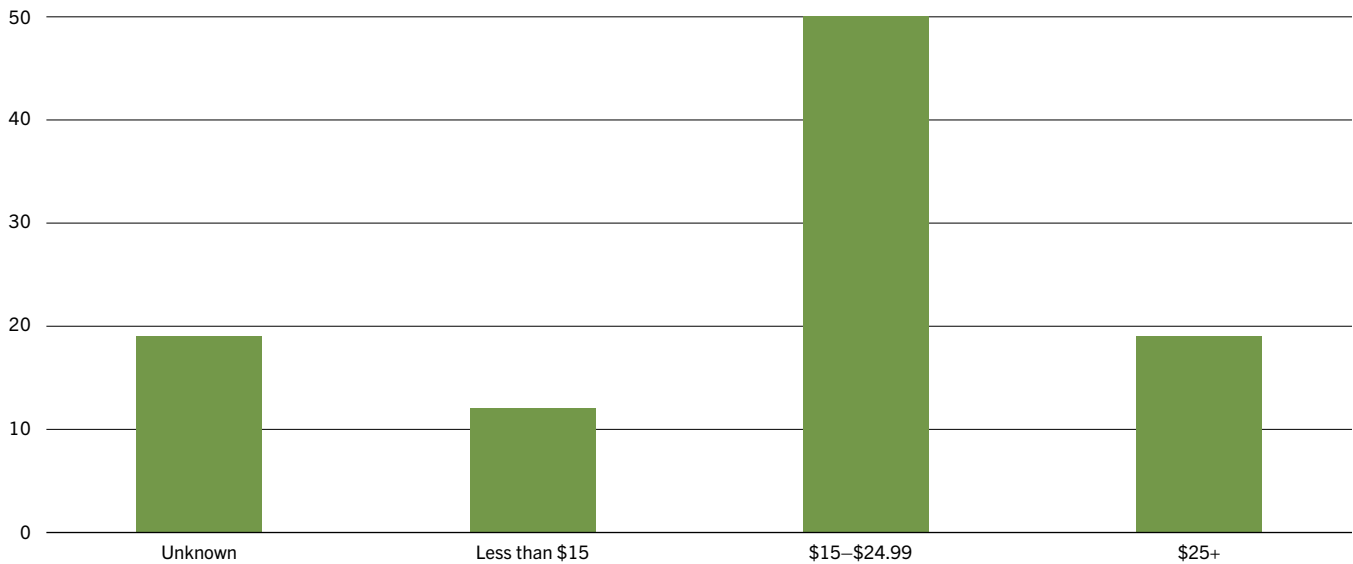
8.21 | JOB VACANCY REPORT: VACANCIES BY HOURLY WAGE

Portland Tri-County Region Job Vacancies by Required Hourly Wage, 2021							
Wage (per hour)	Vacancies	Average Hourly Wage	Full-time Positions	Permanent Positions	Require Education Beyond High School	Require Previous Experience	Difficult to Fill
All Wage Ranges	38,102	\$21.71	78%	96%	38%	61%	66%
Less than \$15	4,706	\$13.96	60%	90%	11%	28%	66%
\$15 through \$24.99	19,038	\$17.88	77%	97%	24%	67%	76%
\$25 and up	7,168	\$36.60	88%	99%	77%	90%	80%
Unknown	7,190		79%	93%	64%	40%	25%

Source: Oregon Employment Department; O*NET

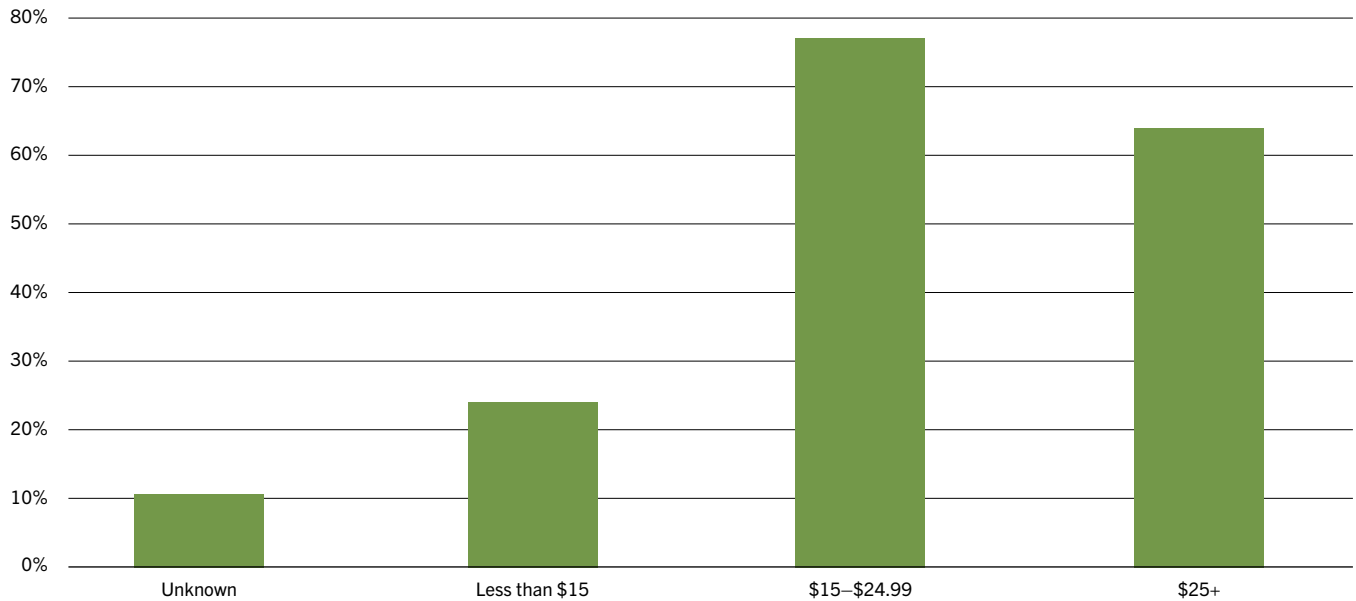
Oregon Employment Department 2021 Job Vacancy Survey: Portland Tri-County (Clackamas, Multnomah, Washington counties)

8.22 | PORTLAND TRI-COUNTY JOB VACANCIES BY HOURLY WAGE: 2021



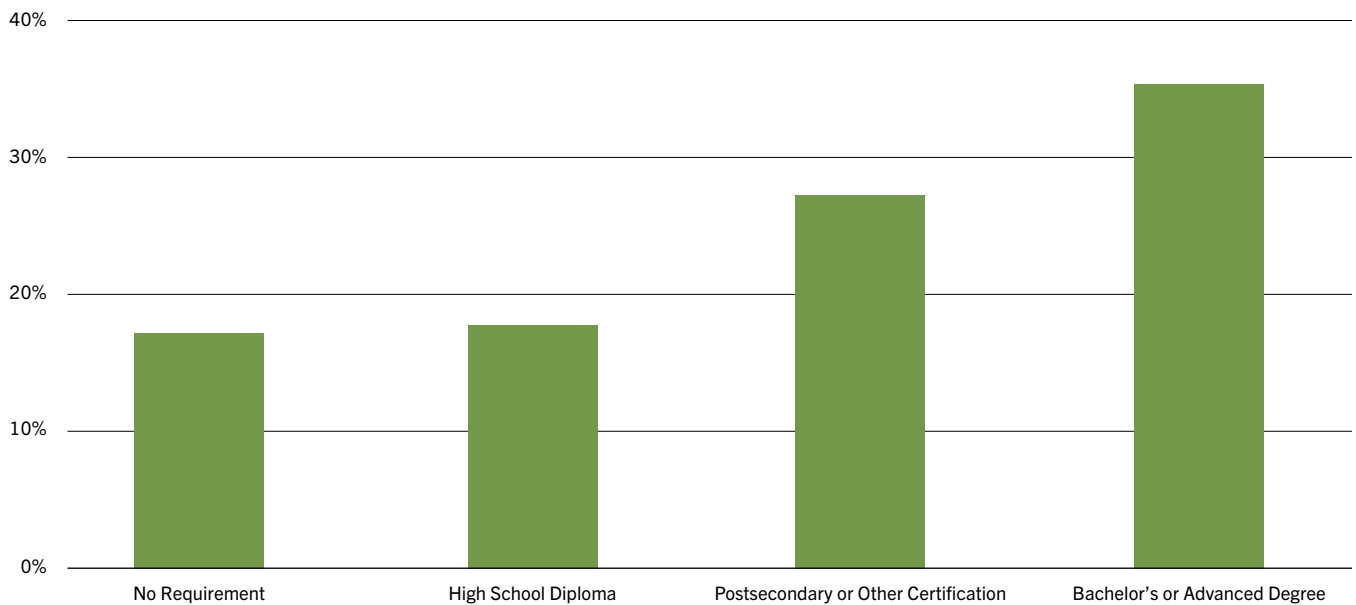
Source: Oregon Employment Department

**8.23 | SHARE OF PORTLAND TRI-COUNTY JOB VACANCIES REQUIRING EDUCATION
BEYOND HIGH SCHOOL BY HOURLY WAGE RANGE: 2021**



Source: Oregon Employment Department

8.24 | AVERAGE HOURLY WAGE FOR PORTLAND TRI-COUNTY JOB VACANCIES BY EDUCATIONAL REQUIREMENT: 2021



Source: Oregon Employment Department

8.25 | JOB VACANCY REPORT: DIFFICULT-TO-FILL POSITIONS BY REASON, OREGON, 2021

	Reason Provided by Employer	Difficult to Fill Vacancies	Share of Vacancies with Reasons Provided
Difficult to control	Lack of applicants	30,137	47.0%
	Low wages	7,364	11.5%
	Unfavorable working conditions	3,389	5.3%
	Other	3,068	4.8%
	Location	1,598	2.5%
Can we do something?	Lack of qualified candidates	11,321	17.7%
	Lack of work experience	3,374	5.3%
	Lack of technical skills	1,902	3.0%
	Lack of certification	1,201	1.9%
	Lack of soft skills	537	0.8%
	Lack of training	170	0.3%
	Total with reasons provided	64,061	100.0%

Source: Oregon Employment Department





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Department of Health
and Human Services

Washington County Early Childcare Analysis

June 20, 2023

This project funded by the American Rescue Plan Act

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June 20, 2023

This project funded by the American Rescue Plan Act

Washington County Early Childcare Analysis Final Summary Report

June 30, 2023

Prepared for Washington County Health & Human Services (HHS)

ECONorthwest
ECONOMICS • FINANCE • PLANNING

KOIN Center
222 SW Columbia Street
Suite 1600
Portland, OR 97201
503-222-6060

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1. Executive Summary

Washington County contracted with ECONorthwest to conduct an analysis of infrastructure and workforce needs for an expansion of early childhood care and education (ECE) for children ages 0 to 5 in Washington County, Oregon.

This report includes four sections that summarize and synthesize findings from the components of the study:

- **Population forecast and demographic analysis** – Describes the current and projected demographics and location of children in Washington County.
- **Current capacity analysis and childcare provider survey** – Describes current provider capacity and characteristics, including location. This task also included a survey of Washington County childcare providers to provide additional local context and to better understand barriers to and interest in facility expansion.
- **Gap analysis and workforce development case studies** – Describes the gap between current capacity and capacity needed under a specified system expansion in terms of infrastructure and workforce. The case studies describe efforts in other parts of the state to train, develop, and support the ECE workforce.
- **Zoning, process, and case study cost analysis** – Describes zoning, commercial space availability, development costs, and processes associated with residential and commercial childcare facility development.

Findings and Recommendations

There is a clear consensus that the current number and type of childcare slots in Washington County do not meet the needs of families in the county, and that the available care is too expensive for many households. Meeting ambitious childcare capacity expansion goals would require a large increase in the childcare workforce as well as more-comprehensive support of existing providers.

As the County pursues its expansion efforts, it should continue to investigate alignment of current supply with need to support the best use of existing or anticipated resources. The County should also ensure that necessary supports and resources are available to childcare providers already operating in the county. Key considerations include:

- **The number of children under the age of six is expected to grow steadily in Washington County over the next decade.** In 2021, approximately 39,000 children under the age of six lived in Washington County. This number will grow to 44,000 in 2025 and about 48,000 in 2030. In 2021, about half of Washington County's children under six were Black, Indigenous, or people of color (BIPOC) and recent demographic trends suggest that this share will increase over time.

- **Recent data indicate that Washington County has 23,979 childcare slots, inclusive of all licensed childcare and some license exempt providers.** Our analysis suggests a potential mismatch in slots by family need and age of child(ren). Existing capacity consists largely of licensed centers operating on traditional Monday to Friday schedules. In addition, providers surveyed for this project reported the greatest unfilled capacity for infants and toddlers, but simultaneously, infants and toddlers made up 73 percent of children providers reported on their waitlists, which could indicate a mismatch between available care and the needs of families.

- **Washington County will need to almost double its childcare capacity for children ages 0 to 5 to achieve a target of 0.67 slots per child in 2030.** Achieving this target would ensure that the whole county has capacity at least twice that necessary to exceed “child care desert” status. This expansion would require a similarly large expansion in the childcare workforce, which would have to grow at about four times the rate implied by occupational projections from the Oregon Employment Department. This analysis estimates the increased workforce need by provider type (center or home-based) and position (e.g., center director, teacher).

- **Findings from the Childcare Provider Survey suggest that the majority of existing Washington County providers are interested in expansion but need more support to do so.** Nearly two-thirds of providers indicated that they were interested in expanding. Survey respondents advocated for an environment that supports existing providers, rather than encouraging new providers, and described barriers to expansion such as regulatory challenges; difficulty recruiting, hiring, and retaining staff; and difficulty attracting families.

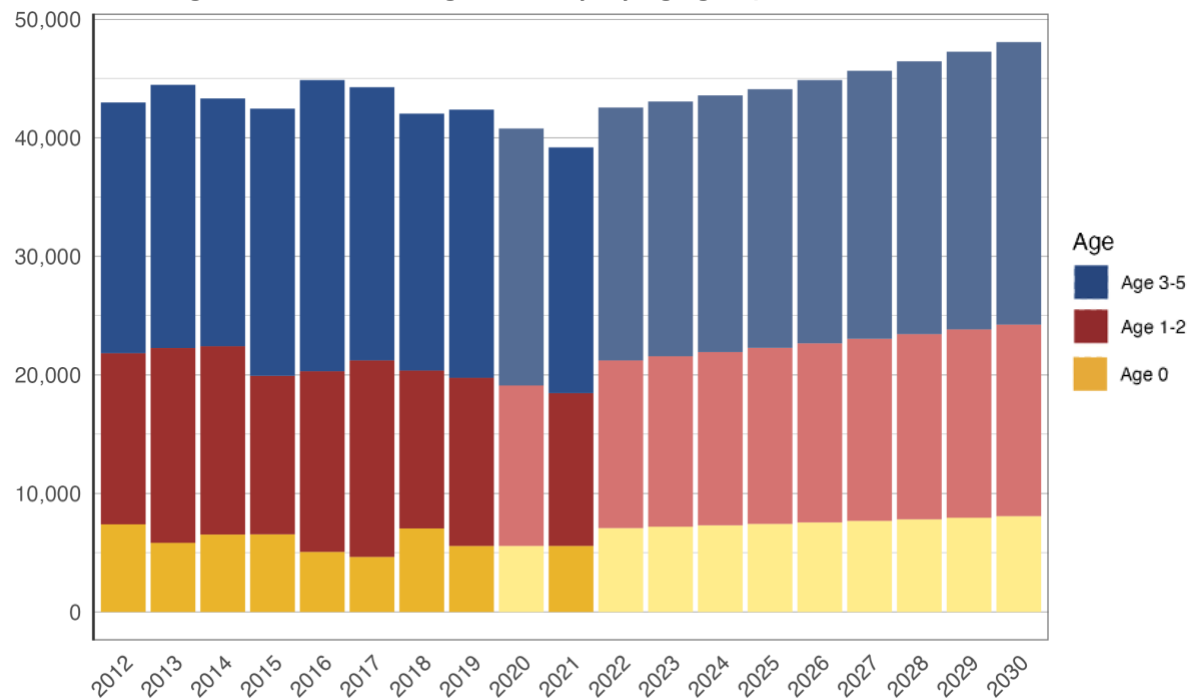
- **Washington County and jurisdictions in the county should seek to reduce regulatory barriers by updating or modifying their zoning allowances and procedures.** Jurisdiction-level focus on the following objectives could help resolve identified barriers:
 - **Update definitions and permitted use tables** to align with the State’s definitions and requirements for childcare facilities.
 - **Remove conditional use processes** (and other restrictions for ECE facilities) that conflict with state requirements.
 - **Consider expanding allowances** for ECE beyond what the state requires.
 - **Track development review times** to identify inefficiencies and report more accurate review timelines.
 - **Create or expand local technical assistance programs** to help providers with facility design, navigating local permit processes, and/or locating opportunity spaces.
 - **Waive development fees for non-profit projects or projects that serve certain populations.**

2. Population Forecast and Demographic Analysis

In 2021, 39,191 children under the age of 6 lived in Washington County. From 2012 to 2021, this population varied in size, with a high of 44,871 in 2016 and a low of 39,191 in 2021. Consistently over time, approximately half of the young children in the county are ages 0 to 2 and the other half are ages 3 to 5. Exhibit 1 shows the population of children by age group over the last ten years, as well as the forecast described below.

ECONorthwest forecast population growth by age from 2022 to 2030 using county estimates from Portland State University's Population Research Center (PRC). Based on PRC's population forecast for Washington County, we estimate the number of children will increase to 44,101 in 2025 and 48,075 in 2030 (Exhibit 1). We assume that the age distribution of children will stay the same as in 2021.

Exhibit 1. Young children in Washington County, by age group



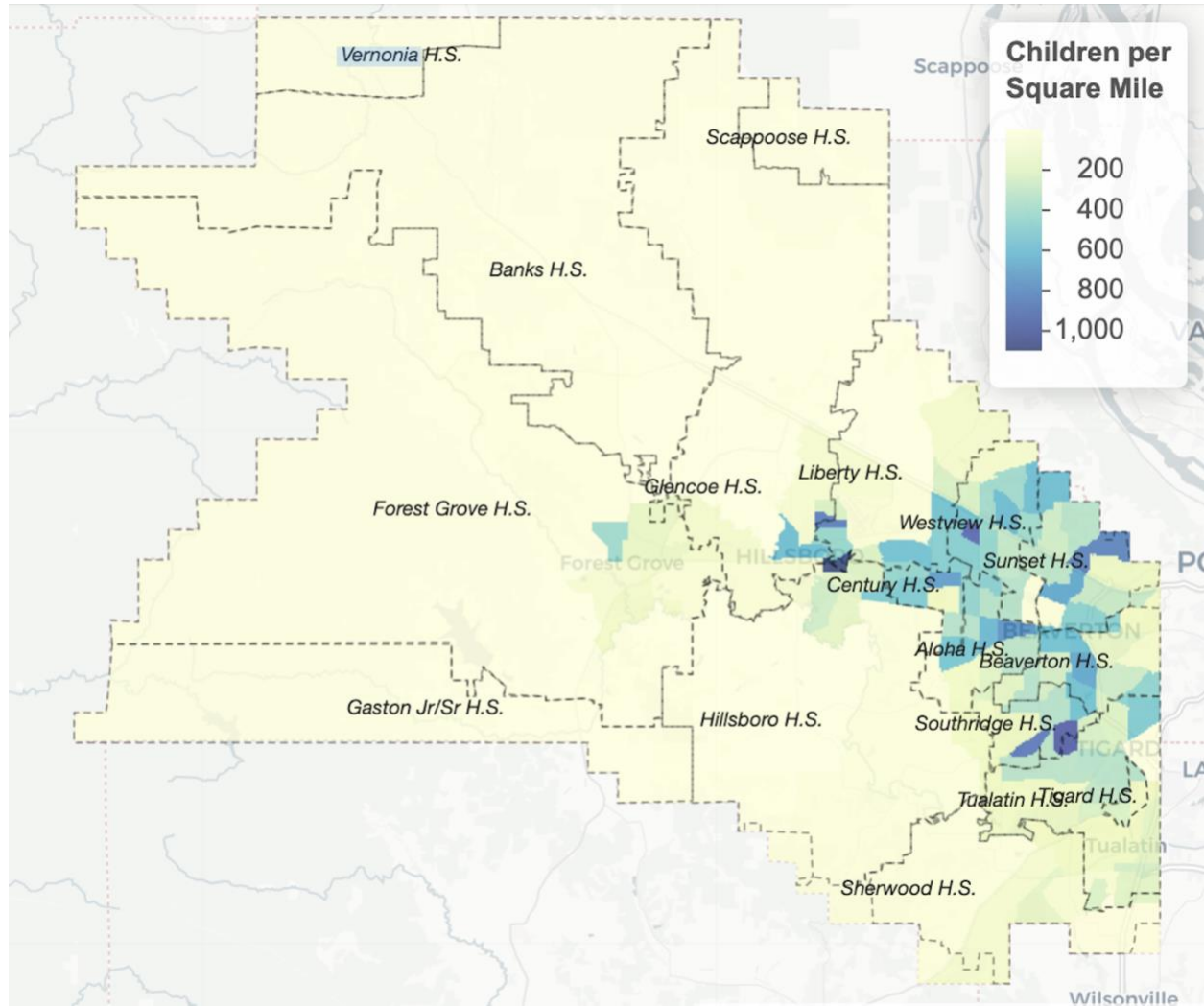
Source: U.S. Census Bureau (2012-2021),¹ Chun et al. (2020).² Note: Values for 2020 were calculated as the average between 2019 and 2021 to avoid using experimental weights. Values from 2022 to 2030 were projected using county population forecasts published in 2020.

¹ U.S. Census Bureau; American Community Survey (ACS), One-Year Public Use Microdata Sample (PUMS), 2012-2021; accessed via API (20 February 2023).

² Nick Chun et al. (2020). *Coordinated Population Forecast for Washington County, its Urban Growth Boundaries (UGB) and Area Outside UGBs 2020-2070*. Portland State University's Population Research Center.

Exhibit 2 shows the distribution of children by Census tract (subsequent maps in this memo focus on the southeast part of the county, to display the detail among the most populated parts of the county). The highest concentrations of children (about 1,200 children per square mile) are in southeast Washington County. Beaverton, South Beaverton, Hillsboro, and Cedar Mill also have relatively high concentrations of children. Higher population density also extends along OR-8 into Forest Grove and Cornelius. Northwest and southwest Washington County have smaller concentrations of children.

Exhibit 2. Children ages 0 to 5 per square mile in 2021, Washington County



Source: ECONorthwest (2023).³ Note: H.S.=high school (catchment areas).

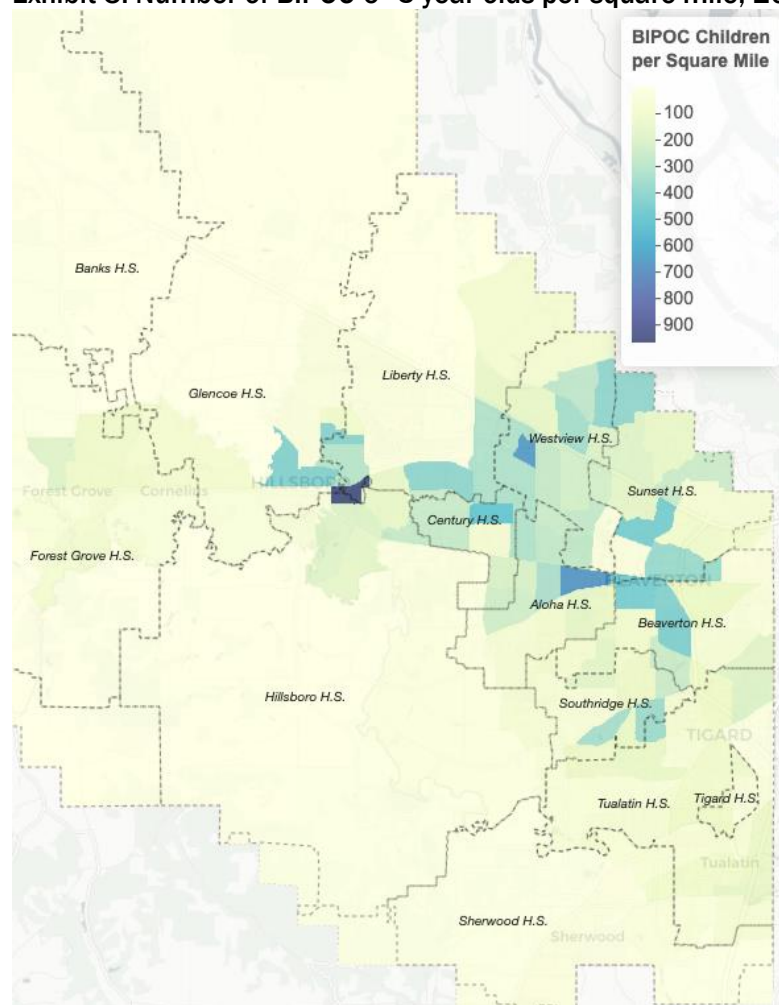
³ ECONorthwest. Synthetic Population Data created using PopulationSim v0.5.1. Data from U.S. Census Bureau; Five-Year American Community Survey (ACS) and Five-Year Public Use Microdata Sample (PUMS), 2021; accessed via API (2023).

Race and Ethnicity

In 2021, 50 percent of children were white and not Hispanic, 26 percent were Hispanic of any race, and a further 12 percent were Asian and not Hispanic. The proportion of white children and children of two or more races has declined over time, while the proportion of Asian children has increased.

Exhibit 3 shows the number of BIPOC 0-5-year-olds per square mile in each Census tract.⁴ Tracts in eastern Hillsboro, west Tigard, west Beaverton, and the Orenco-AmberGlen area have some of the highest densities of BIPOC children. Racial and ethnic diversity has increased gradually over time and will continue to increase through the forecast period.

Exhibit 3. Number of BIPOC 0–5-year-olds per square mile, 2021, Washington County (detail)



Source: ECONorthwest (2023).⁵ Note: H.S.=high school (catchment areas).

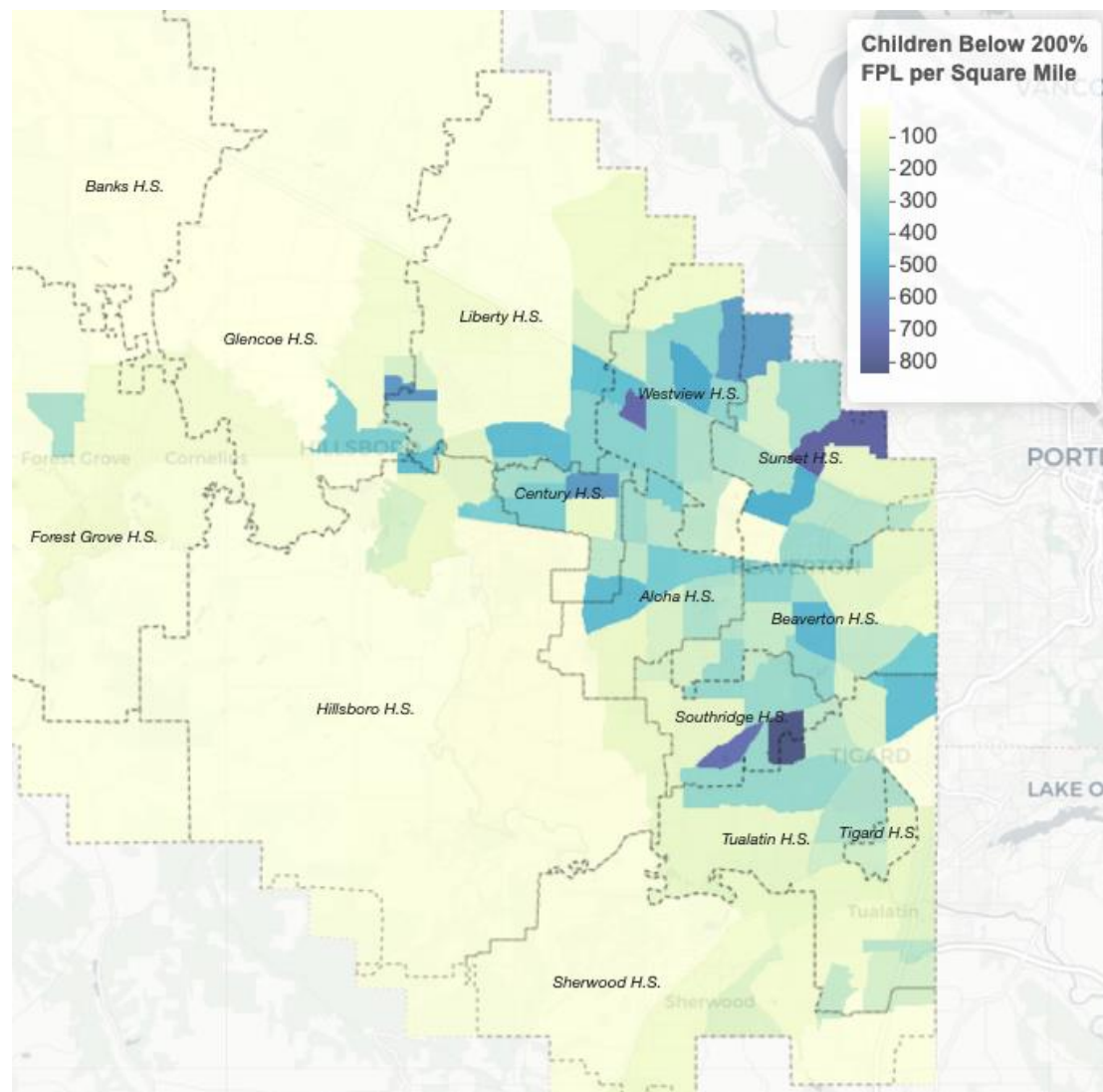
⁴ “BIPOC” in this memo includes the following Census race/ethnicity categories: Hispanic (of any race), American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian and Pacific Islander, Two or More Races, and Some Other Race.

⁵ ECONorthwest, Synthetic Population Data.

Household Income

In 2021, 21 percent of children under 6 lived at or below 200 percent of the federal poverty level (FPL) in Washington County.⁶ The number of children below this threshold has decreased by half since 2013. Exhibit 4 shows the distribution of these children in Washington County (number per square mile by tract). Areas with the highest numbers of low-income children per square mile include Jack Park in Tigard, Cedar Mill, Orenco-AmberGlen, and north Hillsboro.

Exhibit 4. Number of 0–5-year-olds per square mile living below 200 percent of the federal poverty level, 2021, Washington County (detail)



Source: ECONorthwest (2023).⁷ Note: H.S.=high school (catchment areas).

⁶ U.S. Census Bureau; American Community Survey (ACS), One-Year Public Use Microdata Sample (PUMS), 2012-2021; accessed via API (20 February 2023).

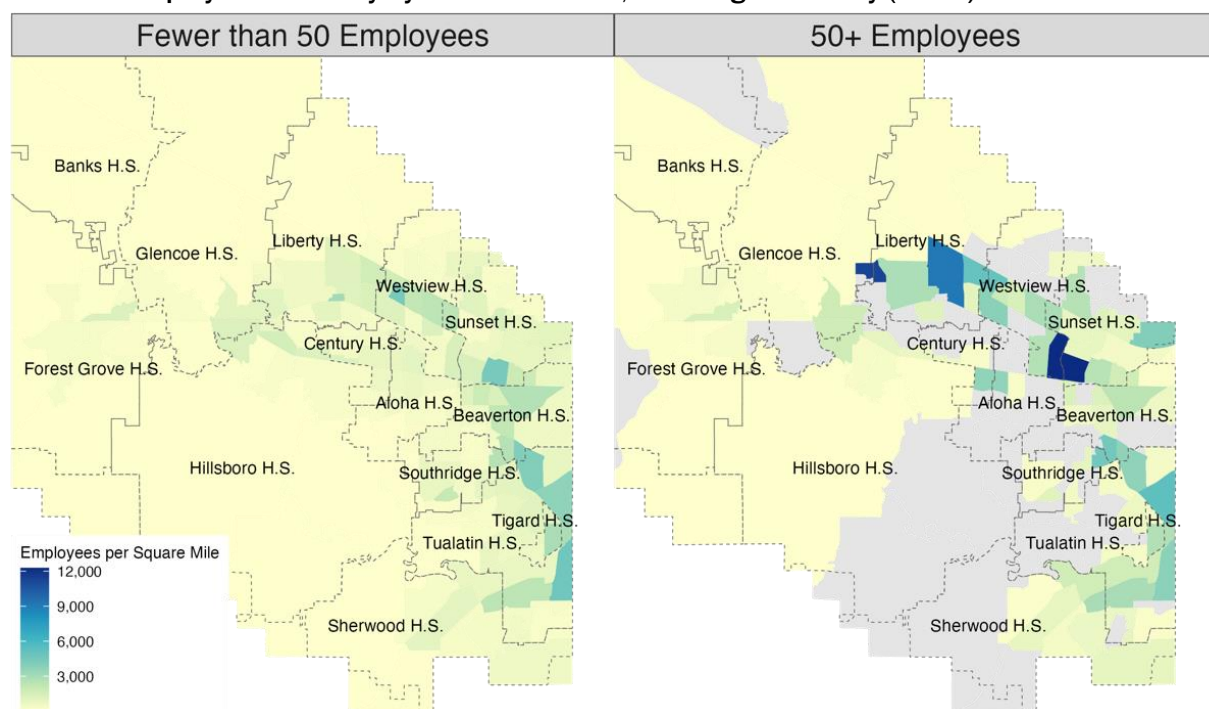
⁷ ECONorthwest. Synthetic Population Data.

Job Cluster Analysis

ECONorthwest used data from the 2021 Quarterly Census of Employment and Wages (QCEW) to identify clusters of employment in Washington County. These data can identify areas where demand for childcare might be higher than expected based only on residential population counts. Areas of the county with higher employment density suggest potential need for childcare for the children of parents or guardians who prefer to use childcare near their place of employment. The highest concentrations of jobs are, not surprisingly, near urban centers, for example, Orenco, downtown Beaverton, the Tigard-Metzger area, and eastern Tualatin.

Larger employers may be more likely to provide company-sponsored childcare options; areas with relatively more small businesses might need different types of childcare options (e.g., more home-based providers). Exhibit 5 shows the concentration of employees by business size in county Census tracts.⁸ Smaller businesses (those employing fewer than 50 people) are more concentrated along Washington County's eastern border near Portland and along US-26. Employment in large businesses (those employing more than 50 people) is more common in north Hillsboro, northwest Beaverton, and West Haven-Sylvan.

Exhibit 5. Employment density by size of business, Washington County (detail)



Source: QCEW (2021).⁹ Note: Some businesses were removed from the analysis to comply with QCEW's data reporting rules.

⁸ Size categories were chosen in part to allow a reasonable amount of detail in the maps while complying with OED confidentiality requirements.

⁹ Oregon Employment Department. Data from the Quarterly Census of Employment and Wages, Washington County, Oregon. (2021).

The type of childcare needed may vary based on industry-specific attributes; thus, the distribution of employment by industry can help identify potential need for childcare with specific characteristics, as employer needs for labor and worker characteristics vary across industries. For example, those employed in professional services industries are more likely to need full-day weekday care (e.g., a provider open Monday-Friday from 7:30 am to 6:00 pm), whereas those employed by the construction, health care, or food service industries may need childcare at different hours or days of the week depending on work shifts.

Professional services firms employ the most people in Washington County followed by the construction and manufacturing industries and the trade, transportation/warehousing, and utilities industries. Construction and manufacturing tend to employ people in large businesses of 500+ employees while recreation, accommodation, and food services consists of more numerous, smaller businesses. Businesses with large employee bases such as those in professional services and construction and manufacturing may have a more-concentrated need for childcare, but this need may be more likely to be met by employers.

Construction and manufacturing employ a sizable share of the Washington County workforce and are more concentrated in northern Hillsboro and Tualatin. Healthcare and social assistance are highly concentrated in the West Haven-Sylvan area. Professional services businesses also employ a large share of the county workforce, and these jobs are most concentrated in urban centers. Recreation, accommodation, and food services businesses are evenly spread across the county.

3. Current Capacity Analysis and Childcare Provider Survey

Washington County requested that ECONorthwest estimate current ECE capacity within the county. For the purposes of this analysis, ECE programs include prekindergarten programs (Head Start and Early Head Start, Oregon PreK [OPK], and Preschool Promise), relief nurseries, and childcare providers (licensed family homes and licensed centers). While the study as a whole focused on childcare for children ages 0 to 5, this section provides a comprehensive assessment of childcare capacity in the county regardless of a child's age. Findings from this analysis include the following:

- **The majority (51 percent) of Washington County's childcare providers are licensed home-based providers, but most of Washington County's 23,979 slots (66 percent) are supplied by licensed center-based providers.** While less numerous, Washington County's licensed childcare centers are far larger than other types of providers, with an average licensed capacity of 72 slots, compared to an average licensed capacity of 13 slots for a licensed home.
- **Much of Washington County's childcare is provided by centers offering care Mondays through Fridays during traditional working hours.** While licensed centers

provide two-thirds of Washington County's licensed childcare capacity, they are less likely to offer care during non-traditional hours, such as on weekends, early mornings, or late evenings, than are home-based providers.

- **Washington County providers operate at about 82 percent of licensed capacity. A survey administered to Washington County providers indicated that infant and toddler slots were the least utilized type of slot among survey respondents.** Previous research has highlighted a need for additional infant/toddler slots in Washington County and providers surveyed for this study commented on infant/toddler slots being in high demand.¹⁰ However, surveyed providers also reported the greatest number of potential openings among their infant/toddler slots (when comparing enrollment to licensed capacity). At the same time, among providers who reported having a waitlist, 73 percent of waitlisted children were infants/toddlers. These findings may signal the presence of issues such as a potential mismatch between provider offerings and parent needs and/or a lack of advertising opportunities for providers.
- **Most survey respondents (66 percent) were interested in expanding their businesses but expressed the need for reduced regulatory barriers and increased supports for existing providers.** Providers highlighted a myriad of challenges and barriers to expansion and continued operation, including burdensome regulatory requirements, challenges around staffing, issues covering operating expenses, and difficulty advertising their businesses to families. Providers also expressed that COVID-19 had damaging and lingering effects on their businesses and on the industry as a whole.

Childcare Capacity in Washington County

Washington County had a total of 23,979 licensed childcare slots and 755 active providers as of the end of 2022 (not limited by age). This count includes slots for license exempt facilities, accounting for 20 percent of the total, but it is not inclusive of all unregulated or unlicensed childcare in the county because not all of these providers are required to report to the state.¹¹

Licensed home-based providers are the most common type of childcare provider in the county (51 percent of all providers). However, the majority of slots are provided by licensed centers (66 percent of all slots).

On average, about 18 percent of childcare slots were reported to be open as of the most recent data available at the end of 2022 (see Exhibit 7), with licensed home providers having a higher share of openings (28 percent) than licensed centers (16 percent).

¹⁰ The county is considered a childcare desert for children ages 0–2. See Megan Pratt and Michaela Sektan (May 2023). *Oregon's Child Care Deserts 2022: Mapping Supply by Age Group and Percentage of Publicly Funded Slots*. Oregon State University and Oregon Child Care Research Partnership.

¹¹ In the FCCO data (described in this section), all provider types, including license exempt providers, have licensed capacity (licensed slots) assigned. For the purposes of this study, licensed capacity is of most interest (relative to desired capacity) because it better indicates the level of service that is possible given current infrastructure levels.

Fractured data systems and definitional differences lead to variation in estimates of childcare supply. The analysis described in this memo was as inclusive as possible, reporting on available data for license exempt providers, slots available to children of any age (except where noted), and information on publicly available and subsidized slots.

ECONorthwest explored a range of data sources to quantify childcare capacity in the county, including the following:

- **Find Child Care Oregon (FCCO) data** – The FCCO database includes data on all childcare and early education providers that are required to or voluntarily report to the state. It includes information on licensed capacity, ages served, and program information, including hours and specialty care offered.
- **Oregon Department of Human Services Employment-Related Daycare (ODHS ERDC) records** – ECONorthwest requested confidential ERDC data from ODHS to better understand the availability of subsidized childcare in Washington County. ODHS tracks childcare providers registered through ODHS and reports the number of households and children served through ERDC each month.
- **Childcare Provider Survey** – ECONorthwest and the County collaborated to design and administer a survey of childcare providers in Washington County to collect richer data on child enrollment and qualitative data about challenges and barriers providers face and their interest in expansion.
- **Washington County’s Early Childhood Education (ECE) Sector Plan Reporting (December 19, 2022)** – The County’s 2022 ECE Sector plan was developed in accordance with Oregon’s comprehensive state system plan for early childhood, prenatal to age five, Raise Up Oregon (RUO). The plan compiles information on publicly provided childcare slots in the county by region, program, and subsidy status.

For various reasons, available data provide an incomplete picture of capacity. For example, state reporting is voluntary for some providers.

Childcare Capacity in Washington County

Based on the FCCO data, there were 23,979 active childcare slots in Washington County and 755 active providers in 2022. Licensed centers account for less than one-third of all providers but account for two-thirds of all childcare slots in Washington County. Centers have an average

Key Terms

License Exempt Providers: Includes Recorded Programs, such as preschool programs that operate less than four hours a day, and regulated subsidy providers, such as family friends providing care, and other programs with limited hours.

Licensed Providers: Providers that must be licensed through the state include Registered Family Child Care, Certified Family Child Care, and Certified Child Care Centers.

Home-based Provider: Providers that care for children within their homes. Maximum licensed capacity for Registered Family Child Care providers is 10 children and 16 children for Certified Family Child Care.

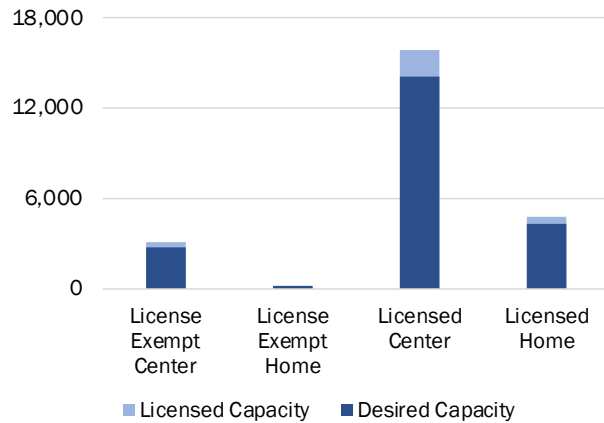
Center-based Provider: Care provided outside a family home where licensed capacity is determined by floor space and number of staff.

Source: Oregon Department of Education Early Learning Division.

licensed capacity of nearly 72 slots while licensed home providers have an average of 13 slots. Average provider size was 32 slots overall.

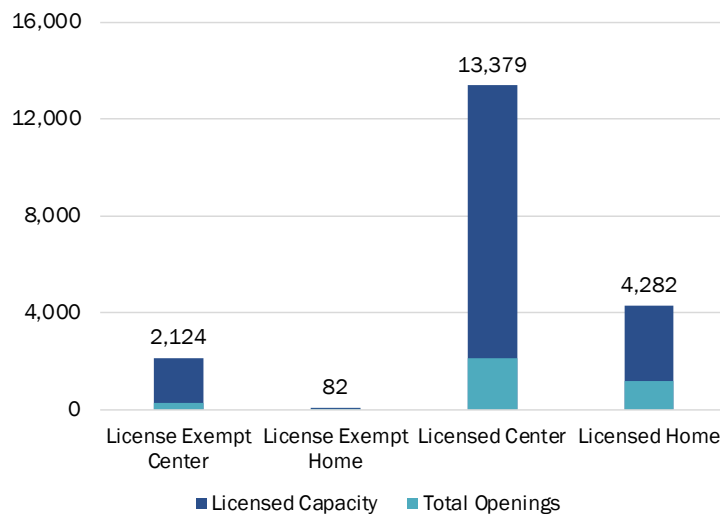
Providers reported, on average, desiring enrollment at 89 percent of their licensed capacity (see Exhibit 6) and had enrollment equal to about 82 percent of their licensed capacity (see Exhibit 7). License exempt centers and license exempt homes (for which data were limited) had enrollment rates of 87 percent and 42 percent, respectively. Licensed centers and licensed homes had enrollment equal to 84 percent and 72 percent of their capacity, respectively.

Exhibit 6. Licensed capacity compared to desired capacity, Washington County, 2022



Data source: FCCO data. Note that licensed providers are not allowed to enter a desired capacity that is higher than their licensed capacity.

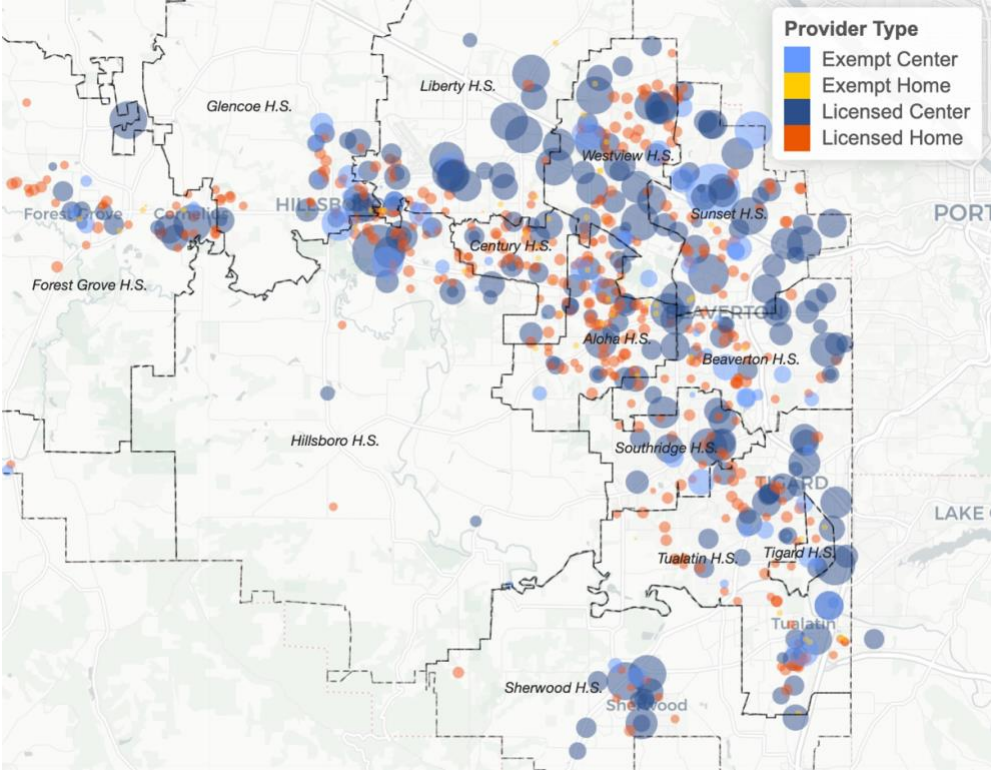
Exhibit 7. Reported childcare openings, Washington County, 2022



Data source: FCCO data. Note: Openings are not recorded for all providers each year. For this reason, ECONorthwest combined the last three years of data. Between 2020 and 2022, FCCO collected openings data on 573 providers, or approximately 76 percent of all providers in Washington County.

Exhibit 8 shows the distribution of childcare providers across the county. Most of the county's childcare capacity is concentrated in the eastern half of the county around population centers such as Beaverton and Hillsboro.

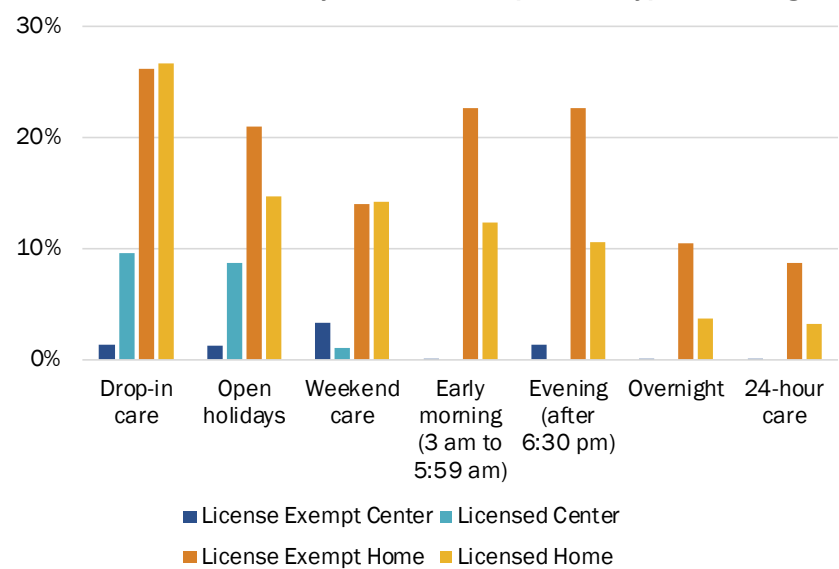
Exhibit 8. Childcare providers by provider type, Washington County (detail)



Source: FCCO data. Note: Circle size represents licensed capacity.

Schedule and slot-type offerings also vary by provider type, as shown in Exhibit 9. Center-based providers (which provide the majority of Washington County’s slots) were much less likely to offer childcare outside of regular hours than were home-based providers in 2022.

Exhibit 9. Share of slots by schedule and provider type, Washington County, 2022



Data source: FCCO data.

Publicly Provided Childcare in Washington County

Private providers account for most of the County's childcare capacity and rely primarily on family-paid tuition. Most local and state initiatives, meanwhile, are focused on increasing childcare capacity through the provision of publicly funded slots.¹² Washington County reports publicly funded slots to the Early Learning Division (ELD) per Raise Up Oregon (RUO) — the state's comprehensive system plan for early childhood (prenatal to age five) — requirements. In total, the County reported having 2,247 publicly funded slots: 2,056 slots for preschool-aged children and 191 slots for infants/toddlers, totaling nearly one-fifth of total capacity (across all ages). The County funds more than ten times the number of slots for preschool-aged children as it does for infants and toddlers.

Childcare Provider Survey

ECONorthwest and the County collaborated to design and administer a survey of Washington County childcare providers to gain more detailed insight into provider capacity, the challenges of operating a childcare business, and the interest and barriers of providers in expanding their businesses. The survey was available in English and Spanish and was distributed to approximately 700 provider email addresses, generating 168 complete or partial responses. Just under a third (29 percent) of respondents took the survey in Spanish. Because all questions were optional, the completeness of survey responses varied. This section presents key findings from the childcare provider survey.

Home-based providers made up the majority of survey respondents. Nearly two-thirds (64 percent) of respondents provided childcare within their homes (compared with 59 percent of providers in the county based on FCCO). Respondents' childcare facilities provided a total of 3,617 slots (about 15 percent of total licensed capacity in the county). Slots for preschool-aged children made up about 58 percent of all slots among survey respondents (see Exhibit 10). About a fifth of slots (21 percent) among respondents were subsidized slots, similar to County-reported subsidized slots as a share of total capacity identified in the FCCO data.

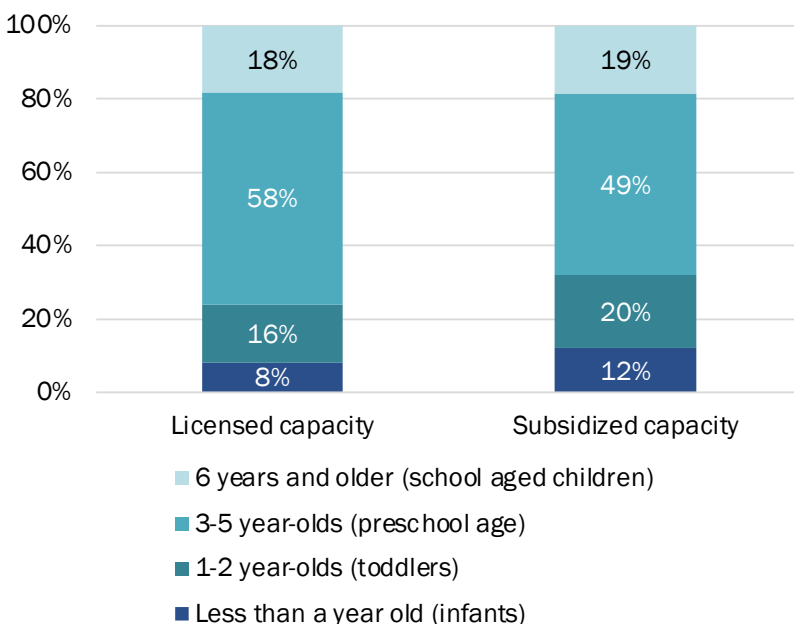
On average, providers reported enrollment at about 84 percent of their licensed capacity (see Exhibit 11). Despite a stated need for additional infant and toddler capacity in survey open-ended responses, providers reported their infant and toddlers slots had less uptake than their slots for preschool-aged children. Enrollment for preschool-aged children exceeded 90 percent of licensed capacity, while enrollment for infants and toddlers stood at 66 percent and 76 percent of licensed capacity, respectively. Patterns were similar for subsidized slots.

On average, survey respondents indicated that they desired enrollment of 93 percent of their desired capacity (similar to the 89 percent reported for providers in the FCCO data). Providers desired to be closest to their licensed capacity for infants (98 percent) and preschool-aged

¹² See "Public Funding Helped to Increase Available Child Care Slots in Oregon," <https://oregonearlylearning.com/public-funding-helped-to-increase-available-child-care-slots-in-oregon/>

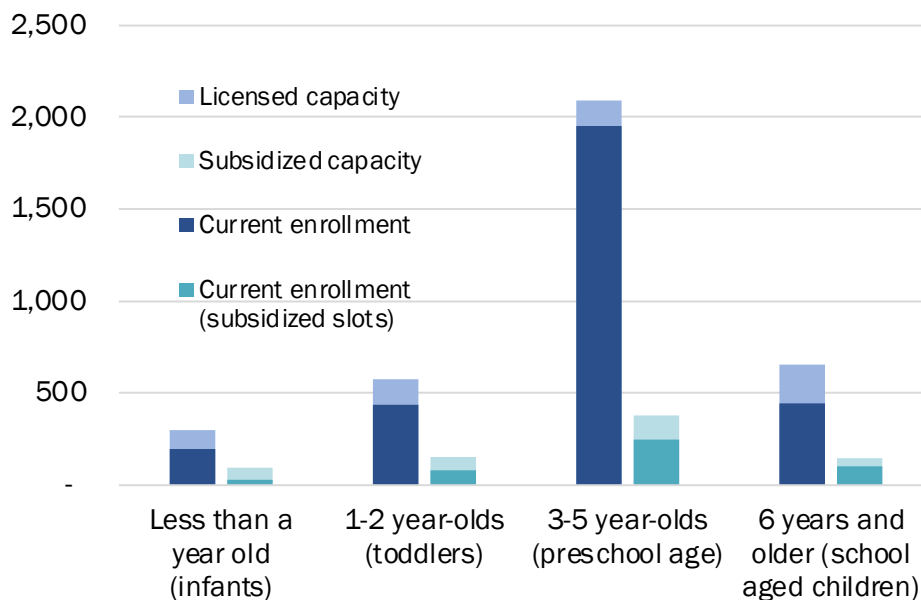
children (95 percent). For toddlers, providers reported wanting to be at 89 percent of licensed capacity and 87 percent of licensed capacity for school-aged children.

Exhibit 10. Slots by age as share of respondents' childcare capacity



Data source: Washington County Childcare Provider Survey.

Exhibit 11. Current enrollment in comparison to total licensed capacity, provider childcare slots



Data source: Washington County Childcare Provider Survey.

Findings from the provider survey concerning weekend care and care available outside of traditional hours agree with findings from the FCCO data. A small fraction of providers indicated they offered care on weekends (4 percent) or outside regular hours (8 percent). Most

providers that selected the “Other” category offered care outside traditional hours occasionally or on holidays.

To collect additional information about potential childcare need, the survey asked providers about waitlists. In all, 42 percent of providers indicated that they had a waitlist and 54 percent indicated that they did not have a waitlist; 4 percent chose not to answer the question. Of those that responded to the survey, center-based providers were more likely to have waitlists than home-based providers. Overall, 73 percent of waitlisted children were infants and toddlers. Considering that providers also reported lower uptake of infant/toddler slots, this finding could indicate a mismatch between available care and family needs.

Barriers to Start-up and Operation and Interest in Expansion

When asked about what was difficult about starting or running their childcare business, providers indicated that the biggest challenges were covering start-up/and or operations costs; recruiting, retaining, or hiring staff; and attracting families to their programs.

Barriers varied by provider type. Center-based providers reported their greatest barriers as recruiting, retaining, and hiring staff. Providers operating license exempt recorded programs reported that their greatest barrier is attracting families to their programs. The second greatest challenge these providers reported was covering start-up and operations costs. For home-based providers, covering start-up and operations costs was the greatest barrier to running their business while other providers reported their greatest challenge was attracting families to their programs.

For recruiting, hiring, and maintaining staff, providers overwhelmingly answered that it was difficult to provide competitive pay and benefits. Many also commented that the labor pool was too small to find and retain qualified staff. Most providers attributed their struggle in attracting families to the difficulty of and expense of advertising and outreach. Others noted they are not able to provide care for an age group where care is demanded (i.e., infants) or at times parents demand care due to staffing challenges, the inability to meet licensing requirements, or the limited profitability associated with younger children.

Nearly two-thirds of providers indicated an interest in expanding services, most commonly by increasing their licensed capacity at a particular site. Among providers that specified a different expansion interest, many indicated they would like to open a second location, a center, or commented on why they are interested in expanding their licensed capacity.

Open-ended Survey Responses

Providers were invited to expand on their responses through open-ended questions. The answers to these questions provided additional nuance concerning the challenges providers face and also supplied additional detail about providers’ interests in expansion, and their concerns about the industry generally. Providers shared many details concerning barriers to expansion, particularly regarding regulatory challenges; difficulty recruiting, hiring, and

retaining staff; and difficulty attracting families. A sample of open-ended responses is provided below:

- “The rules and regulations for daycare are constantly changing and the cost to make those changes can be expensive. The cost of living has increased causing supplies and food costs to go way up. The cost to run my business has increased by 20 percent in the last year.”
- “The regulations around hiring are extremely difficult. Background checks need to be processed within 72 hours, qualifications for teachers need to include nanny, Sunday school, and other applicable experience. Regulations make it impossible to hire and onboard staff effectively.”
- “It is difficult to factor in marketing costs to spread the word about our program. It would be nice if there were more preschool/childcare fairs in the area to attend.”
- “Infant Toddler care is in very high demand. We would like to open a program that is dedicated to children 2 months to 3 years. However, with such low teacher to child ratios the cost would be much more than what ERDC is offering for CF programs. To offer high quality care and a living wage to staff we [would] have to charge more than \$2,000 per child which is about [a] \$350 gap from what ERDC pays.”

4. Gap Analysis and Workforce Development Case Studies

The goals for this task were to (1) quantify the gap between current capacity and capacity needed, circa 2030, under a scenario that reflects a system expansion sufficient to ensure that all regions of the County have at least 0.67 licensed childcare slots per child ages 0 to 5; and (2) describe initiatives in other parts of Oregon that Washington County should consider as it seeks to ensure a robust talent pipeline for the childcare workforce.

Gap Analysis

To conduct the gap analysis, ECONorthwest relied on data collected and analyzed in prior tasks, as well as additional information presented in reports from Oregon State University’s Oregon Childcare Research Partnership, including the 2019 *Early Learning Workforce Study* and 2022 reports on childcare supply and childcare deserts.¹³

¹³ Oregon Center for Career Development in Childhood Care and Education and Oregon Child Care Research Partnership (2021, May). *Oregon Early Learning Workforce: Seven Years Beyond Baseline Comparison of 2012 and 2019*. Portland State University and Oregon State University.

Scenario Definition and Approach

The modeled expanded service scenario reflects a childcare system in which licensed capacity is at least 0.67 slots per child in every county Census tract. In the scenario, additional slots relative to current capacity are assigned to tracts by type of provider (center, home based) such that each tract's total capacity (after expansion) has a distribution of slots by provider type similar to the current distribution across the county as a whole.

ECONorthwest calculated the gap in slots, additional slots by tract and provider type, and additional workforce needed for 2022 and for 2030. The calculations proceed with the following steps for each year:

1. Estimate population of children ages 0 to 5 in each Census tract (2030 estimates equal 2022 estimates plus forecast countywide growth in this population)
2. Calculate current licensed capacity by provider type and Census tract
3. Calculate additional licensed slots by type needed in each Census tract to reach at least 0.67 slots per child (tracts with a higher ratio have no additional need)
4. Estimate additional workforce need, by provider type and position, to provide the needed additional capacity

Current Conditions and Need Under the Expanded Scenario

Exhibit 12 shows current population and license capacity information for the county. Exhibit 13 provides the distribution of licensed slots by provider type. This distribution is used in step (3), described above, to distribute additional slots by provider type. Exhibit 14 displays the estimated additional childcare workforce that would have been needed in 2022 to achieve the capacity described in the scenario.

Exhibit 12. Current population, slots, and additional slots needed to meet scenario requirements, 2022, Washington County

Age Group	Population	Current Slots	Additional Slots Needed (2022)
0-2	19,301	4,977	6,748
3-5	22,003	9,714	7,693
Total	41,304	14,691	14,442

Source: ECONorthwest

Oregon Child Care Research Partnership (2023, April). *2022 Estimated Supply of Child Care and Early Education Programs in Oregon*. Oregon State University.

Megan Pratt and Michaela Sektnan (2023, May). *Oregon's Child Care Deserts 2022: Mapping Supply by Age Group and Percentage of Publicly Funded Slots*. Corvallis, Oregon: Oregon State University, College of Public Health and Human Sciences.

Exhibit 13. Distribution of licensed slots by provider type, Washington County

Provider Type	Share of Slots 0-5
Licensed Center	66%
Licensed Home	20%
License Exempt Center	13%
License Exempt Home	1%
Total	100%

Source: ECONorthwest

Exhibit 14. Additional workforce needed to accommodate additional capacity, Washington County, 2022

Provider Type	Position	Additional Employees Needed (2022)
Licensed Center	Aide	620
Licensed Center	Director	148
Licensed Center	Teacher	1,477
Licensed Home	Assistant	355
Licensed Home	Provider	315
License Exempt Home or Center	All	107
Total		3,023

Source: ECONorthwest

Current Conditions and Future Need Under the Expanded Scenario

Exhibits 15 and 16 are similar to those above, but showing additional need based on 2030 population estimates. For 2030, the additional need accounts for 95 percent of current (as of 2022) licensed capacity, suggesting the need for a similarly large expansion in the county's childcare workforce. As a point of reference, occupational projections produced by the Oregon Employment Department imply an anticipated increase in the tri-county childcare workforce of only about 25 percent (projections for Washington County alone are not available). Exhibit 17 maps the additional need by Census tract (circle size is proportionate to additional capacity needed).

Exhibit 15. Current population, slots, and additional slots needed to meet scenario requirements, 2030, Washington County

Age Group	Population (2030)	Current Slots	Additional Slots Needed (2030)
0-2	20,723	4,977	7,246
3-5	23,624	9,714	8,260
Total	44,347	14,691	15,506

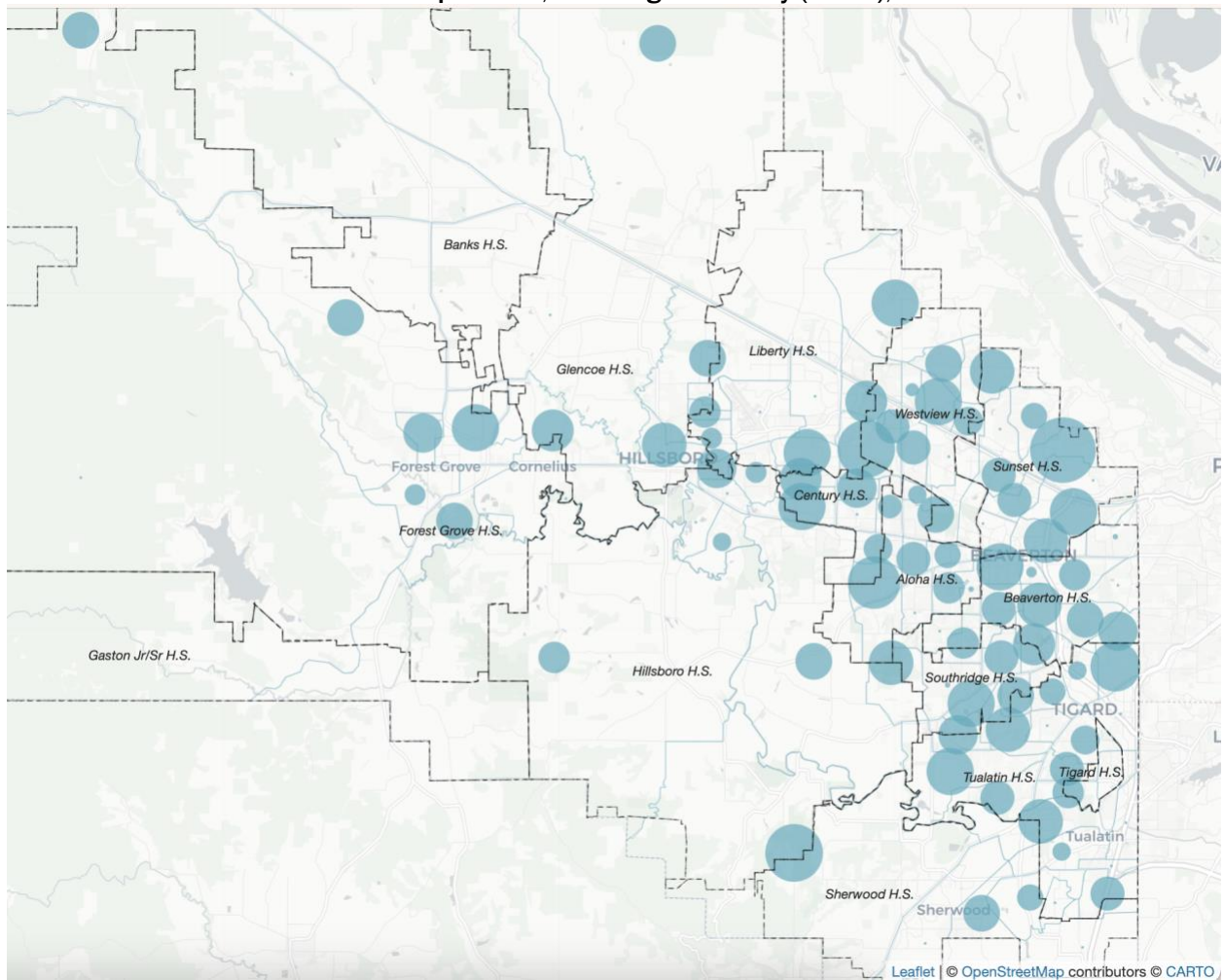
Source: ECONorthwest

Exhibit 16. Additional workforce needed to accommodate additional capacity, Washington County, 2030

Provider Type	Position	Additional Employees Needed (2030)
Licensed Center	Aide	115
Licensed Center	Director	666
Licensed Center	Teacher	158
Licensed Home	Assistant	1,586
Licensed Home	Provider	381
License Exempt Home or Center	All	339
Total		3,246

Source: ECONorthwest

Exhibit 17. Additional slots needed per tract, Washington County (detail), 2030



Source: ECONorthwest

Case Studies

Case Study 1: Central Oregon

- **Description:** Central Oregon Community College’s Early Child Care Business Accelerator Program is a 3-month program that leverages the preexisting small business development center (SBDC) in Bend and partners with the childcare resource and referral entity (CCR&R). The program provides the necessary skills and knowledge for individuals in pursuit of becoming Registered Family or Certified Family providers.
- **Highlights:**
 - 1:1 coaching sessions with advisors.
 - Courses offered in both English and Spanish.
 - Option to gain college credit and transition to college pathway.
 - Opportunity for students to receive \$5,000 start-up early child businesses grant upon program completion.
- **Impact:**
 - 80 percent completion rate.
 - 33 of the 51 program graduates have received \$5,000 grant.
 - Added 315 childcare slots in Central Oregon.
- **Funding:**
 - Originally funded through ARPA funds; currently relying on funding from the Deschutes County’s Small Business Development Network and self-funding through tuition costs. Seeking permanent funding sources.

Case Study 2: Clackamas Community College

- **Description:** Clackamas Community College’s (CCC) Early Childhood Education and Family Studies (ECEFS) program has been operating for 20 years. Through this program students can earn a 1-year certificate and continue on to a 2-year associate of applied science degree, which includes 90 credits.
- **Highlights:**
 - One of only two programs within Oregon—the other being at PCC—that is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children (NAEYC).
 - Only program in the country with a Spanish Language Early Childhood program (established two years ago).

- Fully remote courses with evening course offerings (6pm or later), and weekend courses.
- All course textbooks can be found online and are free through the college's open education resources.
- **Impact:**
 - With 200 students currently enrolled in the Spanish coursework, CCC has seen enrollment increase by 500 percent in the last couple of years.
- **Funding:**
 - The main funding source is tuition/fees (\$123 per credit). Other funding sources including Grow Your Own Teacher Pathway, Early Learning Higher Education Consortium, Oregon Community Foundation, Betty Grey funds, the Latino Partnership Program, and Oregon Child Development Coalition.

Case Study 3: Coos/Curry/Douglas County Apprenticeship Program

- **Description:** The Early Childcare Education (ECE) Apprenticeship tri-county program relies on key partnerships to offer a combination of paid on-the-job trainings, related instruction online, one-on-one mentorship, and incremental wage increases for apprentices.
- **Highlights:**
 - A total of 693 hours of online training in early education, human growth and development, family and community systems, program management, math, and writing courses.
 - Opportunity to acquire 3,072 hours of on-the-job paid work experience through the two partner employers (South Coast Head Start and United Community Action Network Head Start).
 - 1:1 mentorship throughout the program.
 - Little to no cost, and access to scholarships and grants.
- **Impact:**
 - 6 apprentices' education fully funded.
- **Funding:**
 - Initially funded through U.S. Department of Labor's Employment and Training Administration; currently funded by ARPA through spring 2025.

Case Study 4: Latino Early Childhood Education and Care Consortium, Mid-Willamette Valley Communities

- **Description:** The Latino Early Childhood Education and Care (ECEC) Consortium was established in 2022 and aims to address the dearth of culturally relevant early care resources for the region’s Latino community—including approximately 7,000 Latino 0-4-year-olds—through horizontal integration of existing resources centered on the Latino community.
- **Highlights:**
 - Completed Phase I and II of their strategy: 1) evaluate needs and review available resources to meet needs, and 2) identify strategies and systems required to deliver best-in-class early learning and care.
 - 5-year vision to establish 300 more dual-language educators and 150 high-quality providers serving an incremental 1,500 children by 2028.
 - Currently implementing Phase III of the initiative, including partnering with Clackamas Community College (CCC) to provide opportunities for future Latino educators to receive Child Development Teaching Certificates (CDA) or Associate of Applied Science Degrees (AAS) in Early Childhood Education.
- **Impact:**
 - Two cohorts of 22 future educators have been enrolled in the CCC Spanish-based CDA-AAS program. From the first cohort, 14 received their CDA and 6 received their AAS. The second cohort began their studies in April 2023.
- **Funding:**
 - Key funders include the Oregon Community Foundation, the Ford Family Foundation, DELC, and private foundations (e.g., the Willamette Valley Wine Foundation).
 - DELC will be a key source of funding for scholarships and support of early learning and care providers. Providers will receive a major portion of their funding through DELC programs like Employment Related Day Care and Oregon Preschool Promise.

5. Zoning, Process, and Case Study Cost Analysis

Oregon’s Early Learning Division (ELD) administers the State of Oregon’s childcare licensing requirements and rules. In Oregon, there are two primary types of licensed childcare: childcare centers (center-based providers) and family childcare homes (home-based providers). A

Certified Center (CC) is usually a larger business with multiple employees operating in a commercial building. A family childcare home serves fewer children and is typically located in the primary residence of the provider, with care and business operations taking place within the home.¹⁴ The analysis conducted for this study considered conditions for both center-based and home-based providers.

Childcare facility requirements are mandated at the state level but providers must also adhere to local processes, codes, and regulations when opening or operating a childcare facility. The specific requirements applicable to an ECE provider depend on the number of children they plan to serve and the type of space they will occupy.

Permitting processes of both city and county jurisdictions are known to be lengthy and complicated, even for experienced applicants such as developers and architects. ECE providers typically lack the level of expertise that can help with navigating the process more efficiently. This section summarizes local complexities and barriers providers can face when looking to open new facilities.

Legislative Requirements for Local Zoning of Childcare Facilities

Recent legislation seeks to streamline local processes for ECE zoning allowances. House Bill 3109 (ORS 329A.440) became effective on January 1, 2022, and implemented several changes related to both childcare centers and family childcare homes.¹⁵ The bill implemented several new regulations that:

- Require local governments to allow residential dwellings located in areas zoned for **residential or commercial** uses to be used as **family childcare homes**.
 - Prohibit local governments from imposing on family childcare homes land use regulations, special fees, or conditions that are more restrictive than those imposed on other residential dwellings in the same zone.
- Require local governments to allow **childcare centers** as a permitted use in all areas zoned for **commercial or industrial** use, except areas specifically designated by the local government for heavy industrial use.
 - Prohibit local governments from imposing land use regulations, special fees, or conditions on childcare centers in an area zoned for commercial or industrial use that are more restrictive than those imposed for other uses in the same zone.¹⁶

¹⁴ ELD issues two types of family childcare home-based licenses, Registered Family (RF) and Certified Family (CF), that influence how many children can be served and various space requirements.

¹⁵ “Childcare center” means a childcare facility, other than a family childcare home, that is certified under ORS 329A.280 (when certification is required). “Family childcare home” means a childcare facility in a dwelling that is caring for not more than 16 children and is certified under ORS 329A.280 (when certification is required) or is registered under ORS 329A.330. https://www.oregonlegislature.gov/bills_laws/ors/ors329a.html

¹⁶ A local government may impose reasonable conditions upon the establishment or maintenance of a childcare center in an area zoned for industrial uses. “Reasonable conditions” includes, but is not limited to, siting restrictions for

While these legislative changes limit a local government's ability to place additional restrictions on childcare facilities, particularly home-based facilities, state land use policies are incongruent with those governing childcare licensing. State administrative rule (OAR 414-350-0000) indicates that licenses can only be obtained by Certified Family Child Care (CF) homes if they are operating in a single-family dwelling. This rule does not apply to smaller capacity Registered Family Child Care (RF) homes but limits the potential for home-based care in apartment buildings or any larger providers in attached housing.

Design and Development Process

ECE operators face severe challenges related to financing the physical construction of all types of facilities. No dedicated state or federal funding exists to support ECE facilities development, requiring providers to search for capital from more-generic sources like small business loans or grants from private individuals or foundations. ECE operates on tight margins, so qualifying for traditional forms of financing can be difficult.¹⁷

As part of the development process, ECE providers must also navigate complex and time-consuming design and permit processes with their local jurisdiction. This often occurs without the technical expertise needed for efficient navigation, and without the financial resources to hire an experienced consultant. Long land use, permitting, and construction timelines can add substantial time and cost to a development project, putting further strain on under-resourced providers. The roughly estimated timeline for the development process ranges from 25–44 months, not including the time required for additional processes such as conditional use approval and permit review.

Local Zoning Implications

Because House Bill 3109, the state legislation discussed above, only became effective in early 2022, many cities in Oregon have yet to update their permitted use tables and procedures to reflect new requirements, which can create administrative challenges for both city staff processing applications and providers researching the feasibility of opening a new center or home-based care facility. This section explores how local zoning codes can both differ from current state requirements and present additional challenges for developing ECE facilities.¹⁸

Definitions for ECE Uses

In the jurisdictions examined, local zoning codes do not fully incorporate the specific definitions outlined by Oregon's ELD for center and home-based facilities, making it challenging to

properties designated on the Department of Environmental Quality's statewide list of contaminated properties as having known or suspected releases of hazardous substances.

¹⁷ *Co-Locating Early Care and Education Facilities with Affordable Housing in Oregon*, Low Income Investment Fund and ECONorthwest, 2022.

¹⁸ Findings in this section are based on an analysis of four jurisdictions: Beaverton, Hillsboro, Tigard, and Washington County.

interpret jurisdictions' permitted use tables. In addition, jurisdictions may use terms in their permitted use tables that are either undefined or not clearly defined in terms of identifying the type of facility allowed.

Unclear terminology on childcare uses may not pose significant barriers for providers who wish to establish new childcare centers, but they can create confusion for providers doing their own research and complicate matters for staff trying to determine if a specific use is allowed on a particular property. While such issues can usually be resolved with a phone call or email to city staff, many cities in Oregon have experienced a surge in development activity over the past decade, leading to a reduction in staff capacity to handle miscellaneous queries from individuals with questions about facility development.

Special Procedures and Development Timelines

While recent legislation limits the ability of local governments to place additional restrictions on ECE facilities in certain zones, jurisdictions still maintain some ability to subject ECE facilities to special procedures or restrictions if they regulate other uses in the zone in the same way. Conditional use permits are one common restriction placed on ECE facilities and are the most significant land use barrier for new ECE facilities.

Conditional use permit packages require substantial effort to prepare and can have lengthy timelines relative to other permit processes. Land use procedures such as conditional use often have what is referred to as a "land use clock," a term describing the timeline and procedural steps for a land use application (e.g., Beaverton's and Washington County's codified 120-day timelines for conditional use). The clock starts once an applicant submits a land use proposal and ends when the permit is either approved or denied. However, codified timelines for conditional use permits do not account for the time the land use clock stops during the development process. When the clock stops and starts again will vary by jurisdiction, but it's most common for the clock to stop when the jurisdiction completes a review round and returns the application back to the applicant to address comments and revise plans. While it is difficult to know exactly how long a conditional use process might take, it is likely to add months to overall development timelines when the process is required. Additionally, small businesses and ECE providers may experience longer approval times due to their unfamiliarity and inexperience with conditional use and development processes.

General Development Timelines

ECE facilities undergo routine levels of permitting, such as site plan review and building permits, in addition to the conditional use process (in some cases) that acts as an extra level of review in the development process. An average timeline for an ECE facility is difficult to estimate because it will vary depending on factors such as whether it is a home or a center, the complexity of the site and/or building, the size, and whether the project is allowed "by right." However, a reasonable timeline estimate range for a new ECE project is 1 to 5 years, from first touchpoint with the city to final inspections. On the shorter end (1 year) would be home-based

facilities with no or few complications; the longer end (5 years) would be for a new-construction center. Tenant improvements for a center in an existing or nearly finished new construction project may take only 1 to 2 years, assuming no conditional use permit is required.

To estimate the time required for a new facility to obtain necessary permits and begin operations, ECONorthwest contacted planning staff in Beaverton, Hillsboro, Tigard, and Washington County and inquired about current typical permit processing timelines. Each jurisdiction responded to the request a bit differently but none had the information readily available nor indicated that it closely tracks review timelines.¹⁹

Permitted Uses By Right

The Oregon jurisdictions ECONorthwest reviewed have not yet fully revised their codes to comply with updated law based on HB 3109, leading to confusion regarding the permit process and the level of scrutiny ECE facilities might face. ECONorthwest reviewed local zoning codes to determine where and under what circumstances ECE facilities are allowed, and where local code appears out of compliance with state law. Key findings include the following:

- Childcare facilities may be allowed outright in some cases, but definitions in local zoning codes may not align with the state's definitions of ECE facilities. This is especially problematic when the definitions include incongruent capacity thresholds, which could artificially limit the type of facilities allowed locally.
- As the state now requires childcare centers to be allowed outright in industrial zones unless the zone is designated as "heavy industrial," jurisdictions could choose to designate their industrial zones as such and prohibit childcare centers within them or subject them to conditional use processes or special standards.
- Some codes still allow childcare broadly but only as an accessory use and still subject to conditional use processes. In cases where a jurisdiction subjects other uses in the same zone to a conditional use process, the jurisdiction can continue subjecting ECE facilities to that same process and still be in compliance with state regulations.

Market Analysis

ECE facilities (centers, specifically) can often be found in mixed-use developments, housed in ground-floor retail spaces, or in stand-alone commercial space. ECONorthwest used CoStar to identify trends in rent and vacancy and barriers that providers could face when looking to lease a new space.

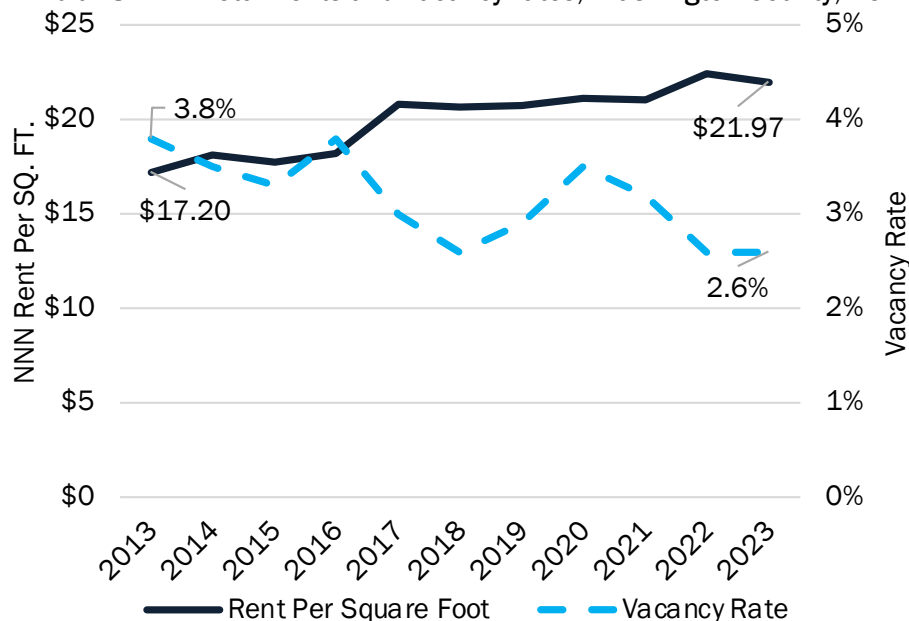
Commercial market trends indicate a strong retail market in Washington County (see Exhibit 18). As of early 2023, triple net (NNN) rents were \$21.97 per square foot and vacancy rates were

¹⁹ Unpredictable and excessive permitting timelines have been at the forefront of housing development conversations across communities along the west coast for several years. Jurisdictions have been inundated with development applications and review times have increased as regulations have become more complex and challenging to navigate.

at a low of 2.6 percent.²⁰ In addition, nearly 97 percent of the 1.8 million square feet of retail space delivered between 2013 and 2023 was leased in the market, indicating an ongoing demand for retail space in the area. While data for day care centers are less robust than for the retail market overall, available data indicate strong market demand. As of 2023, the vacancy rate for day care center space was just 1.5 percent.²¹

Exhibit 18 shows triple net (NNN) retail and vacancy rates in Washington County from 2012 to 2023. Retail rents in Washington County have remained relatively stable in recent years. From 2017 to 2023, NNN rents rose 7 percent, or \$1.18 per square foot. Retail vacancy rates fluctuated from 2013 to 2023 but have fallen since 2020, most likely due to the COVID-19 pandemic. Rates look to have stabilized over the last two years. However, vacancy rates were low over the entire period, with the lowest rate being 2.6 percent in early 2023.

Exhibit 18: NNN retail rents and vacancy rates, Washington County, 2012-2023



Source: CoStar

Recommendations

The State of Oregon has taken several steps toward reducing land use barriers for ECE facilities, but work remains at the local level to ensure compliance with state requirements, to create more

²⁰ A triple net lease (triple-net or NNN) is a lease agreement on a property where the tenant pays all the expenses of the property, including real estate taxes, building insurance, and maintenance. These expenses are in addition to the cost of rent and utilities.

²¹ Because day care centers are a small submarket on CoStar, this data point should be interpreted cautiously. CoStar defines vacant space as “all space not currently occupied by a tenant, regardless of any lease obligation that may be on the space.” Based on this data set, the vacancy rate for day care centers has remained consistently low (< 2%) in the study area over the last decade.

accessible processes, and to perhaps even incentivize ECE development in areas of greatest need.

Many jurisdictions have yet to update their zoning allowances and procedures to reflect state law. Providing clear and objective standards for ECE facilities will create a more accessible and predictable process, which can reduce time and cost for new projects, especially those with little financial leeway. Jurisdiction-level focus on the following objectives could help resolve barriers:

- **Update definitions and permitted use tables** to align with the State’s definitions and requirements for childcare facilities.
- **Remove conditional use processes** (and other restrictions for ECE facilities) that conflict with state requirements.
- **Consider expanding allowances** for ECE beyond what the state requires.
- **Track development review times** to identify inefficiencies and report more accurate review timelines.

Another category of barriers is those associated with finding commercial space that meets care-related needs (e.g., sufficient outdoor space) and state requirements, and with finding existing space that could be repurposed (like restaurants) that does not present significant financial obstacles. The following actions could help the County (and its cities) address these barriers by easing the burden for providers looking to lease and improve existing commercial spaces for new care facilities:

- **Create or expand local technical assistance programs to help providers with** facility design, navigating local permit processes, and/or locating opportunity spaces.
- **Waive development fees** for non-profit projects or projects that serve certain populations.

Finally, providers face substantial barriers to developing new-construction facilities—the most time-consuming and expensive method of expanding ECE capacity—and cannot run CF home-based care programs in certain types of housing units. The County and cities therein can help relieve some of the financial and other burdens providers face through the following actions, though they could require substantial resources (e.g., land donation, direct financial assistance) and may be challenging to achieve:

- **Hire a regional coordinator** to assist providers with navigating state rules, local requirements, and grant applications.
- **Request that the state update childcare licensing regulations** to allow Certified Family (CF) Child Care Homes in apartments and denser housing developments.
- **Identify and donate** (or sell at below-market price) surplus, publicly owned land suitable for ECE facilities.



Department of Health
and Human Services

Washington County Childcare Analysis

**Task 2: Demographic Analysis, Target
Population Forecast, and Job Cluster Analysis**

June 20, 2023

This project funded by the American Rescue Plan Act

DATE: June 29, 2023
TO: Early Learning Washington County
FROM: Andrew Dyke, Melissa Rowe, and Salma Huque (ECONorthwest)
SUBJECT: Task 2: Demographic Analysis, Target Population Forecast, and Job Cluster Analysis

Introduction

Washington County contracted with ECONorthwest to conduct an analysis of infrastructure and workforce needs for an expansion of early childhood care and education for 0–5-year-olds in Washington County, Oregon.

This memorandum provides results for Task 2, a demographic analysis and population forecast, and for Task 2.1, an analysis of job clusters across the county.

Task 2. Demographic Analysis

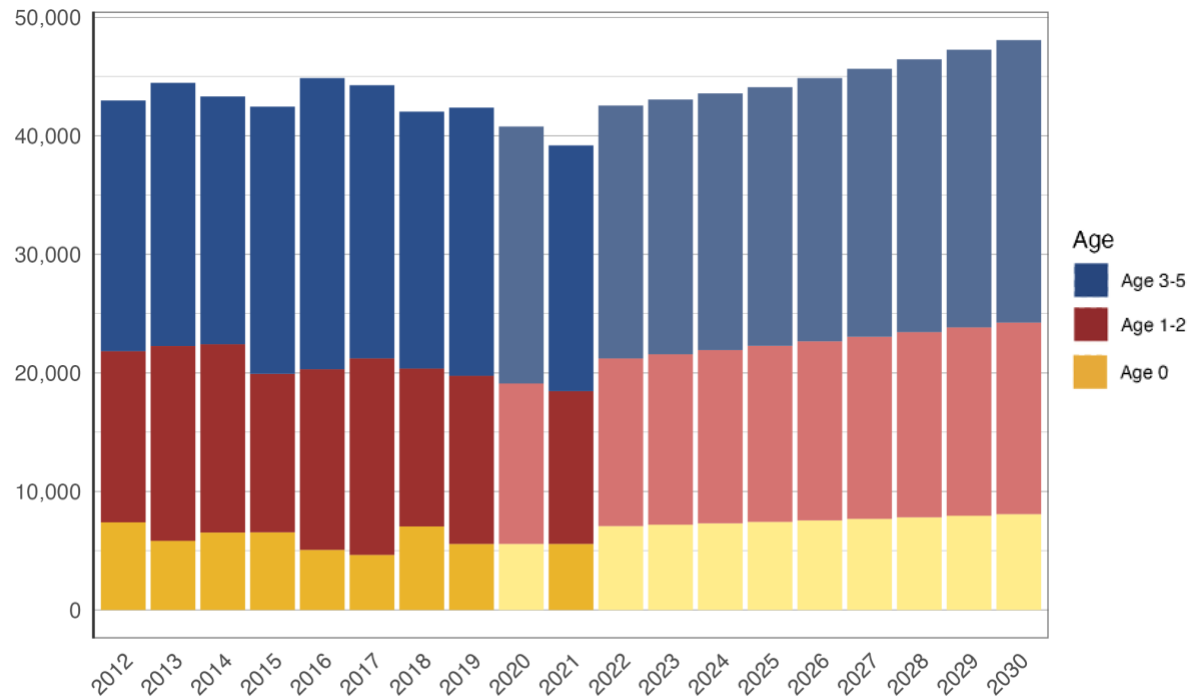
Historic Population

In 2021, 39,191 children under the age of 6 lived in Washington County. From 2012 to 2021, the total number of children in the county remained relatively stable, with a high of 44,871 in 2016 and a low of 39,191 in 2021. Approximately half of the children in the county are aged 0 to 2 and the other half are aged 3 to 5. There have been no significant changes to these breakdowns by age over time. Exhibit 1 shows the population of children by age group over the last ten years, as well as the forecast described below.

Population Forecast

We forecast population growth by age from 2022 to 2030 using county estimates from Portland State University's Population Research Center (PRC). Based on PRC's population forecast for Washington County, we estimate the number of children will increase to 44,101 in 2025 and 48,075 in 2030 (Exhibit 1). We assume that the age distribution of children will stay the same as in 2021.

Exhibit 1. Young Children in Washington County, by Age Group



Source: U.S. Census Bureau (2012-2021),¹ Chun et al. (2020).² Note: Values for 2020 were calculated as the average between 2019 and 2021 to avoid using experimental weights. Values from 2022 to 2030 were projected using county population forecasts published in 2020.

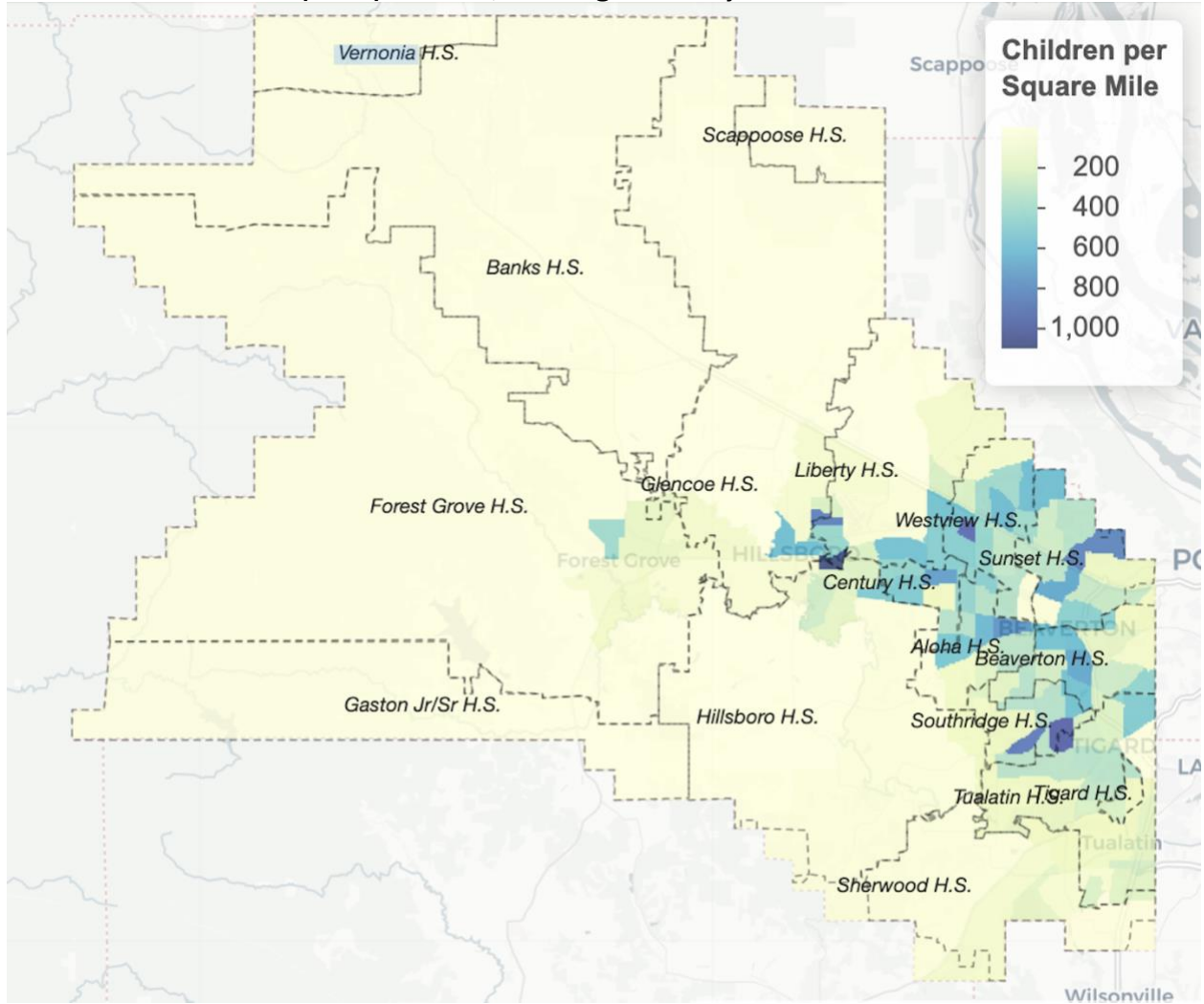
Exhibit 2 shows the population density of children in Washington County by Census tract, followed by Exhibit 3, which shows the detail for the southeast part of the county. (All subsequent maps in this memo focus on the southeast part of the county, to display the detail among the smaller tracts in that part of the county.)

The highest concentration of children (about 1,200 children per square mile) lives in southeast Hillsboro; Beaverton, South Beaverton, Hillsboro, and Cedar Mill are additional areas of concentration. Higher population density also extends along OR-8 into Forest Grove and Cornelius. There are smaller numbers of young children in the rural parts of Washington County to the northwest and southwest.

¹ U.S. Census Bureau; American Community Survey (ACS), One-Year Public Use Microdata Sample (PUMS), 2012-2021; accessed via API (20 February 2023).

² Chun et al. (2020). *Coordinated Population Forecast for Washington County, its Urban Growth Boundaries (UGB) and Area Outside UGBs 2020-2070*. Portland State University's Population Research Center.

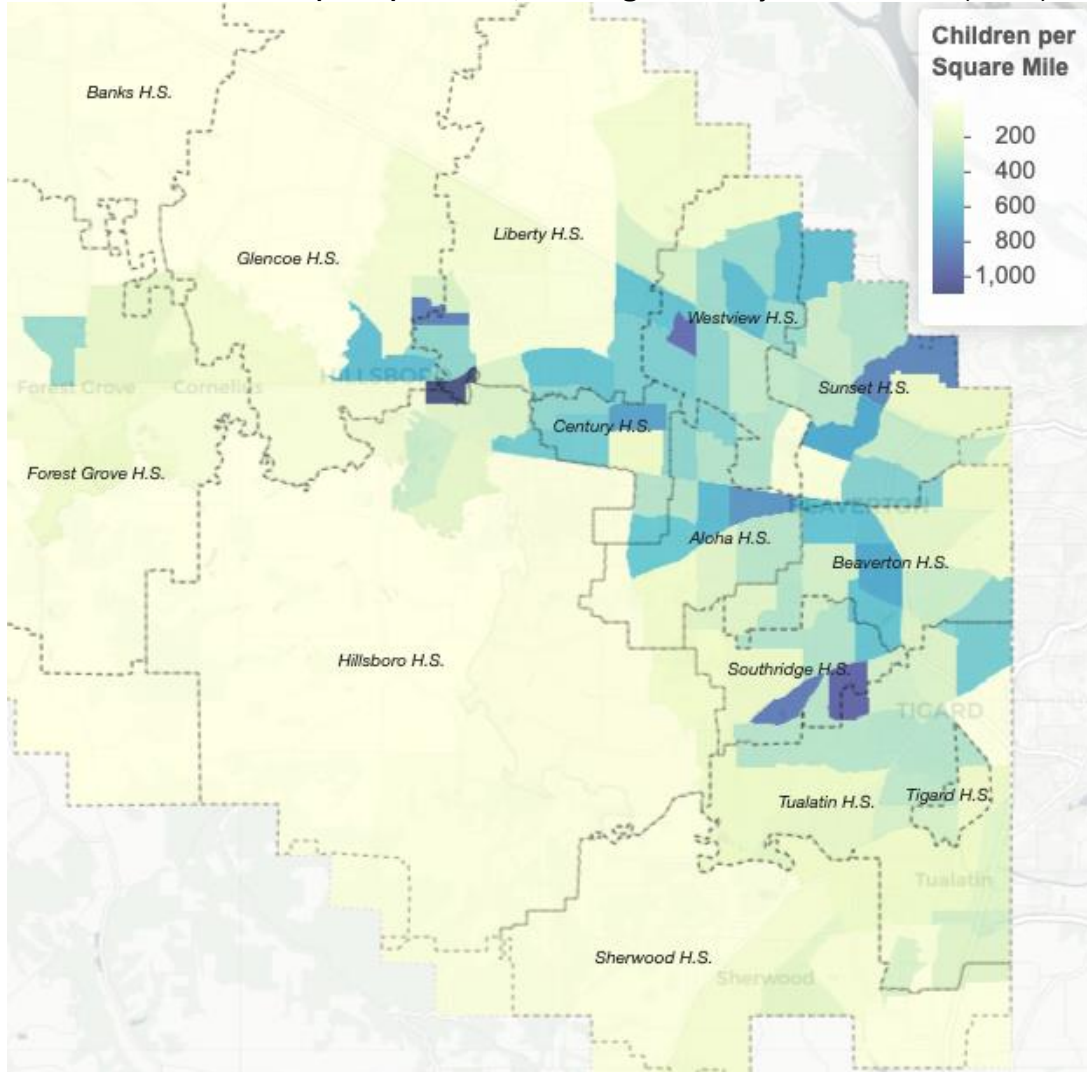
Exhibit 2. 0–5-Year-Olds per Square Mile, Washington County Census Tracts



Source: ECONorthwest (2023)³

³ ECONorthwest. Synthetic Population Data Created using PopulationSim v0.5.1. Data from U.S. Census Bureau; Five-Year American Community Survey (ACS) and Five-Year Public Use Microdata Sample (PUMS), 2021; accessed via API (2023).

Exhibit 3. 0–5-Year-Olds per Square Mile, Washington County Census Tracts (detail)



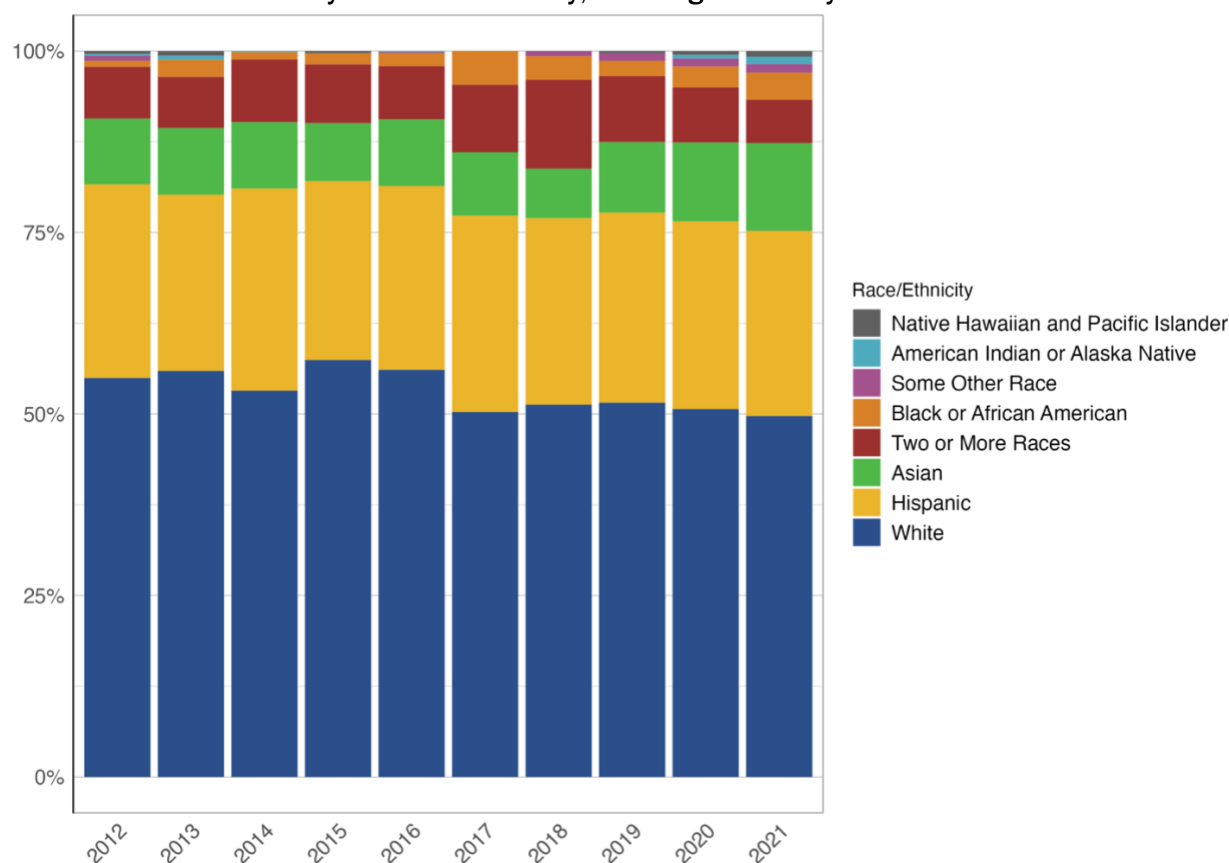
Source: ECONorthwest (2023)⁴

⁴ ECONorthwest. Synthetic Population Data Created using PopulationSim v0.5.1. Data from U.S. Census Bureau; Five-Year American Community Survey (ACS) and Five-Year Public Use Microdata Sample (PUMS), 2021; accessed via API (2023).

Race and Ethnicity

Exhibit 4 shows the race and ethnicity of children in Washington County by age group over time. In 2021, 50 percent of children were white (not Hispanic) and 26 percent were Hispanic of any race. A further 12 percent were Asian (not Hispanic). The exhibit also shows that the proportion of white children and children of two or more races is slightly decreasing over time, while the proportion of Asian children is increasing.

Exhibit 4. 0–5-Year-Olds by Race and Ethnicity, Washington County



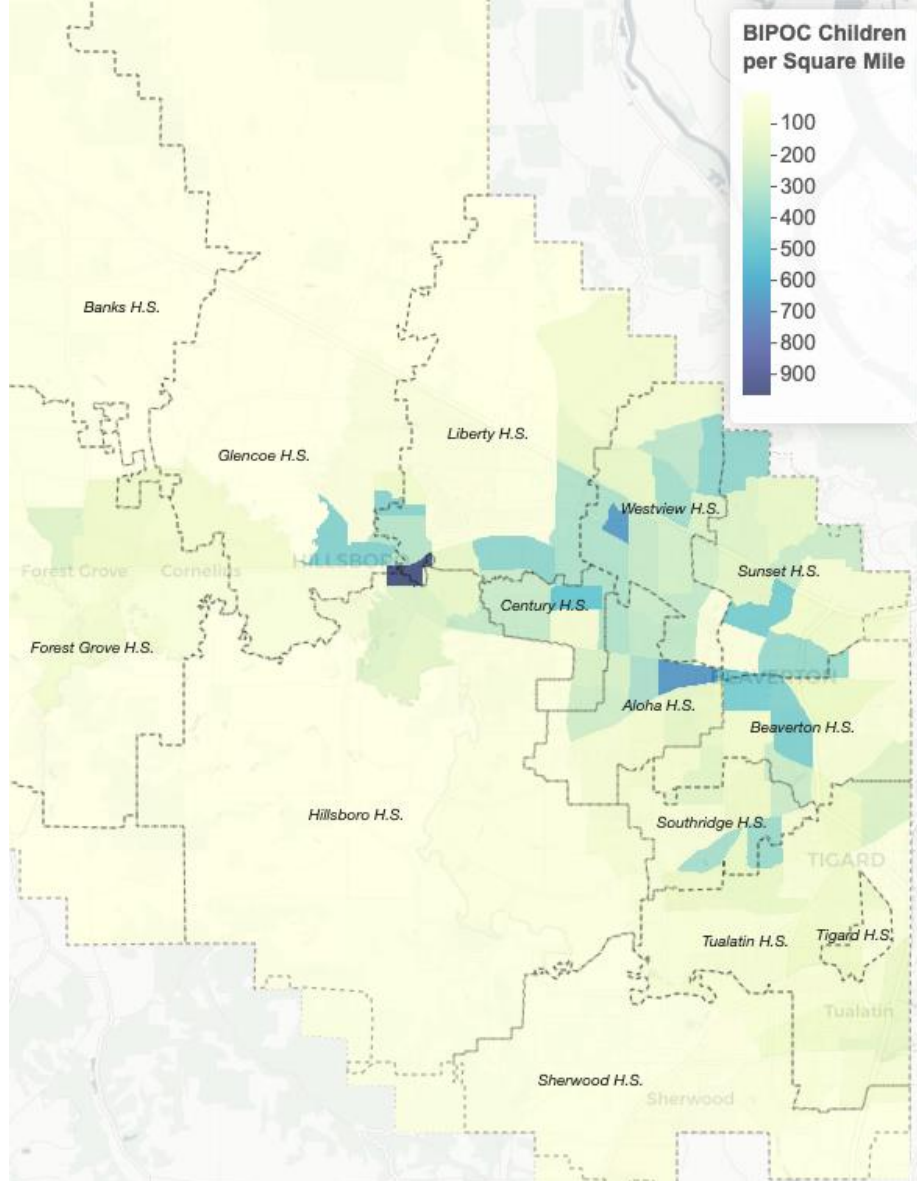
Source: U.S. Census Bureau (2012-2021).⁵ Notes: Values for 2020 were calculated as the average between 2019 and 2021 to avoid using experimental PUMS weights. “Hispanic” refers to people who identify as ethnically Hispanic regardless of race (e.g., white Hispanic, Asian Hispanic). All other reported categories include people who identify as that race and not Hispanic (e.g., white non-Hispanic, Asian non-Hispanic).

Exhibit 5 shows the number of BIPOC 0-5-year-olds per square mile in each Census tract.⁶ Tracts in eastern Hillsboro, west Tigard, west Beaverton, and the Orenco-AmberGlen area have some of the highest densities of BIPOC children.

⁵ U.S. Census Bureau; American Community Survey (ACS), One-Year Public Use Microdata Sample (PUMS), 2012-2021; accessed via API (2023).

⁶ “BIPOC” in this memo includes the following Census race/ethnicity categories: Hispanic (of any race), American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian and Pacific Islander, Two or More Races, and Some Other Race.

Exhibit 5. Number of BIPOC 0–5-Year-Olds per Square Mile, 2021, Washington County (detail)



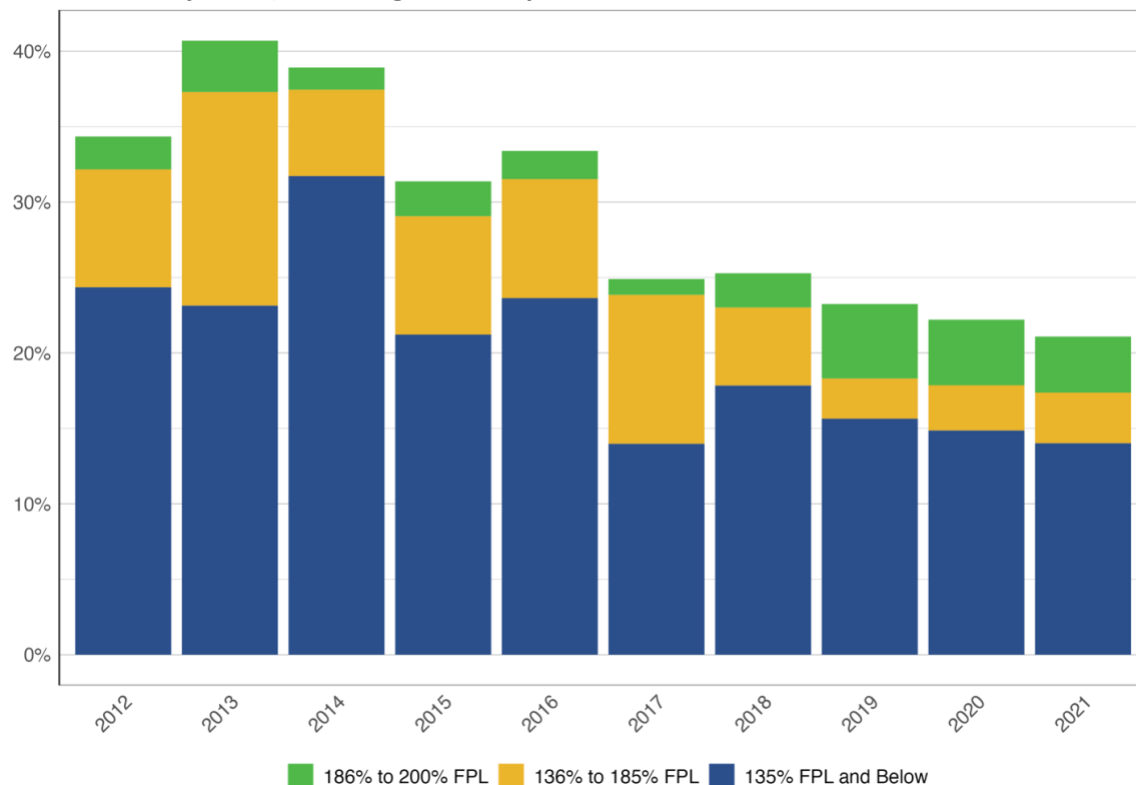
Source: ECONorthwest (2023).⁷ Note: “BIPOC” includes the Census categories of Hispanic (of any race), American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian and Pacific Islander, Two or More Races, and Some Other Race.

⁷ ECONorthwest. Synthetic Population Data Created using PopulationSim v0.5.1. Data from U.S. Census Bureau; Five-Year American Community Survey (ACS) and Five-Year Public Use Microdata Sample (PUMS), 2021; accessed via API (2023).

Poverty Level

Exhibit 6 shows the share of Washington County 0–5-year-olds living at different income thresholds relative to the federal poverty level (FPL).⁸ In 2021, 21 percent of children under 6 were at or below 200 percent FPL. The number of children below this threshold has decreased by half from 2013, showing a remarkable improvement. Other measures of poverty and self-sufficiency may show varying rates of change over the same time period.

Exhibit 6. Share of 0–5-Year-Olds Living in Low-Income Households (Below 200 Percent of the Federal Poverty Level), Washington County



Source: U.S. Census Bureau (2012-2021).⁹ Note: Values for 2020 were calculated as the average between 2019 and 2021 to avoid using experimental PUMS weights.

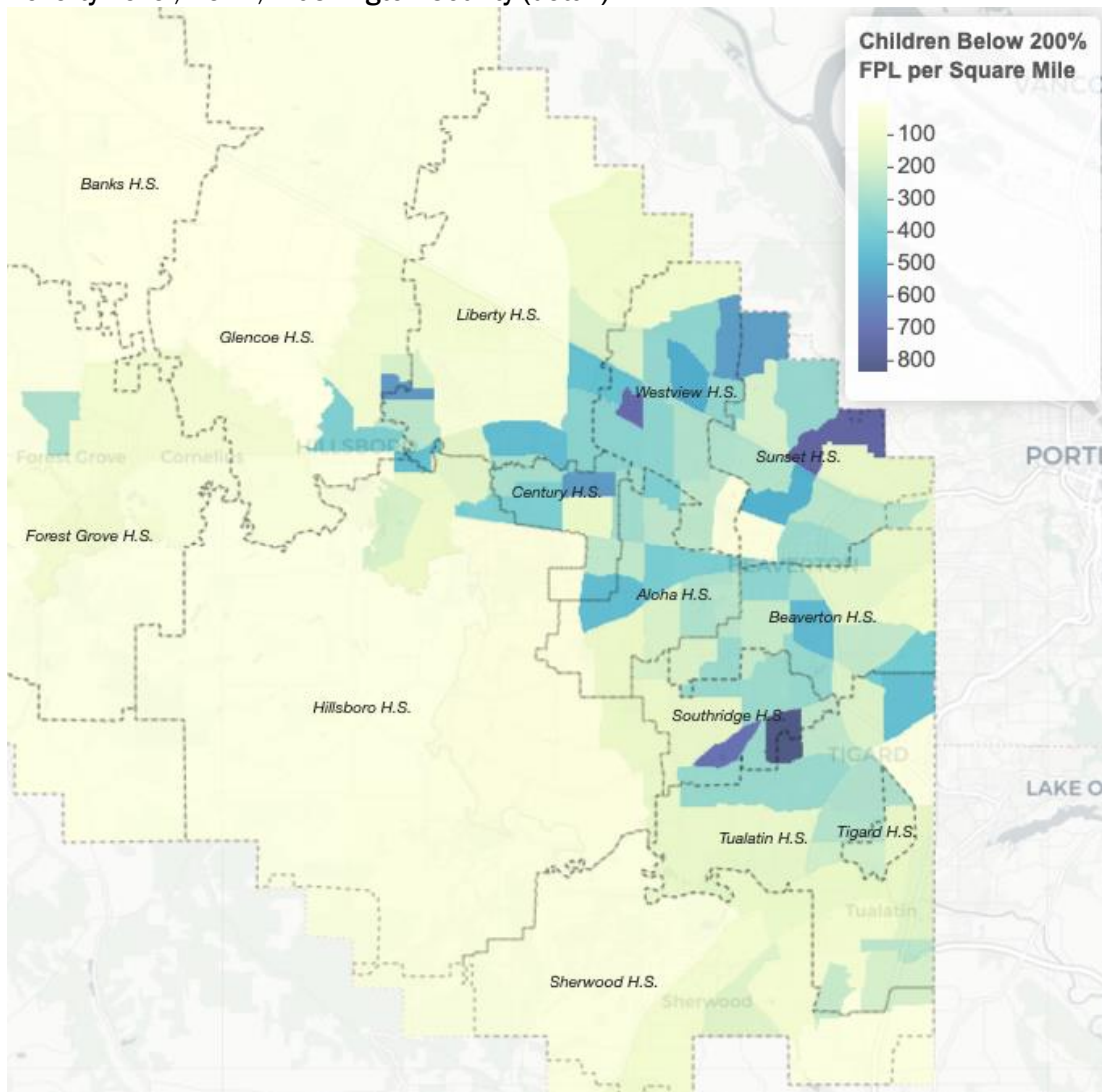
Exhibit 7 shows the distribution of these children in Washington County (number per square mile by tract). Areas with the highest numbers of low-income children per square mile include Jack Park in Tigard, Cedar Mill, Orenco-AmberGlen, and north Hillsboro.

The final displays in this section, Exhibits 8, 9, and 10, provide summary information about the characteristics and numbers of children ages 0-5 in the county. Exhibit 8 includes the forecast of children ages 0-5 through 2030, by age group (age 0, ages 1-2, and ages 3-5).

⁸ In 2021, the federal poverty guideline for a family of four was \$26,500.

⁹ U.S. Census Bureau; American Community Survey (ACS), One-Year Public Use Microdata Sample (PUMS), 2012-2021; accessed via API (20 February 2023).

Exhibit 7. Number of 0–5-Year-Olds per Square Mile Living Below 200 Percent of the Federal Poverty Level, 2021, Washington County (detail)



Source: ECONorthwest (2023)¹⁰

¹⁰ ECONorthwest. Synthetic Population Data Created using PopulationSim v0.5.1. Data from U.S. Census Bureau; Five-Year American Community Survey (ACS) and Five-Year Public Use Microdata Sample (PUMS), 2021; accessed via API (2023).

Exhibit 8. Age and Poverty Status of Children Ages 0 to 5, Washington County

Year	Number of 0–5-Year-Olds	Age			Poverty Status			
		Age 0	Ages 1-2	Ages 3-5	135% FPL and below	136% to 200% FPL	Total <200% FPL	Greater than 200% FPL
2012	42,980	7,393	14,436	21,151	10,467	4,294	14,761	28,219
2013	44,469	5,831	16,438	22,200	10,290	7,807	18,097	26,372
2014	43,319	6,532	15,886	20,901	13,743	3,115	16,858	26,461
2015	42,460	6,550	13,371	22,539	9,009	4,311	13,320	29,140
2016	44,871	5,067	15,239	24,565	10,606	4,376	14,982	29,889
2017	44,268	4,643	16,582	23,043	6,189	4,833	11,022	33,246
2018	42,040	7,044	13,323	21,673	7,501	3,127	10,628	31,412
2019	42,376	5,569	14,185	22,622	6,630	3,219	9,849	32,527
2020	40,784	5,571	12,886	20,734	6,062	2,994	9,056	31,728
2021	39,191	5,570	13,536	21,678	5,494	2,769	8,263	30,928
2022	42,553	7,074	14,147	21,332				
2023	43,062	7,190	14,380	21,492				
2024	43,578	7,308	14,616	21,654				
2025	44,101	7,428	14,856	21,817				
2026	44,871	7,554	15,109	22,208				
2027	45,655	7,683	15,365	22,606				
2028	46,452	7,813	15,627	23,012				
2029	47,263	7,946	15,892	23,425				
2030	48,075	8,081	16,162	23,831				

Source: U.S. Census Bureau (2012-2021),¹¹ Chun et al. (2020).¹² Notes: FPL = Federal Poverty Level. Values for 2020 were calculated as the average between 2019 and 2021 to avoid using experimental PUMS weights. Population estimates from 2022 to 2030 were forecast using data from PSU's Population Resource Center.

¹¹ U.S. Census Bureau; American Community Survey (ACS), One-Year Public Use Microdata Sample (PUMS), 2012-2021; accessed via API (20 February 2023).

¹² Chun et al. (2020). *Coordinated Population Forecast for Washington County, its Urban Growth Boundaries (UGB) and Area Outside UGBs 2020-2070*. Portland State University's Population Research Center.

Exhibit 9. Race/Ethnicity of Children Under Age 6, Washington County

Year	Number of 0–5-Year-Olds	White	BIPOC				
			Total BIPOC	Hispanic (any race)	Asian	Two or More Races	All Other Races
2012	42,980	23,619	19,361	11,466	3,898	3,058	939
2013	44,469	24,872	19,597	10,797	4,081	3,129	1,590
2014	43,319	23,049	20,270	12,055	3,974	3,738	503
2015	42,460	24,389	18,071	10,458	3,398	3,430	785
2016	44,871	25,163	19,708	11,365	4,122	3,284	937
2017	44,268	22,253	22,015	11,969	3,869	4,118	2,059
2018	42,040	21,564	20,476	10,797	2,860	5,153	1,666
2019	42,376	21,847	20,529	11,094	4,119	3,846	1,470
2020	40,784	20,666	20,118	10,544	4,430	3,093	2,051
2021	39,191	19,484	19,707	9,994	4,741	2,340	2,632

Source: U.S. Census Bureau (2012-2021),¹³ Chun et al. (2020).¹⁴ Notes: Values for 2020 were calculated as the average between 2019 and 2021 to avoid using experimental PUMS weights. “White” includes those who identify as white and non-Hispanic. “BIPOC” includes the Census categories of Hispanic (of any race), American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian and Pacific Islander, Two or More Races, and Some Other Race. “All Other Races” includes American Indian or Alaska Native, Native Hawaiian and Pacific Islander, Black or African American, or Some Other Race.

Exhibit 10. Number of 0–5-Year-Olds Living in Low-Income Households, Washington County

Race/Ethnicity	Number of 0–5-Year-Olds <200% FPL
White	3,508
Hispanic (any race)	3,845
All Other Races	1,951

Source: U.S. Census Bureau (2021 5-year sample).¹⁵ Notes: FPL = Federal Poverty Level. “White” includes those who identify as white and non-Hispanic. “All Other Races” includes the Census categories of American Indian or Alaska Native, Native Hawaiian and Pacific Islander, Asian, Black or African American, Two or More Races, or Some Other Race.

¹³ U.S. Census Bureau; American Community Survey (ACS), One-Year Public Use Microdata Sample (PUMS), 2012-2021; accessed via API (20 February 2023).

¹⁴ Chun et al. (2020). Coordinated Population Forecast for Washington County, its Urban Growth Boundaries (UGB) and Area Outside UGBs 2020-2070. Portland State University’s Population Research Center.

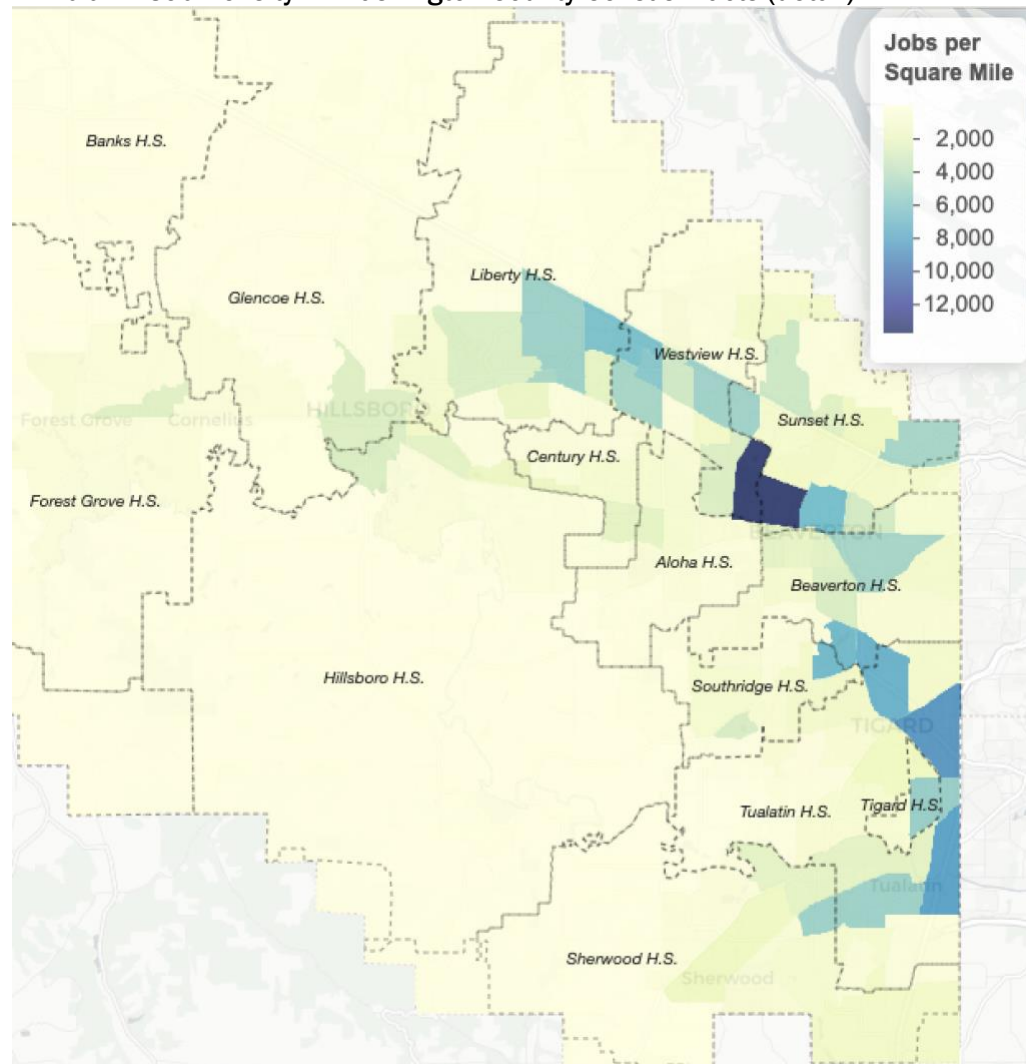
¹⁵ U.S. Census Bureau; American Community Survey (ACS), Five-Year Public Use Microdata Sample (PUMS), 2017-2021; accessed via API (20 February 2023).

Task 2.1 Job Cluster Analysis

We used data from the 2021 Quarterly Census of Employment and Wages (QCEW) to identify clusters of employment in Washington County. These data can identify areas where demand for childcare might be higher than expected based only on residential population counts. As such, the information will also inform the Task 5 gap analysis.

Exhibit 11 shows employment per square mile by Census tract, for all industries. The highest concentrations of jobs are near urban centers, for example, Orenco, downtown Beaverton, the Tigard-Metzger area, and eastern Tualatin.

Exhibit 11. Job Density in Washington County Census Tracts (detail)

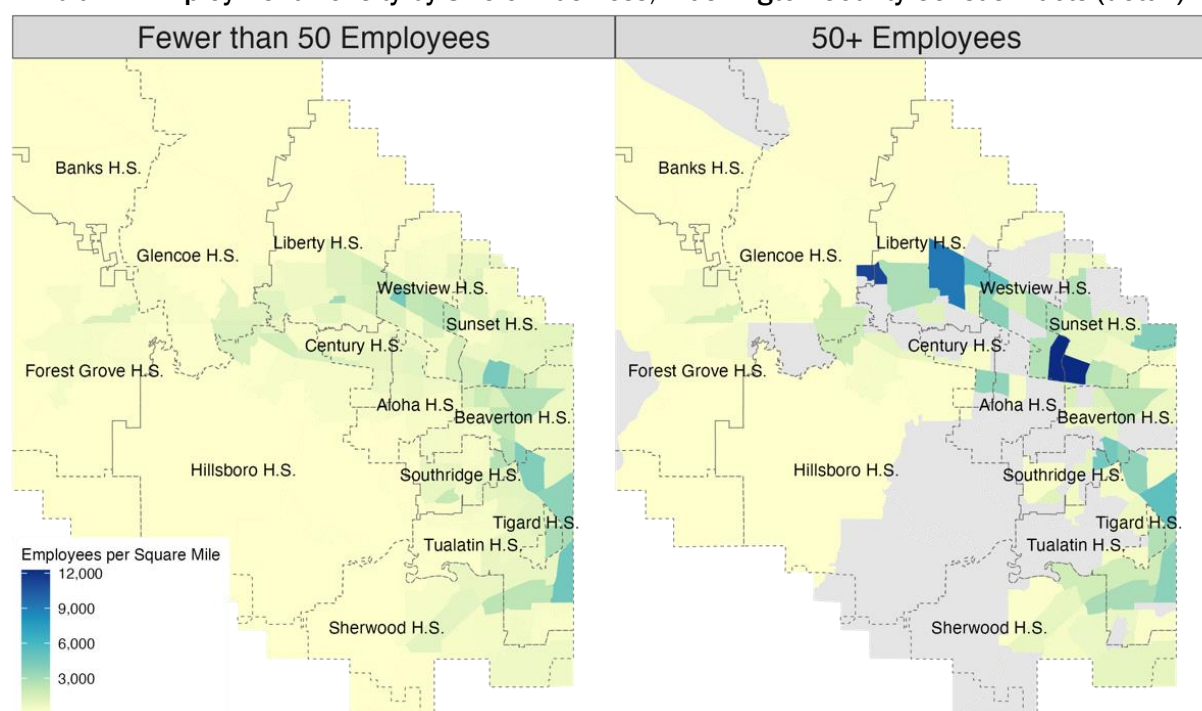


Source: QCEW (2021).¹⁶ Note: Includes all industries. Some businesses were removed from the analysis to comply with QCEW's data reporting rules.

¹⁶ Oregon Employment Department. Data from the Quarterly Census of Employment and Wages, Washington County, Oregon. (2021).

Exhibit 12 shows the concentration of employees by business size.¹⁷ We grouped businesses of a similar size together and calculated the total number of employees in each size category in each Census tract. Smaller businesses (those employing fewer than 50 people) are more concentrated along Washington County’s eastern border near Portland and along US-26. Employment in large businesses (those employing more than 50 people) is more common in north Hillsboro, northwest Beaverton, and West Haven-Sylvan. Areas of the county with higher employment density suggest potential need for childcare for the children of parents or guardians who prefer to use childcare near their place of employment. However, larger employers may be more likely to have company-operated childcare; areas with these types of employers may not need as much public investment in childcare as do areas with fewer large employers.

Exhibit 12. Employment Density by Size of Business, Washington County Census Tracts (detail)



Source: QCEW (2021).¹⁸ Note: Some businesses were removed from the analysis to comply with QCEW’s data reporting rules.

Exhibit 13 shows employment density by industry for six aggregate industries: construction and manufacturing; health care and social assistance; professional services; recreation, accommodation, and food services; trade, transportation/warehousing, and utilities; and all other industries. Examining employment by industry can help identify potential need for childcare with specific characteristics, as employer needs for labor and worker characteristics vary across industries.

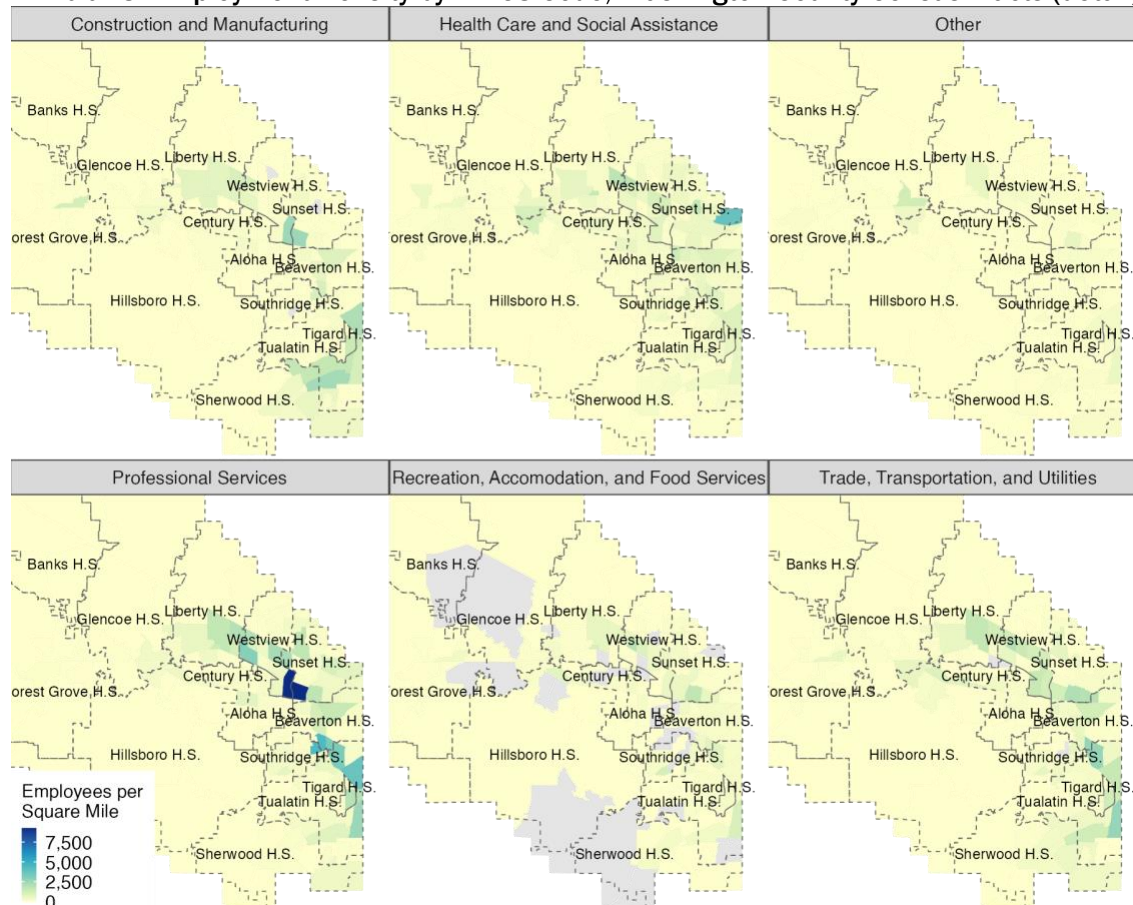
¹⁷ The size categories and industry aggregates were chosen in part to allow a reasonable amount of detail in the maps while complying with OED confidentiality requirements. The gap analysis may incorporate refinements to the categories.

¹⁸ Oregon Employment Department. Data from the Quarterly Census of Employment and Wages, Washington County, Oregon. (2021).

Construction and manufacturing employ a sizable share of the Washington County workforce and are concentrated in northern Hillsboro and Tualatin, areas where the industries employ about 3,500 workers per square mile. Healthcare and social assistance are highly concentrated in the West Haven-Sylvan area, with about 2,500 workers per square mile. Professional services businesses also employ a large share of the county workforce, and these jobs are most concentrated in urban centers, where they employ up to 9,250 workers per square mile. Recreation, accommodation, and food services businesses are evenly spread across the county and employ fewer than 1,500 people per square mile.

The maps in Exhibit 13 show a potential need for childcare in the darker areas, though the type of childcare needed may vary based on industry-specific attributes. For example, those employed in professional services industries are more likely to need full-day weekday care (e.g., a provider open Monday-Friday from 7:30 am to 6:00 pm), whereas those employed by the construction, health care, or food service industries may need childcare at different hours or days of the week depending on work shifts.

Exhibit 13. Employment Density by NAICS Code, Washington County Census Tracts (detail)



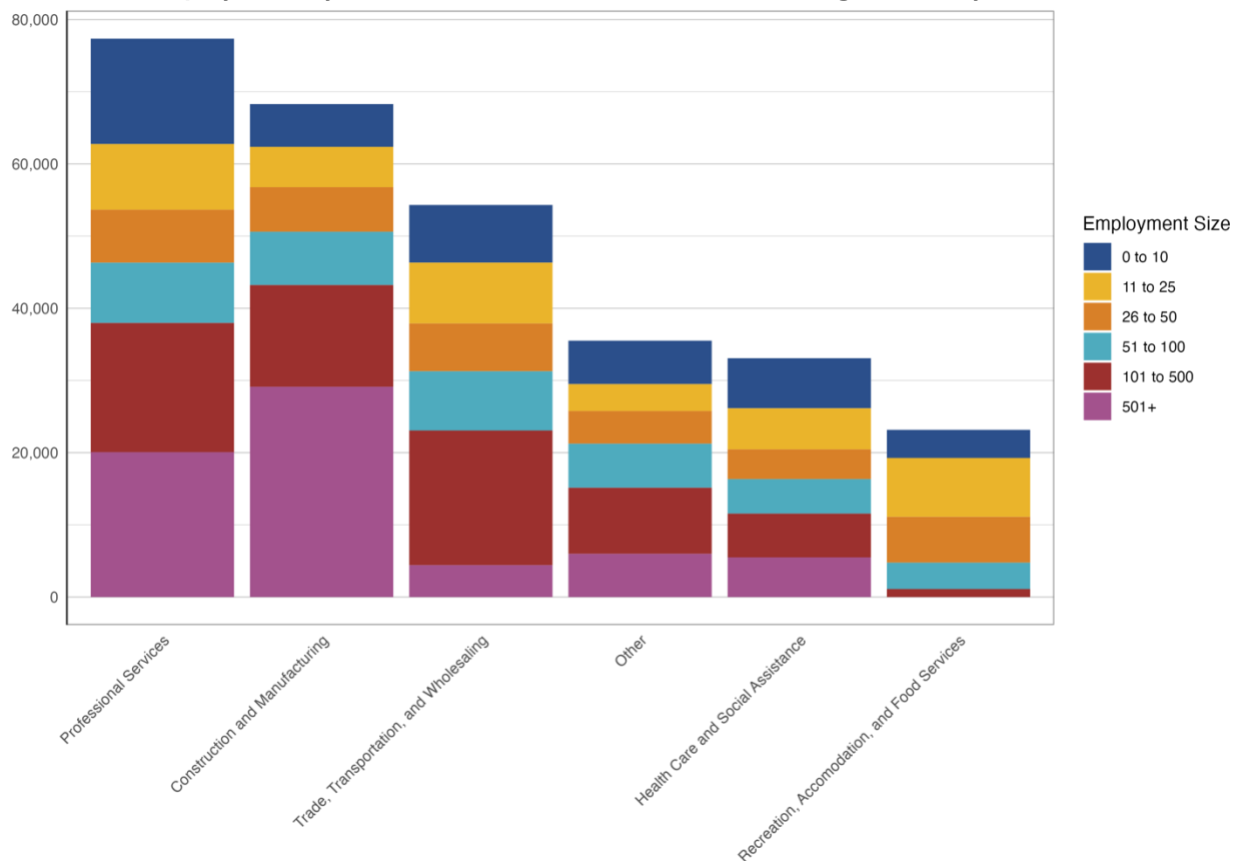
Source: QCEW (2021).¹⁹ Note: Some businesses were removed to comply with QCEW's data reporting rules.

¹⁹ Oregon Employment Department. Data from the Quarterly Census of Employment and Wages, Washington County, Oregon. (2021).

Exhibit 14 shows the breakdown of employment by NAICS code and business size. Across all business sizes, professional services industries employ the most people in Washington County followed by the construction and manufacturing industries and the trade, transportation/warehousing, and utilities industries.

Construction and manufacturing tend to employ people in large businesses of 500+ employees while recreation, accommodation, and food services consists of more numerous, smaller businesses. Businesses with large employee bases such as those in professional services and construction and manufacturing may have a more-concentrated need for childcare, but this need may be more likely to be met by employers.

Exhibit 14. Employment by NAICS Code and Business Size, Washington County



Source: QCEW (2021)²⁰

Conclusion

The data and analyses summarized in this memo will form the foundation for the gap analysis (Task 5), together with the findings of Tasks 3 and 4. Task 5 will involve a comparison of

²⁰ Oregon Employment Department. Data from the Quarterly Census of Employment and Wages, Washington County, Oregon. (2021).

current capacity and staffing levels with estimated infrastructure (facilities) and workforce needs associated with expanded childcare for young children in Washington County.



Department of Health
and Human Services

Washington County Childcare Analysis

Task 3: Childcare Capacity in Washington County

June 20, 2023

This project funded by the American Rescue Plan Act

DATE: June 29, 2023
TO: Early Learning Washington County
FROM: Andrew Dyke, Melissa Rowe, and Angelica True, ECONorthwest
SUBJECT: Task 3: Childcare Capacity in Washington County

Introduction

Washington County requested ECONorthwest estimate current early childcare and education capacity within the county.¹ This memorandum summarizes findings from Task 3: Current Capacity Analysis and Task 3.1: Childcare Provider Survey, providing a baseline for Washington County as the County considers system expansion options.

While the project as a whole is focused on childcare for children aged 0 to 5, this task attempts to provide as comprehensive an assessment of total childcare capacity in the county as possible, which includes slots available to school-age children.

Overall findings from this analysis include:

- **The majority (51 percent) of Washington County’s childcare providers are licensed home-based providers, but most of Washington County’s 23,979 slots (66 percent) are supplied by licensed center-based providers.** While less numerous, Washington County’s licensed childcare centers are far larger than other types of providers, with an average licensed capacity of 72 slots, compared to an average licensed capacity of 13 slots for a licensed home.
- **Much of Washington County’s childcare is provided by centers offering care Mondays through Fridays during traditional working hours.** While licensed centers provide two-thirds of Washington County’s licensed childcare capacity, they are less likely to offer care during non-traditional hours, such as on weekends, early mornings, or late evenings, than do home-based providers.
- **Available data indicate that over the last two years, Washington County providers have operated at about 82 percent capacity. A survey administered to Washington County providers indicated that infant and toddler slots were the least utilized type of slot among survey respondents.** Previous research has highlighted a need for additional infant/toddler slots in Washington County and providers surveyed for this study commented on infant/toddler slots being in high demand.² However, surveyed

¹ For the purposes of this analysis, childcare and early education programs include prekindergarten programs (Head Start and Early Head Start, Oregon PreK [OPK], and Preschool Promise), relief nurseries, and childcare providers (licensed family homes and licensed centers) for children of any age.

² The county is considered a childcare desert for children aged 0–2.

Pratt, Megan. Sektnan, Michaela. “Oregon’s Child Care Deserts 2022: Mapping Supply by Age Group and Percentage of Publicly Funded Slots.” Oregon State University and Oregon Child Care Research Partnership. May 2023.

providers also reported the greatest number of potential openings among their infant/toddler slots (when comparing enrollment to licensed capacity). At the same time, among providers who reported having a waitlist, 73 percent of waitlisted children were infants/toddlers. These findings may signal issues such as a mismatch between provider offerings and parent needs and/or a lack of advertising opportunities for providers.

- **Most providers who responded to the survey (66 percent) were interested in expanding their businesses but expressed the need for reduced regulatory barriers and increased supports for existing providers.** When asked if they would like to expand their businesses, two-thirds of survey respondents answered in the affirmative. However, providers also highlighted a myriad of challenges and barriers that they face, including burdensome regulatory requirements, challenges around staffing, issues covering operating expenses, and difficulty advertising their businesses to families. Providers also expressed that COVID-19 had damaging and lingering effects on their businesses and the industry as a whole.

Task 3: Childcare Capacity in Washington County

According to ECONorthwest's analysis, Washington County had a total of 23,979 licensed childcare slots and 755 active providers as of the end of 2022 (not limited by age). This count includes slots for license exempt facilities, accounting for 20 percent of the total, but it is not inclusive of all unregulated or unlicensed childcare in the county because not all of these providers are required to report to the state.³

Licensed home-based providers are the most common type of childcare provider in the county (51 percent of all providers; see Exhibit 1). However, the majority of slots are provided by licensed centers (66 percent of all slots; see Exhibit 1). Again, while some license exempt providers are included, these data do not provide a comprehensive count of license exempt providers because not all of them are required to report to the state.

On average, about 18 percent of childcare slots were reported to be open between 2020 and 2022 (see

Key Terms

License Exempt Providers: Includes Recorded Programs, such as preschool programs that operate less than four hours a day, and regulated subsidy providers, such as family friends providing care, and other programs with limited hours.

Licensed Providers: Providers that must be licensed through the state include Registered Family Child Care, Certified Family Child Care, and Certified Child Care Centers.

Home-based Provider: Providers that care for children within their homes. Maximum licensed capacity for Registered Family Child Care providers is 10 children and 16 children for Certified Family Child Care.

Center-based Provider: Care provided outside a family home where licensed capacity is determined by floor space and number of staff.

Source: Oregon Department of Education Early Learning Division.

³ In the FCCO data (described later in this section), all provider types, including license exempt providers, have licensed capacity (licensed slots) assigned. For the purposes of this study, licensed capacity is of most interest (relative to desired capacity), as we are interested in the level of service that is possible given current infrastructure levels.

Exhibit 4), with licensed home providers having a higher share of openings (28 percent) than licensed centers (16 percent).

Data Used in this Analysis and Results of Previous Research

This study attempts to provide as complete a picture of childcare capacity in the county as possible by including available data on all licensed childcare slots in Washington County, including publicly provided slots, subsidized slots, and slots for license exempt providers.

Because no comprehensive data system exists for the childcare system, estimates of childcare supply vary. The Oregon Child Care Research Partnership at Oregon State University publishes biannual reports on both childcare supply and childcare deserts statewide and at the county level.⁴ The Partnership has maintained an estimated supply dataset since 1999 to track the state's early care and education supply. In the most recent report, which reports on childcare supply as of March 1, 2020, the authors estimated a total childcare supply of 21,887 slots for children aged 0 to 12 in Washington County.⁵

In a more recent report on childcare deserts that the Partnership published in May 2023, the authors estimate that Washington County had 13,081 regulated childcare slots for children aged 0 to 5 (childcare supply as of December 2022), which represents a 3 percent increase in regulated supply from the Partnership's 2020 report.⁶

ECONorthwest's estimated childcare supply of 23,979 slots in Washington County exceeds Oregon Child Care Research Partnership's 2020 supply estimate. However, we do not restrict our analysis by the age of eligible children. Our analysis of the FCCO data suggests that a sizable proportion of Washington County providers accept older children. For example, 74 percent of Washington County providers accept children aged 6 and older, 47 percent accept children aged 12 and older, and 11 percent accept children aged 13 and up.

Existing research indicates that childcare capacity has expanded statewide and in Washington County since the COVID-19 pandemic, due in large part to public investments in the childcare system.⁷

⁴ Oregon Child Care Research Partnership. "2020 Estimated Supply of Child Care and Early Education Programs in Oregon." Oregon State University. May 2021.

⁵ Updated report expected in June 2023. This supply estimate includes all regulated, recorded, and license exempt childcare.

⁶ Pratt, Megan. Sektnan, Michaela. *Oregon's Child Care Deserts 2022: Mapping Supply by Age Group and Percentage of Publicly Funded Slots*. Oregon State University and Oregon Child Care Research Partnership. May 2023.

According to the Oregon Child Care Research Partnership, regulated childcare slots include slots in Certified Centers, Certified Family homes, Registered Family homes and Exempt programs that have public slots.

⁷ Retrieved from: <https://oregonearlylearning.com/public-funding-helped-to-increase-available-child-care-slots-in-oregon/>

Fractured data systems and definitional differences lead to variation in estimates of childcare supply. The analysis described in this memo was as inclusive as possible, reporting on available data for license exempt providers, slots available to children of any age (except where noted), and information on publicly available and subsidized slots.

We explored a range of data sources to quantify childcare capacity in the county, including the following:

- **Find Child Care Oregon (FCCO) data** – The FCCO database includes data on all childcare and early education providers that are required to or voluntarily report to the state. It includes information on licensed capacity, ages served, and program information, including hours and specialty care offered.
- **Oregon Department of Human Services Employment-Related Daycare (ODHS ERDC) records** – ECONorthwest requested confidential ERDC data from ODHS to better understand the availability of subsidized childcare in Washington County. ODHS tracks childcare providers registered through ODHS and reports the number of households and children served through ERDC each month.
- **Childcare Provider Survey** – ECONorthwest and the County collaborated to design and administer a survey of childcare providers in Washington County to collect richer data on child enrollment and qualitative data about challenges and barriers providers face and their interest in expansion.
- **Washington County’s Early Childhood Education (ECE) Sector Plan Reporting (December 19, 2022)** – The County’s 2022 ECE Sector plan was developed in accordance with Oregon’s comprehensive state system plan for early childhood, prenatal to age five, Raise Up Oregon (RUO). The plan compiles information on publicly provided childcare slots in the county by region, program, and subsidy status.

Data on certain types of childcare and early education were limited or unavailable for reasons of confidentiality or lack of data collection. Data on license-exempt childcare providers (license-exempt home providers and programs affiliated with school districts), for example, are incomplete because reporting to the state is voluntary for some providers. Private preschool and ERDC slots may also not be fully captured in the available data.

Total Childcare Capacity in Washington County

Based on the FCCO data, there were 23,979 active childcare slots in Washington County and 755 active providers in 2022 (see Exhibit 1). Despite accounting for less than one-third of all providers in Washington County, licensed centers account for two-thirds of all childcare slots in Washington County (see Exhibit 2). On average, licensed centers have an average capacity of nearly 72 slots while licensed home providers have an average of 13 slots. Overall, the average provider size was 32 slots.

Exhibit 1. Count of Washington County childcare providers and licensed slots by provider type, 2022

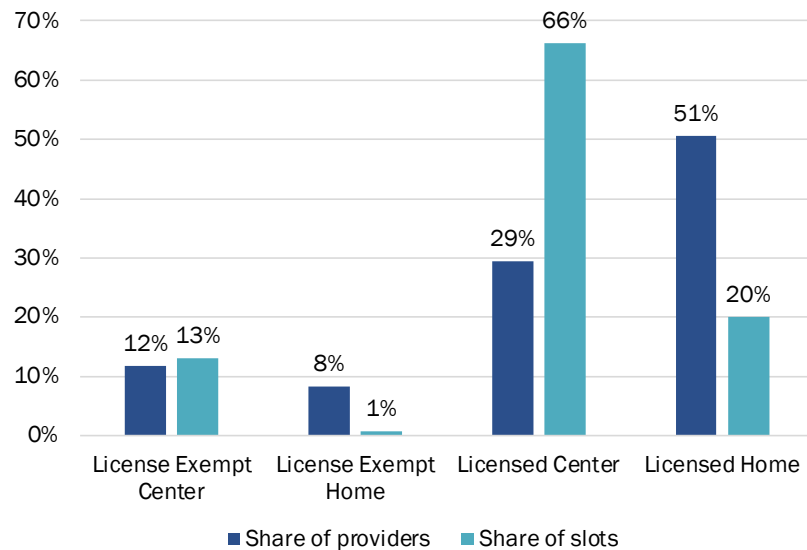
Source: FCCO data

Provider type	Providers		Slots		Avg. Slots per Provider
	Count	Share	Count	Share	
License Exempt Center	89	12%	3,120	13%	35
License Exempt Home	62	8%	172	1%	3
Licensed Center	222	29%	15,881	66%	72
Licensed Home	382	51%	4,806	20%	13
Total	755	100%	23,979	100%	32

Exhibit 2. Share of childcare providers and share of licensed capacity, Washington County, 2022

Data source: FCCO data

Licensed centers are larger than other types of providers and provide substantially more slots, accounting for 29 percent of providers in Washington County and 66 percent of slots.



The FCCO data include measures of desired capacity and licensed capacity, with desired capacity by definition being lower than licensed capacity. As shown in Exhibit 3, Washington County providers together reported desired capacity that is 89 percent of licensed capacity.

While data on childcare openings are limited, available data indicate that Washington County providers operated at about 82 percent capacity over the last two years. Open slots as a share of total licensed capacity varies by provider type, as shown in Exhibit 4. Exhibit 4 charts reported openings from the FCCO data for 2020–2022.

Exhibit 3. Licensed capacity compared to desired capacity, Washington County, 2022

Data source: FCCO data. Note that licensed providers are not allowed to enter a desired capacity that is higher than their licensed capacity.

Most Washington County providers desire to be close to their licensed capacity.

On average, providers desired to be at 89 percent of their licensed capacity.

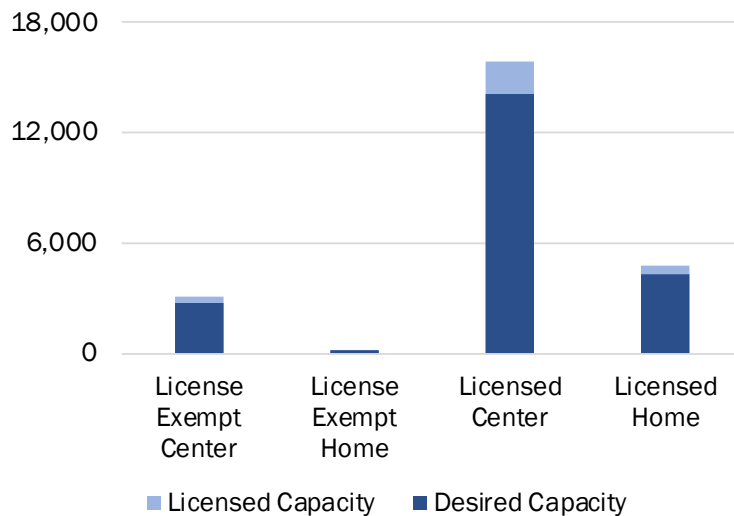


Exhibit 4. Reported childcare openings, Washington County, 2020–2022 Combined

Data source: FCCO data. Note: Openings are not recorded for all providers each year. For this reason, we combined the last three years of data. Between 2020 and 2022, FCCO collected openings data on 573 providers, or approximately 76 percent of all providers in Washington County.

For providers on which FCCO collected data, the average share of openings as a percent of licensed capacity was 18.3 percent.

Licensed centers and licensed homes had openings rates of 15.9 percent and 28 percent, respectively. License exempt centers and license exempt homes (for which data were limited) had openings rates of 12.7 percent and 58.5 percent, respectively.

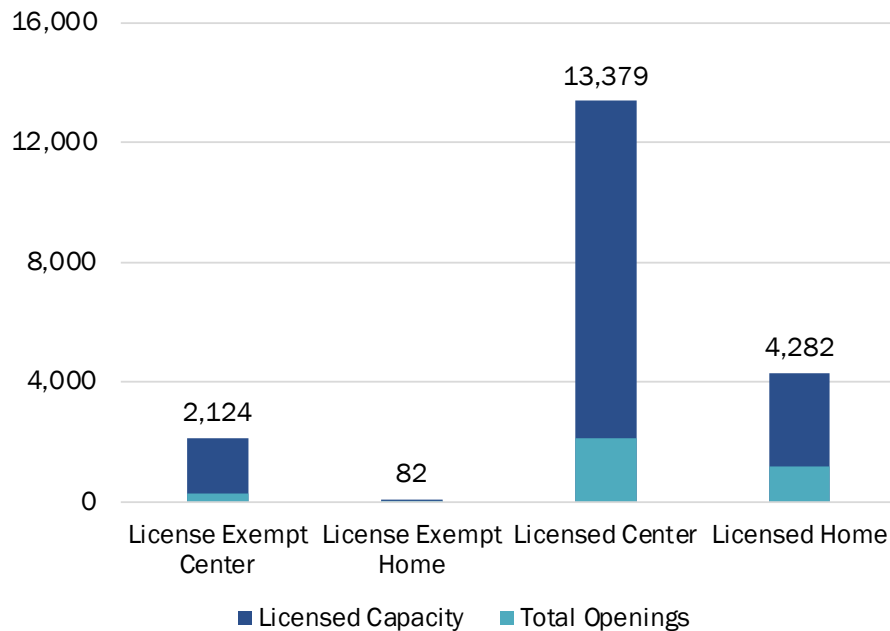


Exhibit 5 maps active childcare providers across the county by type of provider. Most of the county's childcare capacity is concentrated in the eastern half of the county around population centers such as Beaverton and Hillsboro (see Exhibit 6). The larger the circle, the greater the provider's licensed capacity. While licensed homes are more numerous, licensed centers account for a far higher share of slots across the county.

Exhibit 5. Childcare providers by provider type, Washington County

Source: FCCO data. Note: Circle size represents licensed capacity.

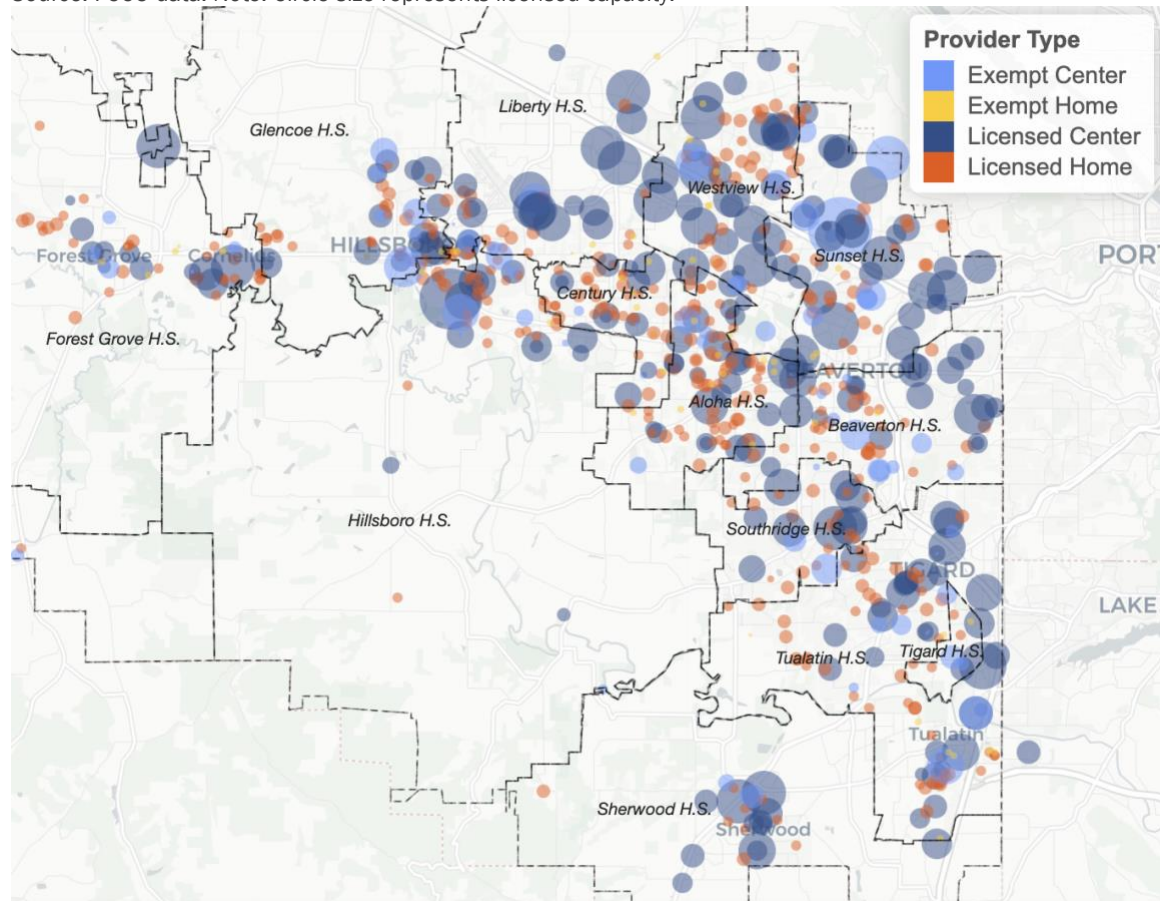
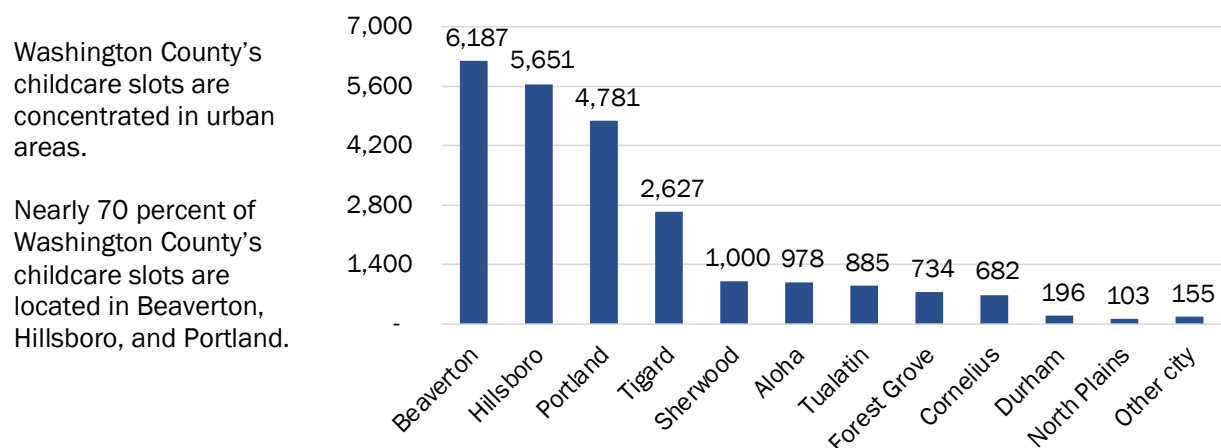


Exhibit 6. Licensed capacity by city, Washington County, 2022

Data source: FCCO data. Note: Provider location determined by provider address and not by city limit boundaries. Providers located in Portland, for example, may be located in unincorporated Washington County.



Availability of affordable care options is critically important, especially for working families. The FCCO data and confidential data obtained from the ODHS provided information about the availability of subsidized childcare in Washington County.

According to the FCCO data, 460 providers (61 percent of total providers) accept DHS subsidies. Exhibit 7 summarizes the number of providers accepting subsidies by provider type.

Exhibit 7. Share of providers that accept DHS subsidies, Washington County, 2022

Data source: FCCO data.

According to the FCCO data, home-based providers are more likely to accept DHS subsidies than are center-based providers.

72 percent of Licensed Homes and 76 percent of License Exempt Homes accepted DHS subsidies compared to 55 percent of Licensed Centers and 18 percent of License Exempt Centers.

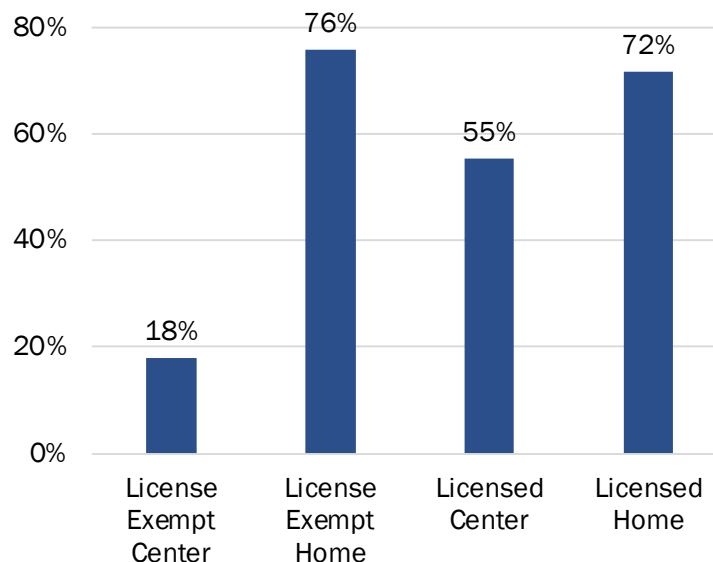


Exhibit 8 provides demographic information about the children and households receiving DHS subsidies. The exhibit shows the average monthly count of households and children receiving DHS subsidies for 2019 through 2022 by race/ethnicity. Most children receiving subsidies are white (65 percent), followed by Black children (14 percent).

Exhibit 8. Race/ethnicity of children receiving DHS subsidies in Washington County, monthly averages, 2019–2022

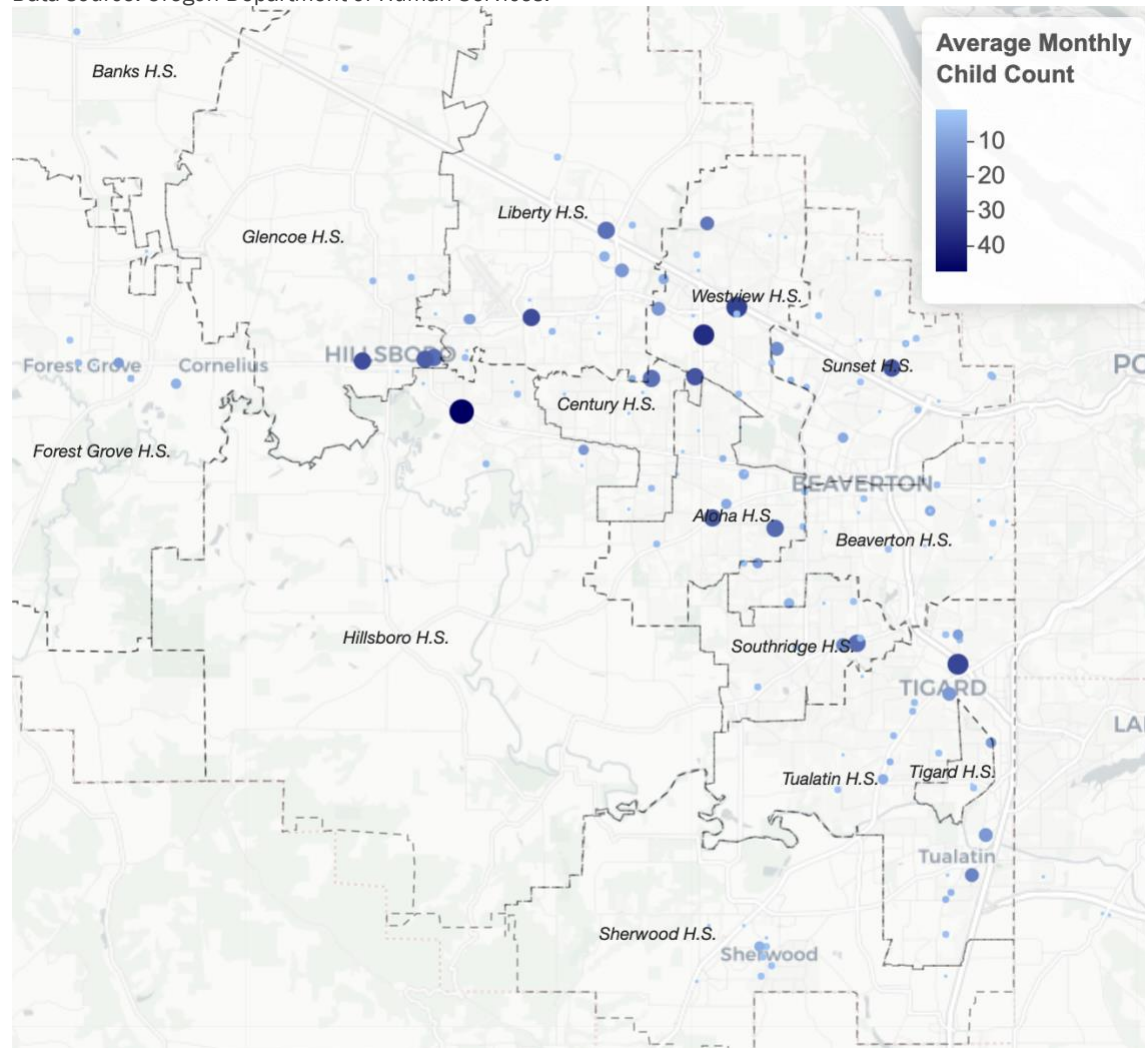
Data source: Oregon Department of Human Services. Note: Excludes race unknown / did not answer.

	Average Household Count		Average Child Count	
	Count	Percent	Count	Percent
White	298	65%	393	65%
Black	57	12%	82	14%
Other	48	10%	57	9%
Hispanic	22	5%	27	4%
Multiple Race Codes	12	3%	14	2%
Asian	10	2%	13	2%
Native American or Alaskan Native	7	2%	9	2%
Native Hawaiian or Pacific Islander	7	1%	9	1%

Exhibit 9 maps ODHS data on the average number of children receiving subsidies at providers that accept DHS subsidies. The size of the circles is proportionate to the average number of children receiving DHS subsidies at each provider. As with total licensed capacity, providers accepting DHS are concentrated in the urbanized eastern portion of the county.

Exhibit 9. Average number of children per month receiving subsidies at DHS-listed providers, Washington County

Data source: Oregon Department of Human Services.



Characteristics of Washington County Childcare Providers

Access to childcare is critically important for young families, but families must also be able to access childcare that suits their needs. A robust childcare system offers a wide range of care types to meet the diverse needs of parents and children. This section of the memorandum provides additional information about the characteristics of childcare providers serving Washington County.

Exhibit 10 charts childcare slots in the county by full-time/part-time status and provider type. Most of the county's slots (56 percent) are full-time slots. License exempt centers is the provider type with the highest percentage of part-time slots; 70 percent of the category's slots are part-time.

The majority of spots provided by licensed providers are full-time slots.

In Washington County, 15,889 (or 56 percent) of the county's slots were full-time.

Exhibit 10. Licensed capacity by full-time/part-time status, Washington County, 2022

Data source: FCCO data.

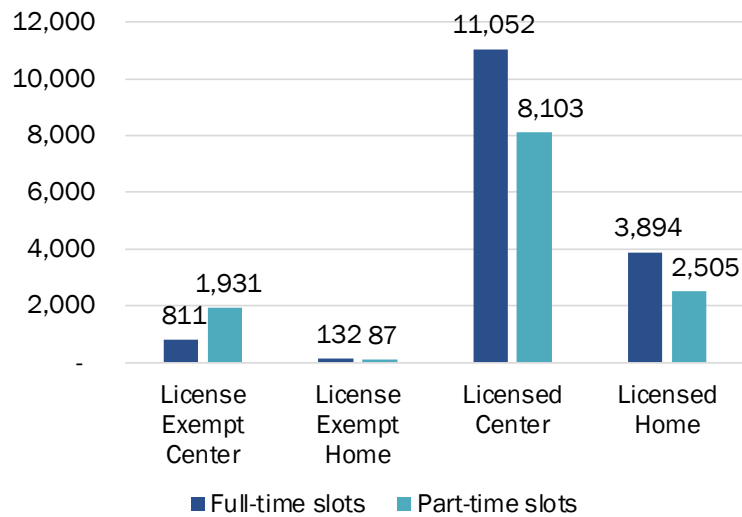


Exhibit 11 breaks down slots in Washington County by provider type and age group served based on the FCCO data. Because the data do not include detail on actual slots available to children of different ages and only reports on the minimum and maximum age a provider serves, these numbers are estimates.

While precise estimates of slots available by age group were not calculable with data available to ECONorthwest, Exhibit 11 suggests that providers most commonly offer slots for infants through school-aged children or to preschool-aged through school-aged children.

Exhibit 11. Licensed capacity by age group, Washington County, 2022

Data source: FCCO data. Note: Infant defined as children less than one year of age; toddler defined as 1 to 2 years old; preschool defined as 3 to 5 years old; school-age defined as 6 years and older.

	License Exempt Center	License Exempt Home	Licensed Center	Licensed Home	Total
Infant Only	-	43	-	210	253
Infant to Toddler	-	-	-	8	8
Infant to Preschool	46	15	807	540	1,408
Infant to School-Age	146	69	6,859	2,573	9,647
Toddler Only	-	3	-	-	3
Toddler to Preschool	60	3	270	164	497
Toddler to School-Age	384	21	1,404	891	2,700
Preschool Only	819	-	724	73	1,616
Preschool to School-Age	1,395	15	5,817	327	7,554
School-Age Only	270	3	-	20	293
Total	3,120	172	15,881	4,806	23,979

Exhibit 12 estimates the number of slots available to families with specific needs for less-traditional childcare options. Families in need of drop-in care, weekend care, or care outside of traditional working hours can access relatively few slots.

Exhibit 12. Licensed slots available by schedule or slot type, Washington County, 2022

Data source: FCCO data.

	Slots	Share of slots
Drop-in care	2,896	12.1%
Flexible open	2,178	9.1%
Open holidays	2,166	9.0%
Flexible close	1,905	7.9%
Weekend care	965	4.0%
Employer-sponsored	637	2.7%
Early morning (3 am to 5:59 am)	633	2.6%
Evening (after 6:30 pm)	591	2.5%
Overnight	199	0.8%
24-hour care	172	0.7%

Providers that offer drop-in care accounted for 12 percent of Washington County slots in 2022; those open on holidays accounted for 9 percent of slots and those offering weekend care accounted for 4 percent of slots. Providers offering flexible open (willing to open earlier than their stated hours occasionally) accounted for 9 percent of slots and providers offering flexible close (willing to stay open later than their stated hours occasionally) accounted for 8 percent of slots. About 3 percent of the county's slots were employer-sponsored.⁸ Parents working weekends or less-traditional schedules have relatively few childcare options in Washington County.

Schedule and slot-type offerings also vary by provider type, as shown in Exhibit 13. Center-based providers in 2022 were less likely to offer childcare outside of regular hours than were home-based providers.

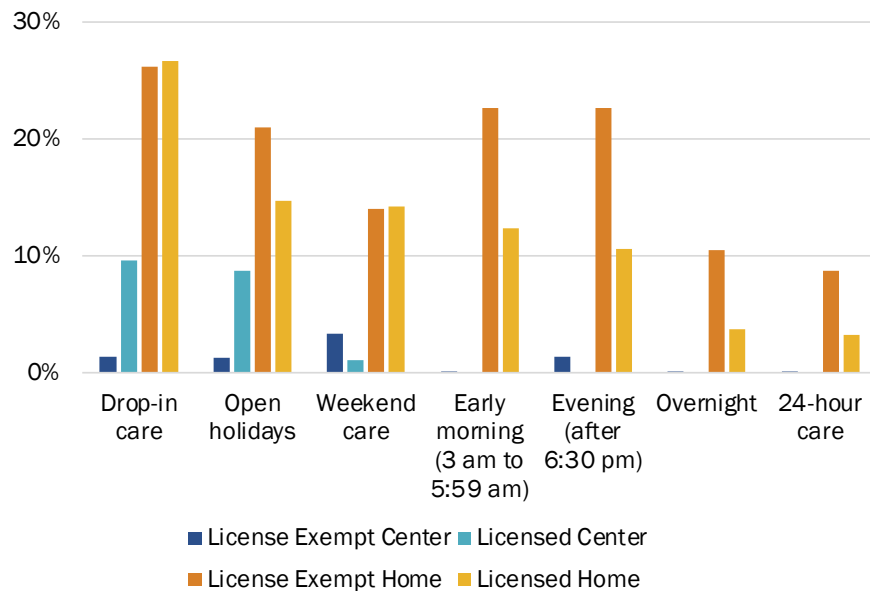
⁸ Childcare program has contracted slots with employers for their staff to have childcare.

Center-based providers, which account for the majority of Washington County's slots, were less likely to offer flexible childcare options than were home-based providers.

No licensed centers reported offering care in early mornings, overnight, or 24 hours a day, for example, and less than five percent of center-based slots were reported to be available on weekends or evenings.

Exhibit 13. Share of slots by schedule and provider type, Washington County, 2022

Data source: FCCO data.



Publicly Provided Childcare Slots in Washington County

Most of Washington County's childcare capacity stems from private providers who are primarily supported by family-paid tuition. Most local and state initiatives, meanwhile, are focused on increasing childcare capacity through the provision of publicly funded slots.⁹

Washington County reports publicly funded slots to the Early Learning Division (ELD) per Raise Up Oregon (RUO)—the state's comprehensive system plan for early childhood (prenatal to age five)—requirements.

Exhibit 14 disaggregates publicly funded slots by provider type and age group. In total, the County reported having 2,247 slots: 2,056 slots for preschool-aged children and 191 slots for infants/toddlers. The County funds more than ten times the number of slots for preschool-aged children as it does for infants and toddlers.

⁹ See <https://oregonearlylearning.com/public-funding-helped-to-increase-available-child-care-slots-in-oregon/>

Exhibit 14. Publicly funded preschool and infant/toddler slots, Washington County, as of December 19, 2022

Data source: Washington County Early Childhood Education (ECE) Sector Plan. Note: Publicly provided preschool slots include Head Start, OPK, PSP, and K-12/Title I. Publicly provided infant/toddler slots include Early Head Start, OPK, and Baby Promise (not currently active in Washington County).

	Publicly funded preschool slots	Publicly funded infant/toddler slots
License Exempt Center	981	3
License Exempt Home	-	36
Licensed Center	889	152
Licensed Home	186	
Total	2,056	191

The County has also identified priority populations for subsidized publicly funded slots and estimated the programmatic reach of these slots as shown in Exhibit 15. The County reported the estimated reach of public subsidized preschool slots is highest for children of families experiencing homelessness (26 percent of the estimated population reached). For subsidized infant/toddler slots, the County estimated the highest programmatic reach for children living at 200 percent of the federal poverty level or below. Overall, the estimated reach of subsidized preschool slots for priority populations exceeds the estimated reach of subsidized infant/toddler slots.

Exhibit 15. Estimated service reach of subsidized publicly provided preschool and infant/toddler slots, Washington County, as of December 19, 2022

Data source: Washington County Early Childhood Education (ECE) Sector Plan. Note: Subsidized preschool slots include Head Start, OPK, PSP, and K-12/Title I. Subsidized infant/toddler slots include Early Head Start, OPK, and Baby Promise (not currently active in Washington County). Note that not all these priority populations are countywide priorities. These data include the County's reported service reach for Preschool Promise.

	Subsidized preschool slots		Subsidized infant/toddler slots	
	Number	Percent	Number	Percent
Priority Population 1: Children of houseless/homeless families	142	26%	34	0.50%
Priority Population 2: Children from single parent households with income 200% of the Federal Poverty Level (FPL) and under	474	7%	48	0.65%
Priority Population 3: Children from underserved communities of color: Asian, Pacific Islander and Native Hawaiian, Black/African, American Indian/Alaska Native or Latinx/Hispanic	1,175	13%	164	2.25%
Priority Population 4: Children of families with income 200% of the Federal Poverty Level (FPL) or below	937	6%	136	1.86%
Priority Population 5: Children of families with multiple vulnerabilities	451	7%	9	0.12%

Task 3.1: Childcare Provider Survey

ECONorthwest and the County collaborated to design and administer a survey of Washington County childcare providers to gain more detailed insight into provider capacity, the challenges of operating a childcare business, and the interest and barriers of providers in expanding their businesses.

The survey was available in English and Spanish and open from February 27 to March 24, 2023. It went out to approximately 700 unique provider email addresses and received 168 complete or semi-complete responses. Just under a third (29 percent) of respondents took the survey in Spanish. Because all questions were optional, the completeness of survey responses varies. This section of the memorandum presents key findings from the childcare provider survey.

Findings from the Childcare Provider Survey

Home-based providers made up the majority of survey respondents.

Nearly two-thirds (64 percent) of respondents provided childcare within their homes (compared with 59 percent of providers in the county based on FCCO).

Five respondents specified “other,” with most being in the process of getting a license or operating as home-based providers.

Exhibit 16. Childcare provider survey respondents by provider type

Data source: Childcare Provider Survey.

	Number	Percent
Within my home	105	64%
As a center-based program	23	14%
As a license-exempt recorded program	21	13%
As a regulated subsidy provider (not licensed)	8	5%
Other	5	3%
Through a school district	3	2%
Total	165	100%

Most survey respondents had been open for four years or more.

Overall, 72 percent of respondents had been open for four years or more, meaning they had been in operation before, during, and after the COVID-19 pandemic.

About 18 percent of respondents had been open between 1 and 3 years, and 9 percent had been open less than one year.

Providers who responded represented a total of 3,617 slots (about 15 percent of total licensed capacity in the county).

Slots for preschool-aged children made up about 58 percent of all slots among survey respondents.

About a fifth of slots (21 percent) among respondents were subsidized slots. Subsidized capacity was distributed in a similar way to total capacity.

Exhibit 17. Length of time in operation, provider response counts

Data source: Childcare Provider Survey.

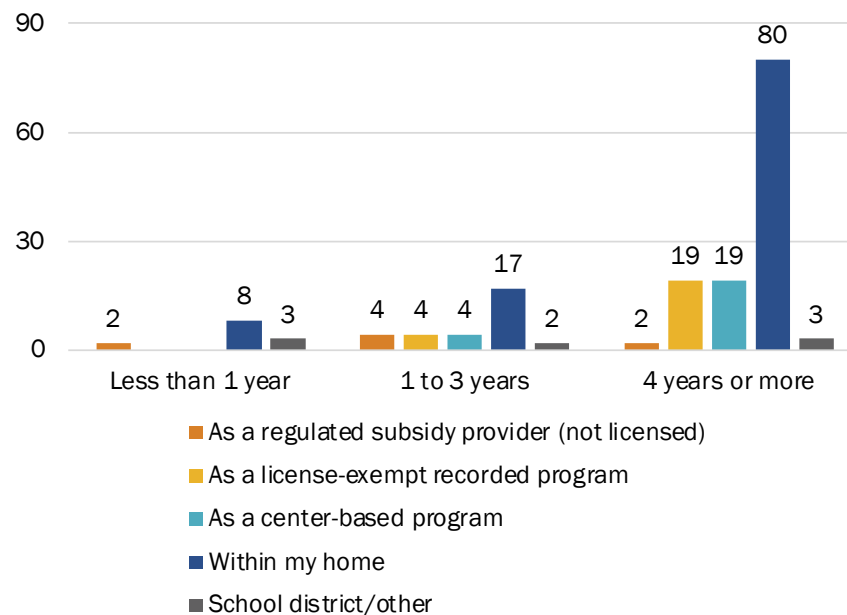
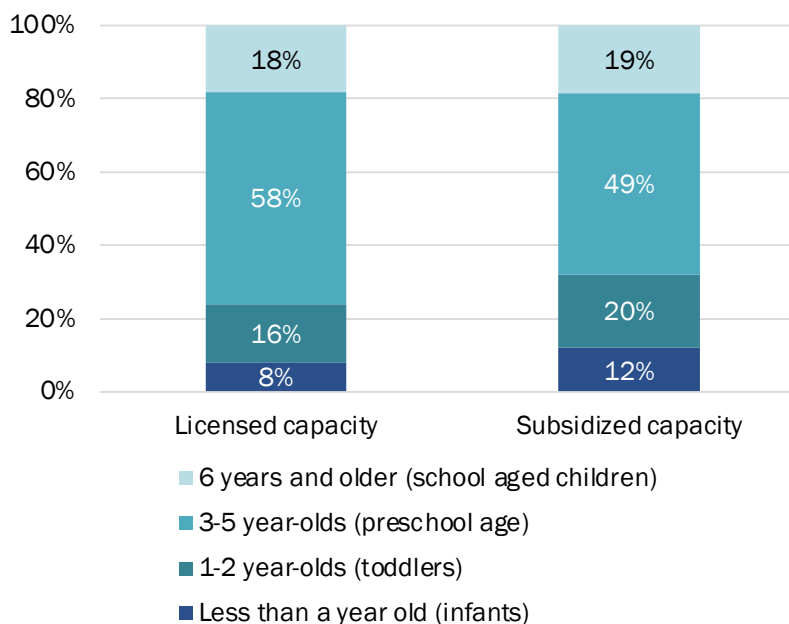


Exhibit 18. Slots by age as share of respondents' childcare capacity

Data source: Childcare Provider Survey.



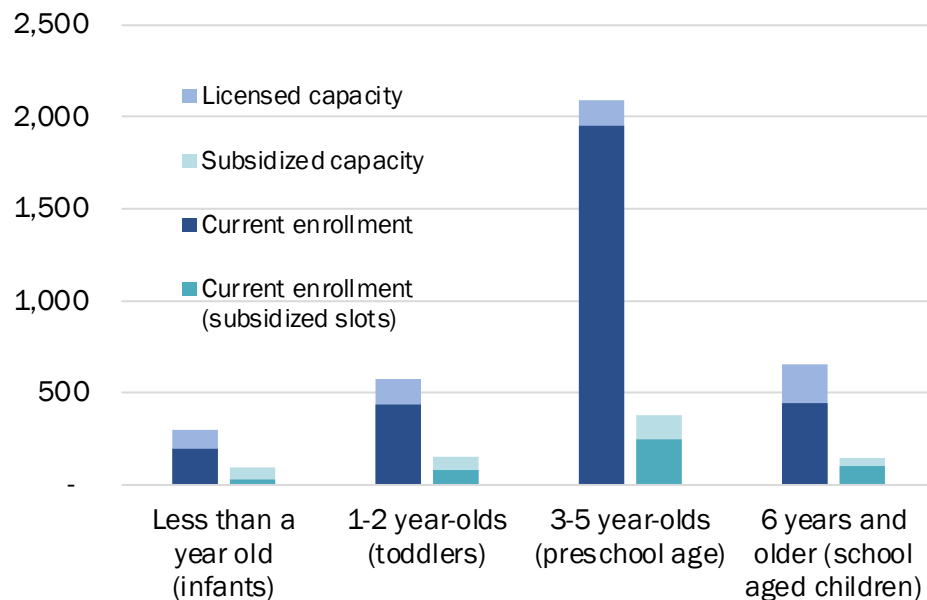
Childcare providers reported that their infant slots were the least utilized.

Enrollment for preschool-aged children exceeded 90 percent of licensed capacity, while enrollment for infants and toddlers stood at 66 percent and 76 percent of licensed capacity, respectively.

Patterns in enrollment for subsidized slots were similar.

Exhibit 19. Current enrollment in comparison to total licensed capacity, provider childcare slots

Data source: Childcare Provider Survey.



Overall, survey respondents indicated that they desire to be at 93 percent of their desired capacity (slightly higher than the 89 percent reported for providers in the FCCO data).

Providers desired to be closest to their licensed capacity for infants (98 percent) and preschool-aged children (95 percent). For toddlers, providers reported wanting to be at 89 percent of licensed capacity and 87 percent of licensed capacity for school-aged children.

Exhibit 20. Licensed capacity compared to desired capacity, childcare provider survey respondents

Data source: Childcare Provider Survey. Note that providers were not restricted to a desired capacity below their licensed capacity.

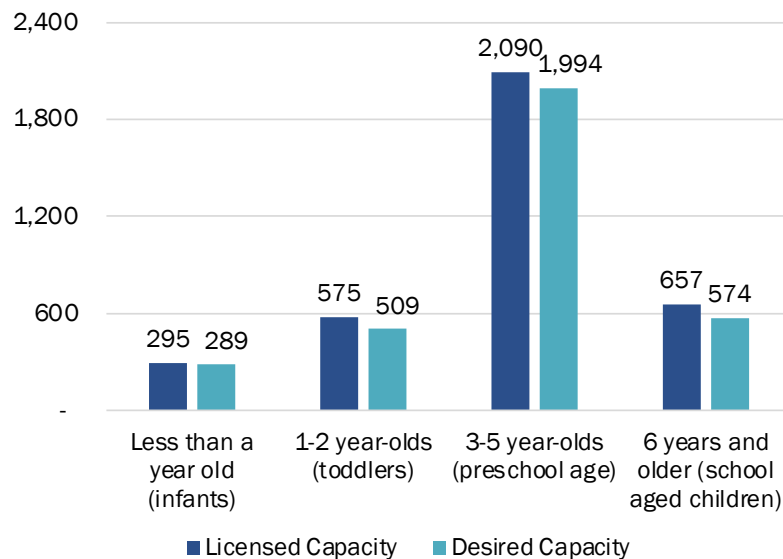
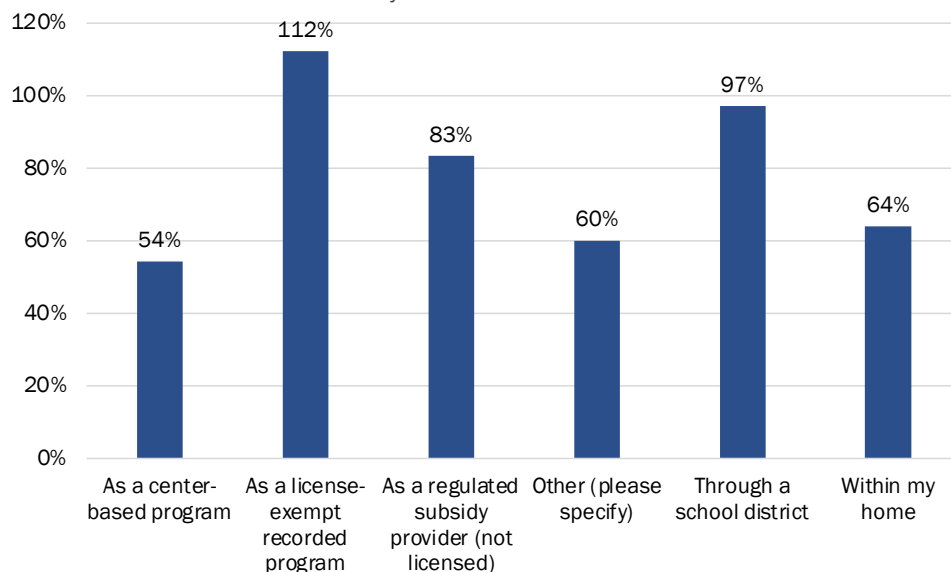


Exhibit 21 shows enrollment as a share of desired capacity by provider type. Center-based programs reported overall enrollment in their programs at 54 percent of their desired capacity, while license-exempt recorded programs reported overall enrollment over their desired capacity (112 percent of desired capacity). Home-based providers, who accounted for the greatest share of respondents, reported enrollment at 64 percent of desired capacity.

Exhibit 21. Enrollment as a share of desired capacity by provider type, childcare provider survey respondents

Data source: Childcare Provider Survey.

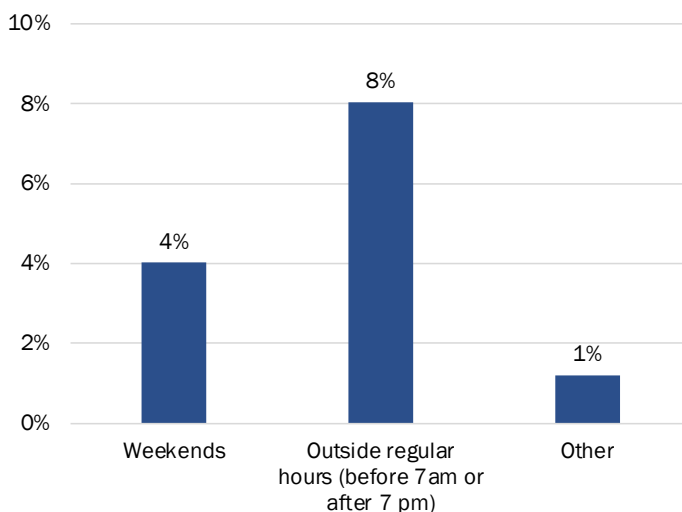


Findings from the provider survey concerning weekend care and care available outside of traditional hours agree with findings from the FCCO data (see Exhibit 22).

A small fraction of providers indicated they offered care on weekends (4 percent) or outside regular hours (8 percent). Most providers that selected the “Other” category offered care outside traditional hours occasionally or on holidays.

Exhibit 22. Providers offering care outside traditional hours, provider response counts

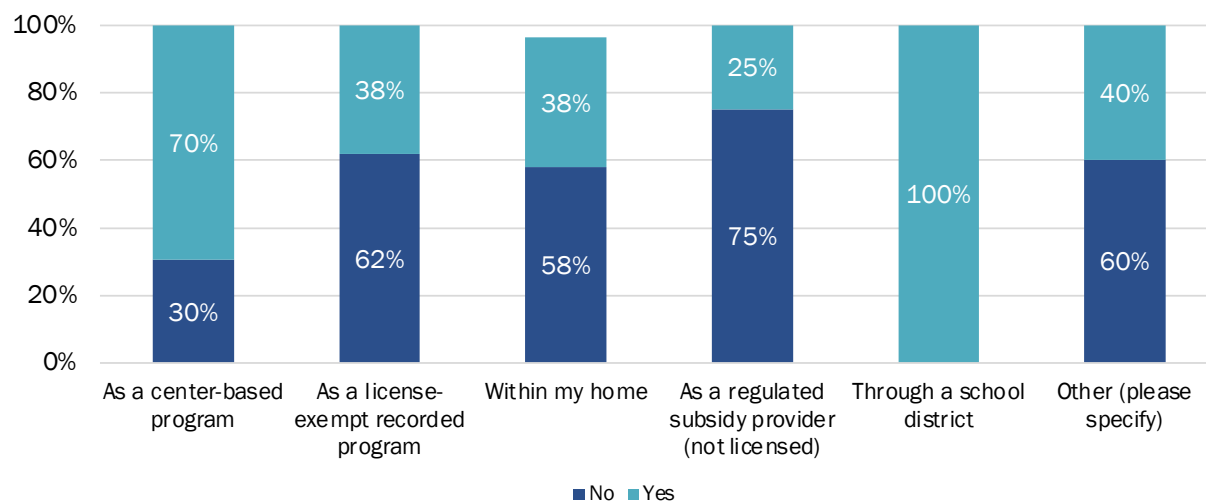
Data source: Childcare Provider Survey. Note: Response choices were not mutually exclusive.



To better gauge provider capacity, the survey asked providers about waitlists. In all, 71 providers (42 percent) indicated that they had a waitlist and 90 (54 percent) indicated that they did not have a waitlist; 7 providers (4 percent) chose not to answer the question. Of those that responded to the survey, center-based providers were more likely to have waitlists than home-based providers.

Exhibit 23. Providers with waitlists, provider response counts, by provider type

Data source: Childcare Provider Survey.

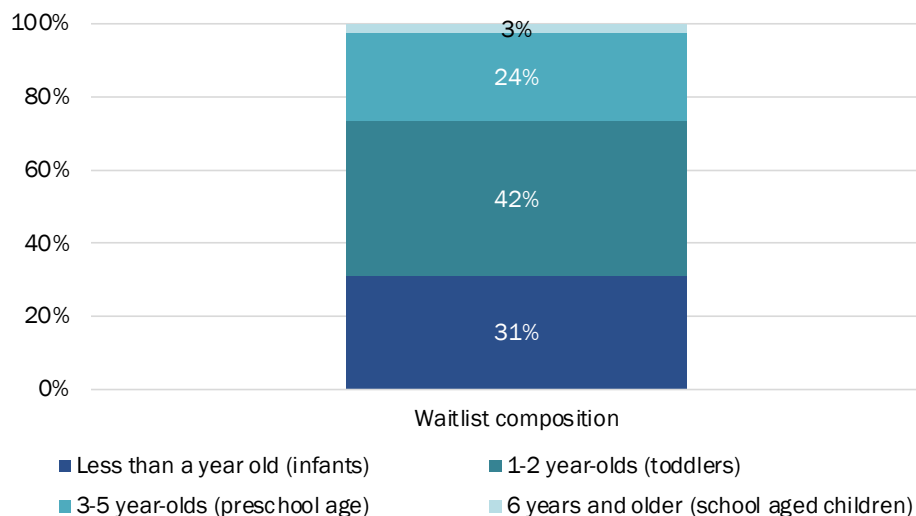


Providers were asked to break down their waitlists by age group.

73 percent of waitlisted children are infants and toddlers.

Exhibit 24. Waitlisted children by age group

Data source: Childcare Provider Survey.

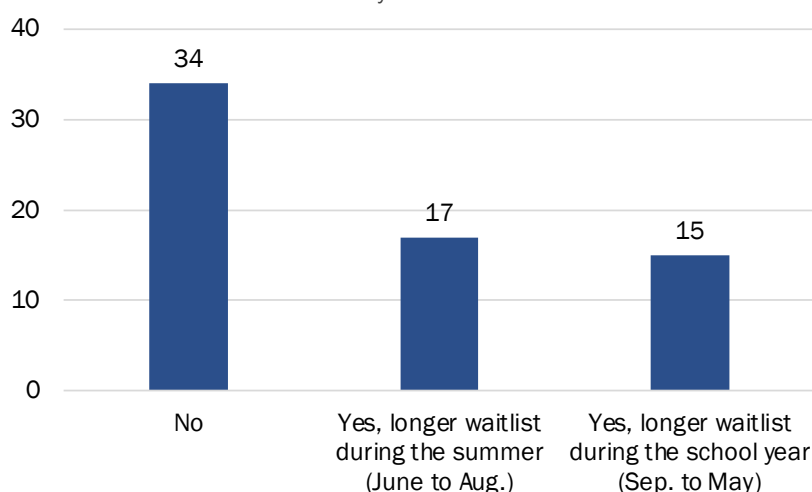


Most providers with waitlists indicated that they do not have longer waitlists at different times of the year.

Providers that did report having longer waitlists at different times of the year were nearly evenly split between having longer waitlists in the summer and longer waitlists in the school year.

Exhibit 25. Waitlist length by time of year, provider response counts

Data source: Childcare Provider Survey.



Barriers to Start-up and Operation and Interest in Expansion

When surveyed providers were asked about what was difficult about starting or running their childcare business, they indicated that the biggest challenges were covering start-up/and or operations costs, recruiting, retaining, or hiring staff, or attracting families to their programs (see Exhibit 26).

Barriers varied by provider type. Center-based providers reported their greatest barriers are around recruiting, retaining, and hiring staff. Providers operating license exempt recorded programs reported that their greatest barrier is attracting families to their programs. Regulated subsidy providers most frequently stated that they face other barriers but chose not to elaborate on what those barriers were. The second greatest challenge these providers reported facing was covering start-up and operations costs. For home-based providers, covering start-up and operations costs was the greatest barrier to running their business while other providers reported their greatest challenge was attracting families to their programs.

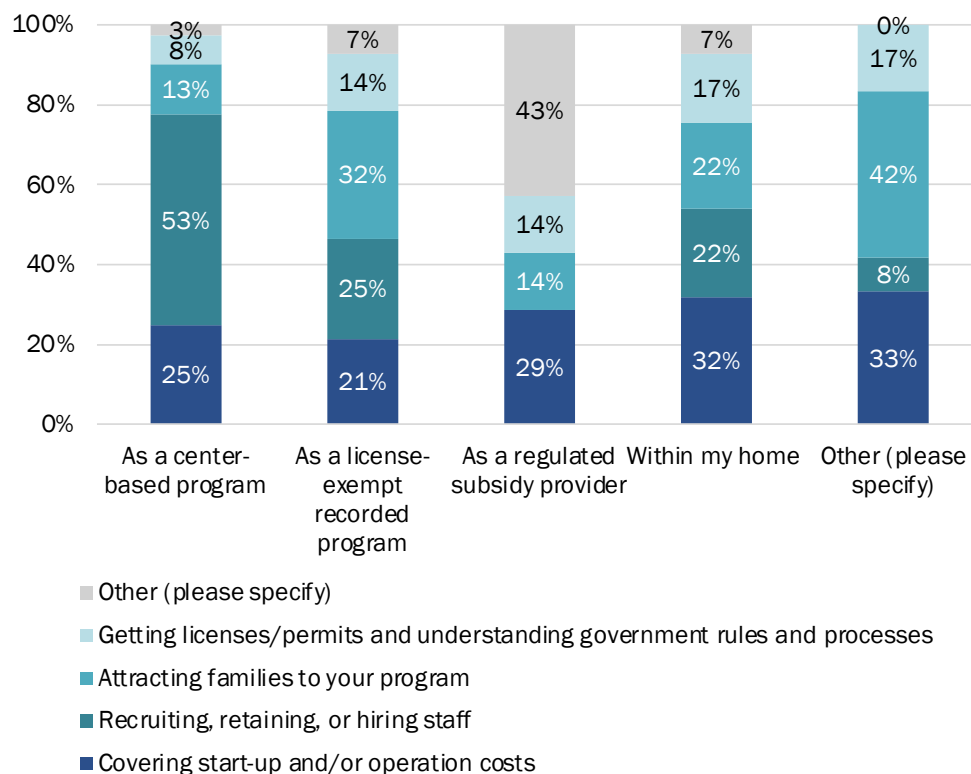
When providers were asked to elaborate on these barriers, they had a wide array of answers. Generally, operating costs were more difficult to cover than start-up costs. Specifically, providers indicated that costs related to rent, hiring, and supplies for children were difficult to cover.

For recruiting, hiring, and maintaining staff, providers almost overwhelmingly answered that it was difficult for them to provide competitive pay and benefits. Many also commented that the labor pool was too small to find and retain qualified staff. Most providers attributed their struggle in attracting families to the difficulty of and expense of advertising and outreach. Others commented that they are aware they are not able to provide care for an age group where care is demanded (i.e., infants) or at times parents demand care due to staffing challenges, the

inability to meet licensing requirements, or the limited profitability associated with younger children.

Exhibit 26. Barriers to childcare expansion for providers, provider response counts

Data source: Childcare Provider Survey. Note: Response choices were not mutually exclusive. Note: No school district-based providers answered this question.

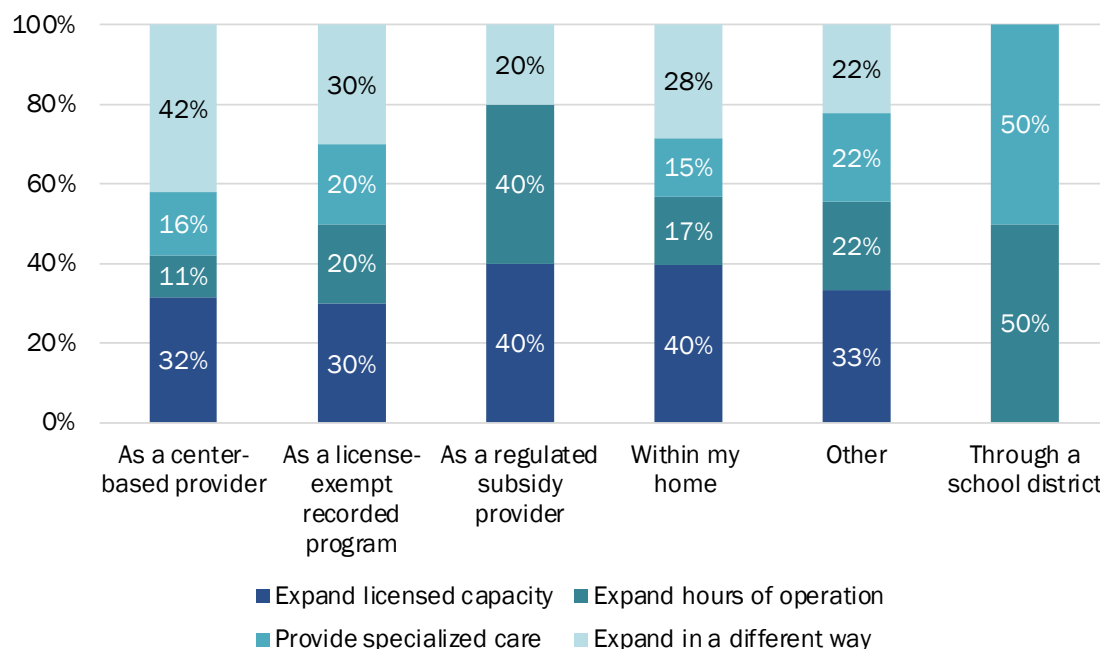


When asked if they were interested in expanding their business, nearly two-thirds of providers answered yes, indicating that given the right supports, existing providers in Washington County are eager to expand.

Most commonly, providers were interested in expanding their licensed capacity. For providers that specified a different expansion interest, many providers indicated they would like to open a second location, a center, or commented on why they are interested in expanding their licensed capacity.

Exhibit 27. Provider interest in expansion, provider response counts

Data source: Childcare Provider Survey. Note: Response choices were not mutually exclusive.



Open-ended Survey Responses

Providers were invited to expand on their responses through open-ended questions. The answers to these questions provided additional nuance concerning the challenges providers face and also supplied additional detail about providers' interests in expansion, and their concerns about the industry generally. In particular, providers shared many details concerning barriers to expansion:

- Regulatory challenges.** Providers commented that regulatory requirements are difficult to understand, unnecessarily burdensome, inconsistently applied, or inefficient. Providers commented that obtaining fingerprints for new staff, navigating the sanitation inspection process, and inspection processes in general are expensive and time consuming. Providers stated that the regulatory requirements for different types of providers were often unclear. One provider mentioned it was so difficult to find information on the requirements for recorded programs, they almost gave up on the industry entirely.
- Startup/operating costs.** Most providers commented that operating costs were more difficult to cover than start-up costs, particularly when it came to buying childcare supplies (games, diapers, craft supplies) and furniture. Many providers also mentioned that covering their rent or mortgage was an ongoing challenge. Other operating costs included costs related to hiring and retaining staff.

"The rules and regulations for daycare are constantly changing and the cost to make those changes can be expensive. The cost of living has increased causing supplies and food costs to go way up. The cost to run my business has increased by 20% in the last year."
 -Washington County childcare provider

- **Difficulty recruiting, hiring, and retaining staff.** Providers commented that it is often difficult to find and attract qualified staff. Staff are either unwilling or unable to work full-time, the lag time between hire date and start date is protracted due to regulatory requirements (such as obtaining fingerprints from new staff), and it is difficult to hire enough staff to provide relief time for existing staff. Providers also mentioned that covering costs related to staffing can be a challenge, including keeping up with the cost of ongoing training. One provider called handling payroll taxes and worker's compensation a "nightmare." In addition, providers mentioned that competing with school districts that can afford to offer "huge payouts" to would-be staff and substitutes is difficult.
- **Difficulty attracting families.** Providers commented that slots are more difficult to fill post-COVID. One provider commented that they hardly receive calls now compared to before COVID, and another wrote that there are "not enough kids to go around." Another commented that they do not understand why their program has not attracted families. While these comments represent a limited subset of providers, it is important to note that some providers struggle to fill their capacity, particularly in a post-COVID environment.

"The regulations around hiring are extremely difficult. Background checks need to be processed within 72 hours, qualifications for teachers need to include nanny, Sunday school, and other applicable experience. Regulations make it impossible to hire and onboard staff effectively."
 -Washington County
 childcare provider

"It is difficult to factor in marketing costs to spread the word about our program. It would be nice if there were more preschool/childcare fairs in the area to attend."
 -Washington County
 childcare provider

When asked how they would like to expand, providers most commonly reported that they would like to open a second location or expand their licensed capacity. Many providers indicated interest in opening a center. A couple of providers commented that they would like to add capacity for infants, but one cited the statutorily required staffing ratios as a problem, commenting that "four infants is not enough income to pay an employee." Others commented that they would be interested in expanding their capacity for preschool-aged children or moving into the kindergarten space.

A couple of providers commented on the difficulty of operating in the post-COVID environment. One provider commented that they used to have a waitlist prior to COVID, but now have trouble filling slots, and that advertising is expensive. Another called these "exceptionally hard times" for providers, noting that before COVID, they had a thriving program with a waitlist and now they are "lucky" to have eight children in their care each day.

"Infant Toddler care is in very high demand. We would like to open a program that is dedicated to children 2 months to 3 years. However, with such low teacher to child ratios the cost would be much more than what ERDC is offering for CF programs. To offer high quality care and a living wage to staff we [would] have to charge more than \$2,000 per child which is about [a] \$350 gap from what ERDC pays."
 -Washington County
 childcare provider

Describing the difficulty they face in filling slots and covering operating expenses, particularly post-COVID, many providers expressed frustration or hesitation about local and state efforts to expand capacity through new programs or publicly provided slots.

Some providers stated that competing with publicly run programs is difficult.

Overall, respondents advocated for an environment that supports existing providers, rather than encouraging new providers to enter the industry. Respondents mentioned that they would like more assistance with applying for grants and expressed that greater availability of grant dollars would make it easier for them to expand. Overall, providers expressed a need for reduced regulatory barriers, greater support and technical assistance, and a need for more affordable, centralized advertising.

“Not one person that is not in a childcare desert should get a single penny in subsidies to open a business. Numerous long term providers I know are struggling hard or shut down. As all of us have sacrificed for YEARS to make it, it's pure madness to allow it. I fear I have little time left too.”
-Washington County
childcare provider



Department of Health
and Human Services

Washington County Childcare Analysis

Task 4: Zoning, process, and case study cost analysis

June 20, 2023

This project funded by the American Rescue Plan Act

DATE: May 3, 2023
TO: Early Learning Washington County
FROM: ECONorthwest
SUBJECT: Summary memo for Task 4: Zoning, process, and case study cost analysis

Introduction

In 2022, Washington County contracted with ECONorthwest to conduct an analysis of infrastructure and workforce needs to support an expansion of early childhood care and education (ECE) for 0–5-year-olds who reside in the County. The scope of work includes assessing current and projected childcare needs, gauging existing provider capacity and geographic coverage, identifying barriers and costs associated with capacity expansion for providers, and understanding the gap between current infrastructure and workforce capacity and anticipated needs for an expanded ECE system.

This memo presents analysis and findings from Task 4 of the project, highlighting cost considerations and potential barriers faced by childcare providers opening new facilities. The scope of work for Task 4 includes the following:

- Zoning code review for three key cities (Beaverton, Hillsboro, Tigard) and unincorporated areas in Washington County to help determine where childcare facilities are allowed and, where allowed, whether they are subject to additional standards or procedures.
- Publicly owned vacant land analysis in areas zoned for childcare facilities to help identify potential opportunities for the County to support facility development, either directly or through partnerships.
- High-level market analysis of commercial space in Washington County to understand rents and vacancy trends, highlighting examples of currently available commercial and single-family properties¹ suitable for childcare facilities.
- Case studies that help identify important cost considerations for developing new childcare facilities, including considerations unique to childcare facilities that increase development costs, creating barriers for capacity expansion.

In Oregon, there are two primary types of licensed childcare: childcare centers (center-based providers) and family childcare homes (home-based providers). A Certified Center (CC) is usually a larger business with multiple employees operating in a commercial building. A family childcare home serves fewer children and is typically located in the primary residence of the provider, with care and business operations occurring within the individual's home. This analysis considered conditions for both center-based and home-based providers.

¹ Single-family properties are anonymized in the analysis.

The Oregon Early Learning Division (ELD)² issues two types of family childcare home-based licenses, Registered Family (RF) and Certified Family (CF), that influence how many children can be served and various space requirements. Appendix A provides an overview of key state-level rules and requirements for the three types of licensed childcare facilities.

Zoning and Land Use Procedures for Childcare Facilities

ELD administers the State of Oregon's childcare licensing requirements and rules. Childcare facility requirements are mandated at the state level, although providers must also adhere to local processes, codes, and regulations when opening or operating a childcare facility, whether it's center-based or home-based. The specific set of requirements applicable to an ECE provider depends on the number of children they plan to serve and the type of space they will occupy.

Permitting processes of both city and county jurisdictions are known to be lengthy and complicated, even for experienced applicants such as developers and architects. ECE providers typically lack the level of expertise that can help with navigating the process more efficiently. This section will focus on identifying local complexities and barriers providers face when looking to open new facilities.

Legislative Requirements for Local Zoning of Childcare Facilities

Recent legislation seeks to streamline local processes for ECE zoning allowances. House Bill 3109 (ORS 329A.440) became effective on January 1, 2022, and implemented several changes related to both childcare centers and family childcare homes.³ The bill implemented several new regulations that:

- Require local governments to allow residential dwellings, located in an area zoned for **residential or commercial** uses, to be used as a **family childcare home**.
 - Prohibits local governments from imposing land use regulations, special fees, or conditions on the establishment or maintenance of a family childcare home more restrictive than those imposed on other residential dwellings in the same zone.
- Require local governments to allow **childcare centers** as a permitted use in all areas zoned for **commercial or industrial** use, except areas specifically designated by the local government for heavy industrial use.
 - Prohibits local governments from imposing land use regulations, special fees, or conditions on the establishment or maintenance of a childcare center in an area

² Currently within the Oregon Department of Education; per House Bill 3073 (2021), a new agency named the Department of Early Learning and Care (DELIC) will be established by July 1, 2023. The Employment Related Day Care program (ERDC), currently housed in the Oregon Department of Human Services (ODHS), will also move to the DELIC by July 1, 2023.

³ "Childcare center" means a childcare facility, other than a family childcare home, that is certified under ORS 329A.280 (when certification is required). "Family childcare home" means a childcare facility in a dwelling that is caring for not more than 16 children and is certified under ORS 329A.280 (when certification is required) or is registered under ORS 329A.330. https://www.oregonlegislature.gov/bills_laws/ors/ors329a.html

zoned for commercial or industrial use⁴ that are more restrictive than those imposed for other uses in the same zone.

While these legislative changes limit a local government's ability to place additional restrictions on childcare facilities, particularly home-based facilities, state land use policies are incongruent with those governing childcare licensing. State administrative rule (OAR 414-350-0000) indicates that licenses can only be obtained by Certified Family Child Care (CF) homes if they are operating in a single-family dwelling. This rule does not apply to smaller capacity Registered Family Child Care (RF) homes, but limits potential for home-based care in apartment buildings or any larger providers in attached housing.

Design and Development Process

ECE operators face severe challenges related to financing the physical construction of all types of facilities. No dedicated state or federal funding exists within ECE programs to support facilities development, requiring providers to search for capital from more generic sources like small business loans or grants from private individuals or foundations. ECE operates on tight margins, so qualifying for traditional forms of financing can be difficult.⁵

As part of the development process, ECE providers must also navigate complex and time-consuming design and permit processes with their local jurisdiction. This often occurs without the technical expertise needed for efficient navigation, and without the financial resources to hire an experienced consultant. Long land use, permitting, and construction timelines can add substantial time and cost to a development project, putting further strain on this under-resourced sector.

Exhibit 1 outlines the steps in the design and development process for new ECE facilities and provides an estimated potential timeline for each step. The roughly estimated timeline for the whole process ranges from 25–44 months, not including the time required for additional processes such as conditional use approval and permit review.

⁴ A local government may impose reasonable conditions upon the establishment or maintenance of a childcare center in an area zoned for industrial uses. "Reasonable conditions" includes, but is not limited to, siting restrictions for properties designated on the Department of Environmental Quality's statewide list of contaminated properties as having known or suspected releases of hazardous substances.

⁵ *Co-Locating Early Care and Education Facilities with Affordable Housing in Oregon*, Low Income Investment Fund and ECONorthwest, 2022.

Exhibit 1: Design and Development Process, New ECE Facilities

Source: ECONorthwest

Process Step	Primary Process Components	Potential Timeline ⁶
Concept Development & Feasibility	Site and/or building assessment, high-level site plan/layout, financial feasibility Might include pre-application meeting with local planning department at this stage	2–4 weeks
Program and Concept Design	Program design: Outline of program pedagogy and functions of ECE facility to consider spatial needs Schematic design: General plan drawings outlining high-level site circulation Designs could be used for land use application for conditional use or site plan review, depending on the type of project and what is required	3–6 weeks (not including the time necessary for conditional use approvals)
Design Development	More-detailed drawings that include formal dimensions for interior and exterior space, doors and windows, plumbing hookups, etc. This is in preparation for applying for any necessary permits like a building permit, tenant improvement permits, or plumbing and electrical permits, depending on the scope of the project	4–6 weeks (not including city review time for building permit)
Construction Documents	Instructions for contractors to ensure physical development matches planned development	6–8 weeks
Construction	Physical construction of the site Requires scheduling inspections with local city departments throughout the process	6 months–1 year (assuming a small-scale construction project)
Fit Out and Furnishings	Adding all classroom furniture and play equipment to the space	4–8 weeks (depending on availability of materials)

Local Zoning Implications

New ECE facilities are subject to many local land use procedures and regulations. This section describes the following elements:

- Land use definitions
- Special processes (e.g., conditional use permits)
- Permit process timelines
- Land use allowances

Because House Bill 3109, the state legislation discussed above, only became effective in early 2022, many cities in Oregon have yet to update their permitted use tables and procedures to reflect new requirements, which can create administrative challenges for both city staff

⁶ Timelines shown in Exhibit 1 are context-dependent and vary widely based on proposal complexity; these estimated timelines are for less complex projects. The timelines also do not include city review time, which is highly variable.

processing applications and providers researching the feasibility of opening a new center or home-based care facility. This section explores how local zoning codes in Washington County both differ from current state requirements and present additional challenges for developing ECE facilities. Key jurisdictions examined include Beaverton, Hillsboro, Tigard, and unincorporated Washington County.

Definitions for ECE Uses

In the jurisdictions examined, local zoning codes do not fully incorporate the specific definitions outlined by Oregon's ELD for center and home-based facilities, making it particularly challenging to interpret a jurisdiction's permitted use table. In addition, jurisdictions may use terms in their permitted use table that are either undefined or not specific enough in their definitions section to clearly identify the type of facility that is permitted.

ECONorthwest assessed the zoning codes of the jurisdictions identified above to characterize the range of terms used for ECE facilities in the local permitted use tables. This section outlines findings from this assessment.

Beaverton

Beaverton has two definitions specifically related to childcare facilities, found in BMC 18.30.020:

- **Child Care Facilities:** Undefined
- **Care Facilities:** General care located within a dwelling accommodating not more than five nonrelated persons, for children and seniors

The City code does not directly reference state-level definitions, and capacity thresholds found in the code do not align with the state's definitions. "Child Care Facilities" is likely a catchall for other types of day care.

Hillsboro

Hillsboro has two general categories of uses that encompass childcare facilities, found in HMC 12.10:

- **Retail Products and Services:** Retail products and services sell, lease, rent and/or repair new or used products and provide personal services. These services are typically provided directly to consumers, as opposed to wholesale products and services provided to industrial, institutional, or commercial users. Examples include: Adult or child day care
- **Household living:** Household living is characterized by the residential occupancy of a dwelling unit that contains 8 or fewer bedrooms. Occupancy is arranged on a month-to-month basis or for a longer period. Dwelling units in this category must be self-contained, with cooking, sleeping and bathroom facilities. Examples include: Certified or registered family child care home as defined in ORS 329A and Certified or registered residential home as defined in ORS 443

The City does not have specific definitions for childcare, only broader categories of uses (“household living” and “retail products and services”). While the use categories provide examples for childcare use, the broader categories are not intuitive.

Tigard

Tigard has two definitions specifically related to childcare facilities, found in TMC 18.30.020:

- **Day Care:** Undefined
- **Family Day Care:** A facility authorized under ORS 329A to provide childcare, often referred to as “Registered Family Child Care Homes” or “Certified Family Child Care Homes”

The City defines home-based care (Certified or Registered Family Day Care) but not center-based care and has a separate use for “Day care,” which likely includes any type of day care that is not home-based.

Washington County

The County has three definitions specifically related to childcare facilities, found in WCC 430-53:

- **Group Care:** Includes facilities for day care, resident care facilities, and retirement housing communities
- **Day Care Facility:** A facility operated by an agency, organization or individual providing care for six or more children or adults during a part of the 24 hours of a day
- **Family Day Care:** A day care (child care) provider who resides in the home and regularly provides day care in the provider's home to fewer than 16 children (or as specified otherwise by ORS 657A.280), including children of the provider, regardless of full-time or part-time status

The County’s definition for “Family Day Care” aligns with state definitions, but the “Day Care Facilities” threshold does not. In most zones, day care facilities and/or group care are allowed uses as an *accessory* to residential development and “Family Day Care” is only allowed in three rural zones.

Although the issues related to defining childcare uses in jurisdictions may not pose significant barriers for providers who wish to establish new childcare centers, they can create confusion for providers doing their own research and complicate matters for staff trying to determine if a specific use is allowed on a particular property. While these issues can be resolved with a phone call or email to City staff, many cities in Oregon have experienced a surge in development activity over the past decade, leading to a reduction in staff capacity to handle miscellaneous queries from providers with questions about facility development.

Special Procedures and Development Timelines

While recent legislation limits the ability of local governments to place additional restrictions on ECE facilities in certain zones, jurisdictions still maintain some ability to subject ECE facilities to

special procedures or restrictions if they regulate other uses in the zone in the same way. Conditional use permits are one common restriction placed on ECE facilities and are the most significant land use barrier for new ECE facilities. The table below outlines the conditional use processes for Beaverton, Hillsboro, Tigard, and Washington County. The permitted use tables in Appendix C outline the zones in which ECE facilities are subjected to conditional use processes and other additional restrictions and procedures.

The conditional use processes presented in Exhibit 2 are fairly standard procedures in jurisdictions across Oregon and other states, but the codified timelines do not necessarily reflect the actual duration of conditional use permit processes.

Exhibit 2: Conditional Uses Processes in Beaverton, Hillsboro, Tigard and Washington County

	Beaverton	Hillsboro	Tigard	Washington County
Conditional Use Process	Type III Planning Commission 120-day timeline required in Section 50.25.8	Type III Planning & Zoning Hearings Board Public Hearing Noticing 20 days prior to hearing date Decision – up to 20 days after hearing The Notice of Decision within 7 days of the date of the decision Appeal Period – 15 days after Notice of Decision Neighborhood Meeting Required	Type III-HO Hearing Official Public Hearing Noticing 20 days prior to hearing date Decision – up to 14 days after hearing date Notice of Decision – within 7 days of decision being filed Appeal Period – 15 days after Notice of Decision Decision is effective on the day after the appeal period expires, unless an appeal is filed	Type II & III (depending on zone) Type II • Director decision • Noticing and comment period Type III • Hearing Examiner or PC decision • Public Hearing • Appeal Period Neighborhood Meeting Required
Total Codified Time for Conditional Use Decision	120 days (maximum)	62 days (minimum)	56 days (minimum)	120 days inside the UGB and 150 days outside the UGB (maximum)
Other Restrictions			Restrictions on Day Cares in Industrial Zones TMC 18.130.040 ⁷	

⁷ All day care facilities in industrial zones, except family day care, must prepare an environmental impact assessment that documents noise, visible emissions, vibration, odor, glare, and heat from uses within 0.25 miles. A plan and

Findings

Conditional use permit packages require substantial effort to prepare and can have lengthy timelines relative to other permit processes. Land use procedures, like a conditional use process, often have what is referred to as a “land use clock.” Land use clock is a term that describes the timeline and procedural steps for a land use application (e.g., the 120-day timeline Beaverton and Washington County have codified). The clock starts once an applicant submits a land use proposal and ends when the permit is either approved or denied. However, codified timelines for conditional use permits do not account for the time the land use clock stops during the development process. When the clock stops and starts again will vary by jurisdiction, but it’s most common for the clock to stop when the jurisdiction completes a review round and returns the application back to the applicant to address comments and revise plans. Jurisdictions may have other points at which the clock stops and that time is not included in the maximum number of days.

As noted in Exhibit 2, two jurisdictions have set minimum timelines for conditional use decisions (56 days in Tigard and 62 days in Hillsboro) while the other two have codified timeline maximums (120 days in Beaverton and 120–150 days in Washington County). These timelines do not account for time when the land use clock is stopped.

As a point of comparison, the average length of time from application submittal to permit issuance for a residential building permit in the City of Portland is about 115 days, including the time it takes for an applicant to respond to reviewer comments and resubmit revised plans, as well as scheduling and conducting required inspections.⁸ The addition of a conditional use permit process, when required, would likely add months to overall development timelines.

Conditional use procedures involve varying degrees of discretionary review, depending on the type of permit (e.g., Type II or Type III), making approval criteria for conditional use permits subjective. Interpretation of development standards or design criteria can become political, relating to things like community character and need. These aspects of the process offer little assurance that the permit will be approved at the end of the process. Conditional use process requirements that take the most time and can add significant cost include:

- noticing requirements
- neighborhood meetings and public hearings, which might require the applicant to prepare a presentation

program for day care facilities to provide mitigation on-site for any of the above off-site impacts must be provided. Sound attenuation walls, screening, window covering, shades, and other such means are appropriate means of mitigation and may be attached as conditions of approval.

⁸ See the Portland Permit Metric Dashboard, January 1, 2021 to May 1, 2023:

https://public.tableau.com/app/profile/bds.metrics/viz/PermitMetricDashboard_top_public/PortlandPermitMetricDashboard

“Application Submittal to Permit Issuance: This illustrates the average number of business days from the submittal of a permit application through [the City’s online permit portal] to when the permit is issued, including payment of all fees. The issuance of a permit allows construction to begin.”

- appeal period of 2-3 weeks, during which no action on the project can take place

Conditional use processes could also include time for the following items not accounted for in the table:

- pre-application meetings, which can add value by helping to reduce surprises (e.g., costs) that could affect the proposal
- completeness review, which can take up to 30 days
- time required for the applicant to make corrections or supply additional information

Small businesses and ECE providers may experience longer approval times due to their unfamiliarity with the conditional use process. In recent years, largely motivated by the ongoing housing crisis many jurisdictions are facing in the West, many cities have reassessed the need for conditional uses and have started to allow a greater number of uses outright and through administrative approval to reduce the amount of time it takes to get a project fully permitted and ready for construction or use.⁹ To support the childcare sector, jurisdictions should evaluate whether conditional use processes for ECE facilities add value to the community or create unnecessary barriers.

Exhibit 3 shows the estimated share of uses subject to a conditional use process in the three relevant land use categories (residential, commercial, and industrial) for each jurisdiction examined. Generally, Washington County requires conditional uses permits for a larger share of its uses compared with the cities (except for Hillsboro in the residential category).

Exhibit 3: Estimated Percent of Uses Subject to Conditional Review Procedures

Source: ECONorthwest; cities of Beaverton, Hillsboro, Tigard, and Washington County

	Residential	Commercial	Industrial
Beaverton	33%	28%	32%
Hillsboro	78%	56%	26%
Tigard	64%	33%	3%
Washington County	69%	81%	76%

Notes: This estimate blends zoning categories into more general land uses. A use was counted as subject to conditional use procedures if it was required in at least half of the corresponding zones. The estimates do not account for other restrictions applied to uses; they only account for conditional use procedures. Does not include uses that are not permitted in the zones but are still listed in the permitted use table.

General Development Timelines

ECE facilities are required to undergo routine levels of permitting, such as site plan review and building permits, in addition to the conditional use process (in some cases) that acts as an extra level of review in the development process. It is difficult to develop an average timeline for an ECE facility because the timeline will vary depending on various factors such as whether it is a home-based care or a new center, the complexity of the site and/or building, the size, and whether the project is allowed “by right”. However, the timeline for a new ECE project typically

⁹ <https://mrsc.org/stay-informed/mrsc-insight/august-2022/a-new-approach-for-conditional-uses>

ranges from 1-5 years, from the first touchpoint with the City to final inspections. The timeline for home-based facilities with few complications could be as short as 1 year, while a new construction center could take up to 5 years. Tenant improvements for a center in an existing or nearly finished new construction project may only take 1-2 years. This assumes no conditional use permit is required.

Findings

To estimate the time required for a new facility to obtain the necessary permits and begin operations, ECONorthwest contacted planning staff members in Beaverton, Hillsboro, Tigard and Washington County to inquire about the current typical permit processing timelines. Appendix B provides the responses of each jurisdiction regarding permit processing timelines. However, none of the jurisdictions contacted had this information readily available and each responded to the request differently; none closely track review timelines.¹⁰

Tracking permit processing timelines can be helpful in identifying inefficiencies and whether permit timelines are trending upwards, which could help with identifying additional staff needs and ways to provide better customer service. A better understanding of typical facility development timelines could help providers better prepare for new projects and help policymakers identify needed changes to local processes and the timing of funding availability.

Permitted Uses By Right

Despite the implementation HB 3109 in 2022, several Oregon jurisdictions have yet to revise their codes to comply with the updated laws, leading to confusion regarding the permit process and the level of scrutiny ECE facilities might face.

ECONorthwest conducted a review of local zoning codes to determine where and under what circumstances ECE facilities are allowed, and where local code appears out of compliance with state law. Appendix C contains tables that identify where ECE facilities are allowed uses and whether they're subject to special or conditional reviews for Beaverton, Hillsboro, Tigard, and Washington County.

City of Beaverton

“Care Facilities” are allowed outright in all residential and commercial zones, but Beaverton defines “Care Facilities” as care provided in a residential dwelling with a maximum threshold of five children. While the City allows “Care Facilities” in the types of zones where the state requires Family Day Care to be allowed outright, the definition does not align with state requirements because of the different maximum capacity. Family Day Care, as defined by the state in ORS 329A, establishes a maximum capacity of 16 children for certified care facilities and 10 for registered care facilities.

¹⁰ Unpredictable and excessive permitting timelines have been at the forefront of housing development conversations across communities along the west coast for several years. Jurisdictions have been inundated with development applications and review times have increased as regulations have become more complex and challenging to navigate.

“Child Care Facilities” is undefined in the City’s code, but it is assumed to encompass childcare centers. The use is allowed outright in all residential zones and all commercial and industrial zones, with the exception of the NS zone (commercial) and the OI NC (industrial), where it’s either a conditional use or restrictions are placed on the use.

City of Hillsboro

“Household Living,” which allows Family Day Care (as defined in ORS 329A) is allowed outright in all residential and commercial zones, which aligns with state requirements for allowances in residential zones. However, day care centers (allowed under retail products and services) are more restricted, typically allowed either conditionally or with limitations in commercial and industrial zones. This does not align with state requirements, and the City noted that when the code is updated, child care centers will be allowed outright in all commercial zones. The City also indicated that all industrial zones will be designated as heavy industrial, and so childcare centers will no longer be allowed under any conditions in Hillsboro’s industrial zones. The City does not plan to expand allowances for childcare centers in their residential zones (except in mixed-use instances); no changes to current allowances are anticipated.

City of Tigard

Tigard already allows “Family Day Care” (as defined in ORS 329A) outright in all residential, commercial, and industrial zones, which goes above and beyond state requirements.¹¹ Additionally, the city codifies “residential use” as a land use category, and by state law, family day care facilities are considered to be a residential use. Therefore, ECE facilities are also allowed outright in all areas where “residential uses” are allowed outright. Tigard will likely not need to update its code to reflect state law related to “Family Day Care” uses.

“Day cares” are assumed to be considered center-based facilities and are allowed outright in most commercial zones and conditionally in residential zones. The City will likely need to amend its code to reflect state laws related to child care centers, which must be allowed outright in all commercial and industrial zones, as long as the industrial zone has not been designated as heavy industrial.

Washington County

The County’s code is challenging to navigate when identifying the permitted uses in each zone. Generally, “Day Care Facilities” (care of more than 6 children, excluding “Family Day Care”) are only allowed as accessory uses to residential development in residential zones and are subject to Type II procedures, which requires a director’s decision, noticing, and a comment period. However, the County does allow “Family Day Care” defined by (ORS 329A) outright in the AF-10, AF-5, and RR-5 Districts (rural zoning categories). Day Care Facilities are allowed in most commercial zones but are still subject to Type II processes, and they are allowed as an accessory use in the County’s industrial zone.

¹¹ Local governments must allow family childcare homes in all areas zoned for residential and commercial uses.

Vacant Land Inventory

Acquiring land can be a major expense when undertaking new development projects. Therefore, receiving land as a donation or buying it at a discounted rate can significantly enhance the financial viability of a project. Public entities frequently possess land that is underutilized or could be deemed surplus, and local governments are often urged to take inventory of these lands to determine what can be donated or sold at reduced rates for public benefit such as constructing affordable housing.

Washington County could explore the possibility of utilizing vacant and appropriate land for ECE development given the widespread need for early childhood care throughout the County. However, increasing ECE capacity is more likely to be achieved through home-based facilities rather than through developing new centers, the more time-consuming and expensive method of increasing ECE capacity.

ECONorthwest conducted a high-level vacant lands analysis to characterize the amount of vacant, publicly owned land available throughout the county. The analysis focused on residential, commercial, industrial, and public facilities lands where ECE facilities may be an allowed use. The analysis does not include federal or state land, or lands owned by utility districts, but it does include lands owned by school districts, cities, Washington County, parks districts, and other public agencies. This analysis is not meant to be comprehensive, but rather to provide a sense of how much publicly owned vacant land could be available to ECE facility expansion or other uses that serve as a public benefit. In addition, not all identified land is necessarily buildable. Exhibit 4 summarizes the results of the analysis and Appendix D provides maps based on this analysis.

Exhibit 4: Publicly Owned Vacant Land Inventory, Washington County

Source: ECONorthwest

Zone Type	Number of Parcels	Total Acreage
Commercial	69	119
Future Urban Development	21	380
Industrial	175	746
Public Facilities	130	722
Residential	1,680	3,404
Rural	2	2
Total	2,077	5,374

Market Analysis

ECE facilities (centers, specifically) can often be found in mixed-use developments, housed in ground-floor retail spaces, or in stand-alone commercial space. ECONorthwest used CoStar to identify trends in rent and vacancy to get a sense of any barrier providers could face if looking to lease a new space.

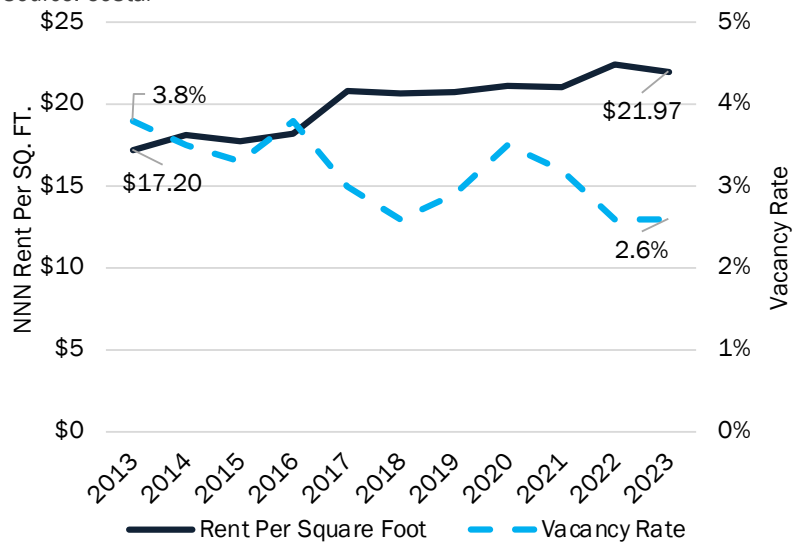
Commercial market trends indicate a strong retail market in Washington County (see Exhibit 5 and Exhibit 6 below). As of early 2023, triple net (NNN) rents¹² were \$21.97 per square foot and vacancy rates were at a low of 2.6%. In addition, nearly 97% of the 1.8 million square feet of retail space delivered between 2013 and 2023 was leased in the market, indicating an ongoing demand for retail space in the area.

Retail rents in Washington County have remained relatively stable in recent years. From 2017 to 2023, triple net (NNN) rents rose 7%, or \$1.18 per square foot.

Retail vacancy rates fluctuated from 2013 to 2023 but have fallen since 2020, most likely due to the COVID-19 pandemic. Rates look to have stabilized over the last two years. However, vacancy rates were low over the entire period, with the lowest rate 2.6% in early 2023.

Exhibit 5: NNN Retail Rents and Vacancy Rates, Washington County, 2012-2023

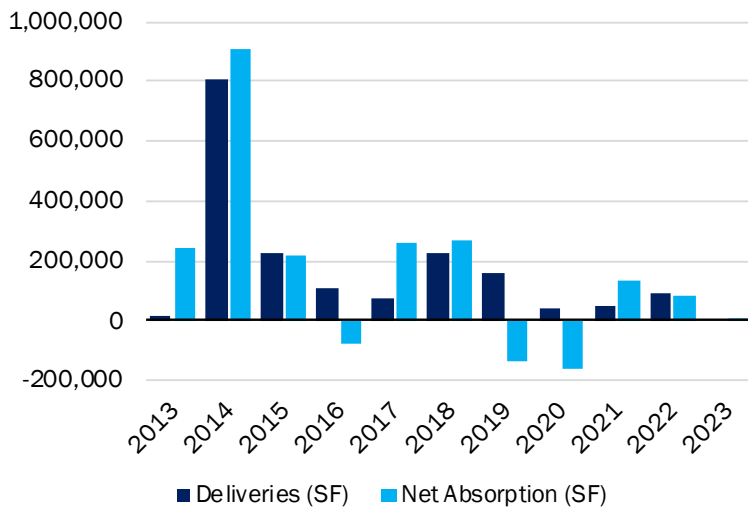
Source: CoStar



¹² A triple net lease (triple-net or NNN) is lease agreement on a property where the tenant pays all the expenses of the property, including real estate taxes, building insurance, and maintenance. These expenses are in addition to the cost of rent and utilities.

Exhibit 6: Deliveries and Net Absorption for Retail Space, Washington County

Source: CoStar



From 2013 to early 2023, roughly 1.8 million square feet of retail space was delivered to the Washington County market. While 809,000 square feet, or 45% of this total, was delivered in 2014, 977,000 square feet, or 46%, have been delivered since 2015.

From 2013 to 2023, 1.74 million square feet were absorbed in the market. This is nearly 97% of the total retail area delivered to the market.

CoStar categorizes day care centers as a subset of the commercial retail market.¹³ As of February 2023, CoStar listed 49 day care centers in Washington County,¹⁴ representing just over 2% of retail spaces. On average, day care centers in Washington County are roughly 6,900 square feet and are the sole occupant of the building.

While data for day care centers are less robust than for the retail market overall, available data indicate a strong demand in the market. As of 2023, vacancy rates for day care center space were just 1.5%.¹⁵ In addition, roughly 43,000 square feet of day care center space were leased in the market from 2013 to 2023. This is more than 12,000 more square feet (or 140%) than the area of day care center space delivered to the market, either through new construction or converting existing space to use as a day care center.

Washington County's commercial real estate market overall is experiencing strong demand, with quick absorption of new retail space. Rent prices have been increasing since 2017, although they may experience a decrease in 2023. Vacancy rates have recovered since the impact of Covid-19, in part due to a slower delivery of commercial space since 2019; commercial space delivery shows signs of increasing again in 2022. Overall, these factors suggest a competitive

¹³ CoStar defines a day care center as a "single or multi-tenant building that offers child day care and/or pre-school services. Usually includes a playground area, may be divided into classrooms, and have kitchen facilities."

¹⁴ CoStar's data on day care centers is very limited and should not be considered comprehensive. FCCO (Find Child Care Oregon) data are likely the most accurate resource for gauging the number of centers in Washington County. FCCO data indicates there are more likely around 220 licensed childcare centers operating in the County.

¹⁵ Because day care centers are a small submarket on CoStar, this data point should be interpreted cautiously. CoStar defines vacant space as "all space not currently occupied by a tenant, regardless of any lease obligation that may be on the space." Based on this data set, the vacancy rate for day care centers has remained consistently low (< 2%) in the study area over the last decade.

environment for commercial space, but it may take more time to fully understand the long-term impacts of Covid-19

Case Studies

Potential Spaces Available in Washington County

The financing, partnership structures, and site details of housing developments and ECE facilities can vary substantially from project to project. Rather than making assumptions about capacities and needs of an “average” ECE provider, ECONorthwest gathered several examples of commercial spaces that were available for lease as of February 2023 to understand what types of spaces are available, whether childcare facilities would be allowed in accordance with local zoning, and estimated rents (see Exhibit 7). Examples include considerations for the following:

- **Square footage:** Is the space suitable for typical childcare facilities in Washington County observed in the market analysis (~6,000 square feet)?
- **Zoning:** Does the zoning allow for childcare facilities? Or will additional procedures be required?
- **Rent:** What is the estimated monthly rent based on current market value?
- **Use:** What was the prior use of the commercial space? (Knowing that substantial changes in use will require more time and expense)
- **Outdoor space:** Does the site have outdoor space or is it located near a park?

Exhibit 7: Examples of Available Commercial Spaces in Washington County

Source: CoStar; ECONorthwest



- **Tigard:** 6600 SW Cardinal Lane
- **Size:** 6,500 SF
- **Zoning:** I-P (currently allowed for centers with restrictions)
- **Estimated Monthly Rent:** \$10,800 – \$13,000
- **Use:** Vacant, Possible Planned Renovation. Prior use was likely a restaurant
- No outdoor space and no park nearby



- **Tigard:** 7295 SW Dartmouth Street
- **Size:** 5,800 SF
- **Zoning:** TMU - allowed
- **Estimated Monthly Rent:** \$10,100 – \$12,000
- **Use:** Previous use was a retail shop
- Small outdoor space adjacent to property, no park nearby



- **Hillsboro:** 18565 NW Tanasbourne Dr
- **Size:** 6,500 SF
- **Zoning:** C-G
- **Estimated Monthly Rent:** \$15,100 – \$18,400
- **Use:** Previous use was a retail clothing store
- Nearby outdoor space is likely public ROW next to major roadways; located in major retail center; no park nearby



- **Forest Grove:** 2038 Pacific Ave
- **Size:** 3,600 (smaller capacity center)
- **Zoning:** TCC
- **Estimated Monthly Rent:** \$3,600 – \$4,500
- **Use:** Previous use was newspaper office, older building
- No outdoor space and no park nearby

Single Family Homes for Rent

ECE is commonly provided in single-family dwellings. ECONorthwest conducted an analysis of single-family homes for rent in Washington County, limiting the search for homes at a

maximum of 2,500 square feet¹⁶ and on lots 5,000 square feet or larger (to accommodate outdoor space). If a provider rented a single-family home in Washington County, they could expect to pay an average of \$2,650 per month in rent for a 1,600 square foot home.

Recent Development Projects from Other Geographies

In 2022, ECONorthwest completed a study for the State of Oregon on co-locating affordable housing development with ECE facilities. The report includes case studies that, while outside of Washington County, highlight important considerations and renovation costs for day care facilities in mixed-use development, as well as one stand-alone day care facility adjacent to a housing development. A few of those case studies are outlined in Exhibit 8.

Exhibit 8: Recent ECE Center Development Case Studies

Source: *Co-Locating Early Care and Education Facilities with Affordable Housing in Oregon*, Low Income Investment Fund and ECONorthwest, 2022

Project	Location	Scenario	Estimated Monthly Rent	Square Feet	Cost to Renovate Space
Beatrice Morrow	Portland	Tenant Improvement Required Mixed-use Building	\$5,100	3,400	\$750,000
Leander Court	Portland	New Construction Mixed Use Building Home-based care units with commercial space	N/A ECE Tenants must income-qualify for units	Home-based units: 1,105 sq. ft + 600 sq. ft of classroom space Commercial space: 1,214 (not including home-based care units)	\$75,000
Castle Rock Apartments	Boardman	New Stand-Alone Structure	N/A Site is owned by Oregon Child Development Coalition Migrant Head Start	8,000	\$3.5 million

¹⁶ The square footage maximum is based on the size of homes observed in the FCCO dataset.

Appendix A: Childcare Rules and Spatial Requirements

Early childcare and education (ECE) facilities can be complex, nuanced, and expensive construction projects that include regulations that are challenging to navigate, particularly for an under-resourced sector that typically operates under a patchwork of public and private funding streams.

The Oregon Department of Education's Early Learning Division (ELD)¹⁷ administers state licensing requirements and childcare rules for the State of Oregon. This means that most childcare facility requirements are mandated at the state level, so providers must comply with both state and local regulations when opening and operating a childcare facility, whether it's center-based or home-based. This section provides an overview of key state-level rules and requirements for three types of licensed childcare facilities, focusing on rules that can create complexity and drive up the cost for new projects.

Primary Types of Licensed Childcare and Spatial Requirements

The requirements that apply to an ECE provider depend on the number of children they intend to serve and the type of space they will occupy. In Oregon, there are two primary types of licensed childcare: childcare centers and family childcare homes. A Certified Center (CC) is usually a larger business with multiple employees operating in a commercial building. Family childcare homes serve fewer children and are typically located in the primary residence of providers, with care and business operations occurring within an individual's home. ELD issues two types of family childcare home-based licenses, Registered Family (RF) and Certified Family (CF), that influence how many children can be served and various space requirements.¹⁸

Exhibit 9 identifies requirements relevant to each type of license that providers must factor in to leasing, purchasing, or developing a new facility.

Exhibit 9: Childcare Rules, Childcare Centers and Family Homes

Source: OR Department of Education Early Learning Division

	Childcare Center (CC)	Certified Family (CF)	Registered Family (RF)
Typical Location	Commercial	Primary residence of provider Must be constructed as a single-family dwelling or townhome With ELD approval, may use a non-primary residence.	Primary residence of provider Any type of residence

¹⁷ Currently within the Oregon Department of Education; per House Bill 3073 (2021), a new agency named the Department of Early Learning and Care (DELIC) will be established by July 1, 2023. The Employment Related Day Care program (ERDC), currently housed in the Oregon Department of Human Services (ODHS), will also move to the DELIC by July 1, 2023.

¹⁸ <https://oregonearlylearning.com/childcare-rules/>

Capacity	Serves 13 or more children or Serves 12 or fewer and located in building other than single-family dwelling Max capacity dependent upon available indoor/outdoor square footage and number of toilets	16 (max. 10 ages 0-5)	10 (max. 6 ages 0-5)
Indoor Space	35 SF per child	35 sq. ft. per child (if fewer than 12 children); 50 sq. ft. per child (if 12-16 children)	No square footage requirement
Outdoor Space	75 SF per child (if using the area at one time ¹⁹) Space must be fenced Waivers may be available if there is a park or green space nearby, but space must be fenced	75 sq. ft. per child using the area at one time; Space must be fenced Waivers may be available if park or green space nearby	No square footage requirement “Outdoor Opportunities” required, but can use shared spaces No fence requirements
Fire and Exits	Depends on fire and building codes. Best practice is an external exit in every classroom. Rooms used for childcare shall not be located above or below the ground floor	Must have at least one “usable exit” to outdoors; All rooms used by children must have two exits	Must have at least one “usable exit” to outdoors; All rooms used by children must have two exits
Plumbing	Required ratios: - 1 toilet per 15 children older than 36 months - 1 toilet per 10 toddlers (must be in or adjacent to the classroom) - 2 sinks per 1 toilet	At least 1 toilet and 1 sink (if 12 or fewer children) Additional toilet required if more than 15 children	At least 1 toilet and 1 sink

Square Footage Considerations

Although base licensing requirements set absolute minimums for which ECE facilities must be designed, best practice is to provide more square footage per child to allow for developmentally appropriate environments conducive to caring for young children.

¹⁹ In centers where groups of children are scheduled at different times for outdoor play, there shall be 75 square feet times one-third of the center's capacity, if permitted by local zoning regulations.

It is important to consider total building square footage needed per child. Exhibit 10 shows industry standards and best practices for indoor spaces from the LIIF and BRIDGE Housing's Handbook.²⁰ The table offers guidance for preschool classrooms, but more primary activity space is needed in classrooms serving infants and toddlers (typically around 85 sq ft/child for infants and 60-70 sq ft/child for toddlers).

Exhibit 10: Best Practice in Building Size for ECE Facilities Serving 3–5 Year Old Children

Source: LIIF and BRIDGE Housing's Handbook

	Primary Activity Space	Secondary Activity Space	Common Space	General Circulation Space	Total Square Footage
Minimum	35 sq ft/child	20 sq ft/child	15 sq ft/child	17.5 sq ft/child	88 sq ft/child
Adequate	42 sq ft/child	20 sq ft/child	18 sq ft/child	20 sq ft/child	100 sq ft/child
Better	46 sq ft/child	20 sq ft/child	22 sq ft/child	26 sq ft/child	115 sq ft/child
Best	50 sq ft/child	22 sq ft/child	24 sq ft/child	29 sq ft/child	125 sq ft/child

Local Observations

ECONorthwest gathered observations from existing and differing types of day care centers to help better understand gross facility sizes and corresponding capacities. Examples are provided below.²¹

Stand Alone Centers

- **Oregon Child Development Coalition, Boardman (Center).** The ECE facility is an 8,000 gross square feet modular construction building. The facility can accommodate 65-80 children depending on the ages of children served, which would range 100-123 square feet of interior space per child. The building was designed to offer convertible classrooms that feature two large preschool rooms with partitions to create up to 4 separate rooms to allow the space to adjust based on the age of the children registered for the program.
- **Baby Bees Childcare Center, Beaverton (Center).** The ECE center is located in the unincorporated community of Aloha. The center has capacity for 25 children. According to the Washington County assessor, it has a classroom area of approximately 3,800 square feet, which is about 150 square feet per child.

Home-Based

The home-based examples of square footage per child are based on the gross square footage of each residence since we do not have access to data showing exact square footages of the home used for the daycare. However, the range helps us understand licensed capacity relative to the size of homes operating childcare facilities.

²⁰ <https://www.liifund.org/wp-content/uploads/2011/03/30-BRIDGE-Child-Care-Handbook.pdf>.

²¹ Examples do not include outdoor space.

Using Washington County assessor data to find the gross square footage of 10 residences and using Find Child Care Oregon (FCCO) active license data to find licensed capacity, the daycares averaged about 159 square feet per child. The median square footage was about 145 square feet per child. Generally, as licensed capacity increased, the square footage per child decreased.

The observations of ECE facilities in Washington County indicate that providers may be generally following adequate to best practices (100-160 square feet) for square footage per child when establishing care facilities.

Designing and Developing New Child Care Facilities

Creating high-quality ECE facilities often involves more than just meeting minimum licensing requirements. Childcare centers, in particular, may require the expertise of an architect, general contractor, and ECE consultant, resulting in significant consultant fees. Despite the investment required to form a consultant team, it can help expedite the licensing and development process, ultimately reducing costs associated with lengthy timelines.

Appendix B: Reported Permit Review Timelines

The timelines reported in Exhibit 11 are a combination of estimates based on staff experience and target turnaround times. They do not reflect current and/or typical permit review timelines, which can vary greatly depending on current development activity, staff capacity, and the quality of an applicant's submittal package. The timelines also do not reflect applicant response times between city reviews, which may take 2–3 weeks depending on the applicant's capacity and ability to respond to the comments received.

Exhibit 11: Permit Timelines in Beaverton, Hillsboro, Tigard, and Washington County

	Land Use/ Site Plan Approval	Building Permits
Beaverton	12 weeks	8-12 weeks
Hillsboro	Type II (staff level): 4–8 weeks Type III (public hearings): 12–16 weeks	
Tigard		1 st Review: 6–8 weeks 2 nd Review: 2 weeks
Washington County		Residential: 6–8 weeks for issuance (without applicant response times and additional reviews) Commercial: 4–6 weeks for issuance (without applicant response times and additional reviews)

Appendix C: Zoning Tables

ECONorthwest conducted a review of local zoning codes to understand where and under what circumstances ECE facilities are allowed, and whether the jurisdiction needs to update regulations to reflect state law. Exhibits 12–15 identify where ECE facilities are allowed uses and whether they’re subject to special or conditional reviews for Beaverton, Hillsboro, Tigard, and Washington County.

Exhibit 12: Washington County ECE Permitted Uses

Source: ECONorthwest; Washington County

Use Categories	Residential				Commercial				Industrial
	R-5 & R-6	R-9	R-15 & R-24	R-25+	NC	OC	CBD	GC	IND
Daycare Facility²²	II -Accessory Use	II -Accessory Use	II -Accessory Use	II -Accessory Use	II	II	II	II -Accessory Use	II – Accessory Use

²² A facility operated by an agency, organization or individual providing care for six or more children or adults during a part of the 24 hours of a day. Excluding family day care.

Exhibit 13: City of Tigard ECE Permitted Uses

Source: ECONorthwest; City of Tigard

Use Categories	Residential	Commercial				Industrial
	All Zones	All Zones	C-N, C-C, C-G, & C-P	MU-CBD	MUC-1, MUC, MUE 1&2, & MUR 1&2	All Zones
Residential Use²³	Allowed Outright		Allowed with restrictions (Prohibited in C-P)	Allowed Outright	Allowed Outright	Restricted
Family Day Care²⁴	Allowed Outright	Allowed Outright				Allowed Outright
Day care²⁵	Conditional	Allowed Outright, except conditional MUR 1 & 2				Allowed, but restricted ²⁶

²³ ORS 329A.440 (2)(a): A family childcare home is considered a residential use of property for zoning purposes. A family childcare home is a permitted use in all areas zoned for residential or commercial purposes, including areas zoned for single-family dwellings

²⁴ "Family day care": A facility authorized under ORS 329A to provide childcare, often referred to as "Registered Family Child Care Homes" or "Certified Family Child Care Homes"

²⁵ Assumed to be considered a center.

²⁶ All other day cares are subject to additional land use restrictions in Subsection 18.130.040.A. in all industrial zones

Exhibit 14: City of Beaverton ECE Permitted Uses

Source: ECONorthwest; City of Beaverton

Use Categories	Residential	Commercial		Employment/Industrial				Multiple Uses		
	All Zones	All Zones	NS	All Zones	OI	OI-NC	IND	All Zones	OI-WS	SC-E 1&3
Care Facilities (Home-based, not more than 5 children)	Allowed Outright	Allowed Outright								
Childcare Facilities (undefined)	Conditional	Allowed Outright, except in NS	Conditional	Allowed Outright, except as accessory use in OI-NC ²⁷				Allowed Outright with size/use restrictions by zone		

²⁷ The use is permitted as an ancillary use to serve the employees and/or support the primary permitted use of the site. The ancillary use is intended to provide flexibility for and complement the operation of the primary use of the site. The ancillary use is not intended for the use by the general public.

Exhibit 15: Hillsboro ECE Permitted Uses

Source: ECONorthwest; City of Hillsboro

Use Categories	Residential		Commercial			Mixed-Use and Urban Center Zones		Industrial ²⁸	
	All Zones	SCR-OTC, SCR-DNC, SCR-MD, & SCR-HD	All Zones	SCR-MD ²⁹ , SCR-HD, C-N, SCC-DT, SCC-SC, SCC-MM	C-N ³⁰ & C-G	All Zones	UC-RM & UC-RP	All Zones	I-G & SSID
Household Living ³¹	Allowed Outright		Allowed Outright			Allowed Outright			
Retail Products and Services ³²		Permitted with Limitations		Permitted with Limitations	Allowed Conditionally	Permitted with Limitations	Not permitted	Permitted with Limitations	Not Permitted

²⁸ House Bill 3109 that became effective on January 1, 2022, required cities to allow childcare centers as a permitted use in all areas zoned for commercial or industrial use without additional land use regulations, special fees, or conditions, except areas specifically designated by the local government for heavy industrial use. According to staff, the City has not yet updated the CDC to match this legislation and is implementing by ORS. C

²⁹ Permitted in single-story commercial buildings with a footprint of less than 10,000 square feet at the intersection of two Arterial streets or at the intersection of an Arterial and Collector Street.

³⁰ Larger multi-story commercial buildings or mixed-use commercial/residential buildings with a footprint up to 20,000 square feet are permitted with Conditional Use approval

³¹ Accommodates Family Child Care - Serving no more than 16 children

³² Child day care (childcare centers) falls under the "Retail Products and Services" use category per Community Development Code (CDC) Section 12.10.245

Appendix D: Analysis of Vacant and Publicly Owned Land

ECONorthwest conducted a high-level vacant lands analysis to characterize the amount of vacant, publicly owned land available throughout Washington County (see Exhibit 4 above and Exhibits 16–17 below). The analysis focused on residential, commercial, industrial, and public facilities lands where ECE facilities may be an allowed use. The analysis does not include federal or state land, or lands owned by utility districts, but it does include lands owned by school districts, cities, Washington County, parks districts, and other public agencies. This analysis is not meant to be comprehensive, but rather provide a sense of how much publicly owned vacant land could be available to ECE facility expansion or other uses that serve as a public benefit. In addition, not all identified land is necessarily buildable.

Exhibit 16: Vacant, Publicly Owned Lands in Washington County, by Land Use Designation

Source: Washington County Assessor; ECONorthwest

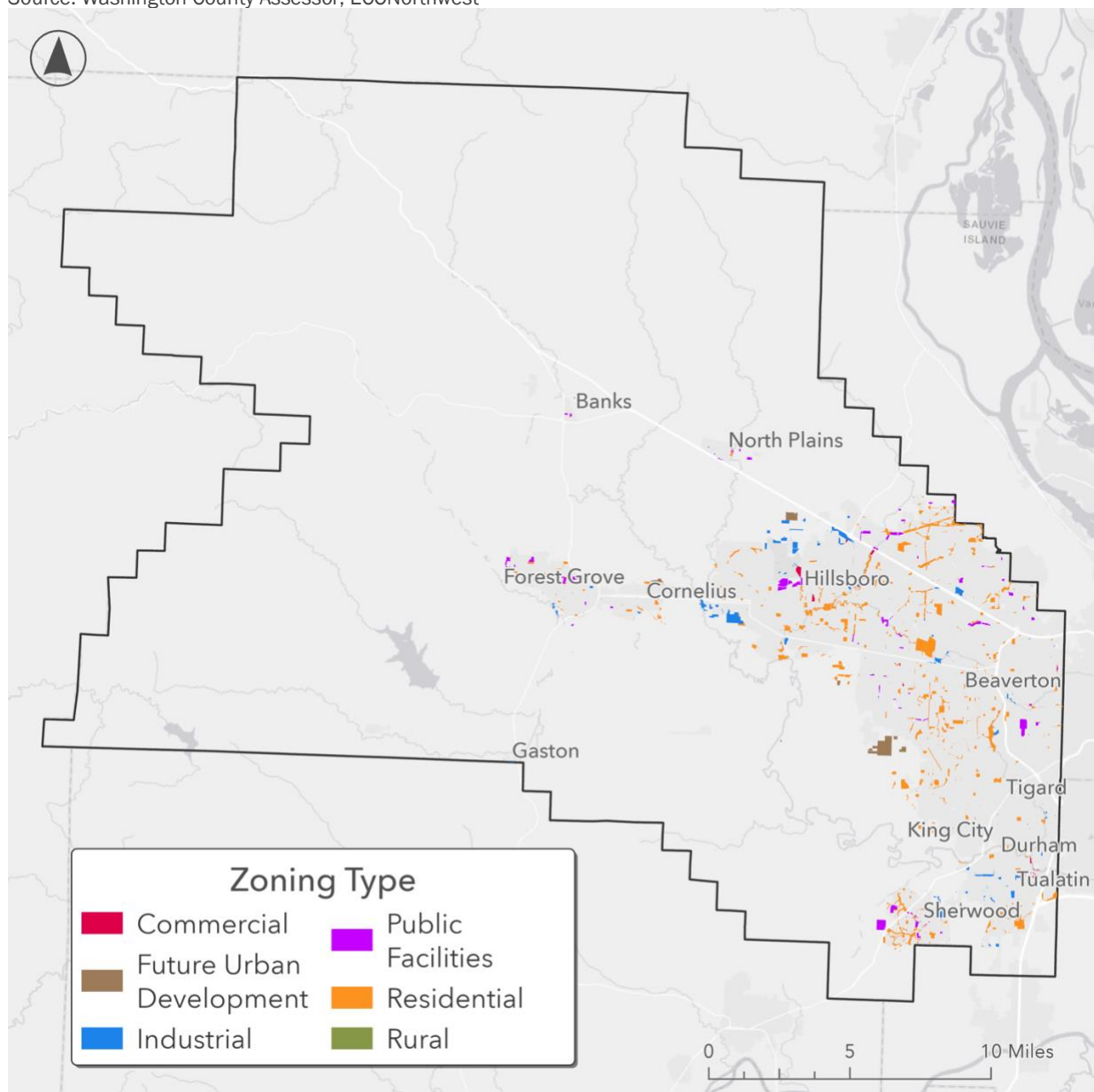
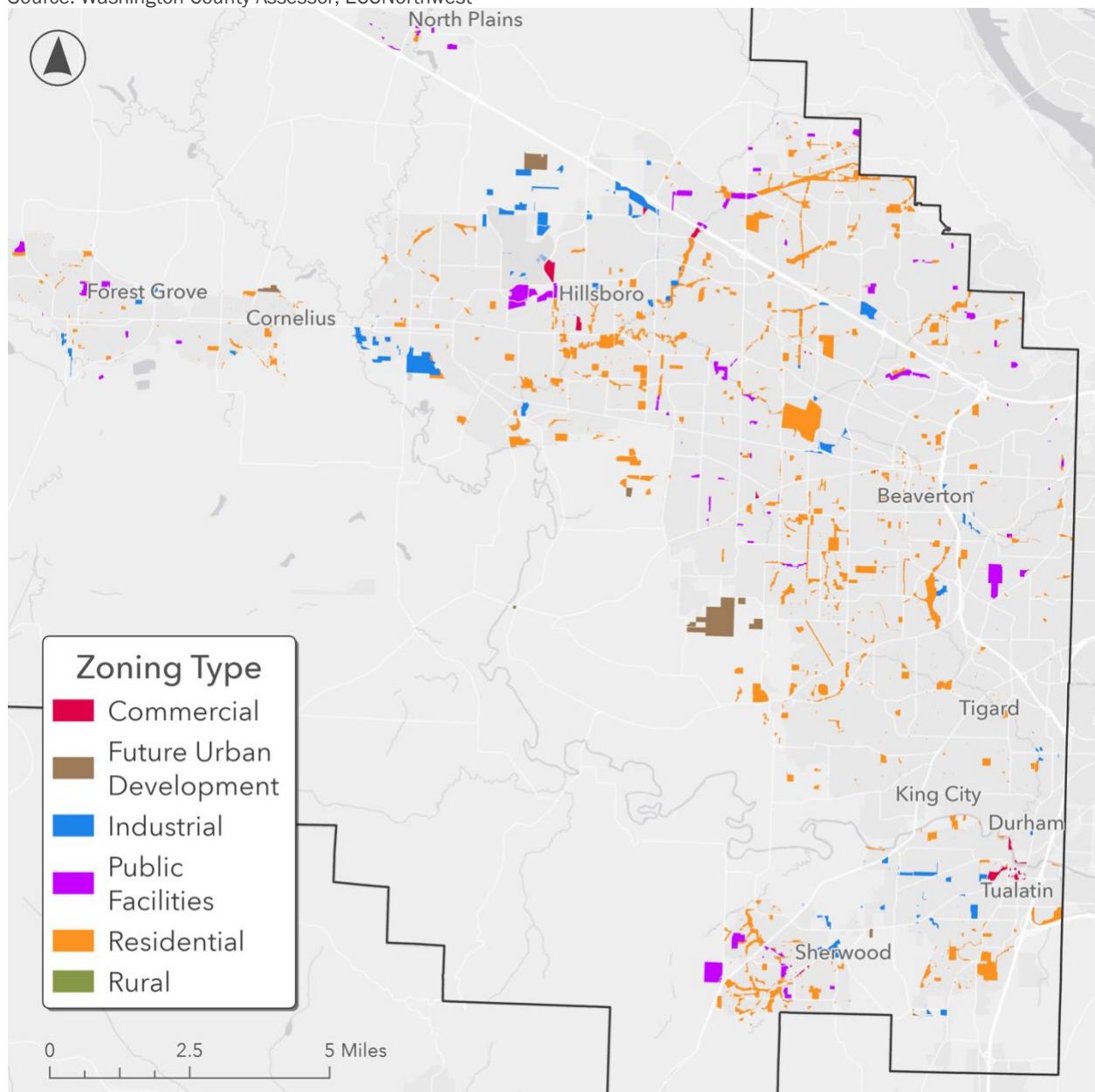


Exhibit 17: Vacant, Publicly Owned Lands in Washington County, by Land Use Designation (Detail)

Source: Washington County Assessor; ECONorthwest





Department of Health
and Human Services

Washington County Childcare Analysis

Task 5: Gap Analysis and Workforce Development Case Studies

June 20, 2023

This project funded by the American Rescue Plan Act

DATE: June 29, 2023
TO: Early Learning Washington County
FROM: ECONorthwest
SUBJECT: Task 5: Gap Analysis and Workforce Development Case Studies

Introduction

Washington County contracted with ECONorthwest to conduct an analysis of infrastructure and workforce needs for an expansion of early childhood care and education for 0–5-year-olds in Washington County, Oregon.

This memorandum provides results for Task 5, which includes a gap analysis and workforce development case studies. The goals for this task were to (1) quantify the gap between current capacity and capacity needed, circa 2030, under a scenario that reflects a system expansion sufficient to ensure that all regions of the county have at least 0.67 licensed childcare slots per child ages 0 to 5; and (2) describe initiatives in other parts of Oregon that Washington County should consider as it seeks to ensure a robust talent pipeline for the childcare workforce.

Gap Analysis

Data Sources

We relied on data collected and analyzed in prior tasks, as well as additional information presented in reports from Oregon State University’s Oregon Childcare Research Partnership, including the 2019 Early Learning Workforce Study and 2022 reports on childcare supply and childcare deserts.¹

The analysis relied on multiple data sources, briefly described below:

- **Find Child Care Oregon (FCCO) data** – The FCCO database includes data on all childcare and early education providers that are required to or voluntarily report to the state. It includes information on licensed capacity, ages served, and program information, including hours and specialty care offered.

¹ Oregon Center for Career Development in Childhood Care and Education and Oregon Child Care Research Partnership (2021, May). *Oregon Early Learning Workforce: Seven Years Beyond Baseline Comparison of 2012 and 2019*. Portland State University and Oregon State University.
Oregon Child Care Research Partnership (2023, April). *2022 Estimated Supply of Child Care and Early Education Programs in Oregon*. Oregon State University.

Pratt, M. & Sektnan, M. (2023, May). *Oregon’s Child Care Deserts 2022: Mapping Supply by Age Group and Percentage of Publicly Funded Slots*. Corvallis, Oregon: Oregon State University, College of Public Health and Human Sciences.
https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregons_child_care_deserts_2022.pdf

- **U.S. Census Bureau Public Use Microdata Sample (PUMS)** – The Census Bureau releases microdata samples of its American Community Survey to allow users to customize estimates and tables not provided in the pre-tabulated tables. These data provide sample data for deidentified individuals and households at statistically determined Public Use Microdata Areas (PUMAs).
- **Forecast data** – Portland State University’s Population Research Center publishes population by age forecast data for Washington County, the Bureau of Labor Statistics (BLS) publishes occupation-level projections for the Portland-Vancouver-Hillsboro Metropolitan Statistical Area, the Oregon Employment Department provides 10 year (2021-2031) occupational projections for the Portland tri-county area, and Metro provides city-level population, household, and employment forecasts for 2030 and 2045.
- **Quarterly Census of Employment and Wages (QCEW)** – Bureau of Labor Statistics (BLS) publishes quarterly counts of employment and wages, which cover more than 95 percent of jobs in the United States. ECONorthwest obtained from OED confidential QCEW for Washington County to conduct its assessment of workforce need.
- **Oregon Child Care Desert and Oregon Child Care Supply Reports** – The Oregon Child Care Research Partnership at Oregon State University publishes biennial reports on both childcare supply and childcare deserts statewide and at the county level.² The Partnership has maintained an estimated supply dataset since 1999 to track the state’s early care and education supply.³
- **Raw Oregon Market Price Study data** – The Oregon Child Care Research Partnership at Oregon State University publishes the Oregon Market Price Study biennially, which identifies childcare prices and the geographic distribution of these prices across the state. The research team provided ECONorthwest with the Washington County raw data for its 2022 report, which provided detailed information about provider capacity in Washington County.

Scenario Definition and Approach

The modeled expanded service scenario reflects a childcare system where licensed capacity is at least 0.67 slots per child in every county Census tract. In the scenario, additional slots relative to current capacity are assigned to tracts by type of provider (center, home based) such that each tract’s total capacity (after expansion) has a distribution of slots by provider type similar to the current distribution across the county as a whole.

² Oregon Child Care Research Partnership. 2022 *Estimated Supply of Child Care and Early Education Programs in Oregon*. Oregon State University. April 2023.

Pratt, M. & Sektnan, M. (2023, May). *Oregon’s Child Care Deserts 2022: Mapping Supply by Age Group and Percentage of Publicly Funded Slots*. Corvallis, Oregon: Oregon State University, College of Public Health and Human Sciences. https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregons_child_care_deserts_2022.pdf

³ See <https://health.oregonstate.edu/early-learners/supply> for additional information.

We calculate the gap in slots, additional slots by tract and provider type, and additional workforce needed for 2022 and for 2030. The calculations proceed with the following steps for each year:

1. Estimate population of children ages 0 to 5 in each Census tract (2030 estimates equal 2022 estimates plus forecast countywide growth in this population)
2. Calculate current licensed capacity by provider type and Census tract
3. Calculate additional licensed slots by type needed in each Census tract to reach at least 0.67 slots per child (tracts with a higher ratio have no additional need)
4. Estimate additional workforce need, by provider type and position, to provide the needed additional capacity

Parental Preferences on Mix of Provider Types

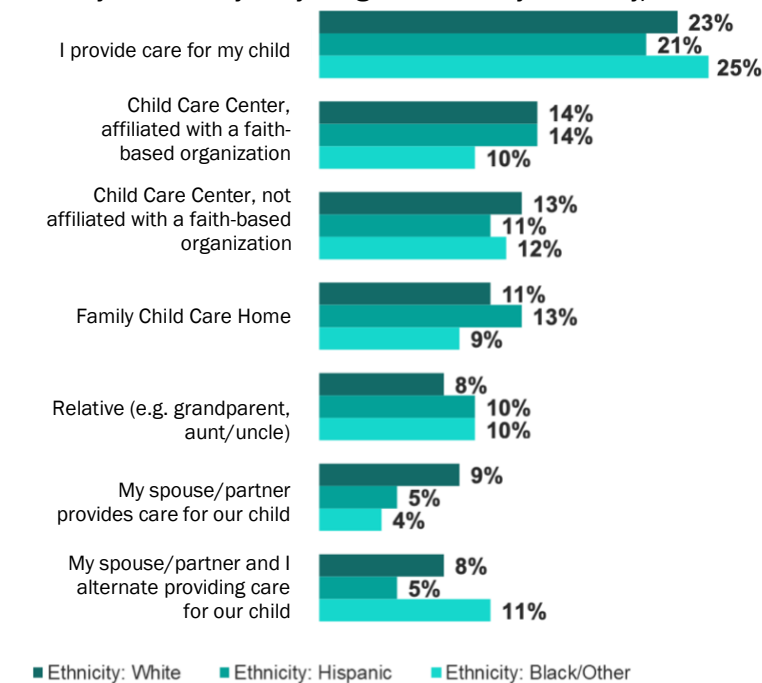
The mix of provider types in different regions will vary due to parental preferences, zoning regulations, and other factors such as local employer characteristics. Studies of parental preferences and experiences nationally and in other regions can nonetheless provide additional context to inform Washington County's system expansion planning.

Parental childcare choices are often complex decisions based on a combination of preferences, price, and availability. Parental choices are often based on factors such as family or household make up, community location, personal preferences, constraints and barriers, and financial assistance.⁴ These factors vary by demographics and geographic location as well as individual factors. For example, the presence of more adults in the home was associated with decreased use of centers, and parents of three and four-year-olds were more likely to use centers compared to the parents of infants. Trust in the provider was a stronger priority for low-income parents, and low-income parents who report prioritizing trust were more likely to select informal childcare arrangements. Living in a nonmetro area was also associated with higher levels of using informal care, as was prioritizing location and convenience. Based on a national survey of parents in 2021 conducted by the Bipartisan Policy Center, Exhibit 1 shows variation in reported childcare arrangements by race/ethnicity and Exhibit 2 shows variation by income level.⁵ Overall, providing a range of childcare options is important, as families have differing needs.

⁴ Weber, R. B., Grobe, D., & Scott, E. K. (2018). *Predictors of low-income parent childcare selections*. Children and Youth Services Review, 88, 528-540.

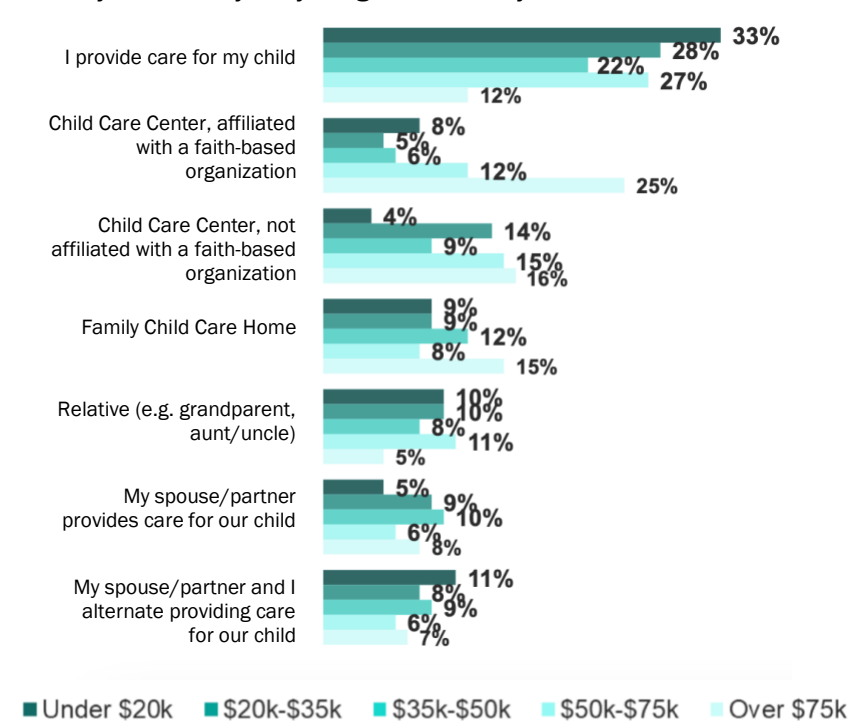
⁵ Bipartisan Policy Center (2021). *Child Care Market Analysis*. <https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2021/01/BPC-MC-Child-Care-Analysis-Jan-2021.pdf>

Exhibit 1. Which of the following best describes the primary child care arrangement you used in January 2020 for your youngest child? By Ethnicity/Race



Source: BPC 2021

Exhibit 2. Which of the following best describes the primary child care arrangement you used in January 2020 for your youngest child? By Income-level



Source: BPC 2021

The survey also included the following findings about ideal arrangements by different demographics:⁶

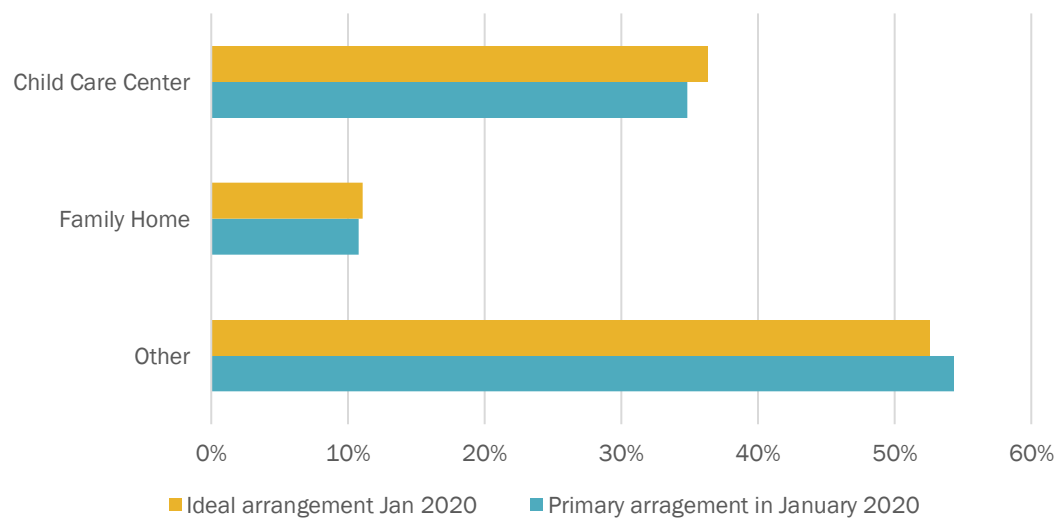
- *Parents with income over \$75k were half as likely as parents with lower income levels to say their ideal childcare arrangement would be providing care themselves. During December of 2020, 15 percent of higher-income parents versus 29 to 34 percent of lower-income parents stated providing care for their children themselves was their ideal arrangement.*
- *There was a 9 percent increase (from 7 percent to 9 percent) among Black parents and other parents of color between January and December 2020 who said their ideal childcare arrangement is to provide care themselves for their youngest child.*
- *Rural parents were more likely than suburban and urban parents to indicate their ideal childcare arrangement in January and December 2020 was providing care themselves. In December of 2020, for example, 35 percent of rural respondents answered their ideal arrangement would be to provide care themselves compared to 20 percent of urban and 28 percent of suburban respondents.*
- *Ideal childcare arrangements differ by the age of the parents' youngest child. Parents with a younger child were more likely to say providing care themselves was their ideal childcare arrangement in January and December 2020. On the other hand, parents with an older child were more likely to say their ideal care arrangement was a childcare center. For example, during December of 2020, 36 percent of respondents indicated that providing care themselves was the most ideal arrangement if their child was less than one year old, compared to 20 percent of respondents if their youngest child was four years old.*

Overall, reported ideal arrangements are within the margin of error of reported current arrangements, suggesting that nationally, parents are able to choose the type of care they desire (see Exhibit 3).⁷ These survey results also suggest that, nationally, just under half of families describe the ideal childcare arrangement being care outside the home. At a more granular level than the chart displays, the largest difference between ideal and current arrangements is between part-day pre-K programs, which 9 percent of respondents described as their ideal childcare in January 2020 versus 5 percent as their current primary arrangement at that time.

⁶ Bipartisan Policy Center (2021). *Child Care Market Analysis*. <https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2021/01/BPC-MC-Child-Care-Analysis-Jan-2021.pdf>

⁷ Bipartisan Policy Center (2021). *National Tracking Poll*. <https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2021/01/Parent-Survey.Toplines.pdf>

Exhibit 3. Which of the following best describes the primary childcare arrangement for your youngest child? Ideal and Current in January 2020



Source: BPC 2021. Note: Family Home is Family Child Care Home; Other includes care by a parent, relative, friend, or nanny.

Licensed Capacity Slots

The share of total slots in the county (licensed capacity) can be estimated for the age categories relevant for this study (0–2 and 3–5; see Exhibit 4) as well as by tract (see Exhibit 5).

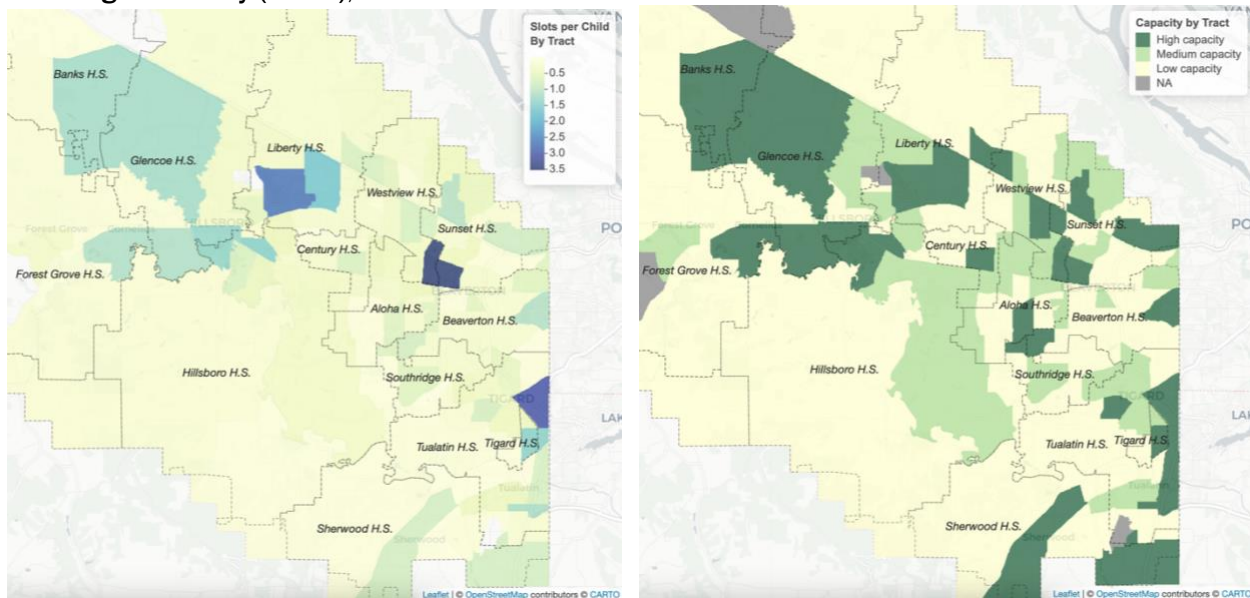
Exhibit 4. Children and Slots in Washington County by Age Category, 2022

Age Group	Population	Current Slots
0-2	19,301	4,977
3-5	22,003	9,714
Total	41,304	14,691

Source: MPS, ECONorthwest analysis

Exhibit 5 also displays tracts categorized as “high-”, “medium-”, or “low-capacity” based on their slots-per-child ratio. High-capacity tracts had a ratio greater than 0.67 (meaning there was high supply compared to potential demand). Low-capacity tracts had a ratio less than 0.33 (meaning there was low supply compared to potential demand).

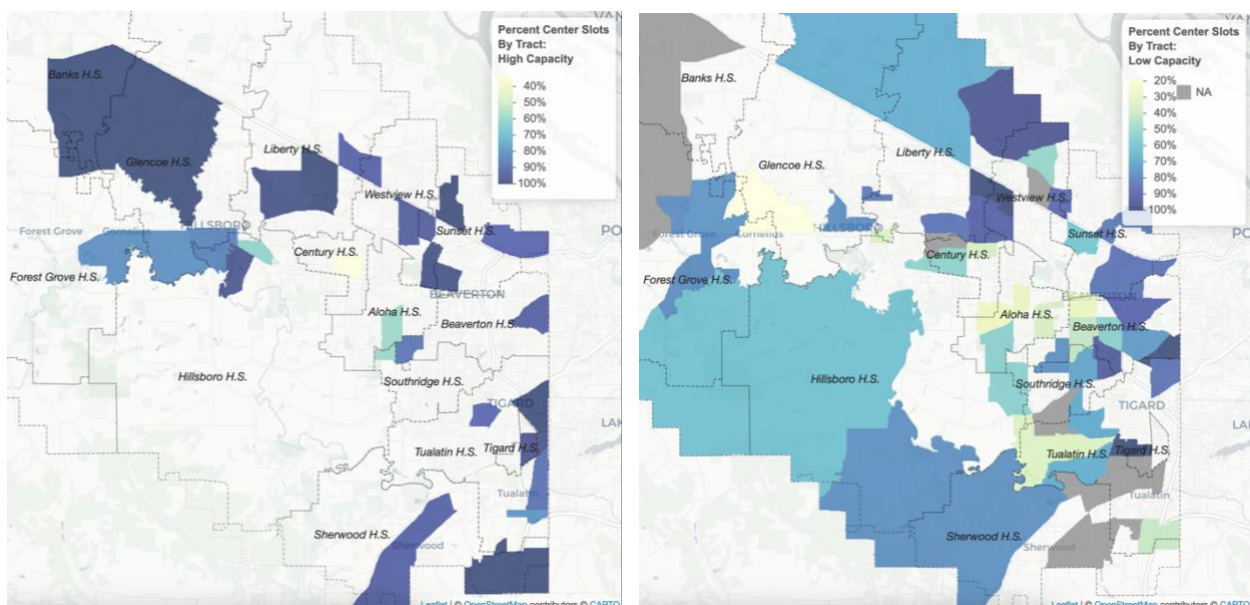
Exhibit 5. Slots per Child by Tract, and Supply of Childcare Slots (High, Medium, or Low) by Tract, Washington County (detail), 2022



Data source: MPS; ECONorthwest analysis

Exhibit 6 illustrates the share of slots in high-capacity and low-capacity tracts that are center-based slots. In both high- and low-capacity tracts, if just one center or a few centers represent most or all of the slots, families' options are limited, and they may face a long drive to the nearest center. Based on the data, this could be an issue in the area south of Banks and north of Wilsonville. Tracts with the highest shares of center slots may be in the most need of additional home-based slots. The County should consider this possibility in assessing an area's capacity.

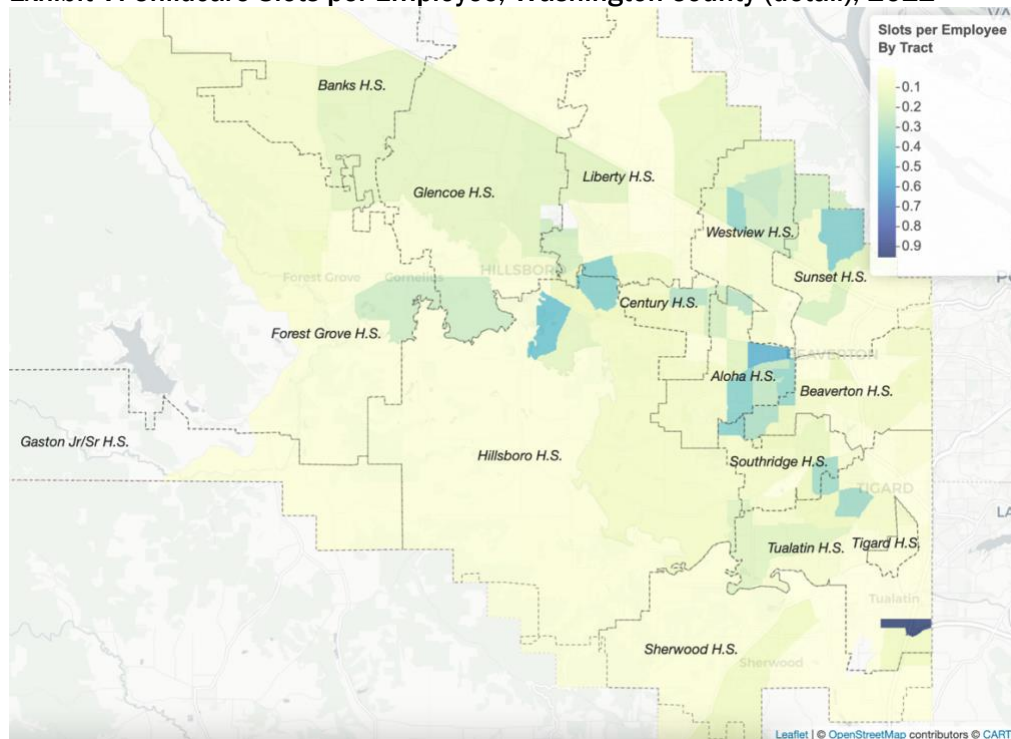
Exhibit 6. Share of Slots that are Center-Based Slots, for High (L) and Low (R) Capacity Tracts, Washington County (detail), 2022



Data source: MPS; ECONorthwest analysis

Finally, Exhibit 7 illustrates childcare slots per employee by tract. Employees in some tracts have access to more slots and, in some cases, to more childcare options (by provider type) in proximity to their employment than do employees in other tracts.

Exhibit 7. Childcare Slots per Employee, Washington County (detail), 2022

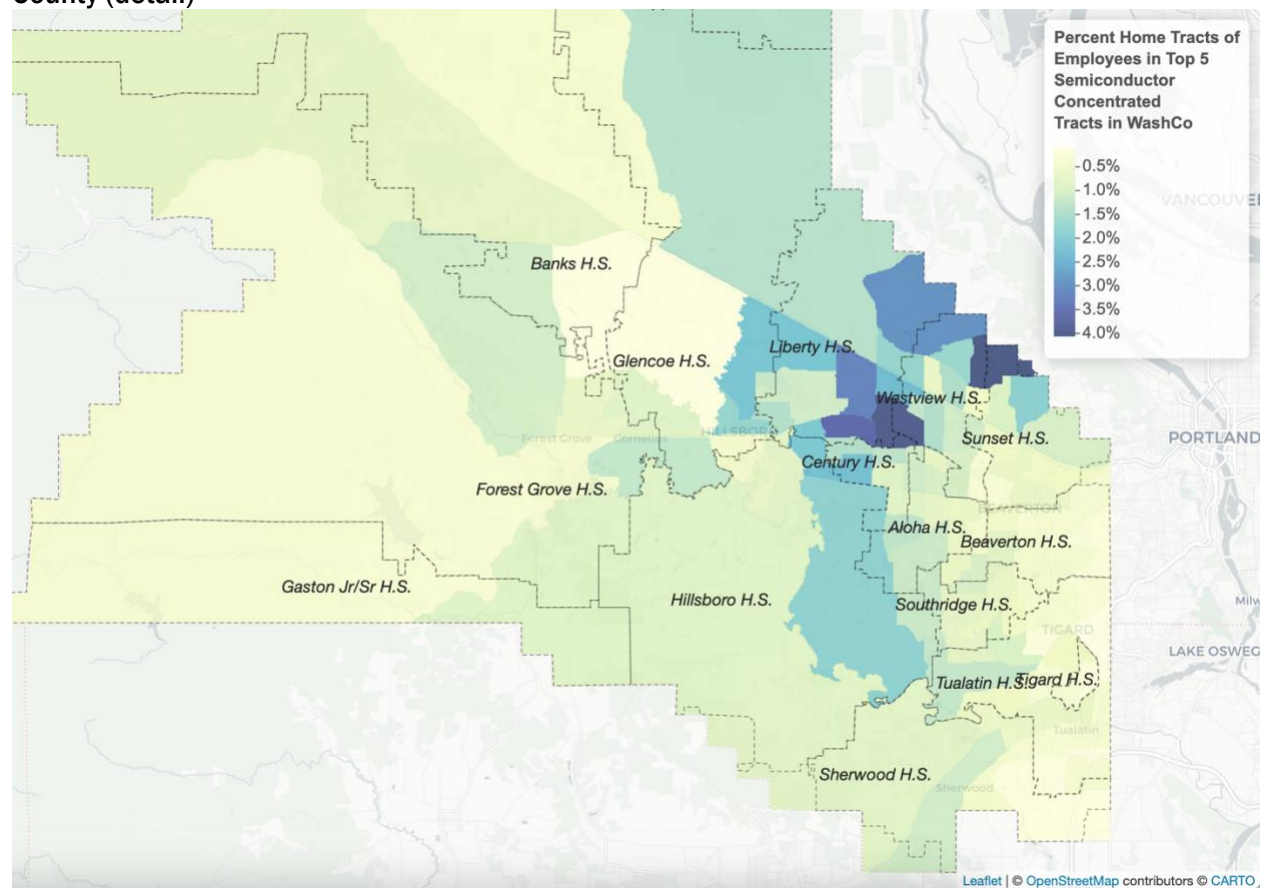


Source: QCEW, OSU

Semiconductor Workforce

A sizeable increase in the semiconductor workforce is anticipated in Washington County as a result of forthcoming investments related to the federal- and state-level CHIPS acts. To provide some information about where new workers might potentially live in the county, we conducted an analysis of where current semiconductor employees reside. Exhibit 8 illustrates the current residential concentrations of workers who are employed in the top five “semiconductor tracts” in Washington County, in other words, the tracts with the highest shares of semiconductor employees. Note that not all new workers will move within or from outside the county, and not all will have children.

Exhibit 8. Distribution of place of residence for semiconductor workers whose place of work is one of the Census tracts with the highest concentration of semiconductor employment, Washington County (detail)



Data Source: QCEW, LODES

Sub-County Variation in Forecast Population Growth

Due to data availability, the 2030 population forecast used as an input to the gap analysis applies the same growth rate across the county. Ideally, we would use location-specific population growth rates. We can look at population growth rates by city for 2020-2040 using Metro's population forecast to provide some insight into where the population of children might grow faster or slower. Among the larger cities in the county, Hillsboro, Beaverton, Tigard, Forest Grove, and Cornelius have the highest forecasted growth rates (13-14 percent each) for 2020–2030. Plans for an expanded childcare system should consider variations in overall population growth forecast among jurisdictions.

Workforce Estimation Methodology

To forecast the increase in employees needed to accommodate additional slots, we use data and reports published by Oregon State University's Early Learners program under the College of Health. Specifically, we use the state-level employment numbers reported in the OSU *Oregon Early Learning Workforce* (2019) report, which lists the number of employees by provider type and position. We calculate the percent of all employees in each position, then apply these values

to Washington County, for which we have the number of employees by provider type from the *Washington County Workforce Profile* (2019) report.

The workforce report only includes certified centers and certified and registered family providers; it does not include exempt centers and exempt family providers. To estimate employment in these organizations, we find the ratio of employees to facilities and apply that ratio to the additional providers. We assume the ratio will be comparable between family providers regardless of exemption status and between centers regardless of exemption status.

Current Conditions and Need Under the Expanded Scenario

Exhibit 9 shows current population and licensed capacity information for the county, as well as the additional slots needed for each Census tract to reach at least 0.67 slots per child (tracts with a higher ratio have no additional need). Exhibit 10 provides the distribution of licensed slots by provider type. This distribution is used in step (3), described above, to distribute additional slots by provider type. Exhibit 11 displays the estimated additional childcare workforce that would have been needed in 2022 to achieve the capacity described in the scenario. Exhibit 12 provides the distribution of slots by tract.

Exhibit 9. Current Population, Slots, and Additional Slots Needed to Meet Scenario Requirements, 2022, Washington County

Age Group	Population	Current Slots	Additional Slots Needed (2022)
0-2	19,301	4,977	6,748
3-5	22,003	9,714	7,693
Total	41,304	14,691	14,442

Source: ECONorthwest

Exhibit 10. Distribution of Licensed Slots by Provider Type, Washington County

Provider Type	Share of Slots 0-5
Licensed Center	66%
Licensed Home	20%
License Exempt Center	13%
License Exempt Home	1%
Total	100%

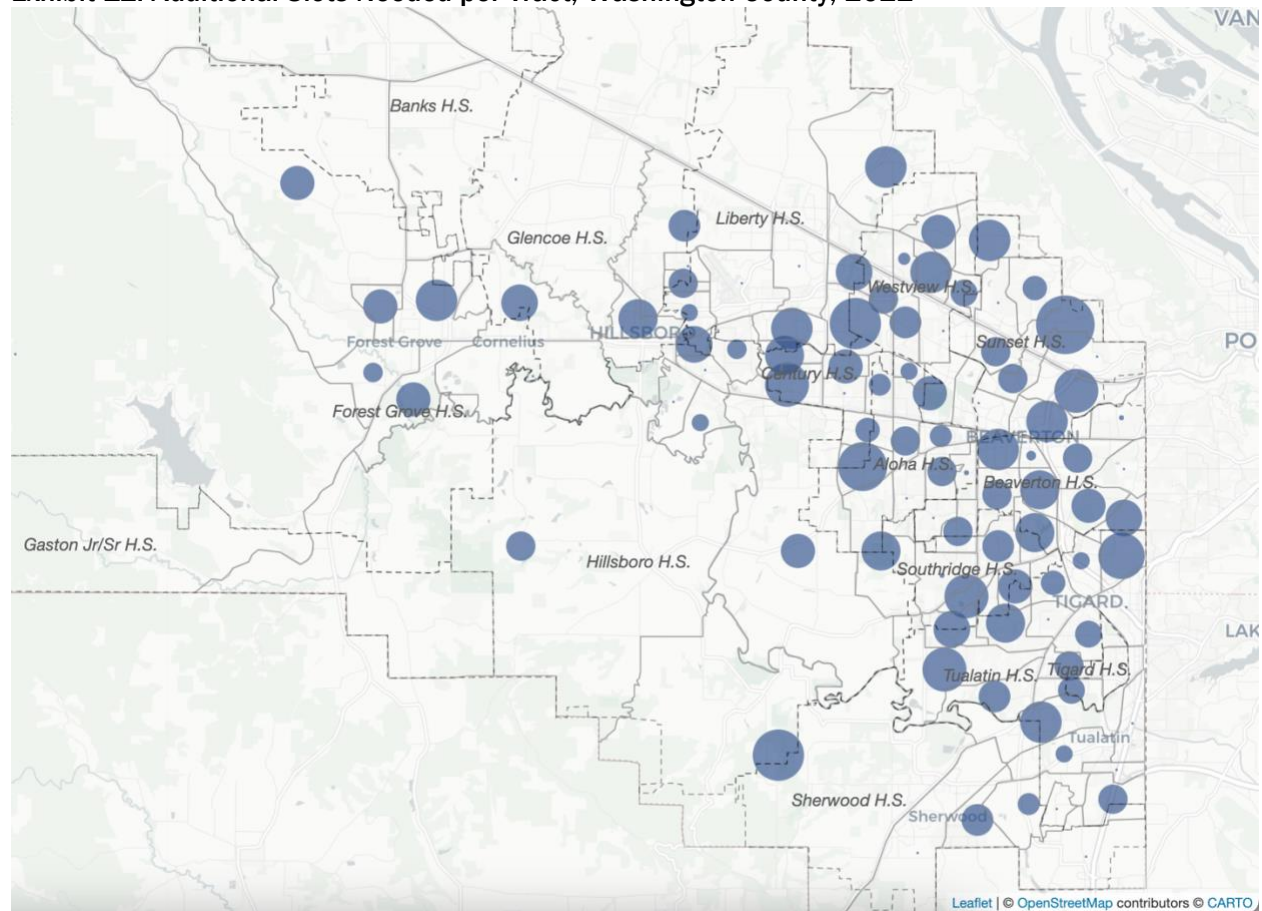
Source: ECONorthwest

Exhibit 11. Additional Workforce Needed to Accommodate Additional Capacity, Washington County, 2022

Provider Type	Position	Additional Employees Needed (2022)
Licensed Center	Aide	620
Licensed Center	Director	148
Licensed Center	Teacher	1,477
Licensed Home	Assistant	355
Licensed Home	Provider	315
License Exempt Home or Center	All	107
Total		3,023

Source: ECONorthwest

Exhibit 12. Additional Slots Needed per Tract, Washington County, 2022



Source: ECONorthwest

Current Conditions and Future Need Under the Expanded Scenario

Exhibits 13 and 14 are similar to those above, but showing additional need based on 2030 population estimates. For 2030, the additional need amounts to about 114 percent of current (as of 2022) licensed capacity, suggesting the need for a similarly large expansion in the county's childcare workforce. As a point of reference, occupational projections produced by the Oregon Employment Department imply an anticipated increase in the tri-county childcare workforce of only about 25 percent (projections for Washington County alone are not available). Exhibit 15 maps the additional need by Census tract (circle size is proportionate to additional capacity needed).

Exhibit 13. Current Population, Slots, and Additional Slots Needed to Meet Scenario Requirements, 2030, Washington County

Age Group	Population (2030)	Current Slots	Additional Slots Needed (2030)
0-2	24,244	4,977	8,468
3-5	23,831	9,714	8,323
Total	48,075	14,691	16,791

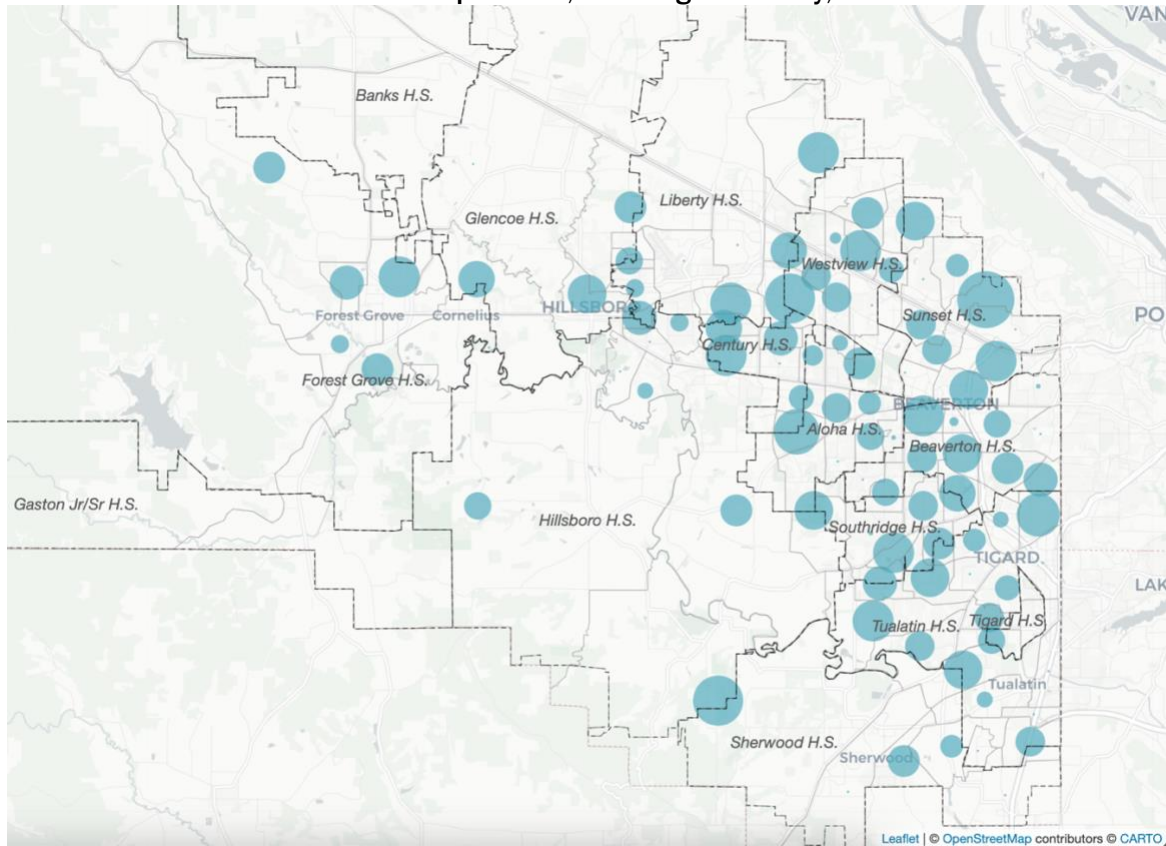
Source: ECONorthwest

Exhibit 14. Additional Workforce Needed to Accommodate Additional Capacity, Washington County, 2030

Provider Type	Position	Additional Employees Needed (2030)
Licensed Center	Aide	709
Licensed Center	Director	169
Licensed Center	Teacher	1,688
Licensed Home	Assistant	406
Licensed Home	Provider	360
License Exempt Home or Center	All	123
Total		3,455

Source: ECONorthwest

Exhibit 15. Additional Slots Needed per Tract, Washington County, 2030



Source: ECONorthwest

Workforce Development Case Studies

ECONorthwest worked with the project team to identify workforce/professional development programs, collaborations, or initiatives to highlight as case studies. The four case studies below describe partnerships in Oregon that are working well to support and train new and existing early childhood care and education professionals.

Case Study 1: Central Oregon

With the abrupt onset of the pandemic, childcare slots in Central Oregon started dropping by the hundreds. Almost 2,000 slots were eliminated in a matter of months. To address this crisis, the City of Bend allocated \$100,000 of American Rescue Plan (ARPA) funds to invest in and expand childcare program and provider capacity. Central Oregon Community College's (COCC) Early Child Care (ECC) Business Accelerator Program emerged from this funding in 2021.⁸ This 3-month program partners with the small business development center (SBDC) and the child care resource and referral (CCR&R) to leverage and align them with early childhood trainings and resources to provide the necessary skills and knowledge for individuals in pursuit of becoming Registered Family or Certified Family providers.

At the point they enter the program, many individuals do not consider themselves small business owners, rather, babysitters who want to watch a few kids within their communities. This program aims to empower such providers to understand how the care, teaching, and services they provide as early child educators is a business and a form of self-employment. With one-on-one coaching sessions with advisors, courses offered in both English and Spanish, and the option to get college credit, the program provides multi-pronged resources and avenues for early childcare providers to attain their licenses, develop a business plan, and/or transition onto a college pathway.

A key draw into the program is the low-barrier opportunity to apply for and receive a \$5,000 start-up grant for one's business. Considering the 2–3-month commitment to the program and childcare provision startup costs, many participants may not have the resources to cover program-related costs. Therefore, the additional \$5,000 is crucial in helping folks cover set-up costs before making a profit. With cohorts of ten or so trainees, COCC's ECC Business Accelerator Program has an 80 percent completion rate. Of the 51 graduates of the program so far, 33 early childcare providers have received grants. This number, however, is not fully reflective of the program's success, as some providers choose instead to work in a childcare center, continue into college credit, or pursue an alternative route that does not meet the requirements of the grant. The work of the COCC program has added 315 childcare slots in Central Oregon across a tri-county area and the program is currently instituting a "train the trainers" initiative to further partnerships and expand similar programs across Oregon.

While originally funded through ARPA funds, COCC'S ECC Business Accelerator Program is currently relying on funding from the Deschutes County's Small Business Development

⁸ <https://www.cocc.edu/departments/center-business-industry/small-business-development-center/ece-business-accelerator-program.aspx>

Network and self-funding through tuition costs. These current funds will take the program through 2025. However, with the goal to continue rolling out the program and using current systems in place to expand childcare capacity, they hope to secure more-permanent funding sources.

Case Study 2: Clackamas Community College

Clackamas Community College's (CCC) Early Childhood Education and Family Studies (ECEFS) program has been operating for 20 years.⁹ CCC's program is one of only two programs within Oregon – the other being at PCC – that is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children (NAEYC). CCC's ECEFS program is the only program in the country with a Spanish Language Early Childhood program, which was established two years ago. With currently 200 students enrolled in the Spanish coursework, CCC has seen enrollment increase by 500 percent in the last couple of years. Key strengths of the Spanish program include meeting the specific needs of their students through providing fully remote, evening course offerings (6pm or later), and weekend courses. Additionally, all course textbooks can be found online and are free through the college's open education resources.

At CCC, students can earn a 1-year certificate and continue on to a 2-year associate of applied science degree, which includes 90 credits. However, because most students work during their program, most take three years to complete the ECEFS AAS. Each year 30 students graduate from CCC's Spanish Early Childhood program, whereas only 5-10 students graduate from their English program. Reasons for this include the lower enrollment of English-only students, which is roughly around 30 students. With surrounding English Early Childhood Education programs at PCC and Mount Hood Community College, CCC hopes to increase the competitiveness of their English program by implementing online, 5-week courses in the fall.

Key CCC partners include Marion and Clackamas Childcare Resource and Referrals, Oregon Childhood Coalition, the Clackamas Commission, the Oregon Community Foundation, and additional community partners and philanthropic foundations. The main funding source for CCC's program comes from tuition fees, which are roughly \$123 per credit. However, grants from Grow You Own Teacher Pathway and Early Learning Higher Education Consortium help cover portions of student tuition fees. Moreover, donations from Oregon Community Foundation, Betty Grey funds, the Latino Partnership Program, and Oregon Child Development Coalition provide additional funding and opportunities for Spanish-speaking students to afford and complete their program.

Case Study 3: Coos/Curry/Douglas County Apprenticeship Program

The Early Childhood Education (ECE) Apprenticeship is a tri-county program geared toward increasing the number of qualified early care and education professionals in Oregon through providing supported career pathways.¹⁰ Registered through the Bureau of Labor and Industries

⁹ <https://www.clackamas.edu/academics/departments-programs/early-childhood-education-and-family-studies-aas>

¹⁰ <https://www.sowib.org/ece>

(BOLI), the program launched on July 1, 2022, and accepted its first round of registered apprentices the next month.

The ECE Apprenticeship program relies on key partnerships to offer a combination of paid on-the-job trainings, related instruction online, one-on-one mentorship, and incremental wage increases for apprentices. These top teaming partners include two employers (South Coast Head Start and United Community Action Network Head Start), two community colleges (Southwestern Oregon Community College (SWOCC) and Umpqua Community College (UCC)), and the South Coast Regional Early Learning Hub organization.

Top features of the ECE Apprenticeship program include:

- Enrollment in a college program (either SWOCC or UCC) to acquire a total of 693 hours of online training in early education, human growth and development, family and community systems, program management, math, and writing courses. In an average of 3 years, apprentices are able to nearly obtain an AA degree, only requiring additional electives outside of the apprenticeship.
- Opportunity to acquire 3,072 hours of on-the-job paid work experience through the two partner employers. Work experience includes classroom instruction, curriculum preparation and development, classroom organizing, health and safety, and documentation/tracking. Apprentices also get 1:1 mentorship throughout the process.
- Little to no cost, and access to scholarships and grants. Through initial funding from the U.S. Department of Labor's Employment and Training Administration, the ECE program was able to help fund most of their 6 apprentices' education. With this funding source ending on June 30, 2023, additional ARPA funding was secured, for a total of 12 apprentices through spring 2025.

Because the ECE program covers most if not all of participants' educational expenses, its impact and reach is limited by its available funding, hence the lower enrollment rates. Additional challenges include the field's relatively low starting wages, which has deterred some students from entering or completing the program.

After a year of operation, the ECE Apprenticeship program continues to support aspiring childcare providers who can't afford school by creating an avenue where they can both build upon their educational careers and get into the field of early childcare and education.

Case Study 4: Latino Early Childhood Education and Care Consortium, Mid-Willamette Valley Communities

The Latino Early Childhood Education and Care (ECEC) Consortium was established in 2022 to both assess the needs of and develop strategies to enhance the early learning and care of Latino children and families within the Mid-Willamette Valley. The Consortium aims to address the dearth of culturally relevant early care resources for the region's Latino community—including approximately 7,000 Latino 0-4-year-olds—through horizontal integration of existing resources centered on the Latino community.

The Consortium represents established partnerships between the Oregon Child Development Coalition, Mid-Willamette Valley Child Care Resources and Referral (CCR&R), the Marion-Polk Early Learning Hub, the Yamhill CCO Early Learning Hub, and the Willamette Valley Wine Foundation. These partners are led by the CAPACES Leadership Institute, which supports a network of nine Latino organizations in the Mid-Willamette Valley. The partnerships, through a Steering Committee consisting of executive leadership from each organization, provide strategic direction, advice, and governance for their projects.

Thus far, the Latino ECEC Consortium has completed Phase I & II of their initiative. Phase I included an evaluation of needs and a review of existing resources available to address those needs. From multiple focus group with Latino families, specific needs such as home-based services, culturally sensitive services (e.g., stories of curriculums that embrace Latino culture), diversity of staff, and desire for bilingual/bicultural providers were highlighted. Phase II included identification of strategies and systems required to deliver best-in-class early learning and care. The five-year vision is to establish 300 more dual-language educators and 150 high-quality providers serving an incremental 1,500 children.

The Consortium is currently implementing Phase III of the initiative that includes implementing the following strategies identified in Phase II:

1. Collaborate with Clackamas Community College (CCC) to provide the opportunity – and scholarships – for 300 future educators to receive Child Development Teaching Certificates (CDA) or Associate of Applied Science Degrees (AAS) in Early Childhood Education. The goal is to have 75 students at a time in three cohorts moving through and receiving their CDA or AAS.
2. Establish 150 new Licensed Registered or Certified Child Care Homes for providing early learning and care to approximately 1,500 infant toddlers and preschoolers – including support systems for the providers.
3. Establish a Spanish-based culturally sensitive early learning system that includes curriculum, learning plans, and resource materials.
4. Establish the management, recruitment, and advocacy resources required to expand the workforce, support the providers, and obtain ongoing funding.

Two cohorts of future educators have been enrolled in the CCC Spanish-based CDA-AAS program. Scholarships for the first cohort of 22 students were funded by CCR&R; 14 recently received their CDA and 6 received their AAS. A second cohort of 22 students began their studies in April 2023. Scholarships for the second cohort of 22 students were provided through the Oregon Department of Early Learning and Care (DELIC) Intergovernmental Award grant (IGA). The Consortium has been notified that IGA scholarships have been extended to allow the second cohort to earn their 45-credit CDA.

CCR&R has been selected as a partner organization through which Neighborhood House's Child Care Alliance will provide coaching and support for providers of early learning and care. The Alliance is funded by the Oregon Community Foundation, The Ford Family Foundation, and the DELIC.

CAPACES has received a capacity-building grant from the Oregon Community Foundation to support its leadership of the initiative.

Additional staffing resources at CAPACES, CCR&R and the Early Learning Hubs will be key to the success of the initiative. The Consortium has been notified that it will receive a grant of \$1.25 million through the Oregon Child Care Capacity Building Fund (Seeding Justice) to support the initiative. The Consortium is also seeking resources from private foundations (e.g., the Willamette Valley Wine Foundation).

DELC will be a key source of funding for scholarships and support of early learning and care providers. Providers will receive a major portion of their funding through DELC programs like Employment Related Day Care and Oregon Preschool Promise.

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Oregon Department of
**Early Learning
and Care**

Early Learning Council ERDC Update

February 28, 2024

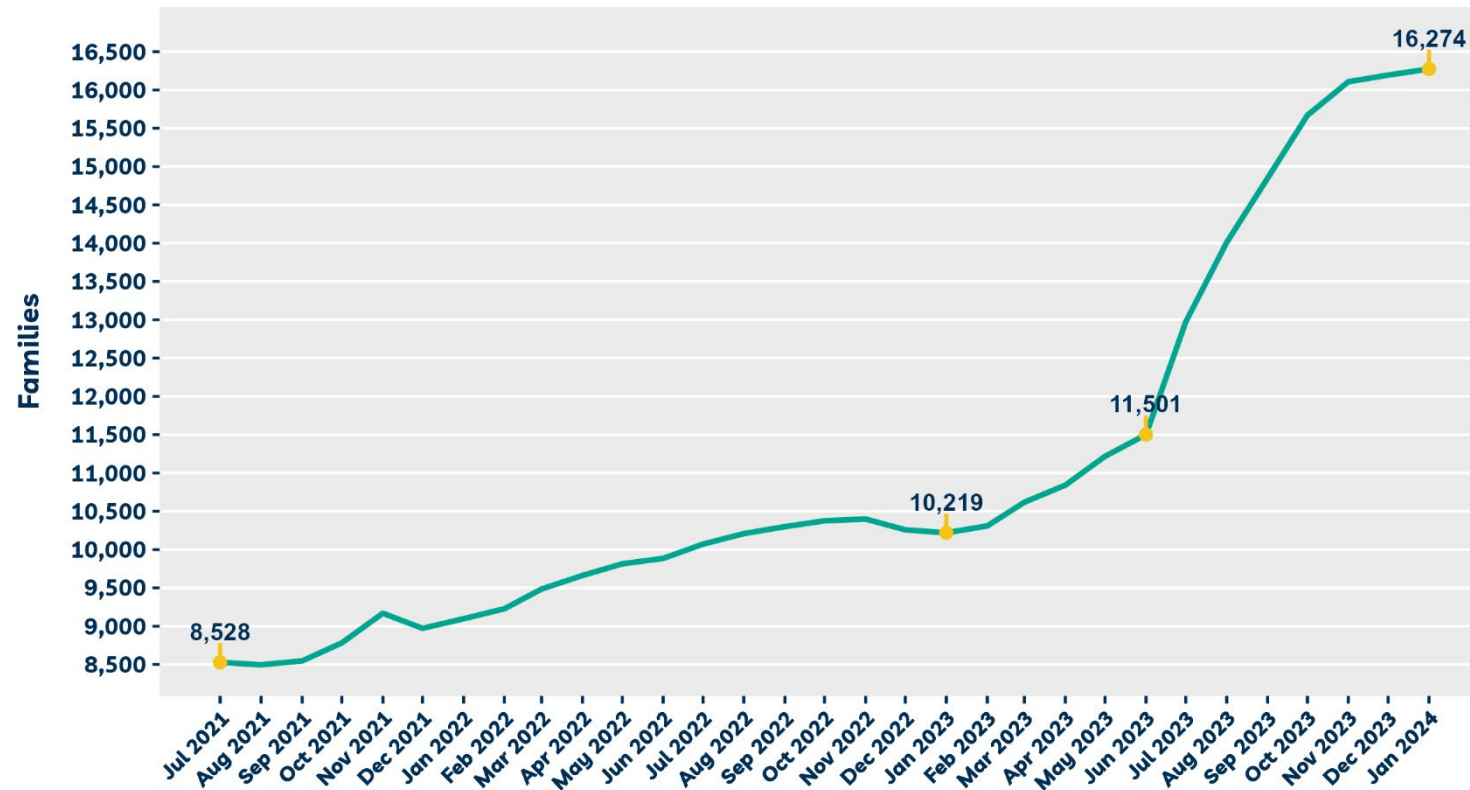
Dorothy Spence, Child Care Assistance Program Manager,
DELDC



Total Caseload

Total Caseload Over Time

July 2021 to January 2024



Total Caseload for January increased by 1.4%

Families Actively Connected to Care

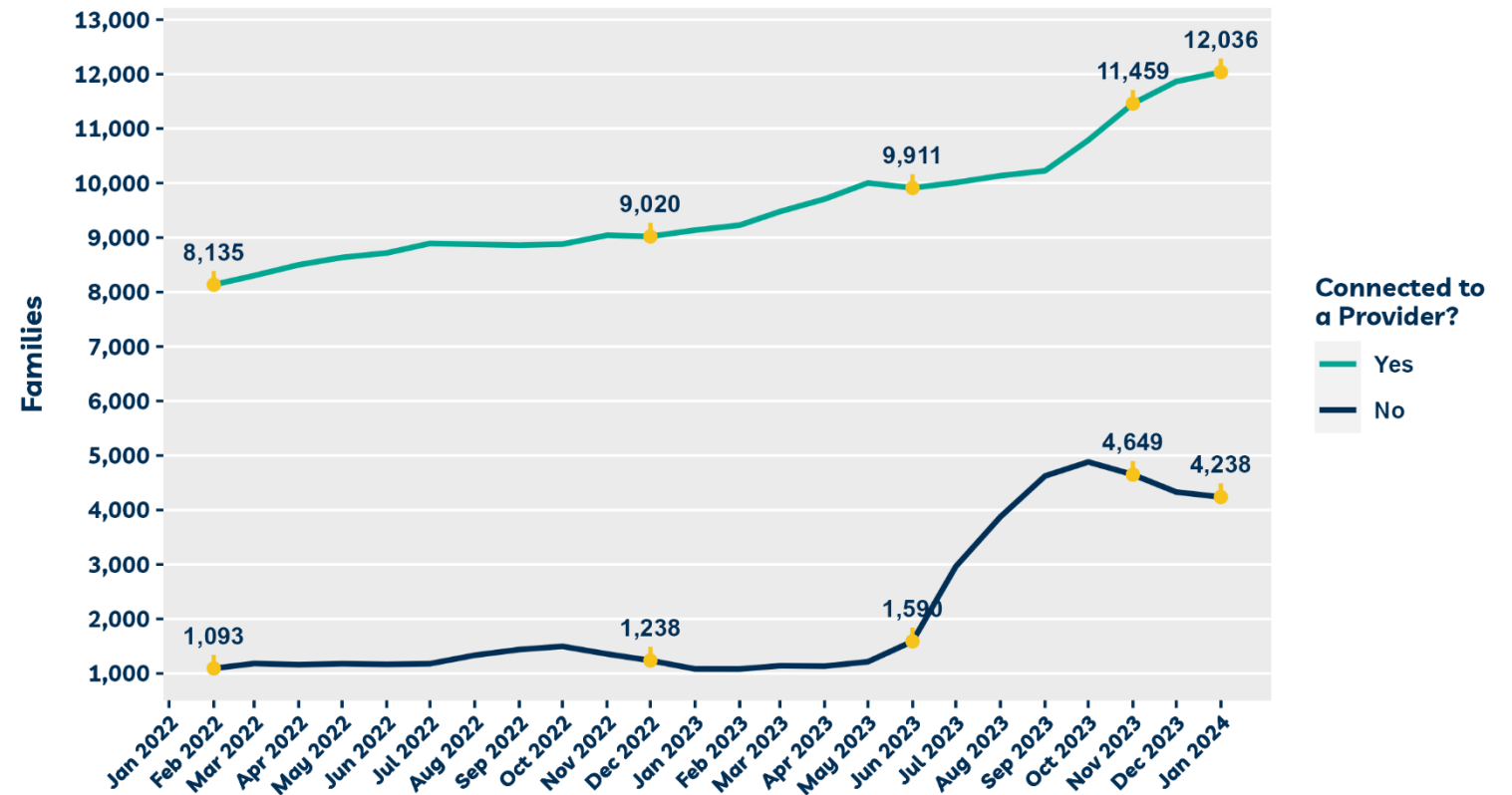
Total caseload is made up of families connected and not yet connected to a provider.

In January, families connected to a provider grew by 172 cases while families not yet connected to a provider declined by 92 cases.

Families have 12-month protected eligibility once approved, they can connect to a provider and start using their ERDC subsidy at any time in a 12-month period.

Families Connected and Not Yet Connected to a Provider

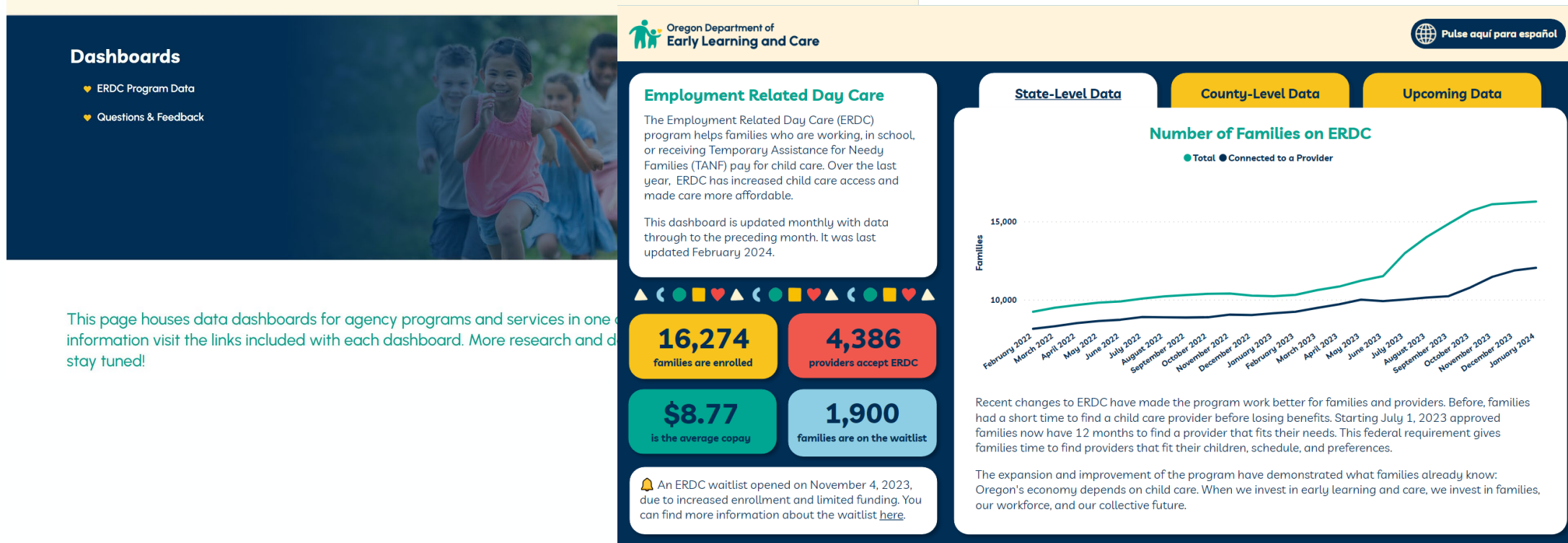
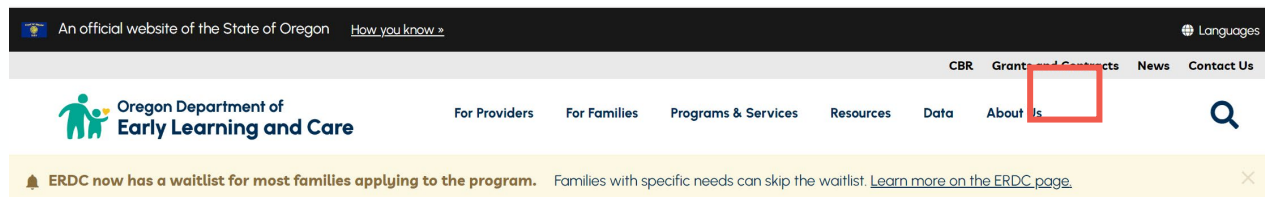
February 2022 to January 2024





Program Transparency: Data Dashboard

Waitlist number now available on the dashboard.



This page houses data dashboards for agency programs and services in one place. For more information visit the links included with each dashboard. More research and data will be added as it becomes available. Stay tuned!



ERDC Communications

- ERDC Email Update (English & Spanish)
 - Quarterly unless time sensitive update to be provided
 - Sign up [here](#)
- Waitlist Communication – Text from ONE
 - First quarterly text nudge sent to those on the waitlist

"We are writing to inform you that you are currently on the ERDC child care waitlist. If your situation has changed and you meet exemptions to skip the waitlist please reach out to an eligibility worker right away. Otherwise no action is needed. We will continue to send updates to families as information becomes available."
 - Next text will be April
- Website updates to reflect new ERDC income limits in response to 2024 FPLs (*Income limits are in OAR and updates require ELC approval*)



ERDC May1st Eligibility Changes

- As of May 1st, ERDC eligibility will cover children regardless of immigration or citizenship status. With the waitlist active, families will need to meet a waitlist exemption to receive services.
- We are working with community partners to develop communications resources.



MEMORANDUM

To: Early Learning Council Members

From: Crys O'Grady, Legal Affairs Manager
Gabriela Hernandez, Early Learning Council Administrator

Date: February 28, 2024

Re: Notification of Rulemaking Actions & Presentations

Executive Summary: The purpose of this memo is to update the Early Learning Council (ELC) on development of rules, including associated partner engagement, which the ELC will be previewing and voting on in upcoming meetings.

The Oregon Department of Early Learning and Care (DEL.C) plans to present **three rulesets** for action in February and **one ruleset** for notice which will be up for vote at the Early Learning Council meeting in March. Please reach out with any questions or concerns about the rulemaking process to Crys O'Grady, Legal Affairs Manager.

The following rulesets will be **voted on** in the February meeting:

- Employment Related Day Care Rate Ruleset Revision
- Child Care Licensing Division: Central Background Registry Ruleset Revision
- Preschool Promise: Correcting Misfiling of Procurement Rule Repeal

The following ruleset will be **presented** for notice in the February meeting:

- Baby Promise Program Ruleset Proposal

RULESETS FOR VOTE IN FEBRUARY:

Employment Related Day Care Program Ruleset Revision

SUMMARY: This ruleset includes rule amendments to reflect business process updates and functionality in the ONE IE system and to reflect updates in the Federal Poverty Levels (FPLs) and State Median Income (SMI) levels for 2024. The permanent proposed rule amendments are

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necessary to implement update the Federal Poverty Levels (FPLs) and State Median Income (SMI) levels in the that will increase the initial and exit income limits for ERDC. The FPL changes will also increase the income thresholds for each of the ERDC copay tiers.

After the implementation of the waitlist for ERDC, it was determined an amendment is needed to align the language for the Child Welfare ERDC waitlist exemption to Child Welfare processes. The requirement to have an ongoing safety plan is being removed from the OAR language as it is no longer a current Child Welfare process for purposes of the waitlist exemption. If there is Child Welfare involvement and Child Welfare has determined child care is needed, the family can bypass the ERDC waitlist.

Additionally, reimbursement language is being amended to clarify that ERDC will continue to exclude child care reimbursements from countable income when they are paid by the Oregon Department of Human Services. Resettlement and Placement Grants language is being amended to update the naming to Reception and Placement (R&P) and Welcome Corps Grants and to clarify that privately funded Welcome Corps grants are counted in the same manner as publicly funded Reception and Placement grants.

PROCESS: Due to the operational and routine nature of these rule amendments, DELC did not convene a Rules Advisory Committee (RAC). A public hearing was held on these rule changes on February 15. Public comment was until February 21, 2024 at 5 PM. No public comment was received.

EQUITY ANALYSIS: These rule changes may have a positive socioeconomic equity impact on children and families who are currently receiving ERDC or TANF benefits, because higher income limits allow more families to qualify for ERDC. The updates to FPLs and SMIs could result in calculating lower copays for families participating in the program. There may also be a positive socioeconomic impact on child care providers who participate in the ERDC program.

NEXT STEPS: The Council will vote on permanent updates to the rule language in the February 28, 2024 ELC meeting. If passed, the rules will be permanently effective on March 1, 2024 Department of Early Learning and Care.

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Central Background Registry Ruleset Revision

SUMMARY: This ruleset includes rule amendments to meet statutory changes adopted in the 2023 legislative session. The proposed rule amendments are necessary to implement HB 3558, SB 283, and HB 2599. These amendments: 1) allow individuals who may be denied enrollment in the Central Background Registry (CBR) to have Limited Enrollment in specific scenarios to allow for child care within the Employment Related Day Care (ERDC) program; 2) remove requirements for individuals who provide early intervention/special education that undergo background checks through their employers (educational service districts/public school districts) to enroll in the CBR; 3) waive CBR processing and enrollment fees for subject individuals who provide respite care; and 4) add Assault IV when charged as a felony crime to the list of disqualifying conditions/crimes for CBR enrollment.

PROCESS: In order to meet the statutory mandates for implementation, the ELC passed these rule amendments as temporary rules in September 2023. DELC convened a Rules Advisory Committee (RAC) in October 2023 to receive feedback on the temporary rule amendments. A public hearing was held on January 22, 2024 and public comment was open until January 31, 2024 at 5 PM. No public comment was received.

EQUITY ANALYSIS: These rule changes will have a positive socioeconomic equity impact on early intervention/special education providers and staff, as well as individuals who provide respite care. These rule changes will waive fees for CBR processing and enrollment fees for subject individuals who provide respite care.

Additionally, this will have a positive social equity impact on families involved in the child welfare system who receive in-home child care services through the ERDC program by allowing limited enrollment in the CBR in specific in-home child care scenarios.

NEXT STEPS: The Council will vote on permanent updates to the rule language in the February 28, 2024 ELC meeting. If passed, the temporary rules will then be permanently effective on February 28, 2024 in the Department of Early Learning and Care.

Preschool Promise: Correcting Misfiling of Procurement Rule Repeal

SUMMARY: In March 2023, several rules across program rulesets stipulated self-imposed procurement requirements— Oregon Prenatal-to-Kindergarten, Preschool Promise, and Early Childhood Equity Fund. Temporary rules were adopted to address this issue in the September 28, 2022 Early Learning Council meeting. Permanent updates to rule language were adopted in

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2023, however the rule in the Preschool Promise ruleset was misfiled as a temporary repeal, so this action needs to be taken to correct the technical misfiling and make the repeal permanent.

PROCESS: DELC, formerly ELD at the time of initial repeal, convened a Rulemaking Advisory Committee (RAC) in February 2023 to advise on the equity and unintended impacts of the repeal of the rule language, as well as how to maintain transparency of the public granting process in other agency policies. A public hearing was scheduled in March 2023 and public comment was open until March 1, 2023. No public comment was received. The correction of the repeal was refiled in the February 1, 2024 Secretary of State Bulletin.

EQUITY ANALYSIS: Organizations statewide, including culturally specific organizations, interested, or currently providing, Preschool Promise have been able to more quickly and easily access public funding for operations. The schedule for applying and releasing funds was updated to better align with early learning provider needs. Updating the rule language has reduced barriers for smaller organizations to apply and begin providing crucial early learning services to populations across Oregon.

NEXT STEPS: The Council will vote on the permanent repeal in the February 28, 2024 ELC meeting. If passed, the rule repeal will then be permanently effective on February 28, 2024 in the Department of Early Learning and Care.

RULESET FOR PRESENTATION & NOTICE IN FEBRUARY:

Baby Promise Program Ruleset Proposal

SUMMARY: DELC, formerly ELD at the time of initial administration, began implementing the Baby Promise Program in March 2020 in accordance with ORS 417.784. The Baby Promise Program offers free, high-quality early care and education for infants and toddlers from low-income families in Oregon. Serving children ages six weeks to three years, Baby Promise is a publicly funded program and complements other early learning programs such as Preschool Promise, Oregon Prenatal to Kindergarten (OPK) programs, and ERDC.

These proposed rules outline the purpose of the program, eligibility for families, roles of Child Care Resource & Referral Agencies in administration of the program, and provider eligibility

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and program requirements for Baby Promise. This presentation will outline the proposed rules to guide implementation and administration of the program.

PROCESS: DELC will convene a Rulemaking Advisory Committee (RAC) that will meet 3 times in February-March 2024 to advise on the equity and financial impacts of the proposed rule language. DELC will seek additional public comments by posting drafts of the administrative rules on its website and seeking comments both in writing and through a public hearing on March 11, 2024. The public comment period will be open until March 15, 2024, at 5PM.

EQUITY ANALYSIS: These proposed rules will likely have will a positive socioeconomic equity impact on families, early care educators, and CRR&Rs. Rule language will be evaluated by the RAC for equity impacts to providers, early educators, and families. These will be reported on in the March 2024 ELC meeting. It is anticipated that the Baby Promise Program will have a positive impact on racial equity in Oregon.

NEXT STEPS: The Council will vote on permanent proposed rule language in the March 27, 2024, ELC meeting. If passed, the rules will be permanently effective on April 1, 2024, in the Department of Early Learning and Care.

UPCOMING RULESETS FOR VOTE IN MARCH:

Microcenter Pilot Proposed Ruleset

SUMMARY: These proposed rules will implement SB 1040 (2023) and create the framework for a Micro-Center Pilot Program. The proposed rules outline the pilot program application process, eligibility and selection criteria, and program guidelines.

PROCESS: DELC will convene a Rules Advisory Committee (RAC) with Directors/representatives of certified centers from across the state, particularly those representing centers with a capacity of less than 30 children, union representatives, p parents and family members of children in these types of programs, micro-center community advocates or subject matter experts, and other community members on January 30, 2024. Additionally, a public hearing was held on February 26, 2024 at 5PM and public comment is open until March 1, 2024.

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EQUITY ANALYSIS: These amendments may have a positive socioeconomic equity impact on child care providers in Oregon. The Micro-Center Pilot Program will select and work with small capacity child care programs from across the state to identify their unique barriers to licensing. The pilot will support the development of a sustainable model for micro-centers to provide affordable, high quality early learning opportunities to communities in this state.

NEXT STEPS: The Council will vote on permanent updates to the rule language in the March 27, 2024 ELC meeting. If passed, the rules will be permanently effective on April 1, 2024 in the Department of Early Learning and Care.

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DELIC Rulemaking

February 2024





Central Background Registry

- ✓ Temporary rules in place since September 2023
- ❑ Permanent Rules for proposed adoption in February 2024





History/Background

2023 Legislative Session:

Three bills passed that require changes to CBR enrollment

- HB 3558
- SB 283
- HB 2599

Child Care Development Fund:

- Changes to the list of disqualifying crimes
- Maintain compliance with federal background check

Temporary rules were adopted in September 2023 in order to align with the new laws immediately.



Public Engagement/Next Steps

RAC

- Held October 26, 2023
- No additional equity or fiscal impacts were identified.

Public Comment Period

- No public comments submitted

Public Hearing

- No public comments submitted



Oregon Department of
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and Care**

Proposed Rule Changes to Employment Related Daycare (ERDC)

Dorothy Spence, Child Care Assistance Program Manager

ELC February 28 2024



Summary of Changes

- ERDC Waitlist
 - OAR 414-175-0010
- ERDC Specific Financial Requirements: Reimbursement, Reception and Placement (R&P) Grants and Self-Employment Income
 - OAR 414-175-0035
- ERDC Income Limits and Copay Amounts
 - OAR 414-175-0050

Public Feedback on Ruleset Changes

Purpose

- Implement federally mandated changes and technical changes to ruleset

Public Feedback/Comment

No RAC (Exception for Technical changes)

- Positive fiscal impacts for families and child care providers

Changes based on Public Comment

- No public comment submitted/No changes made

Public Comment ended 2/21/2023

Public Hearing held 2/15/2024

Preschool Promise Misfiling

Misfiling: ELC voted to repeal OAR 414-470-0042 (Preschool Promise Provider Funding Selection and Grant Award) in March 2023

Purpose of 2023 rule repeal: Efficiency, Accountability, and Equity in the procurement processes for DELC administered programs.

Action: Correct the repeal that misfiled as temporary as a permanent change, effective on passage.



**Baby
Promise**

Oregon Department of
Early Learning and Care

Baby Promise Program & Ruleset Presentation

Maidie Rosengarden Ed.D.
Baby Promise Program Manager





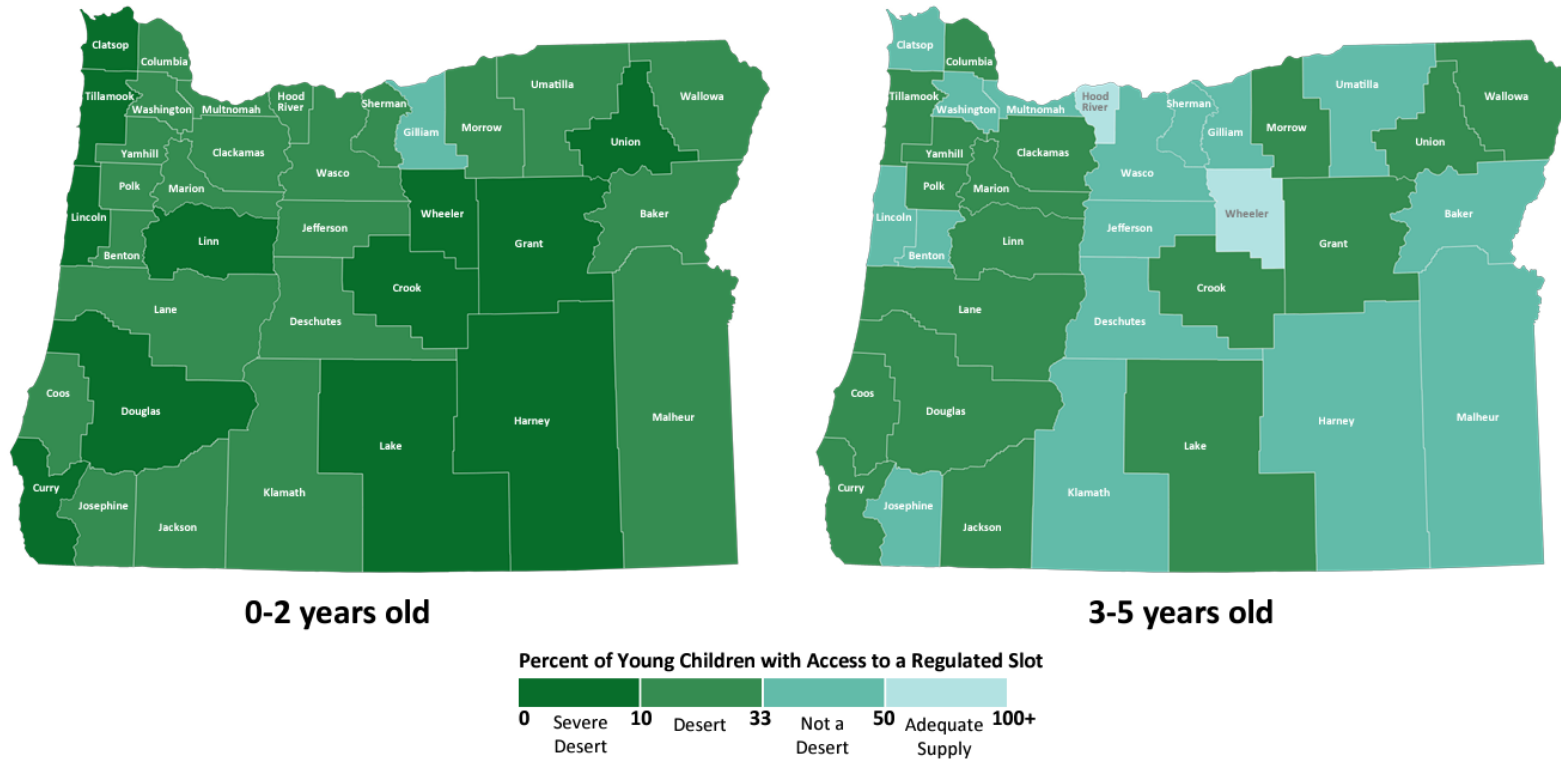
Baby Promise Program and Ruleset

This presentation will provide an update on the administration of the Baby Promise program since implementation, and the framework of the proposed ruleset.



The Childcare Desert - 2022

Map 1: Percent of Young Children with Access to a Regulated Child Care Slot by Age Group



0-2 year olds includes children birth through the end of age 2. 3-5 year olds includes children 3 through the end of age 5.

Regulated child care slots includes slots in Certified Centers, Certified Family homes, Registered Family homes and Exempt programs that have public slots.

Data Information: Access to child care is calculated by taking the number of regulated child care slots for young children as of December 2022 (Estimated Supply of Child Care in Oregon, Oregon Child Care Research Partnership, Oregon State University) and dividing it by the population of children in the community who fall in the age group (2022 Annual Population Report Tables, Portland State University Population Research Center).

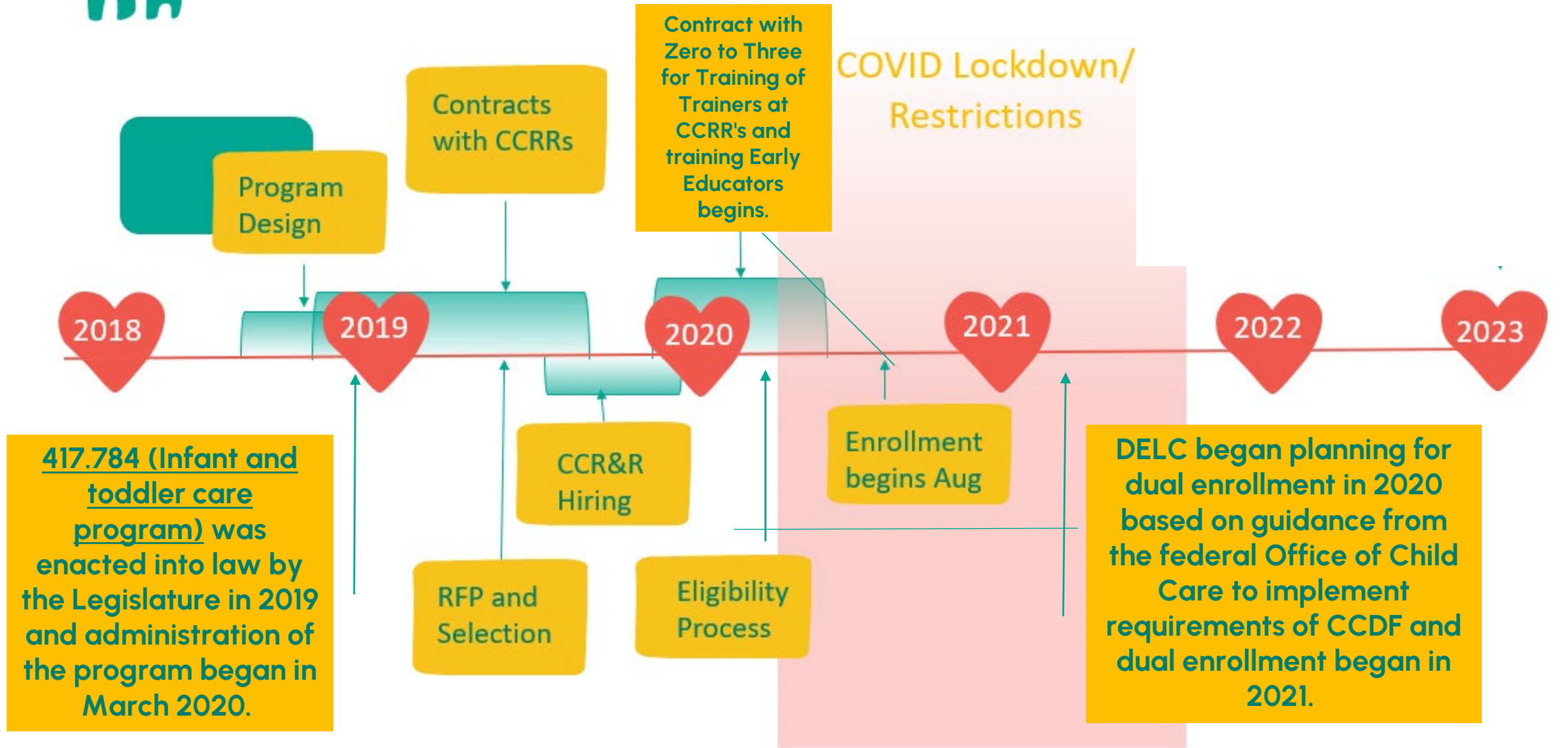


Baby Promise: Broad Objectives

- Increase number of high-quality infant-toddler childcare providers, especially in communities with the greatest need.
- Increase access to high quality infant and toddler slots for low-income families.
- Increase the length of time that children maintain placement in a high-quality environments.
- Decrease in the turnover rate for providers serving infants and toddlers.
- Develop a scalable model for publicly funded infant/toddler care.



A Brief History

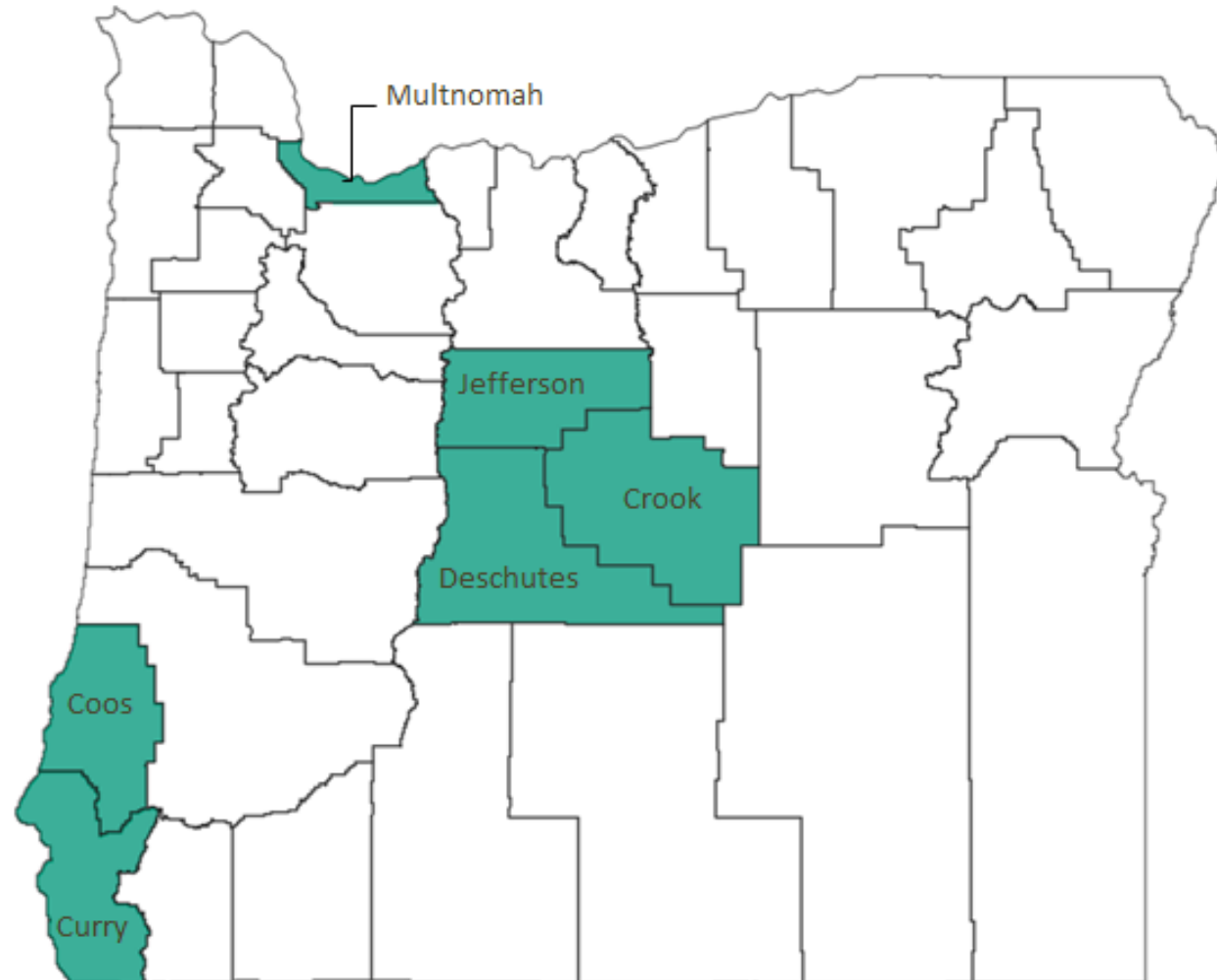




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Where is Baby Promise?





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This CF Provider in 97420 has up to two slots in her Baby Promise contract. For each slot she receives \$1680 per month.

For the month of caring for these two children full time she will receive vouchers from ERDC for a total of \$2075. And a supplemental payment of \$1285. from the CCRR.

This infant's family is eligible for an ERDC voucher of \$1067 per month



This toddler's family is eligible for an ERDC voucher of \$1008 per month

CCR&R Baby Promise Budgets

		23-25 Biennium funding
Multnomah	Provider payments	\$1,541,626.52
	Operations	\$1,317,197.72
NeighborImpact	Provider payments	\$2,697,846.41
	Operations	\$1,568,198.78
South Coast	Provider payments	\$1,079,138.57
	Operations	\$911,408.00



**Baby
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Range of Supplemental Payments

Registered Family Certified Family	\$1680.00 - \$2100.00
Certified Center	\$1840.00 - \$2100.00
Head Start Exempt Center	\$2100.00 - \$2205.00

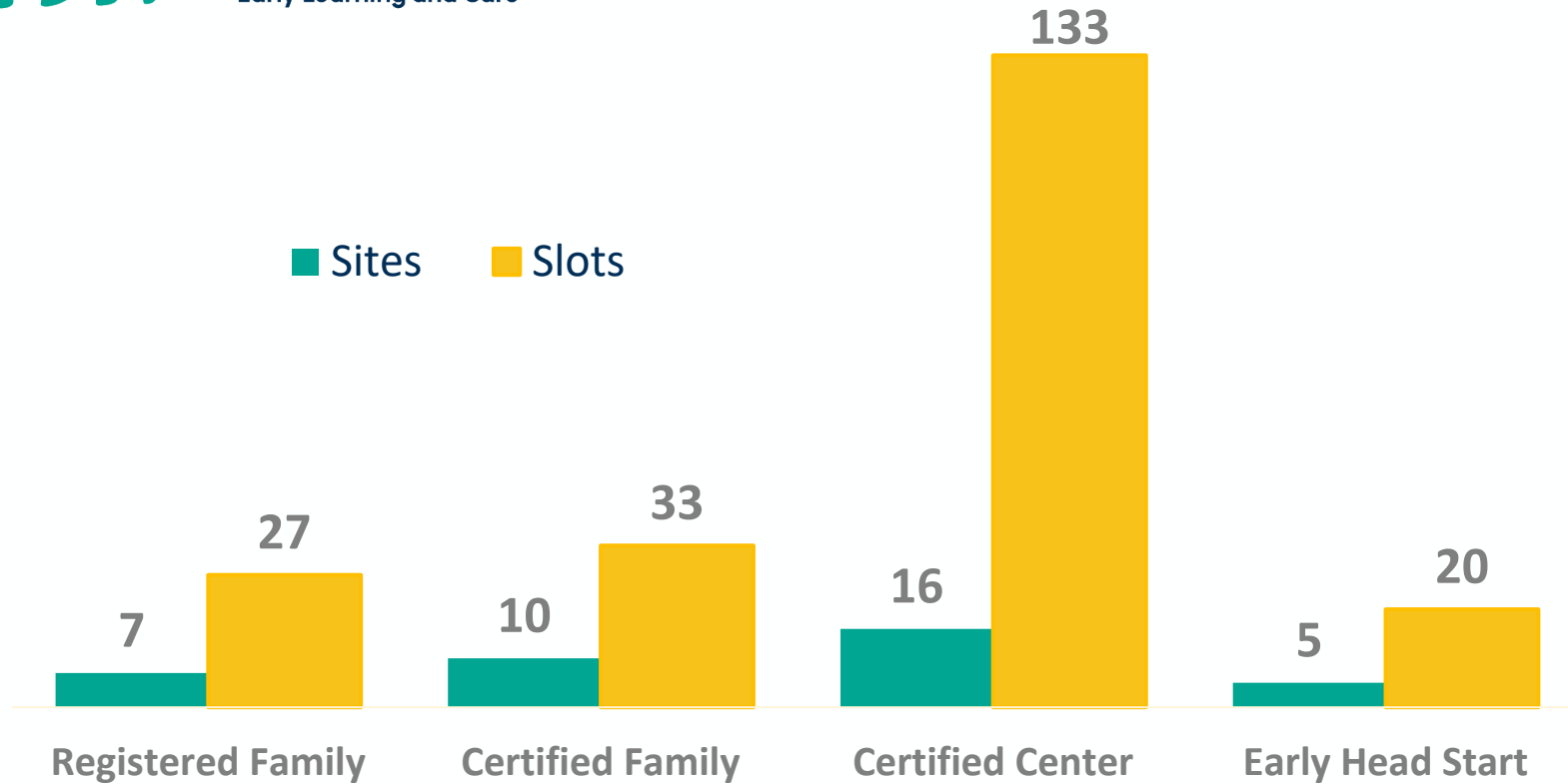




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Baby Promise Program Information



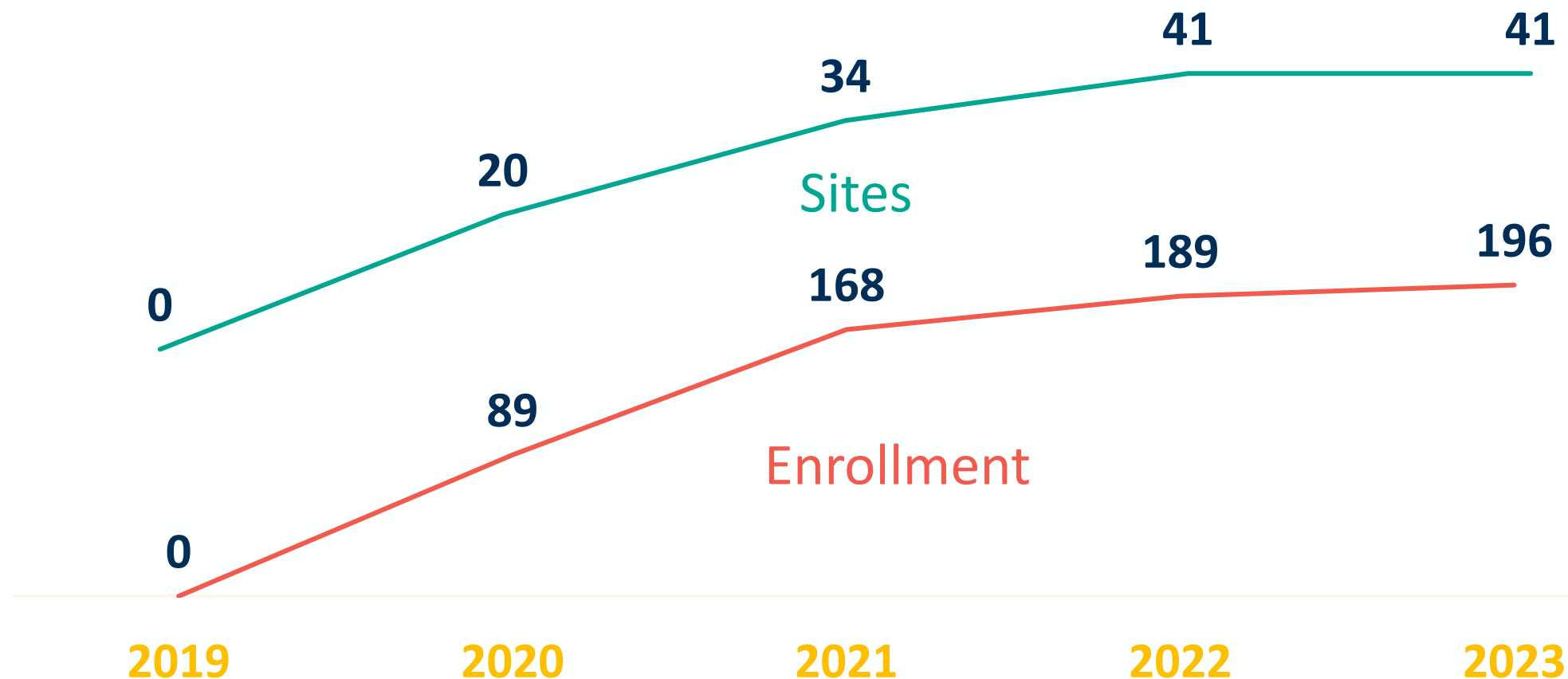
232

Children Served
Sept 22 – Aug 23

"It has been wonderful to get to meet other people who are from different early childcare programs. This program has given me a chance to talk to other people in the same field about things that go on in the classrooms to see what maybe they would do in that situation."

– Provider from South Coast

Growth



Enrollment numbers are estimated and fluctuate throughout the year.

Baby Promise Waiting Lists

Region	Families	Providers
Central	11	18 Interested 5 Ready
Multnomah	12	2 Interested 0 Ready
South Coast	3	0





Baby Promise - Successes



Development of a scalable model



Stabilized and increased the number of high-quality infant and toddler slots



Increased Access to Infant and Toddler Care



Increased Quality of Infant and Toddler Care in Programs



Successful Adaptation in the Face of Unprecedented Challenges

Rule Proposal: Structure

Proposed Structure

- 414-480-0000 Purpose
- 414-480-0010 Child and Family Eligibility Criteria
- 414-480-0015 Baby Promise Program Provider Eligibility and Program Requirements
- 414-480-0035 Administration



Rule Proposal: Language

414-480-0000 Purpose

The purpose of the Baby Promise Program is to increase and sustain the supply and availability of high-quality infant and toddler care for marginalized families furthest from opportunity.

Statutory/Other Authority: 417.784

414-480-0010 Child and Family Eligibility Criteria

Child and family eligibility criteria will be outlined in the Operations Manual distributed to Child Care Resource & Referral entities.

Statutory/Other Authority: 417.784



Rule Proposal: Language

414-480-0015 Baby Promise Program Provider Eligibility and Program Requirements

Effective on April 1, 2024, the Department designates the Baby Promise Guidebook revised 03/2024 to be used for compliance with the Baby Promise Program provider requirements and standards.

[ED. NOTE: To view attachments referenced in rule text, [click here for PDF copy.](#)]

Statutory/Other Authority: 417.784

414-480-0035 Administration

Effective on April 1, 2024, the Department designates the Operations Manual for Child Care Resource & Referral entities revised 03/2024 to be used for compliance with the Baby Promise Program administration requirements and standards.

[ED. NOTE: To view attachments referenced in rule text, [click here for PDF copy.](#)]

Statutory/Other Authority: 417.784

Next Steps & Timeline

Began recruitment for RAC from community members	January 2024
RAC recruitment closed	February 9, 2024
 Baby Promise rules presented to ELC for review	February 27, 2024
RAC meetings & Public Engagement Sessions	February 20, 2024 – March 11, 2024
Baby Promise rules presented to ELC for vote	March 27, 2024
Baby Promise Program Rules Effective	April 1, 2024

Advisory Committee Participants

Sydney Borchers	Child Care Resource and Referral Agency, Central Region
Dallas Brown	Early Learning and Care Program, South Coast Region
Caitlin Curtis	Early Learning and Care Program, Multnomah
Yondella Hall	Families, Multnomah
Chalene Harshman	Child Care Resource and Referral Agency Malheur County
Stephanie Krause	Early Learning and Care Program, Central
Rachael Lamet	Union Representative
Gabriella Martinez	Community Based Organization, Multnomah

Taya Noland	Child Care Resource and Referral Agency, South Coast
Henry Obelnicki	Child Care Resource and Referral Agency, Multnomah
Jessica Porter	Early Learning Hub, South Coast
Karen Prow	Child Care Resource and Referral Agency, Central
Mina Smith	Early Learning Hub, Multnomah
Mary Margaret Stocker	Early Learning and Care Program, South Coast
Sabi Velasco	Union Representative



Questions?





Early Learning Council

February 28, 2024

9:00 a.m. – 2:00 p.m.

Department of Early Learning and Care
3rd Floor, Grand Ronde Room
700 Summer St NE, Suite 350
Salem, OR 97301

COUNCIL ACTION REQUEST

Date: February 28, 2024

AGENDA ITEM: Central Background Registry Ruleset Revision & Adoption

ACTION: Adopt administrative rule amendments to implement changes required by implement HB 3558 (2023), SB 283 (2023), and HB 2599(2023) to the Central Background Registry ruleset effective February 28, 2024.

ISSUE: Due to the passage of HB 3558 (2023), SB 283 (2023), and HB 2599(2023), the Central Background Registry ruleset amendments that were adopted as temporary in September 2023 must be updated and made permanent to ensure statutory compliance. The amendments to the temporary Central Background Registry rules are proposed to be adopted as permanent effective February 28, 2024.

BACKGROUND: The proposed rule amendments are necessary to implement HB 3558, SB 283, and HB 2599. These amendments: 1) allow individuals who may be denied enrollment in the Central Background Registry (CBR) to have Limited Enrollment in specific scenarios to allow for child care within the Employment Related Day Care (ERDC) program; 2) remove requirements for individuals who provide early intervention/special education that undergo background checks through their employers (educational service districts/public school districts) to enroll in the CBR; 3) waive CBR processing and enrollment fees for subject individuals who provide respite care; and 4) add Assault IV when charged as a felony crime to the list of disqualifying conditions/crimes for CBR enrollment.

The temporary rules have been effective since September 28, 2023. The Early Learning Council voted to make these rules temporary on September 28, 2023. This action is to make this ruleset permanent.

PROCESS: In order to meet the statutory mandates for implementation, the ELC passed these rule amendments as temporary rules in September 2023. DELC convened a Rules Advisory Committee (RAC) in October 2023 to review the rule language, as well as the fiscal, economic, and equity impacts of the proposed rules. RAC participants represented all types of child care providers, community representatives from a child care union, AFSCME, and representatives from culturally specific organizations. A public hearing was held on January 22, 2024 and public comment was open until January 31, 2024 at 5 PM.

Please see “Appendix A: Proposed Oregon Administrative Rule language update for Central Background Registry” for full rule language text presented.

EQUITY ANALYSIS: These rule changes will a positive socioeconomic equity impact on early intervention/special education providers and staff, as well as individuals who provide respite care. These rule changes will waive fees for CBR processing and enrollment fees for subject individuals who provide respite care.



Early Learning Council

February 28, 2024

9:00 a.m. – 2:00 p.m.

Department of Early Learning and Care
3rd Floor, Grand Ronde Room
700 Summer St NE, Suite 350
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Additionally, this will have a positive social equity impact on families involved in the child welfare system who receive in-home child care services through the ERDC program by allowing limited enrollment in the CBR in specific in-home child care scenarios.

PROPOSED DRAFT MOTION:

- A)** I move to adopt the proposed rule language amendments dated February 28, 2024 that adopt Oregon Administrative Rules 414-061-0000, 414-061-0010, 414-061-0020, 414-061-0030, 414-061-0035, 414-061-0040, 414-061-0045, 414-061-0050, 414-061-0065, 414-061-0070, 414-061-0075, 414-061-0080, 414-061-0090, 414-061-0100, 414-061-0110, and 414-061-0120.

CONTACT: Alicia Gardiner, Director, Child Care Licensing Division, Department of Early Learning and Care



Early Learning Council

February 28, 2024

9:00 a.m. – 2:00 p.m.

Department of Early Learning and Care
3rd Floor, Grand Ronde Room
700 Summer St NE, Suite 350
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Appendix A: Proposed Oregon Administrative Rule language update for Central Background Registry Ruleset Adoption

OAR 414-061-0000: Purpose

- (1) The ~~Office of Child Care (OCC)~~ Licensing Division (CCLD) will conduct criminal records checks, child abuse and neglect records checks, and checks of foster care certification and adult protective services on subject individuals, as defined in OAR 414-061-0030, for enrollment of subject individuals in the Central Background Registry.¶
- (2) These rules provide guidelines on how OCCLD conducts criminal records and child abuse and neglect records checks on subject individuals, checks a subject individual's foster care certification and adult protective services history, obtains relevant records when necessary, applies such information to its determination about the suitability of the subject individual, and enrolls approved subject individuals in the Central Background Registry.

OAR 414-061-0010: Scope of Rules

- (1) Consistent with the purposes of these rules, OCCLD will issue decisions about persons defined as subject individuals as to their suitability to be enrolled in the Central Background Registry and employed in programs defined as "Requesting Agencies" in OAR 414-061-0020(30).¶
- (2) These rules (OAR 414-061-0000 through 414-061-0120) shall be construed and implemented consistent with the regulations governing:¶
 - (a) Child care licensing in OAR 414-205-0000 through 414-205-0170, 414-3005-00100 through 414-3005-04151640, 414-350-0000 through 414-350-0405 and 414-310-0000 through 414-310-0720;¶
 - (b) Pre-kindergarten programs in 414-460-0000 through 414-460-0075;¶
 - (c) Parent-as-teacher programs in 414-470-0000 through 414-470-0075;¶
 - (d) Early childhood special education and early intervention programs in OAR 581-015-2700 through 581-015-2910;¶
 - (e) Subsidized Care Facilities as defined in 414-061-0020(33);¶
 - (f) School Age Recorded Programs in OAR 414-425-0000 through 414-425-0040; and¶
 - (g) Preschool Recorded Programs in OAR 414-450-0000 through 414-450-0040.

OAR 414-061-0020: Definitions

- (1) "Adult protective services history" means information about whether the subject individual has a substantiated finding of abuse or neglect in an adult abuse investigation conducted by the Oregon Department of Human Services or its contractor or designee, or similar information held by another state, county, municipal or other governmental entity or its contractor or designee.¶



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- (2) "Adult protective services check" means a certification by the subject individual of the presence or absence of a substantiated finding of abuse or neglect in an adult abuse investigation, or obtaining and reviewing adult protective services records from appropriate governmental authority, its designee or contractor as required or permitted by these rules. ¶
- (3) "Agency Agreement" means the written agreement between the Oregon State Police (OSP) and the Oregon Office of Child Care (OCC) Child Care Licensing Division (CCLD). ¶
- (4) "Caretaker Relative" is an individual related to the child by biology, marriage or adoption, including the former spouse of a relative who resides in the same household with and has primary responsibility for a child needing care. ¶
- (5) "Central Background Registry" or "CBR" means the registry established and operated pursuant to ORS 329A.030 (6)(a). ¶
- (6) "Child Abuse and Neglect Records" means information on child abuse and neglect cases conducted by the Oregon Department of Human Services or its contractor or designee, or similar information held by another state, county, municipal or other governmental entity or its contractor or designee. ¶
- (7) "Child Abuse and Neglect Records Check" means obtaining and reviewing child abuse and neglect reports and records as required or permitted by these rules. ¶
- (8) "Child Care Licensing Division" or "CCLD" is the division within the Department of Early Learning and Care formerly known as the Office of Child Care (OCC). For the purposes of these rules, an act or agreement by OCC is an act or agreement of CCLD. ¶
- (9) "Computerized Criminal History (CCH) System" means the on-line computer files of significant criminal offender information maintained by the Oregon State Police (OSP). ¶
- (910) "Conditional Enrollment" means enrollment in the CBR pursuant to ORS 329A.030(6)(a). ¶
- (101) "Criminal Records" means information, including fingerprints and photographs, received, compiled, and disseminated by the Oregon State Police, or by other states or jurisdictions, for purposes of identifying criminal offenders and alleged offenders and maintained as to such persons' records of arrest, the nature and disposition of criminal charges, sentencing, confinement, and release and includes the OSP Computerized Criminal History System. ¶
- (112) "Criminal Records Check" means obtaining and reviewing criminal records as required or permitted by these rules and includes any or all of the following: ¶
- (a) A check of Oregon criminal records and driving records conducted through use of the Law Enforcement Data System (LEDS) maintained by OSP, in accordance with the rules adopted and procedures established by OSP; ¶
 - (b) A check of Oregon criminal records, including through fingerprint identification or other means, conducted by OSP at the authorized agency or district's request; ¶
 - (c) A nationwide check of criminal records, including through fingerprint identification, conducted by OSP through the Federal Bureau of Investigation (FBI); ¶
 - (d) A check of criminal records repositories maintained by any state or jurisdiction, including through fingerprint identification or name-based identification; ¶



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- (e) A check of the National Criminal Information Center's National Sex Offender Registry (NSOR); ¶
- (f) A check of a sex offender registry maintained by any state or jurisdiction; or ¶
- (g) A check of Oregon Judicial Department's OJCIN/OECI which includes court case information for Oregon's 36 judicial districts. ¶
- (123) "DHS Background Check" means a background check completed pursuant to OAR 125-007-0200 through 125-007-0330 and OAR 407-007-0200 through 407-007-0370 on or before June 30, 2023. ¶
- (134) "Early Childhood Care and Education Program" means a regulated child care facility, federally-funded Head Start program, Oregon Department of Education funded pre-kindergarten program, parent-as-teacher program, or early childhood special education/early intervention program. ¶
- (145) "ERDC" means Employment Related Day Care benefits which a child care provider may be approved to receive pursuant to OAR 461-165-0180. ¶
- (156) "Early Learning Division" is the division formerly within the Department of Education that is referenced to as the Department of Early Learning and Care on or after July 1, 2023. ¶
- (17) "Early Learning Program" means a preschool provider referenced in ORS 329.172(3) that has applied to participate in the preschool program described in that section. ¶
- (168) "Employee" means any individual caring for, overseeing, or who has or may have access to children, who holds a paid position in a requesting agency. ¶
- (179) "Employee of the Department of Early Learning Division and Care" means any individual employed by the Early Learning Division on or after July 1, 2023, by the Department of Early Learning and Care. ¶
- (1820) "Enrollment" means approval for a five -year period to be enrolled in the Central Background Registry following an OSP criminal records check, child abuse and neglect records check, checks of adult protective services and foster care certification, and an FBI records check. ¶
- (219) "Fee" means the charges assessed by the subject individual for processing each criminal records check and/or fingerprint-based criminal records check. ¶
- (202) "FBI" means the Federal Bureau of Investigation. ¶
- (213) "Fingerprint-Based Criminal Records" means criminal offender information compiled and maintained by the Federal Bureau of Investigation. ¶
- (224) "Foster Care Certification History" means information and records regarding the status of any application for or appr
held by another state, county, municipal or other governmental authorities or their contractors or designees. ¶
- (235) "Foster care certification check" means a certification by the subject individual of the presence or absence of any negative action taken on their foster care certification by appropriate governmental authority, or obtaining and reviewing foster care from appropriate governmental authority, its designee or contractor as required or permitted by these rules. ¶
- (246) "Incident" means the commission of a Category I or Category II crime, child abuse and neglect history, negative foster care history, or a substantiated finding of adult abuse or neglect. ¶
- (257) "Limited enrollment" means: ¶



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- (a) An enrollment in the CBR for a subject individual that is subject to a restriction or condition agreed to in writing by the subject individual and OCC, the Early Learning Division, or, on and after July 1, 2023~~LD~~, the Department of Early Learning and Care; or ¶
- (b) An enrollment that does not allow unsupervised access to child care children for a subject individual who meets all of the following criteria: ¶
 - (A) The subject individual is a household member of a subsidized care facility that is not registered or certified by OCCLD; ¶
 - (B) The subject individual does not have a conviction for a disqualifying crime listed in 45 CFR 98.43(c); ¶
 - (C) The subject individual is the parent or a caretaker relative for a child needing care; and ¶
 - (D) The child care is needed for the parent or caretaker relative to participate in the JOBS program or they are eligible for the ERDC subsidy program. ¶
- (268) "OCC" means the Office of Child Care of the Early Learning Division of the Department of Education, or, on or after July 1, 2023,~~agency previously referred to as the Office of Child Care and, on or after July 1, 2023,~~ referred to as the Child Care Licensing Division of the Department of Early Learning and Care.¶
- (279) "OSP" means the Oregon State Police.¶
- (2830) "Preschool Recorded Program" means a facility providing care for preschool age children that is primarily educational for four hours or less per day and where no preschool child is present at the facility for more than four hours per day.¶
- (2931) "Reciprocal Agreement Program" includes:¶
 - (a) A metropolitan service district organized under ORS chapter 268; and¶
 - (b) A private agency or organization facilitating the provision of respite services, as defined in ORS 418.205, for parents pursuant to a properly executed power of attorney under ORS 109.056.¶
- (302) "Requesting Agency" means a childhood care and education program or individual providing care to children that is:¶
 - (a) Regulated by OCCLD under ORS 329A.280 or 329A.330; ¶
 - (b) An early childhood care and education program;¶
 - (c) A Preschool or a School Age Recorded Program; or¶
 - (d) A Subsidized Care Facility as defined in these rules.¶
- (e) ~~(343) "School Age Recorded Program" means a program as described in ORS 329A.250 (12) through (14).~~ ¶
- (f) ~~(324) "Subsidized Care" means the care, supervision and guidance on a regular basis of a child, unaccompanied by a parent, guardian or custodian, provided to a child during a part of the 24 hours of a day, paid for in whole or in part by public funds administered by the Oregon Department of Human Services, or, on or after July 1, 2023, the Oregon Department of Early Learning and Care.¶~~
- (g) ~~(335) "Subsidized Care Facility" means any facility approved by either the Oregon Department of Human Services (ODHS) or the Oregon Department of Early Learning and Care (DELIC) to provide subsidized care to children for which payment for child care is made directly by ODHS or DELIC to the provider and does not include any facility providing care paid for in whole or in part by public funds when none of the public funds are administered by either ODHS or DELIC.¶~~



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(h) (346) "Unsupervised Contact with Children" means contact with children that provides the person opportunity for personal communication or touch when not under the direct supervision of an individual who holds a position with supervisory authority and holds an active enrollment in the CBR that is not a Limited Enrollment as defined by these rules.

OAR 414-061-0030: Subject Individuals

- (1) For purposes of criminal records checks, including fingerprint-based criminal records checks, and child abuse and neglect records checks, foster care or adult protective services checks, "Subject Individual" means a person who is or applies to be:¶
- (a) The owner, operator or an employee or volunteer of a certified, registered or otherwise regulated facility caring for children that is subject to the jurisdiction of OCCLD;¶
 - (b) The operator or an employee of an Oregon pre-kindergarten program or parent-as-teacher program under ORS 329.170 to 329.200;¶
 - (c) The operator or an employee of a federal Head Start Program regulated by the United States Department of Health and Human Services;¶
 - (d) A designated employee or a contractor with the Department of Early Learning Division and Care;¶
 - (e) A contractor or an employee of the contractor who provides early childhood special education or early intervention services pursuant to ORS 343.455 to 343.534 and is not subject to the criminal records check requirements of ORS 326.603 or ORS 326.223;¶
 - (f) A child care provider who is required to be enrolled in the Central Background Registry by any state agency.¶
 - (g) A designated contractor, employee or volunteer of a Metro Service District.¶
 - (h) A provider of respite services as defined in ORS 418.205 for parents pursuant to a properly executed power of attorney under ORS 109.056.¶
 - (i) An employee, contractor or provider of child care services under any memorandum of understanding or similar arrangement with one of the nine federally recognized tribes in Oregon or administrators of the Tribal Child Care and Development Fund.¶
 - (j) The operator or an employee of an Early Learning Program.¶
 - (k) On or after July 1, 2025, and beginning September 1, 2022 through June 30, 2025 unless holding an unexpired ODHS Background Check: ¶
 - (A) An individual who operates or plans to operate a subsidized care facility;¶
 - (B) An individual who has attained 18 years of age and is a household member in a subsidized care facility;¶
 - (C) An individual in a subsidized care facility who has attained 18 years of age and who may have unsupervised contact with children;¶
 - (l) On or after January 1, 2023, and on or after September 1, 2022 through December 31, 2022 if the individual submits an application for enrollment, the operator or an employee of a preschool recorded program or a school-age recorded program¶
 - (2) An individual in any of the above facilities or programs who may have unsupervised contact with children is also a subject individual. This includes but is not limited to permanent or temporary residents in the home or facility or persons visiting on a regular basis.



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OAR 414-061-0035: Applications

(1) As part of an initial or renewal application, a subject individual must submit requested fee and provide all information required for a criminal records check, a child abuse and neglect records check, a foster care certification check, and an adult protective services check; including:¶

(a) A properly completed and signed Application for Enrollment in OCCLD's Central Background Registry, available from the agency;¶

(b) For a subject individual who acknowledges criminal history, child abuse and neglect history, foster care certification history, or adult protective services history, an explanation of the history and any steps the subject individual has taken to address the history;¶

(c) Consent to the use of the subject individual's social security number or other personally identifying information for criminal records checks, child abuse and neglect records checks, foster care certification checks or adult protective services checks, for identifying enrollees in the Central Background Registry, for sharing information with other governmental agencies their contractors or designees to verify child care licensing status for child care payments, and for compiling statistical information for program planning and evaluation;¶

(d) The information required for the FBI criminal records check under OAR 414-061-0080;¶

(2) At the time of initial application or renewal of enrollment in the Central Background Registry, subject individuals shall attest on their application or renewal form:¶

(a) Whether they are a foster parent or have ever been a foster parent, including but not limited to:¶

(A) Dates of participation in the foster care program;¶

(B) Locations, including street address, city, county and state, at which they provided foster care; and¶

(C) Any negative foster care history, including:¶

(i) Revocation, denial, suspension, closure in lieu of legal action, or other loss of certification or approval to operate a foster home or provide foster care; or¶

(ii) Any criminal or civil matters initiated against the individual related to their foster care certification.¶

(b) Whether they have adult protective services history, including but not limited to any record of a substantiated finding of abuse or neglect of an adult:¶

(3) As part of the application process, the subject individual shall, upon request from OCCLD, provide OCCLD with an authorization sufficient to:¶

(a) Allow OCCLD to obtain records and information regarding criminal records checks, child abuse and neglect records, foster care certification history, or adult protective services history; and¶

(b) Use those records and information to for the purpose of evaluating whether the subject individual is eligible for enrollment in the Central Background Registry.¶

(4) An application is incomplete if:¶

(a) ~~It~~ it does not include all of the required information identified in subsections (1), (2) or (3) of this rule; ~~or~~¶

(5) Applications must be accompanied by the required fee unless the applicant is eligible for a waiver of the fee.

~~¶ (b) Applications not accompanied by the required fee.~~¶

~~(5) OCC are considered incomplete. Application fees are non-refundable, unless the applicant is eligible for a waiver.~~¶

(b) Fees for enrollment or duplicate enrollment in the Central Background Registry, Law Enforcement Data System criminal records check, and FBI fingerprint check are waived for an employee or volunteer of a private agency or organization that facilitates the provision of respite care as described in ORS 329A.275(4).¶

(6) CCLD shall provide the applicant a reasonable time to cure an incomplete application, not to exceed 30



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days from the date the application was received by OCCLD. OCCLD shall return the incomplete application to the applicant.¶

~~(6) Application fees are non-refundable.~~

OAR 414-061-0040: Limitations of Criminal and Judicial Inquiries

(1) Only OCCLD employees or contractors who have been fingerprinted and cleared by the Oregon State Police shall access or have access to criminal records information pursuant to a valid agency agreement, as defined in OAR 414-061-0020(23). All such information shall be handled in compliance with the agency agreement and rules and procedures of the Oregon State Police relating to the criminal records information (OAR 257-015-0000 to 257-015-0100). It is the responsibility of OCCLD to assure strict compliance with federal and state laws, rules, and procedures regarding, access, dissemination, maintenance, and destruction of criminal records information.¶

(2) Criminal records information obtained from OSP, the FBI, or another criminal records repository will not be used for any purpose other than that for which it was obtained nor given to unauthorized persons or agencies.¶

(3) Criminal records information, including fingerprint-based criminal records information held by the FBI, OSP or other state, county or municipal law enforcement agency and records of all state, federal or municipal judicial proceedings information shall be obtained by OCCLD to determine whether a subject individual has criminal history which is related to enrollment in the Central Background Registry.¶

(4) If a subject individual has been convicted of a crime which is related to enrollment in the Central Background Registry, the subject individual will be notified by OCCLD that the ~~or she~~ they:¶

(a) Has a right to inspect and challenge the accuracy of ~~his~~ their Oregon criminal records by contacting the Oregon State Police;¶

(b) May challenge the accuracy or completeness of any entry on the subject individual's criminal records provided by the FBI by filing a challenge with the FBI's CJIS Division.

OAR 414-061-0045: Disqualifying Conditions for Enrollment

(1) A subject individual has a disqualifying condition and is ineligible for enrollment in the Central Background Registry if such individual:¶

(a) Refuses to consent to OCCLD's criminal background check or required fingerprinting;¶

(b) Knowingly makes or has knowingly made a materially false statement in connection with their application for initial enrollment or renewal of their enrollment in the Central Background Registry, including but not limited to the required criminal background check, or the individual's records or history related to child abuse and neglect, foster care, or adult protective services;¶

(c) Is registered, or is required to be registered, on any State, tribal, or US territory sex offender registry or repository or the National Sex Offender Registry; or¶

(d) Has been convicted of a felony or misdemeanor consisting of:¶

(A) Aggravated murder, murder, criminal homicide, aggravated vehicular homicide, or manslaughter in the first degree as defined by ORS 163.005, ORS 163.095, ORS 163.115, ORS 163.118, or ORS 163.149;¶

(B) Child abuse or neglect, or other crimes against children as defined by ORS 163.207, ORS 163.405, ORS 163.408, ORS 163.432, ORS 163.433, ORS 163.435, ORS 163.525, ORS 163.535, ORS 163.537, ORS



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163.545, ORS 163.547, ORS 163.555, ORS 163.575, ORS 163.670, ORS 163.684, ORS 163.686, ORS 163.687, ORS 163.688, or ORS 163.689;¶

(C) A crime involving rape, sexual assault, sexual abuse, sodomy, sexual misconduct or other sexual offenses as defined by; ORS 163.365, ORS 163.375, ORS 163.385, ORS 163.395, ORS 163.405, ORS 163.408, ORS 163.411, ORS 163.413, ORS 163.415, ORS 163.425, ORS 163.427, 163.445, ORS 163.452, or ORS 163.454, or any crime listed in definition of sex crime in ORS 163A.005.¶

(D) Kidnapping or trafficking in persons as defined by ORS 163.225, ORS 163.235 or ORS 163.266;¶

(E) Arson as defined in ORS 164.315 or ORS 164.325;¶

(F) Physical assault or battery as defined by ORS 163.165, ORS 163.175, ORS 163.185, ORS 163.187; ORS 163.160(3)-(5); or¶

(G) A drug-related offense under ORS chapter 475 or 475B, or defined under 167.262, committed during the preceding five years, that results in the conviction of the subject individual of a Class A felony, Class B felony, Class C felony, or a Class A Misdemeanor.¶

(H) Sexual assault of an animal as defined in ORS 167.333¶

(2) These rules also apply to:¶

(a) A conviction of a crime in another jurisdiction which is the substantial equivalent of a crime listed Section 1(d);¶

(b) An adjudication of guilt by reason of insanity, of an act that is the substantial equivalent of a crime listed in section 1(d);¶

(c) An adjudication by a juvenile court that a youth has committed an act that is the substantial equivalent of a crime listed in Section 1(d);¶

(d) Any attempts, conspiracies or solicitations to commit any Felony or Misdemeanor crime listed in Section 1(d);¶

(e) A new crime, adopted by the legislature following the most recent amendment of these rules, which is the substantial equivalent of any crimes listed in Section 1(d);¶

(f) Any crime that is no longer codified in Oregon, but which is the substantial equivalent of any of the crimes listed in Section 1(d).

OAR 414-061-0050: History to Be Considered

(1) OCCLD has determined that serious felonies and misdemeanors involving violence or unauthorized sexual conduct, especially with children or otherwise vulnerable persons, is fundamentally inconsistent with any responsibility for care of children. Conviction of crimes listed in Category I of this rule shall disqualify a subject individual from being enrolled in the Central Background Registry, unless the subject individual provides sufficient evidence of suitability as described in section (910) of this rule.¶

(a) OCCLD will consider conviction of the following crimes for 15 years or less prior to the date the subject individual signed the Application for Enrollment in OCCLD's Central Background Registry. The 15 years will run from the date of arrest, citation, charge, or conviction whichever is later.¶

(A) 163.515 Bigamy.¶

(B) 164.225 Burglary in the first degree.¶

(C) 163.275 Coercion.¶

(D) 163.200 Criminal mistreatment in the second degree.¶

(E) 166.270 Possession of weapons by certain felons.¶

(F) 166.720 Racketeering activity unlawful; penalties.¶



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- (G) 164.405 Robbery in the second degree.¶
- (H) 164.395 Robbery in the third degree.¶
- (I) 163.445 Sexual misconduct.¶
- (J) 163.732 Stalking.¶
- (K) 162.185 Supplying contraband.¶
- (L) 166.220 Unlawful use of weapon.¶
- (M) 163.257 Custodial interference in the first degree.¶
- (b) OCCLD will consider conviction of the following crimes for 20 years or less prior to the date the subject individual signed the Application for Enrollment in OCCLD's Central Background Registry. The 20 years will run from the date of arrest, citation, charge, or conviction whichever is later.¶
- (A) 166.087 Abuse of corpse in the first degree.¶
- (B) 166.085 Abuse of corpse in the second degree.¶
- (C) 475.908 Causing another person to ingest a controlled substance.¶
- (D) 475B.367 Causing another person to ingest marijuana.¶
- (E) 163.205 Criminal mistreatment in the first degree.¶
- (F) 163.145 Criminally negligent homicide.¶
- (G) 162.165 Escape in the first degree.¶
- (H) 163.693 Failure to report child pornography.¶
- (I) 181.812 Failure to report as sex offender; defense.¶
- (J) 166.429 Firearms used in felony.¶
- (K) 163.525 Incest.¶
- (L) 166.165 Intimidation in the first degree.¶
- (M) 166.155 Intimidation in the second degree.¶
- (N) 163.125 Manslaughter in the second degree.¶
- (O) 166.382 Possession of destructive device prohibited; exceptions.¶
- (P) 166.275 Possession of weapons by inmates of institutions.¶
- (Q) 167.012 Promoting prostitution.¶
- (R) 167.090 Publicly displaying nudity or sex for advertising purposes.¶
- (S) 163.355 Rape in the third degree.¶
- (T) 164.415 Robbery in the first degree.¶
- (U) 167.062 Sadomasochistic abuse or sexual conduct in live show.¶
- (V) 167.212 Tampering with drug records.¶
- (W) 164.075 Theft by extortion.¶
- (X) 163.479 Unlawful contact with a child.¶
- (Y) 166.384 Unlawful manufacture of destructive device.¶
- (Z) 166.660 Unlawful paramilitary activity.¶
- (AA) 166.272 Unlawful possession of machine guns, certain short-barreled firearms and firearms silencers.¶ (BB) 163.212 Unlawful use of an electrical stun gun, tear gas or mace in the second degree.¶
- (CC) 163.476 Unlawfully being in a location where children regularly congregate.¶
- (c) OCCLD will consider the following crimes regardless of the length of time since the conviction.¶
- (A) 167.820 Concealing the birth of an infant.¶
- (B) 167.080 Displaying obscene material to minors.¶
- (C) 167.341 Encouraging sexual assault of an animal.¶



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- (D) 167.075 Exhibiting an obscene performance to a minor.¶
- (E) 167.057 Luring a minor.¶
- (F) 166.370 Possession of firearm or dangerous weapon in public building or court facility exception; discharging a firearm in a school.¶
- (G) 433.010 Spreading disease prohibited; health certificates to be issued by physicians; rules.¶
- (H) 163.264 Subjecting another person to involuntary servitude in the first degree.¶
- (I) 163.263 Subjecting another person to involuntary servitude in the second degree.¶
- (J) 163.213 Unlawful use of an electrical stun gun, tear gas or mace in the first degree.¶
- (2) OCCLD has further determined that felonies and misdemeanors involving theft, fraud, or deception, crimes against the state and public justice, and major traffic violations may substantially jeopardize the safety of children and are inconsistent with any position of unsupervised contact with children or otherwise vulnerable persons. If any subject individual was convicted of a crime listed in Category II of this rule, OCCLD will seek to obtain and review information on all intervening circumstances and other background information related to criminal activity, subject to section (9) of this rule. OCCLD will make a determination whether an individual is suitable for enrollment in the Central Background Registry based on all information available.¶
- (a) OCCLD will consider conviction of the following crimes for 5 years or less prior to the date the subject individual signed the Application for Enrollment in OCCLD's Central Background Registry. The 5 years will run from the date of arrest, citation, charge, or conviction whichever is later.¶
- (A) 162.015 Bribe giving.¶
- (B) 162.025 Bribe receiving.¶
- (C) 162.275 Bribe receiving by a witness.¶
- (D) 162.265 Bribing a witness.¶
- (E) 162.335 Compounding.¶
- (F) 811.182 Criminal driving while suspended or revoked; penalties.¶
- (G) 164.354 Criminal mischief in the second degree.¶
- (H) 192.865 Criminal penalty (192.852 Prohibition on obtaining actual address or telephone number; prohibition on disclosure by employee of public body).¶
- (I) 165.022 Criminal possession of a forged instrument in the first degree.¶
- (J) 165.017 Criminal possession of a forged instrument in the second degree.¶
- (K) 165.032 Criminal possession of a forgery device.¶
- (L) 164.245 Criminal trespass in the second degree.¶
- (M) 166.025 Disorderly conduct in the second degree.¶
- (N) 830.475 Duties of operators and witnesses at accidents (failure to perform the duties of an operator of a boat).¶
- (O) 162.145 Escape in the third degree.¶
- (P) 162.205 Failure to appear in the first degree.¶
- (Q) 162.195 Failure to appear in the second degree.¶
- (R) 811.705 Failure to perform duties of driver to injured persons; penalty (hit and run, injury).¶
- (S) 811.700 Failure to perform duties of driver when property is damaged; penalty (hit and run, property).¶
- (T) 165.007 Forgery in the second degree.¶
- (U) 418.630 Foster home must be certified as approved.¶
- (V) 165.570 Improper use of emergency reporting system.¶
- (W) 162.375 Initiating a false report.¶
- (X) 165.572 Interference with making a report.¶



Early Learning Council

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9:00 a.m. – 2:00 p.m.

Department of Early Learning and Care
3rd Floor, Grand Ronde Room
700 Summer St NE, Suite 350
Salem, OR 97301

(Y) 162.257 Interfering with a firefighter or emergency medical services provider.

(Z) 162.247 Interfering with a peace officer or parole and probation officer.

(AA) 166.116 Interfering with public transportation.

(BB) 418.327 Licensing of certain schools and organizations offering residential programs; fees; rules.

(CC) 166.095 Misconduct with emergency telephone calls.

(DD) 162.425 Misuse of confidential information.

(EE) 166.450 Obliteration or change of identification number on firearms.

(FF) 162.235 Obstructing governmental or judicial administration.

(GG) 162.415 Official misconduct in the first degree.

(HH) 162.405 Official misconduct in the second degree.

(II) 167.431 Participation in cockfighting.

(JJ) 167.370 Participation in dogfighting.

(KK) 162.065 Perjury.

(LL) 165.070 Possessing fraudulent communications device.

(MM) 164.235 Possession of a burglary tool or theft device.

(NN) 164.335 Reckless burning.

(OO) 811.140 Reckless driving; penalty.

(PP) 811.231 Reckless endangerment of highway workers; penalties.

(QQ) 830.315 Reckless operation; speed (boat).

(RR) 162.315 Resisting arrest.

(SS) 165.090 Sports bribe receiving.

(TT) 165.085 Sports bribery.

(UU) 411.675 Submitting wrongful claim for payment of public assistance or medical assistance.

(VV) 162.295 Tampering with physical evidence.

(WW) 162.305 Tampering with public records.

(XX) 164.045 Theft in the second degree.

(YY) 166.649 Throwing an object off an overpass in the second degree.

(ZZ) 033.045 Types of sanctions (Contempt of Court).

(AAA) 162.175 Unauthorized departure.

(BBB) 165.074 Unlawful factoring of payment card transaction.

(CCC) 165.810 Unlawful possession of a personal identification device.

(DDD) 165.813 Unlawful possession of fictitious identification.

(EEE) 411.840 Unlawfully obtaining or disposing of supplemental nutrition



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assistance.

(FFF) 411.630 Unlawfully obtaining public assistance or medical assistance.

(GGG) 811.060 Vehicular assault of bicyclist or pedestrian;

penalty. (HHH) 163.750 Violating a court's stalking protective
order.

(b) OCCLD will consider conviction of the following crimes for 7 years or less prior to the date the subject individual signed the Application for Enrollment in OCCLD's Central Background Registry. The 7 years will run from the date of arrest, citation, charge, or conviction whichever is later.

(A) 163.196 Aggravate driving while suspended or revoked.

(B) 167.340 Animal abandonment.

(C) 167.330 Animal neglect in the first degree.

(D) 167.325 Animal neglect in the second degree.

(E) 166.240 Carrying of concealed weapons.

(F) 164.365 Criminal mischief in the first degree.

(G) 166.023 Disorderly conduct in the first degree.

(H) 813.010 Driving under the influence of intoxicants; penalty.

(I) 314.075 Evading requirements of law prohibited (tax evasion).

(J) 475.918 Falsifying drug test results.

(K) 813.011 Felony driving under the influence of intoxicants; penalty.

(L) 811.540 Fleeing or attempting to elude police officer; penalty.

(M) 166.065 Harassment- if against a child.

(N) 609.098 Maintaining dangerous dog.

(O) 830.325 Operating boat while under influence of intoxicating liquor or controlled substance.

(P) 163.195 Recklessly endangering another person.

(Q) 162.285 Tampering with a witness.

(R) 166.090 Telephonic harassment.

(S) 166.651 Throwing an object off an overpass in the first degree.

(T) 164.135 Unauthorized use of a vehicle.

(U) 166.250 Unlawful possession of firearms.

(V) 167.808 Unlawful possession of inhalants.

(W) 133.310 Authority of peace officer to arrest without warrant (Violation of restraining order).

(c) OCCLD will consider conviction of the following crimes for 10 years or less prior to the date the subject individual signed the Application for Enrollment in OCCLD's Central Background Registry. The 10 years will run

from the date of arrest, citation, charge, or conviction whichever is later.

(A) 165.803 Aggravated identity theft.

(B) 167.315 Animal abuse in the second degree.

(C) 164.215 Burglary in the second degree.

(D) 165.581 Cellular counterfeiting in the first degree.

(E) 167.428 Cockfighting.

(F) 164.377 Computer crime.

(G) 162.365 Criminal impersonation.

(H) 162.367 Criminal impersonation of peace officer.

(I) 164.138 Criminal possession of a rented or leased motor vehicle.



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- (J) 164.255 Criminal trespass in the first degree.¶
- (K) 164.265 Criminal trespass while in possession of a firearm.¶
- (L) 163.245 Custodial interference in the second degree.¶
- (M) 167.365 Dogfighting.¶
- (N) 165.013 Forgery in the first degree.¶
- (O) 165.055 Fraudulent use of a credit card.¶
- (P) 165.800 Identity theft.¶
- (Q) 167.355 Involvement in animal fighting.¶
- (R) 166.470 Limitations and conditions for sales of firearms.¶
- (S) 164.162 Mail theft or receipt of stolen mail.¶
- (T) 163.190 Menacing.¶
- (U) 164.098 Organized retail theft.¶
- (V) 166.190 Pointing firearm at another; courts having jurisdiction over offense.¶
- (W) 819.300 Possession of a stolen vehicle; penalty.¶
- (X) 162.369 Possession of false law enforcement identification card.¶
- (Y) 163.467 Private indecency.¶
- (Z) 685.990 Penalties (pertaining to naturopathic medicine).¶
- (AA) 677.080 Prohibited acts (regarding the practice of medicine).¶
- (BB) 475B.329 Prohibition regarding person who is visibly intoxicated; prohibition against allowing consumption of marijuana by person under 21 years of age on private property; penalty.¶
- (CC) 471.410 Providing liquor to person under 21 or to intoxicated person; allowing consumption by minor on property; mandatory minimum penalties.¶
- (DD) 689.527 Prohibited practices; rules (pertaining to pharmacy technicians and practitioners).¶
- (EE) 166.480 Sale or gift of explosives to children.¶
- (FF) 164.085 Theft by deception.¶
- (GG) 164.095 Theft by receiving.¶
- (HH) 164.055 Theft in the first degree.¶
- (II) 164.125 Theft of services.¶
- (JJ) 164.272 Unlawful entry into a motor vehicle.¶
- (d) OCCLD will consider conviction of the following crimes for 15 years or less prior to the date the subject individual signed the Application for Enrollment in OCCLD's Central Background Registry. The 15 years will run from the date of arrest, citation, charge, or conviction whichever is later.¶
- (A) 167.322 Aggravated animal abuse in the first degree.¶
- (B) 166.070 Aggravated harassment.¶
- (C) 164.057 Aggravated theft in the first degree.¶
- (D) 167.320 Animal abuse in the first degree.¶
- (E) 475B.359 Arson incident to manufacture of cannabinoid extract in first degree.¶
- (F) 475B.363 Arson incident to manufacture of cannabinoid extract in second degree.¶
- (G) 163.160(1)-(2) Assault in the fourth degree.¶
- (H) 163.208 Assaulting a public safety officer.¶
- (I) 167.339 Assaulting a law enforcement animal.¶
- (J) 167.008 Commercial sexual solicitation.¶
- (K) 475.900 Crime category classification; proof of commercial drug offense.¶



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- (L) 475.962 Distribution of equipment, solvent, reagent, or precursor substance with intent to facilitate manufacture of controlled substance.¶¶
- (M) 164.172 Engaging in a financial transaction in property derived from unlawful activity.¶¶
- (N) 162.155 Escape in the second degree.¶¶
- (O) 475.955 Failure to report missing precursor substances.¶¶
- (P) 475.950 Failure to report precursor substance transaction.¶¶
- (Q) 167.222 Frequenting a place where controlled substances are used.¶¶
- (R) 162.325 Hindering prosecution.¶¶
- (S) 475.960 Illegally selling drug equipment.¶¶
- (T) 167.352 Interfering with an assistance, a search and rescue or a therapy animal.¶¶
- (U) 167.337 Interfering with law enforcement animal.¶¶
- (V) 163.700 Invasion of personal privacy.¶¶
- (W) 164.170 Laundering a monetary instrument.¶¶
- (X) 165.117 Metal property transaction records; prohibited conduct; commercial sellers; penalties.¶¶
- (Y) 166.180 Negligently wounding another.¶¶
- (Z) 475.967 Possession of precursor substance with intent to manufacture controlled substance.¶¶
- (AA) 475.977 Possession or disposing of methamphetamine manufacturing waste.¶¶
- (BB) 475.914 Prohibited acts for registrants; penalties.¶¶
- (CC) 475.752 Prohibited acts generally; penalties; affirmative defense for certain peyote uses; causing death by Schedule IV substance.¶¶
- (DD) 475.916 Prohibited acts involving records and fraud; penalties.¶¶
- (EE) 475B.333 Prohibition against giving marijuana item as prize; penalty.¶¶
- (FF) 475B.227 Prohibition against importing or exporting marijuana items.¶¶
- (GG) 475B.311 Prohibition against producing, processing or storing homemade cannabinoid extracts.¶¶
- (HH) 167.007 Prostitution.¶¶
- (II) 475.920 Providing drug test falsification equipment.¶¶
- (JJ) 475.965 Providing false information on precursor substance report or record.¶¶
- (KK) 163.465 Public indecency.¶¶
- (LL) 166.015 Riot.¶¶
- (MM) 475.973 Rulemaking authority regarding products containing ephedrine, pseudoephedrine and phenylpropanolamine; records.¶¶
- (NN) 475.525 Sale of drug paraphernalia prohibited; definition of drug paraphernalia; exceptions.¶¶
- (OO) 166.005 Treason.¶¶
- (PP) 475.870 Unlawful delivery of 3,4-methylenedioxymethamphetamine.¶¶
- (QQ) 475.880 Unlawful delivery of cocaine.¶¶
- (RR) 475.850 Unlawful delivery of heroin.¶¶
- (SS) 475.810 Unlawful delivery of hydrocodone.¶¶
- (TT) 475.912 Unlawful delivery of imitation controlled



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substance.¶

(UU) 475B.346 Unlawful delivery of marijuana item.¶

(VV) 475.820 Unlawful delivery of methadone.¶

(WW) 475.890 Unlawful delivery of methamphetamine.¶

(XX) 475.830 Unlawful delivery of oxycodone.¶

(YY) 475.866 Unlawful manufacture of 3,4-

methylenedioxymethamphetamine.¶ (ZZ) 475.876 Unlawful manufacture of cocaine.¶

(AAA) 475.846 Unlawful manufacture of heroin.¶

(BBB) 475.806 Unlawful manufacture of hydrocodone.¶

(CCC) 475.856 Unlawful manufacture of marijuana.¶

(DDD) 475.816 Unlawful manufacture of methadone.¶

(EEE) 475.886 Unlawful manufacture of methamphetamine.¶

(FFF) 475.826 Unlawful manufacture of oxycodone.¶

(GGG) 475B.337 Unlawful possession by person 21 years of age or older.¶

(HHH) 475B.341 Unlawful possession by person under 21 years of age.¶

(III) 475.814 Unlawful possession of hydrocodone.¶

(III) 475.824 Unlawful possession of methadone.¶

(KKK) 475.834 Unlawful possession of oxycodone.¶

(LLL) 475.874 Unlawful possession of 3,4-

methylenedioxymethamphetamine.¶ (MMM) 475.971 Unlawful possession of anhydrous ammonia.¶

(NNN) 475.884 Unlawful possession of cocaine.¶ (OOO) 475.854 Unlawful

possession of heroin.¶

(PPP) 475.975 Unlawful possession of iodine in its elemental form; recording transfers; unlawful distribution of iodine in its elemental form.¶

(QQQ) 475.976 Unlawful possession of iodine matrix; recording transfers; unlawful distribution of iodine matrix.¶ (RRR) 475.979 Unlawful possession of lithium metal or sodium metal.¶

(SSS) 475.894 Unlawful possession of methamphetamine.¶

(TTT) 475.969 Unlawful possession of phosphorus.¶

(e) OCCLD will consider conviction of the following crimes for 20 years or less prior to the date the subject individual signed the Application for Enrollment in OCCLD's Central Background Registry. The 20 years will run from the date of arrest, citation, or conviction whichever is later.¶

(A) 475B.371 Administration to another person under 18 years of age.¶

(B) 475.910 Application of controlled substance to the body of another person; prohibition.¶

(C) 475.906 Penalties for unlawful delivery to minors.¶

(D) 475.744 Providing hypodermic device to minor prohibited; exception.¶



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- (E) 475.872 Unlawful delivery of 3,4-methylenedioxymethamphetamine within 1,000 feet of school.¶
- (F) 475.882 Unlawful delivery of cocaine within 1,000 feet of school.¶
- (G) 475.852 Unlawful delivery of heroin within 1,000 feet of school.¶
- (H) 475.812 Unlawful delivery of hydrocodone within 1,000 feet of school.¶
- (I) 475.822 Unlawful delivery of methadone within 1,000 feet of school.¶
- (J) 475.892 Unlawful delivery of methamphetamine within 1,000 feet of school.¶
- (K) 475.832 Unlawful delivery of oxycodone within 1,000 feet of school.¶
- (L) 475.868 Unlawful manufacture of 3,4-methylenedioxymethamphetamine within 1,000 feet of school.¶
- (M) 475.878 Unlawful manufacture of cocaine within 1,000 feet of school.¶
- (N) 475.848 Unlawful manufacture of heroin within 1,000 feet of school.¶
- (O) 475.808 Unlawful manufacture of hydrocodone within 1,000 feet of school.¶
- (P) 475.818 Unlawful manufacture of methadone within 1,000 feet of school.¶
- (Q) 475.888 Unlawful manufacture of methamphetamine within 1,000 feet of school.¶
- (R) 475.828 Unlawful manufacture of oxycodone within 1,000 feet of school.¶
- (S) 475.904 Unlawful manufacture or delivery of controlled substance within 1,000 feet of school.¶
- (3) These rules also apply to:¶
 - (a) A crime in another jurisdiction which is the substantial equivalent of a crime listed in Category I and II;¶
 - (b) An adjudication of guilt by reason of insanity, of an act that is the substantial equivalent of a crime listed in Category I and II;¶
 - (c) An adjudication by a juvenile court that a youth has committed an act that is the substantial equivalent of a crime listed in Category I and II;¶
 - (d) Any attempts, conspiracies or solicitations to commit any Felony or Misdemeanor crime listed in Category I and II;¶
 - (e) A new crime, adopted by the legislature following the most recent amendment of these rules, which is the substantial equivalent of any crimes listed in Category I and II;¶
 - (f) Any crime that is no longer codified in Oregon, but which is the substantial equivalent of any of the crimes listed in Category I and II;¶
 - (g) Any felony in Oregon Revised Statutes not listed in Category I and II that is serious and indicates behavior that poses a threat or jeopardizes the safety of vulnerable persons, as determined by OCCLD;¶
 - (h) Any misdemeanor in Oregon Revised Statutes not listed in Category I and II that is serious and indicates behavior that poses a threat or jeopardizes the safety of vulnerable persons, as determined by OCCLD; and¶
 - (i) Evaluations of crimes shall be based on Oregon laws in effect at the time of conviction, regardless of the jurisdiction in which the conviction occurred.¶
- (4) OCCLD has determined that arrests for certain conduct may substantially jeopardize the safety of child care children and could be inconsistent with any position of unsupervised contact with children. If any subject individual has one or more arrests, on or after January 1, 2015, for any crime(s) listed in OAR 414-061-0045(1)(d) or a crime in another jurisdiction which is the substantial equivalent of a crime listed in OAR 414-061-0045(1)(d), OCCLD will seek to obtain and review information related to the conduct resulting in the arrest, including information from the subject individual, subject to section (10) of this rule. Based on this information, OCCLD will determine whether or not to enroll, suspend or remove the subject individual in or from the Central Background Registry.¶
- (5) OCCLD has determined that child abuse and neglect history may substantially jeopardize the safety of children and is inconsistent with any position of unsupervised contact with children or otherwise vulnerable



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persons. If any subject individual has a child abuse and neglect history, OCCLD will seek to obtain and review information related to the history, including information from the subject individual, subject to section (9) of this rule. Based on this information, OCCLD will make a decision whether or not to enroll, suspend or remove the subject individual in or from the Central Background Registry.¶

(6) OCCLD has determined that foster care certification history may, depending on the history, substantially jeopardize the safety of child care children and could be inconsistent with any position of unsupervised contact with children. If a subject individual discloses foster care certification history, OCCLD will seek to obtain and review information related to the history, including information from the subject individual, subject to section (9) of this rule. Based on this information, OCCLD will make a decision whether or not to enroll, suspend or remove the subject individual in or from the Central Background Registry.¶

(7) OCCLD has determined a subject individual in a diversion program or similar agreement for any Category I or Category II crime, depending on the history, may substantially jeopardize the safety of child care children and could be inconsistent with any position of unsupervised contact with children. If a subject individual discloses a diversion program or similar agreement for any Category I or Category II crime, OCCLD will seek to obtain and review information related to the history, including information from the subject individual, subject to section (9) of this rule. Based on this information, OCCLD will make a decision whether or not to enroll, suspend or remove the subject individual in or from the Central Background Registry.¶

(8) If OCCLD determines that additional information is needed to assess a person's suitability to be enrolled or remain enrolled in the Central Background Registry, the subject individual shall provide the requested information within the required timeframes. The additional information may include, but is not limited to, an evaluation or assessment by a physician, counselor or other qualified person, documents to determine positive identification of the subject individual, and court documents.¶

(9) Factors to be considered in determining suitability, based on information available to OCCLD and information provided by the subject individual, include:¶

(a) The nature of the child abuse and neglect, foster care, adult protective services, or criminal history;¶

(b) The facts that support the child abuse and neglect, foster care, adult protective services, or criminal history or that indicate the making of a false statement;¶

(c) The relevancy of the child abuse and neglect, foster care, adult protective services, criminal history, or false statement to the individual's enrollment in the Central Background Registry; and¶

(d) Intervening circumstances relevant to the individual's enrollment in the Central Background Registry, including but not limited to:¶

(A) The passage of time since the child abuse and neglect, foster care, adult protective services, or criminal history;¶

(B) The age of the individual at the time of the child abuse and neglect, foster care, adult protective services, or criminal history;¶

(C) The likelihood of repetition of the incident or the commission of another crime;¶

(D) The existence of subsequent child abuse and neglect, foster care, adult protective services, or criminal history;¶

(E) The recommendation of an employer, if provided;¶

(F) For criminal history, whether the conviction was set aside or overturned and the legal effect of that setting aside or overturning; and¶

(G) For child abuse and neglect, foster care, or adult protective services, whether the subject individual has had an opportunity to contest the abuse finding through the agency or entity that made the finding and, if so, the status of any such challenge.¶



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(10) OCCLD will not bar from enrollment in the Central Background Registry any subject individual because of the existence or contents of a juvenile record that has been expunged by the court.

OAR 414-061-0065: Requirements for Reciprocal Agreement Programs

A reciprocal agreement program must enter into a reciprocal agreement with OCCLD that provides for sharing information on enrollment status of the individuals described in OAR 414-061-0020(16)(a) and (b) respectively, and for the recovery of administrative, including direct and indirect costs incurred by OCCLD from the participation in the agreement.

OAR 414-061-0070: Procedures for Conducting Criminal Records Checks, Child Abuse and Neglect Records Checks, Foster Care Certification Checks and Adult Protective Services Checks

(1) OCCLD shall perform a criminal records check, child abuse and neglect records check, foster care certification check, and adult protective services check on all subject individuals who:¶

(a) Are currently enrolled in the Central Background Registry as of January 1, 2017; or¶

(b) Submit an initial or renewal application for enrollment in the ~~Office of Child Care~~ Licensing Division's Central Background Registry after January 1, 2017¶

(2) Subject individuals shall consent to being fingerprinted, and complete all requirements of OAR 414-061-0035.¶

(3) Other state or jurisdiction records checks¶

(a) In order to ensure the health and safety of children, OCCLD may require a subject individual who is enrolled or conditionally enrolled in the Central Background Registry to provide OCCLD with the following information or documents upon request:¶

(A) Authorization to complete a criminal records check, a child abuse and neglect records check, a foster care records check, or an adult protective services records check, in any state or jurisdiction; and¶

(B) Other documents or information necessary to complete a criminal records check, a child abuse and neglect records check, a foster care records check, or an adult protective services records check, in any state or jurisdiction.¶

(b) The requested items or information must be provided to OCCLD within 30 days of the date OCCLD issues the request.¶

(c) If the person fails to timely provide the requested authorization, documents, or necessary information, the ~~Office of Child Care~~ Licensing Division shall:¶

(A) If the individual is conditionally enrolled in the Central Background Registry the agency shall remove the conditional enrollment and cease processing the individual's application for enrollment or renewal.¶

(B) If the individual is enrolled in the Central Background Registry the ~~Office of Child Care~~ Licensing Division shall commence action to remove the person from the registry as provided in OAR 414-061-0110.¶

(4) Central Background Registry enrollment forms shall contain notice that a criminal records check, a child abuse and neglect records check, a foster care certification check and a check of adult protective services will be conducted as required by ~~ORS 181.534A.195~~ and 329A.030.¶

(5) OCCLD will review the criminal records information, child abuse and neglect, foster care and substantiated adult abuse or neglect records information, and any additional relevant information and will make a determination whether a subject individual may be enrolled in the Central Background Registry.¶



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(6) OCCLD may accept FBI criminal background checks performed by the Department of Human Services when the FBI criminal background check has been completed within 24 months of the of the application date for enrollment in the central background registry¶

(7) Fees for each name checked through OSP CCH and child abuse and neglect systems are as follows:¶

(a) No charge for designated Department of Early Learning Division and Care employees; and¶

(b) OCCLD will charge the subject individual up to the amount equal to the cost incurred by OCCLD for criminal record checks and child abuse and neglect checks and enrollment in the Central Background Registry, to be paid at the time of application.¶

[ED.NOTE:Formsreferencedinthisruleareavailablefromtheagency.]

OAR 414-061-0075: Duty of Subject Individuals

A subject individual who is conditionally enrolled or enrolled in the CBR shall inform the Office of Child Care Licensing Division within 30 days of the date of any change in their mailing address, phone number or email listed on their application materials.

OAR 414-061-0080: Procedures for Conducting FBI Criminal History Checks

(1) An FBI criminal records check will be done on all subject individuals who:¶

(a) Are currently enrolled in the CBR; or¶

(b) Are submitting an application for enrollment in the Office of Child Care Licensing Divisions (CCLD)'s Central Background Registry.¶

(2) The subject individual shall supply to OCCLD the following information:¶

(a) One properly completed FBI fingerprint card, with printing in the "reason fingerprinted" block that reads "License/Certificate/Permit ORS 181A.195"; and¶

(b) A properly completed "Instructions to Authorized Fingerprinter" form; or¶

(c) Electronically submitted fingerprints through an OCCLD designated fingerprinter. The "reason fingerprinted" field must read "License/Certificate/Permit".¶

(3) OCCLD will review the criminal records information and any additional information and will determine whether or not a subject individual may be enrolled, suspended or removed in or from the Central Background Registry.¶

(4) Individuals currently enrolled in the Central Background Registry or with pending applications for enrollment in the Central Background Registry will receive a request to complete an FBI criminal records check from the Office of Child Care Licensing Division and must complete the FBI criminal records check by the date indicated on the request.¶

(5) Failure to complete and pass the FBI criminal records check is a basis for suspension of enrollment in the Central Background Registry, removal from the Central Background Registry, or denial of the application.¶ [ED. NOTE: Forms referenced are available from the agency.]

OAR 414-061-0090: Central Background Registry Enrollment Procedures

(1) A subject individual shall be approved for enrollment that is not a conditional or limited enrollment in the Central Background Registry if OCCLD has determined that the individual:¶

(a) Has provided all information and/or documents requested by OCCLD;¶



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(b) Has no history as described in OAR 414-061-0045, 414-061-0050, or OAR 414-061-0075 or has dealt with the issues and provided adequate evidence of suitability;¶

(c) Has completed the application;¶

(d) Has paid the applicable fee; and¶

(e) Has complied with the rules of OCCLD adopted pursuant to the Central Background Registry (OAR 414-061-0000 through 414-061-0120).¶

(2) A subject individual:¶

(a) May be approved for or have their enrollment changed to a limited enrollment in the Central Background Registry as agreed to in writing by the subject individual and ~~OCC, the Early Learning Division, or, on and after July 1, 2023~~ LD, the Department of Early Learning and Care.¶

(b) Who is a household member of a subsidized care facility may be approved for a limited enrollment in the Central Background Registry that does not allow unsupervised access to child care children unrelated to the subject individual if OCCLD has determined that the individual:¶

(A) Has provided all information and/or documents requested by OCCLD;¶

(B) Has completed the application;¶

(C) Has paid the applicable fee;¶

(D) Has complied with the rules of OCCLD adopted pursuant to the Central Background Registry (OAR 414-061-0000 through 414-061-0120); and¶

(E) Is a household member of a subsidized care facility that is not registered or certified by OCCLD;¶

(F) Does not have a conviction for a disqualifying crime listed in 45 CFR 98.43(c);¶

(G) Is the parent or a caretaker relative with primary responsibility for a child needing care; and¶

(H) Needs child care in order to participate in the JOBS program or they are eligible for the ERDC subsidy program.¶

(3) All enrollments in the Central Background Registry shall expire five years from the date of enrollment, unless suspended or removed sooner, and may be renewed upon application to OCCLD, payment of the required fee and compliance with the rules adopted by the Early Learning Council pursuant to the Central Background Registry (OAR 414-061-0000 through 414-061-0120). The five-year enrollment period shall include the time the subject individual was enrolled prior to entering into an agreement changing the enrollment to a limited enrollment.¶

(4) A subject individual who has been enrolled in the Central Background Registry will be notified by OCCLD of the individual's enrollment and the enrollment dates. Notification of enrollment status may be sent via email at the request of the individual. Such notification will not be sufficient evidence of enrollment for employment by a requesting agency.¶

(5) 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 other states of prior residence, or any other information that was not disclosed on the application that OCCLD becomes aware of, shall be suspended or removed from the Central Background Registry, according to the provisions



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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 residences 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 subject individual with conditional enrollment shall not have unsupervised access to child care children at any time.¶

(f) A subject individual with limited enrollment may have access to their own child at their own residence or any other location, or as provided by the written agreement between the individual and ~~OCCLD~~, the Early Learning Division, or, on and after July 1, 2023 ~~LD~~, the Department of Early Learning and Care. The ~~Office of Child Care Licensing Division~~ may disclose the terms of the limited enrollment to any requesting agency. ¶

(6) If an application for renewal and payment of the required fee is received by ~~OCCLD~~ at least 14 days prior to the expiration date of the current enrollment, the enrollment remains in effect until ~~OCCLD~~ has acted upon the application for renewal and given notice of the action taken. This subsection does not apply to a renewal application submitted by an individual who is removed from the Central Background Registry at the time of submission of the renewal application.

OAR 414-061-0100: ~~Office of Child Care Licensing Division Denial Procedures~~ ¶

(1) A subject individual may be denied enrollment in the Central Background Registry if the individual:¶

(a) Has been determined not suitable;¶

(b) Has misrepresented information or failed to submit requested information or documentation;¶

(c) Has been charged with, arrested for, or a warrant for a Category I or Category II crime in OAR 414-061-0050 with final disposition not yet reached;¶

(d) Has an open child abuse or neglect investigation, or a substantiated finding of abuse or neglect against an adult, or law enforcement case with final disposition not yet reached;¶

(e) Is in a diversion program or similar agreement and has failed to provide written documentation of compliance with the terms of diversion or the agreement; or¶

(f) Has been charged with, arrested for, or has a warrant for a crime listed in OAR 414-061-0045(1)(d) or of a crime from another jurisdiction that is substantially similar.¶

(2) ~~A subject individual must be denied enrollment in the Central Background Registry if the individual has a disqualifying condition under OAR 414-061-0045.¶~~

(3) A subject individual may appeal ~~OCCLD~~'s determination not to enroll the subject individual in the Central Background Registry, pursuant to OAR 414-061-0120.¶

(43) A subject individual who has been denied enrollment in the Central Background Registry due to a determination of unsuitability shall not be eligible for enrollment in the Registry for five years from the date of denial, except as set forth in OAR 414-061-0100(4).¶

(4) A subject individual shall be eligible for limited enrollment in the Central Background Registry at any time and regardless of whether the individual was previously denied if the individual meets the criteria for limited enrollment as set forth in OAR 414-061-0090(2)(b)(A) through (H). ¶

(5) A subject individual who has been determined to be ineligible for enrollment in the Central Background Registry due to conviction of a crime listed in OAR 414-061-0045(1)(d) or convicted of a crime from



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another jurisdiction that is substantially similar, may apply for enrollment in the Registry after five or more years since the date of their last conviction.

OAR 414-061-0110: OCC Child Care Licensing Division Removal Procedures

- (1) An individual enrolled in the Central Background Registry shall be removed or suspended from the Registry by OCCLD if, during the period of enrollment, the individual;
 - (a) Has been determined not suitable for enrollment in the Registry;
 - (b) Has misrepresented information or failed to submit requested information or documentation;
 - (c) Is in a diversion program or similar agreement and has failed to provide written documentation of compliance with the terms of diversion or the agreement; or
 - (d) Has a disqualifying condition listed in OAR 414-061-0045.
- (2) OCCLD may immediately, and without prior hearing, remove or suspend a subject individual from the Central Background Registry when, in the opinion of OCCLD, such action is necessary to protect children from physical or mental abuse or a substantial threat to health and safety. Such action may be taken before an investigation is completed.
- (3) OCCLD may reinstate a subject individual in the Central Background Registry if the condition(s) that resulted in the suspension is corrected.
- (4) When a subject individual is removed or suspended from the Central Background Registry, OCCLD will notify the subject individual and the requesting agencies which have inquired about the subject individual's enrollment of the removal or suspension.
- (5) A subject individual who has been removed from the Central Background Registry and has not subsequently been re-enrolled shall not be eligible for enrollment in the Registry for five years from the date of removal, except as provided by OAR 414-061-0100(4).

OAR 414-061-0120: Rights for Review and Contested Case Hearings

- (1) OCCLD shall afford subject individuals the right to appeal a decision made by OCCLD that the subject individual is denied, suspended, or removed from enrollment from the Central Background Registry through a contested case hearing pursuant to ORS 183.413 through 183.470. Subject individuals must submit a request for a contested case hearing in writing.
- (2) OCCLD does not have authority to change decisions, records, or information from other agencies.
- (3) OCCLD is entitled to rely on the criminal records, child abuse and neglect records and information, foster care and adult protective services records and information or child abuse and neglect information until notified that the information has been changed or corrected in a manner that would alter the OCCLD decision.
- (4) To preserve the confidentiality of the records and the privacy of the subject individual, any contested case hearing will not be open to the public unless requested by the subject individual.
- (5) A subject individual who is also an employee of the licensing unit of OCCLD and who is determined unsuitable for enrollment in the Central Background Registry may appeal the determination through either the contested case process or applicable personnel rules, policies and collective bargaining provisions. A subject individual's decision to appeal a determination through personnel rules, policies and collective bargaining provisions shall constitute an election of remedies as to the rights of the subject individual with respect to the disqualification determination and shall constitute waiver of the contested case process.



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COUNCIL ACTION REQUEST

Date: February 28, 2024

AGENDA ITEM: Employment Related Day Care Waitlist, FPLs, and Specific Financial Requirements

ACTION: Adopt administrative rules to implement business process updates and updates in the Federal Poverty Levels (FPLs) and State Median Income (SMI) levels for 2024 that impact families and providers in the Employment Related Day Care program (ERDC). The proposed changes would be effective March 1, 2024.

ISSUE: This ruleset includes rule amendments to reflect business process updates and functionality in the ONE IE system and to reflect updates in the Federal Poverty Levels (FPLs) and State Median Income (SMI) levels for 2024. The permanent proposed rule amendments are necessary to implement update the Federal Poverty Levels (FPLs) and State Median Income (SMI) levels that will increase the initial and exit income limits for ERDC. The FPL changes will also increase the income thresholds for each of the ERDC copay tiers.

BACKGROUND: DELC is responsible for administering the Employment Related Day Care Program (ERDC). The proposed amendment to these rules reflect business process updates and annual administrative to maintain alignment with federal standards.

PROCESS: Due to the operational and routine nature of these rule amendments, DELC did not convene a Rules Advisory Committee (RAC). A public hearing was held on these rule changes on February 15. Public comment was open until February 21, 2024 at 5 PM. No public comment was received.

Please see “Appendix B: Proposed Oregon Administrative Rule Language Amendments for Employment Related Day Care Waitlist, FPLs, and Specific Financial Requirements” for full rule language text presented.

EQUITY ANALYSIS: These rule changes may have a positive socioeconomic equity impact on children and families who are currently receiving ERDC or TANF benefits, because higher income limits allow more families to qualify and remain eligible for ERDC. The updates to FPLs and SMIs could result in calculating lower copays for families participating in the program. There may also be a positive socioeconomic impact on child care providers who participate in the ERDC program.

PROPOSED DRAFT MOTION:

A) I move to adopt the proposed rule language amendments dated February 28, 2024 that adopt Oregon Administrative Rules 414-175-0010, 414-175-0035, and 414-175-0050.

CONTACT: Alyssa Chatterjee, Early Learning System Director, Department of Early Learning and Care



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Appendix B: Proposed Oregon Administrative Rule Language Amendments for Employment Related Day Care Late Waitlist, FPLs, and Specific Financial Requirements

OAD 414-175-0010: Waitlist for ERDC

- (1) Eligibility is subject to the availability of funds. The Department may implement a Child Care Waitlist whenever the Department determines that sufficient funding is not available to sustain benefits for all of the applicants requesting ERDC benefits.¶
- (2) ~~The following applicants are subject to~~ When the ERDC Waitlist is in effect all new applicants will be placed on the Child Care ERDC Wait List when the Child Care Wait List is in effect unless one of the following circumstances applies to any member of the ERDC filing group:¶
- (a) New applicants for ERDC when no member of the ERDC filing group meets the requirements of at least one of the following paragraphs:¶
- (A) Received a partial or full month of cash benefits from the Refugee (REF), SFPSS, or TANF program cash benefits from state and Family Pre-SSI (SFPSS), or Temporary Assistance to Needy Families (TANF) programs in the state of Oregon in at least one of the preceding three months.¶
- (B) ~~Is Determined~~ is determined eligible for, and being placed in, a current opening in a Head Start program contracted slot or an Early Head Start Child Care Partnership contracted slot.¶
- (C) ~~The caretaker is currently working with Child Welfare as part of a CPS assessment or open case, an ongoing safety plan is in place, child Protective Services (CPS) assessment or open case and Child Welfare has determined the use of child care as part of an ongoing safety plan will:¶~~
- (i) Prevent removal of the child from their home;¶
- (ii) Allow a child to be returned home; or¶
- (iii) Allow for placement of the child with a relative or with an adult whom the child or the family of the child has an established relationship.¶
- (D) Determined eligible for Temporary Assistance to Domestic Violence Survivors (TA-DVS) program benefits from the state of Oregon in the current month or at least one of the preceding three months.¶
- ~~(b) Caretakers who are reapplying for ERDC after Was part of an ERDC filing group with a break in ERDC benefits of two or more consecutive, calendar months.¶~~
- (3) When the Child Care Wait List is in effect, the Department must place all applicants who are subject to the Child Care Wait List under section (2) of this rule on the Child Care Wait List for future selection. The Department sends these applicants a decision notice of ineligibility for the ERDC program.¶
- (4) Each month, on the basis of an estimate of available funds, an appropriate number of individuals from the Child Care Wait List are selected on a first-in and first-out basis and invited to apply for ERDC.¶
- (5) After an individual is selected from the Child Care Wait List, the individual must establish a date of request no later than 45 days after the date on the selection letter. The individual may request child care benefits from the Department:¶
- (a) Without completing a new application, when the previous application is within 45 days of its date of request; or¶
- (b) By submitting a new application for child care benefits to the Department in accordance with OAR 414-175-0005.¶



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- (6) The processing timeframe for the ERDC application is the same as that specified in OAR 414-175-0005, except that:¶
- (a) If the Department does not receive a request for benefits within the deadline to apply, the individual is dropped from the Child Care Wait List. ¶
- (b) An individual who requests benefits after the 45-day deadline to apply (see section (5) of this rule) will be returned to the Child Care Wait List.

OAR 414-175-0035: Specific Financial Requirements

The following assets are countable or excluded for the purposes of evaluating whether the Financial Group meets the income and resource limits in OAR 414-175-0050:¶

(1) Achieving a Better Life Experience (ABLE) Act¶

(a) In all programs, funds held in ABLE Act accounts are excluded as resources.¶

(b) Monies withdrawn from ABLE Act accounts are excluded as income if they are used for Qualified Disability Expenses. For purposes of this rule section, "Qualified Disability Expenses" include, but are not limited to, the following:¶

(A) Education;¶

(B) Housing;¶

(C) Transportation;¶

(D) Employment training and support;¶

(E) Assistive technology and personal support services¶

(F) Health;¶

(G) Prevention and wellness;¶

(H) Financial management and administrative services;¶

(I) Legal fees;¶

(J) Expenses for oversight and monitoring; and¶

(K) Funeral and burial expenses.¶

(c) Funds withdrawn from ABLE Act accounts for purposes other than Qualified Disability Expenses, above, are counted as unearned income.¶

(2) Adoption Assistance¶

(a) Adoption assistance is excluded. ¶

(3) Agent Orange Settlement Act¶

(a) Benefits from the Agent Orange Settlement Fund made by Aetna Life and Casualty for settling Agent Orange disability claims are excluded.¶

(b) Payments made under the Agent Orange Act of 1991, and issued by the U.S. Treasury through the Department of Veterans Affairs, are counted as unearned income.¶

(4) Alaska Permanent Fund Dividend¶

(a) The Alaska Permanent Fund Dividend is issued annually to eligible Alaskan residents who apply for the payment. Out-of-state residents, except military personnel and students who claim Alaska as their residence, are not eligible unless they resided in Alaska and filed for the payment before leaving the state. ¶

(b) Alaska Permanent Fund Dividend payments are considered lump-sum income and therefore excluded. ¶



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(5) Animals¶¶

(a) Animals that are kept as pets or raised as food for the filing group are excluded.¶¶

(b) The treatment of an animal considered income-producing property is covered by section (35) of this rule.¶¶

(6) Annuities¶¶

(a) For the purposes of section (6):¶¶

(A) "Actuarially sound" means commercial annuities (see subsection (a)(iv) of this section) that pay principal and interest out in equal monthly installments over the actuarial life expectancy of the annuitant, with no deferral and no balloon payments. For purposes of this definition, the actuarial life expectancy is established by the Periodic Life Table of the Office of the Chief Actuary of the Social Security Administration and, for transactions (including the purchase of an annuity) occurring on or after July 1, 2008, the payout period must be within three months of the actuarial life expectancy, measured at the time of purchase.¶¶

(B) An annuity does not include benefits that are set up and accrued in a regularly funded retirement account while an individual is working, whether maintained in the original account or used to purchase an annuity, if the Internal Revenue Service recognizes the account as dedicated to retirement or pension purposes.¶¶

(C) "Child" means a biological or adoptive child who is:¶¶

(i) Under age 21; or¶¶

(ii) Any age and meets the Social Security Administration criteria for blindness or disability.¶¶

(D) "Commercial annuities" means contracts or agreements (not related to employment) by which an individual receives annuitized payments on an investment for a lifetime or specified number of years.¶¶

(b) An annuity is counted as a resource if the annuity does not make regular payments for a lifetime or specified number of years.¶¶

(c) Commercial annuities and payments from such annuities are counted as are counted as unearned income to the payee.¶¶

(d) If an annuity is a countable resource under this rule, the cash value is equal to the amount of money used to establish the annuity, plus any additional payments used to fund the annuity, plus any earnings, minus any regular payments already received, minus any early withdrawals, and minus any surrender fees.¶¶

(7) Bank Account¶¶

(a) As used in this rule, a bank account includes a money market account and an account in a financial institution, except that accounts in financial institutions for stocks, bonds, and certificates of deposit (CDs) are covered in section (68) of this rule.¶¶

(b) Money in a bank account available to one or more members of the financial group is counted as a resource in accordance with OAR 414-175-0030, unless it is excluded under this rule.¶¶

(c) In each of the following situations, money in a bank account is excluded as a resource:¶¶

(A) A burial fund if excluded under section (9) of this rule.¶¶

(B) Funds from excluded income if excluded as a resource under OAR 414-175-0030 (4).¶¶

(C) An Individual Education Account if excluded under section (24) of this rule.¶¶

(D) Money for a plan for self-support if excluded under section (55) of this section. ¶¶

(E) Proceeds from the sale of a home if excluded as a resource under section (62) of this rule.¶¶

(d) Interest and dividends earned on funds in a bank account are counted as unearned income, unless the account is excluded as a resource under section (6)(c) of this rule or under another rule in this chapter of rules.¶¶

(8) Black Lung Benefits¶¶

(a) Black Lung Benefits paid to miners or their survivors under the provisions of the Federal Mine Safety and Health Act are counted as unearned income.¶¶



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(9) Burial Arrangements and Burial Fund¶¶

(a) The following definitions apply to section (9):¶¶

(A) "Burial arrangement" means an agreement with an entity -- such as a funeral agreement (which means an arrangement made with a licensed funeral provider), burial insurance, or a burial trust designating a funeral director as the beneficiary that establishes provisions for payment of an individual's burial costs. A "burial arrangement" does not include a burial space, which is covered in section (10), or a burial fund.¶¶

(B) "Burial fund" means an identifiable fund set aside for an individual's burial costs. A "burial fund" does not include a burial space, which is covered in section (10), or a burial arrangement.¶¶

(C) Burial insurance is considered a form of life insurance and treated in accordance with section (44) of this rule.¶¶

(b) The equity value of one prepaid burial arrangement for each member of the filing group is excluded.¶¶

(c) A burial fund is counted as a resource.¶¶

(d) There is no overpayment for the time period during which the burial arrangement or burial fund existed if the individual:¶¶

(A) Cancels an excluded burial arrangement; or¶¶

(B) Uses an excluded burial fund for any purpose other than burial costs.¶¶

(e) If an asset originally used as a burial arrangement or burial fund is converted to other uses, the asset is treated under the other applicable rules.¶¶

(10) Burial Space and Merchandise¶¶

(a) For the purpose of this ~~rule~~ section, burial spaces include conventional gravesites, crypts, mausoleums, urns, niches, burial vaults, and other repositories that are traditionally used for the remains of deceased individuals. Burial spaces also include headstones and the opening and closing of the gravesite, and the reasonable and necessary improvements or additions to such spaces. Burial merchandise includes, but is not limited to, urns, caskets, liners, headstones, markers, plaques and foundations.¶¶

(b) The Department excludes as a resource the equity value of all burial space or merchandise for each member of the financial group, except that for burial space and merchandise that serves the same purpose, only one item per individual is excluded.¶¶

(11) Cash¶¶

(a) In the month of receipt, cash is counted as income, unless the cash qualifies as excluded income in this rule.¶¶

(b) After the month of receipt, cash (including cash on hand, cash in a safety deposit box, and cash held by others) is counted as a resource, unless the cash qualifies as an excluded resource in this rule.¶¶

(c) Foreign currency that can be converted to U.S. currency is treated in the same manner as cash under this rule.

The value of foreign currency is its value in U.S. currency, determined by the current exchange rate.¶¶

(d) The treatment of a check is based on the source of the funds.¶¶

(12) Child Support and Cash Medical Support¶¶

(a) Child support and cash medical support paid by a non-custodial parent for a dependent child or minor parent in the financial group are considered income of the dependent child or minor parent, whether the support is paid voluntarily or in accordance with an order to pay child support.¶¶

(b) Child support is considered countable unearned income if it is received by the financial group or is countable under section (40) of this rule. Otherwise, it is excluded.¶¶

(13) Contributions¶¶

(a) Contributions are monies, not considered gifts or winnings under section (31) of this rule, given voluntarily to a member of a financial group by someone who is not in the group.¶¶

(b) Contributions are counted as unearned income. ¶¶



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(14) Coronavirus Aid, Relief, and Economic Security (CARES) Act¶¶

(a) Recovery Rebate payments authorized by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) are:¶¶

(A) Excluded assets in the month of receipt;¶¶

(B) Excluded assets for 12 full months starting with the month following the month of receipt, and¶¶

(C) After the 12-month period, the remainder is countable as a resource.¶¶

(b) Federal Pandemic Unemployment Assistance payments authorized by the CARES Act are not Disaster Unemployment Assistance and are treated as follows:¶¶

(A) Retroactive payments are counted as periodic or lump-sum income; and¶¶

(B) All other payments are counted as unearned income.¶¶

(c) Federal Pandemic Unemployment Compensation payments authorized by the CARES Act are treated as follows:¶¶

(A) Federal Pandemic Unemployment Compensation payments are not Disaster Unemployment Assistance; and¶¶

(B) The payments are excluded assets.¶¶

(15) Corporations and Business Entities¶¶

(a) The value of stocks or other ownership interest in a corporation is a resource.¶¶

(b) Resources of the corporation essential to the employment of an individual are excluded. For instance, if the corporation owns equipment used by the individual to produce income for the corporation, the equipment is an excluded resource. If an individual must own stock in the corporation as a condition of working for the corporation, the stock is an excluded resource.¶¶

(c) Except as provided in OAR 414-175-0030(3)(a), gross income of a corporation is income of an individual if determined to be self-employment as defined in section (81) of this rule and is considered available when the business receives the income. If not self-employment, the income of a corporation is considered income of the business until distributed to the individual.¶¶

(d) For an expenditure by a business entity or corporation that benefits a principal such as a car or housing payment:¶¶

(A) The payment is considered available when the expenditure is made.¶¶

(B) For purposes of this ~~rule~~ section, a "principal" means an individual with significant authority in a business entity or corporation, including a sole proprietor, a self-employed person, a partner in a partnership, a member or manager of a limited liability company, and an officer or principal stockholder of a closely held corporation.¶¶

(16) Disability Benefits¶¶

(a) This rule covers public and private disability benefits, except the following:¶¶

(A) Agent Orange disability benefits (covered in section (43) of this rule).¶¶

(B) Paid Leave Oregon benefits (covered in section (82) of this rule).¶¶

(C) Radiation Exposure Compensation Act payments (covered in section (57) of this rule).¶¶

(D) Social security based on disability or SSI (covered in sections (64) and (65) of this rule).¶¶

(E) Veterans benefits (covered in section (75) of this rule).¶¶

(F) Workers compensation (covered in section (79) of this rule).¶¶

(b) For each disability payment covered by this section:¶¶

(A) If received monthly or more frequently, income from employer-sponsored disability insurance is counted as earned income if paid to an individual who is still employed while recuperating from an illness or injury.¶¶

(B) All payments other than those in subsection (b)(A) of this section are counted as periodic or lump-sum income.¶¶



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(17) Disaster Relief¶¶

(a) As used in section (17) of this rule:¶¶

(A) A major disaster is any natural catastrophe such as a hurricane or drought, or, regardless of cause, any fire, flood or explosion, which the President determines causes damage of sufficient severity and magnitude.¶¶

(B) An emergency is any occasion or instance for which the President determines that Federal assistance is needed to supplant State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe.¶¶

(C) Disaster Unemployment Assistance is emergency assistance authorized under P.L. 100-107 and received by individuals who are unemployed as a result of a major disaster. Individuals receiving Disaster Unemployment Assistance are not eligible for other unemployment compensation and cannot receive both at the same time.

Payments are limited to 26 weeks.¶¶

(b) Except as otherwise stated in sections (d) to (h) of this rule and in OAR 414-175-0030, payments described in section (c) of this rule are not counted as income or resources when determining eligibility for or benefit levels.¶¶

(c) This rule applies to each of the following payments if precipitated by an emergency or major disaster:¶¶

(A) Payments received under the Disaster Relief Act of 1974 (P.L. 93-288, section 312(d)) as amended by the Disaster Relief and Emergency Assistance Amendments of 1988 (P.L. 100-707, Section 105(i)).¶¶

(B) Disaster assistance comparable to subsection (a) of this section provided by States, local governments, and disaster assistance organizations.¶¶

(C) Payments from the Federal Emergency Management Agency (FEMA).¶¶

(D) Individual and Family Grant Assistance program (IFG).¶¶

(E) Grants or loans by the Small Business Administration (SBA).¶¶

(F) Voluntary disaster assistance organizations, such as the Red Cross.¶¶

(G) Private insurance payments for losses due to a major disaster such as flood, wind, land movement.¶¶

(d) Government payments designated for the restoration of a home damaged in a disaster are excluded as income or resources in the month of receipt and as a resource in subsequent months, if the household is subject to a legal sanction if the funds are not used as intended.¶¶

(e) Each payment made to farmers under the Disaster Assistance Act of 1988 (P.L. 100-387) for crop losses or failure in a disaster is excluded.¶¶

(f) Income received from public and private organizations by individuals working in disaster relief efforts and funded under a National Emergency Grant by WIA title I (P.L. 105-220) is excluded. An individual is eligible under this funding source if he or she is a dislocated worker, a long-term unemployed individual, or is temporarily or permanently laid off as a consequence of the disaster. Eligibility under this funding source is limited to a period of up to six months per disaster.¶¶

(g) Disaster Unemployment Assistance is excluded as both income and a resource.¶¶

(h) Payments for flood mitigation received by a homeowner under the National Flood Insurance Act of 1968 as amended by P.L. 109-64, are not counted as income or resources.¶¶

(18) Dividends, Interest, and Royalties¶¶

(a) Dividends are counted as unearned income.¶¶

(b) Interest income is counted as unearned income.¶¶

(c) Royalties are counted as unearned income, except that royalties are counted as earned income if the individual is actively engaged in the activity from which the royalties are accrued.¶¶

(19) Domestic Volunteer Services Act (VISTA, RSVP)¶¶



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- (a) Payments under Title I, VISTA, University Year of Action, and Urban Crime Prevention, are excluded, except for payments are counted as earned income if the total value of all compensation is equal to or greater than compensation at the state minimum wage.¶
- (b) Payments are excluded for programs under Title II (National Older Americans Volunteer Programs), which include:¶
 - (A) Retired Senior Volunteer Program (RSVP) Title II, Section 201.¶
 - (B) Foster Grandparent Program Title II, Section 211.¶
 - (C) Older American Community programs.¶
 - (D) Senior Companion Program.¶
- (20) Small Business Act (SCORE, ACE)¶
 - (a) Payments are excluded for programs under 15 USC 637(a)(1) (the Small Business Act), which include:¶
 - (A) Service Corps of Retired Executives (SCORE); and¶
 - (B) Active Corps of Executives (ACE).¶
 - (21) Earned Income, including from Other Benefits Programs or Census Bureau Work¶
 - (a) Earned income of a child is excluded.¶
 - (b) The income of a temporary employee of the U.S. Census Bureau employed to assist in taking the census is excluded.¶
 - (22) Earned Income Tax Credit (EITC) and Child Tax Credit¶
 - (a) There are federal and state earned income tax credit (EITC) programs for low-income families.¶
 - (A) An EITC may be claimed in one of two ways:¶
 - (i) At the time an income tax return is filed with the Internal Revenue Service (IRS).¶
 - (ii) As an advance in the employee's paycheck.¶
 - (B) The EITC is excluded from assets in the month of receipt and then for a maximum of 12 calendar months starting with the month following the month of receipt of the refund or payment. All funds remaining after the 12-month period are counted as a resource.¶
 - (b) The Child Tax Credit is determined and administered by the IRS.¶
 - (A) A Child Tax Credit may be claimed in one of two ways:¶
 - (i) At the time an income tax return is filed with the IRS.¶
 - (ii) As monthly advance Child Tax Credit payments from the IRS.¶
 - (B) The Child Tax Credit is excluded from assets in the month of receipt and then for a maximum of 12 calendar months starting with the month following the month of receipt of the refund or payment. All funds remaining after the 12-month period are counted as a resource.¶
 - (23) Economic Recovery Payment¶
 - (a) The \$250 economic recovery payment authorized by the American Recovery and Reinvestment Act of 2009 is excluded income in the month of receipt and an excluded resource in the month of receipt and for the following nine months.¶
 - (24) Educational Income¶
 - (a) Educational income is income designated specifically for educational expenses. To be considered educational income, the income must be received by one of the following:¶
 - (A) A student at a recognized institution of post-secondary education. Post-secondary education is education offered primarily to individuals 18 years of age or older. Admission may - but does not necessarily - require a high school diploma or equivalent.¶
 - (B) A student at a school for individuals with disabilities.¶



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- (C) A student in a vocational education program.¶¶
 - (D) A student in a program that provides for completion of requirements for a secondary school diploma or the equivalent.¶¶
 - (b) To determine the amount of educational income to exclude, education expenses listed in the financial aid award letter are used unless one of the following is true:¶¶
 - (A) The student provides verification of amounts different from those listed in the award letter, in which case the verified amounts from the student are used.¶¶
 - (B) The student receives child care benefits - ERDC or other child care subsidies. The amount the student actually pays for child care (including the ERDC copay) is excluded as educational income instead of the amount shown in the award letter.¶¶
 - (C) The student states that actual transportation costs exceed the amount allowed for the expense in the award letter. In that situation, the number of miles to and from school is multiplied by \$0.20. The product or the amount from the award letter, whichever is greater, is excluded.¶¶
 - (c) The following items are excluded:¶¶
 - (A) Educational income authorized by the Carl D. Perkins Vocational and Applied Technology Education Act or Title IV of the Higher Education Act or made available by the Bureau of Indian Affairs (BIA).¶¶
 - (B) All income from educational loans.¶¶
 - (d) The cost of the following items from remaining educational funds (including non Title IV work study, externship, graduate assistantship, graduate fellowship wages, and internship) is excluded: tuition, mandatory fees, books and supplies, transportation, required rental or purchase of equipment or materials charged to students enrolled in a specific curriculum, other miscellaneous personal expenses (except room and board), and loan originator fees and insurance premiums required to obtain an educational loan.¶¶
 - (e) After allowing exclusions, the remaining income is treated as follows:¶¶
 - (A) Income received through work study (including work study provided through a VA program or other educational program), fellowships and teaching-assistant positions not excluded by subsection (c) or (d) of this section (24) of the rule is earned income.¶¶
 - (B) Educational income not covered by subsection (e)(iA) of this section (24) is prorated over the period it is intended to cover. If the individual has already received the income, the prorated amount is counted monthly beginning with the first month of the period. If the individual has not received the income at the time the determination is made, the prorated income is counted starting in the month the individual expects to receive it.¶¶
 - (f) Educational awards paid under the National and Community Service Trust Act of 1993 (including AmeriCorps) are treated in accordance with section (50) of this rule.¶¶
 - (25) Energy Assistance Payments¶¶
 - (a) All energy assistance payments or allowances made under any federal, state, or local law are excluded as income and as a resource.¶¶
 - (26) Family Abuse Prevention Act (FAPA) Payments¶¶
 - (a) Family Abuse Prevention Act (FAPA) payments are court-ordered payments to survivors of domestic violence made under authority of ORS 107.718(1)(h). A payment is considered available when actually received by the survivor of abuse.¶¶
 - (b) The first \$2,500 is excluded; the excess above \$2,500 is counted as a resource.¶¶
 - (27) Filipino Veterans Equity Compensation Fund¶¶
 - (a) The Department excludes from income a payment received by a veteran or the spouse of a veteran who served in the military of the Government of the Commonwealth of the Philippines during World War II and made under the Filipino
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Veterans Equity Compensation Fund authorized by the American Recovery and Reinvestment Act of 2009.¶

(28) Floating Homes and Houseboats¶

(a) Floating homes and houseboats are treated in the same manner as real property under section (58) of this rule.¶

(b) Floating homes and houseboats are subject to section (332) and (365) of this rule, if applicable.¶

(29) Food Programs Other Than the SNAP program¶

(a) The following benefits are excluded:¶

(A) Benefits from the Special Supplemental Food Program for Women, Infants and Children (WIC), including demonstration projects (coupons exchanged for food at farmers markets) under the Hunger Prevention Act of 1988 (Pub. L. 100-435, section 501).¶

(B) The value of supplemental food assistance provided to children under the Child Nutrition Act of 1966 (Pub. L. 89-642) and the National School Lunch Act (Pub. L. 79-396, section 12(e), and Pub. L. 94-105).¶

(C) Nutrition Assistance program benefits received in Puerto Rico, American Samoa or the Commonwealth of the Northern Mariannas Islands.¶

(D) The value of supplemental food assistance provided for seniors in the Senior Farm Direct Nutrition Program (see OAR 333-052-0030) funded by grants from the United States Department of Agriculture.¶

(E) Benefits from the tribal Food Distribution Program.¶

(30) Foster Care Payments and Guardianship Assistance Benefits¶

(a) Payments for foster care and benefits from the Guardianship Assistance program (OAR 413-070-000) are excluded.¶

(31) Gifts and Winnings¶

(a) For the purposes of section (31):¶

(A) "Gifts" are items given to or received by an individual on or for a special occasion, such as a holiday, birthday, graduation, or wedding. "Gifts" are not given or received on a regular basis.¶

(B) "Winnings" are prizes given to an individual in a contest, game of chance, or similar event. "Winnings" in the form of money may be distributed in different payment frequencies, such as monthly, periodically (such as quarterly), or in a single payment.¶

(b) Gifts and winnings are excluded.¶

(32) Home¶

(a) Home defined: A home is the place where the filing group lives. A home may be a house, boat, trailer, mobile home, or other habitation. A home also includes the following:¶

(A) Land on which the home is built and contiguous property. Property must meet all the following criteria to be considered contiguous property:¶

(i) It must not be separated from the land on which the home is built by land owned by people outside the financial group.¶

(ii) It must not be separated by a public right-of-way, such as a road.¶

(iii) It must be property that cannot be sold separately from the home.¶

(B) Other dwellings on the land surrounding the home that cannot be sold separately from the home.¶

(b) Exclusion of home and other property:¶

(A) For an individual who has an initial month of long-term care or home and community-based care on or after January 1, 2006:¶

(i) For purposes of this subsection, "child" means a biological or adoptive child who is:¶

(I) Under age 21; or¶

(II) Any age and meets the Social Security Administration criteria for blindness or disability.¶



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(ii) The equity value of a home is excluded if the requirements of at least one of the following subparagraphs are met:¶

(I) The child of the individual or relative dependent on the individual for support occupies the home.¶

(II) The Spouse of the individual occupies the home.¶

(III) The equity in the home is \$688,000 or less, and either the individual occupies the home or the home is listed for sale per section (58) of this rule.¶

(IV) Notwithstanding OAR 414-175-0030(8), the equity in the home is more than \$688,000 and the individual is unable legally to convert the equity value in the home to cash.¶

(B) For all other filing groups, the value of a home is excluded when the home is occupied by any member of the filing group.¶

(c) Exclusion during temporary absence: The value of a home is excluded in each of the following situations:¶

(A) For the purposes of this section, "evidence" includes a written statement from a competent individual.¶

(B) During the temporary absence of all members of the filing group from the property, if the absence is due to illness or uninhabitability (from casualty or natural disaster), and the filing group intends to return home.¶

(33) Housing and Urban Development¶

(a) Payments from HUD made to a third party on behalf of the individual are excluded.¶

(b) HUD payments made directly to a member of the financial group, except Youth Build Program payments and Family Investment Centers payments, are excluded. ¶

(c) Escrow accounts established for families participating in the Family Self-Sufficiency (FSS) program sponsored by HUD are excluded.¶

(d) Payments related to family investment centers issued under the Cranston-Gonzalez National Affordable Housing Act, Pub. L. No. 101-625, sec. 515, 104 Stat. 4196 (1990), are treated as follows:¶

(A) Wages are earned income, and stipends are unearned income.¶

(B) Service payments for items such as child care, basic education, literacy, or computer skills training are excluded.¶

(34) Income-Producing Sales Contract¶

(a) The equity value of an income-producing sales contract is excluded. ¶

(b) Income received from a sales contract is treated as provided in section (62) of this rule.¶

(35) Income Producing Property¶

(a) Income from income producing property is counted as follows:¶

(A) If a member of the financial group actively manages the property 20 hours or more per week, the income is treated in the same manner as self-employment income (section (81) of this rule).¶

(B) If a member of the financial group does not actively manage the property 20 hours or more per week, the income is counted as unearned income with exclusions allowed only in accordance with section (81) of this rule. ¶

(b) The equity value of income-producing property is excluded. ¶

(36) Youth Transitions Program Subsidies¶

(a) Youth Transitions program subsidies are payments and services provided to children 16 to 20 years of age by the Department. The Youth Transitions program (including the Chafee Housing program) is described at OAR 413-030-0400 to 413-030-0460. The subsidies help the children live independently when their foster care payments are discontinued upon reaching 16 years of age.¶

(b) The subsidies are excluded from income.¶

(37) American Indian and Alaska Native Benefits¶

(a) In this rule, the names of sovereign tribal nations are often listed as shown in the public law. The Department has also attempted (in parenthesis) to include the names of sovereign tribal nations as they call themselves, if different than the



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name in the public law. When there is a conflict, the rule provision applies to the Tribe subject to the public law.¶

(b) The following benefits or payments are excluded as income and resources.¶

(A) Public Law 84-736: Payments from the distribution of funds held in trust to the Seminole Indians of Florida (The Seminole Tribe of Florida).¶

(B) Public Law 84-926: Payments from the distribution of funds held in trust to the Pueblos of Zia and Jemez Tribes of Florida.¶

(C) Public Law 92-480: Payments from the distribution of funds held in trust to the Stockbridge Munsee Indian Community (Stockbridge Munsee Community) of Wisconsin.¶

(D) Public Law 92-488: Payments from the distribution of funds held in trust to the Burns Indian Colony (Burns Paiute Tribe) in Oregon.¶

(E) Public Law 93-531: Relocation assistance payments to members of the Navajo (Navajo Nation or Dine') or Hopi Tribe.¶

(F) Public Law 94-114, section 6: Distribution of receipts from lands held in trust by the United States for the following tribes:¶

(i) Assiniboine and Sioux Tribes of Montana.¶

(ii) Bad River Band of the Lake Superior Tribe of Chippewa Indians of Wisconsin.¶

(iii) Blackfeet Tribe of Montana.¶

(iv) Cherokee Nation of Oklahoma.¶

(v) Cheyenne River Sioux Tribe of South Dakota.¶

(vi) Chippewa Tribe of Minnesota (Minnesota Chippewa Tribe).¶

(vii) Crow Creek Sioux Tribe of South Dakota.¶

(viii) Devil's Lake Sioux Tribe of North Dakota.¶

(ix) Fort Belknap Indian Community of Montana.¶

(x) Keweenaw Bay Indian Community of Michigan.¶

(xi) Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin.¶

(xii) Lower Brule Sioux Tribe of North Dakota.¶

(xiii) Navajo Tribe (Navajo Nation or Dine') of New Mexico.¶

(xiv) Oglala Sioux Tribe of South Dakota.¶

(xv) Rosebud Sioux Tribe (Sicangu Lakota Oyate, or Burnt Thigh Nation comprised of the Ogalala, Sicangu or Brule, Hunkpapa, Miniconjou, Sihasapa or Blackfoot, Itazipacola, and Oohenupa) of South Dakota.¶

(xvi) Shoshone - Bannock Tribes of Idaho.¶

(xvii) Standing Rock Sioux Tribe of North Dakota.¶

(G) Public Law 94-540: Judgment funds distributed to members of the Grand River Bands of Ottawa Indians.¶

(H) Public Law 95-433: Judgment funds distributed to members of the Confederated Tribes and Bands of the Yakama (formerly Yakima) Indian Nation (comprised of the Yakama Palouis, Pisquouse, Wenatchsahpam, Klikatat, Klingquit, Kow-was-say-ee, Li-was, Skin-pha, Wish-ham, Shyiks, Oechchotes, Ka-milt-pha, and Se-ap-Cat), or the Apache Tribe of the Mescalero Reservation (Mescalero Apache Tribe).¶

(I) Public Law 95-498: Receipts derived from trust lands awarded to the Pueblo of Santa Ana and distributed to members of that Tribe.¶

(J) Public Law 95-499: Receipts derived from trust lands awarded to the Pueblo of Zia and distributed to members of that Tribe.¶

(K) Public Law 95-608: Indian child welfare payments.¶

(L) Public Law 96-305: Relocation assistance payments to members of the Navajo (Navajo Nation or Dine') or Hopi



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Tribe.¶

(M) Public Law 96-318: Judgment funds distributed to members of the Delaware Tribe of Indians and the absentee Delaware Tribe of Western Oklahoma (Delaware Tribe of Western Oklahoma).¶

(N) Public Law 96-420: Funds and distributions to members of the Passamaquoddy Tribe, the Penobscot Nation, and the Houlton Band of Maliseet Indians under the Maine Indian Claims Settlement Act.¶

(O) Public Law 97-372: Distributions of judgment funds to members of the Shawnee Tribe of Indians (Absentee Shawnee Tribe of Oklahoma (Absentee Shawnee Tribe of Indians of Oklahoma), the Eastern Shawnee Tribe of Oklahoma, and the Cherokee Band of Shawnee descendants).¶

(P) Public Law 97-376: Judgment funds distributed per capita to members of the Miami Tribe of Oklahoma and the Miami Indians of Indiana (Miami Nation of Indians of Indiana).¶

(Q) Public Law 97-403: Payments on judgment funds to the Turtle Mountain Band of Chippewa, Arizona.¶

(R) Public Law 97-408: Payments on judgment funds to the Blackfeet Tribe, Gros Ventre (Aaniih) Tribe, and Assiniboiné (Nakoda) Tribe (Montana) and the Papago (Tohono O'odham Nation) (Arizona).¶

(S) Public Law 98-64: Payments from judgment funds held in trust by the US Secretary of the Interior.¶

(T) Public Law 98-123: Judgment funds held in trust and per capita and interest payments disbursed to the Red Lake Band of Chippewa Indians (Red Lake Nation or Miskwaagamiiwi-Zaagaiganing).¶

(U) Public Law 98-124: Judgment funds held in trust and per capita and interest payments made to the members of the Assiniboiné (Nakoda) Tribe of the Fort Belknap Indian Community (Montana) and the Assiniboiné Tribe of the Fort Peck Reservation (Montana).¶

(V) Public Law 98-432: Judgment funds and income distributed to members of the Shoalwater Bay Indian Tribe.¶

(W) Public Law 99-130: Per Capita and dividend payment distributions of judgment funds to members of Santee Sioux Tribe (Santee Sioux Nation) of Nebraska, Flandreau Santee Sioux Tribe, Prairie Island Sioux (Prairie Island Indian Community or Tinta Wita), Lower Sioux (Lower Sioux Indian Community or Cansa'yapi) and Shakopee Mdewakanton Sioux Community (Mdewakanton) of Minnesota.¶

(X) Public Law 99-146, section 6(b): Funds distributed per capita or held in trust for members of the Chippewas of Lake Superior (Lake Superior Chippewa Indians). The funds are distributed to the following reservations:¶

(i) Wisconsin: Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Lac Courte Oreilles Band of Lake Superior Bands of Chippewa Indians (Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin) of the Lac du Flambeau Reservation, Sokaogon Chippewa Community of the Mole Lake Band of Chippewa Indians, Red Cliff Reservation (Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin), St. Croix Chippewa Reservation (St. Croix Chippewa Indians of Wisconsin).¶

(ii) Michigan: Keweenaw Bay Indian Community (L'Anse, Lac Vieux Desert and Ontonagon Bands).¶

(iii) Minnesota: Fond du lac (Fond du Lac Band of Lake Superior Chippewa or Nah-gah-chi-wa-nong) Reservation, Grand Portage (Grand Portage Band of Lake Superior Chippewa, Grand Portage Anishinaabe, or Gichi-Onigaming) Reservation, Bois Fort (Bois Forte Band of Chippewa or Zagaakwaandagowininiwag) Reservation (including Nett

Lake, Vermillion Lake and Deer Creek), White Earth (White Earth Nation or Gaa-waabaabiganikaag)

Reservation.¶

(Y) Public Law 99-264: Payments and funds held in trust to the White Earth Band of Chippewa Indians in Minnesota (White Earth Nation or Gaa-waabaabiganikaag) under the White Earth Reservation Land Settlement Act of 1985, Section 16.¶

(Z) Public Law 99-346 section 6(b)(2): Per capita payments and income from a distribution of funds held in trust to the Saginaw Chippewa Indian Tribe of Michigan.¶



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(AA) Public Law 99-377 section 4(b): Per capita payments distributed or held in trust to the Chippewas of Mississippi under Public Law 99-377 Section 4(b), to those with affiliation with the Mille Lacs (Mille Lacs Band of Ojibwe or Misi-zaaga'iganing), White Earth (White Earth Nation or Gaa-waabaabiganikaag) and Leech Lake (Leech Lake Band of Ojibwe or Gaa-zagaskwaajimekaag) Reservations in Minnesota, and paid by the Indian Claims Commission.¶¶

(BB) Public Law 100-139: Judgment payments disbursed to the Umpqua Tribe Cow Creek Band (Cow Creek Band of Umpqua Tribe of Indians).¶¶

(CC) Public Law 100-383: Per capita restitution payments made to eligible Aleuts (Unangan or Unangax) who were relocated or interned during World War II.¶¶

(DD) Public Law 101-41: Funds, assets or income received from the trust fund established and paid to the Puyallup Tribe (the Puyallup Tribe of Indians or see emboldened word in attachment) of the State of Washington under Section 9(b) of the Puyallup Tribe of Indians Settlement Act of 1989.¶¶

(EE) Public Law 101-503 Section 8(b): Settlement payments, funds distributed or held in trust to members of the Seneca Nation (Seneca Nation of Indians or O-non-dowa-gah) under the Seneca Nation Settlement Act of 1990.¶¶ (FF) Public Law 102-171: Payments to the Aroostook Band (Mi'kmaq Nation) under the Micmac Settlement Act.¶¶ (GG) Public Law 103-116: Settlement funds, income, payments or distributions from Trust Funds to members of the Catawba Indian Tribe (The Catawba Nation or yeh is-WAH h'reh) under the Catawba Indian Tribe of South Carolina Land Claims Settlement Act of 1993.¶¶

(HH) Public Law 103-436: Payments from the Confederated Tribes of the Colville Reservation Grand Coulee Dam Settlement Act (comprised of the Chelan or see emboldened word in attachment, Chief Joseph Band of Nez Perce or wal'wama, Colville or see emboldened word in attachment, Entiat or see emboldened word in attachment, Lakes or see emboldened word in attachment, Methow or see emboldened word in attachment, Moses-Columbia or see emboldened word in attachment, Nespelem or see emboldened word in attachment, Okanogan or see emboldened word in attachment, Palus or paluspam, Sanpoil or see emboldened word in attachment, and Wenatchi or see emboldened word in attachment).¶¶

(II) Public Law 103-444: Payments made or benefits granted by the Crow Boundary Settlement Act of 1994.¶¶ (JJ) Public Law 105-143: Distributions of judgment funds to the Ottawa and Chippewa of Michigan under the Michigan Indian Land Claims Settlement Act.¶¶

(KK) Public Law 108-270: Per capita distribution of judgment funds to members of the Western Shoshone Indians (Newe).¶¶

(LL) Public Law 111-291 section 101: Payments from the Tribal Trust Accounting and Management Lawsuits. If the funds are comingled with other funds, the resource is excluded for only 12 months and counted thereafter.¶¶ (MM)

Tribal Benefits from timber sales or oil reserves from land held in trust by the Secretary of the Interior.¶¶ (NN) Payments from the Bureau of Indian Affairs from the General Assistance program.¶¶

(c) Educational income from the Bureau of Indian Affairs is treated pursuant to section (24) of this rule.¶¶

(d) The following payments are excluded unearned income:¶¶

(A) Public Law 85-794: Distribution of Per Capita Funds to the Red Lake Band of Chippewa Indians (Red Lake Nation or Miskwaagamiiwi-Zaagaiganing) from the proceeds of the sale of timber and lumber on the Red Lake Reservation.¶¶

(B) Public Law 93-134: Indian Judgement Funds Distribution Act payments received from trust or restricted lands under 25 USC 1408.¶¶

(C) Public Law 97-458: Payments received from trust or restricted lands under 25 USC 1408.¶¶

(e) The Department excludes the first \$2,000 of each per capita payment per individual in the financial group and the balance is counted as unearned periodic income of the following payments:¶¶



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- (A) Public Law 100-411: Per capita payments of claims settlement funds to members of the Coushatta Tribe of Louisiana (The Sovereign Nation of the Coushatta Tribe of Louisiana).¶¶
- (B) Public Law 100-581: Judgment funds distributed to members of the Wisconsin Band of Potawatomi (Hannahville Indian Community and Forest County Potawatomi).¶¶
- (C) Public Law 101-618: Per capita distributions of settlement funds under the Fallon Paiute Shoshone Indian Tribes Water Rights Settlement Act of 1990 (Toi-Ticutta).¶¶
- (f) Public Law 101-277 funds appropriated in satisfaction of judgments awarded to the Seminole and paid by the Indians Claims Commission is counted as follows:¶¶
- (A) The Department excludes the first \$2,000 of each per capita payment per individual in the financial group and counts the balance as unearned periodic income.¶¶
- (B) These payments are allocated to members of the Seminole Nation of Oklahoma, Seminole Tribe of Florida, the Miccosukee Tribe of Indians of Florida and the independent Seminole of Florida.¶¶
- (g) The Department excludes the first \$2,000 of each capita payment per individual in the financial group and counts the balance as unearned periodic income:¶¶
- (A) Public Law 94-189: Judgment funds distributed to members of the Sac and Fox Nation.¶¶
- (B) Public Law 98-602: Per Capita distributions of judgment funds to members of the Wyandotte Tribe (Wyandotte Nation, see emboldened word in attachment, or Wanda; consisting of Tionontati, Attignawantan, and Wenrohronon (Wenro)) in Oklahoma and Absentee Wyandotte.¶¶
- (h) The following payments are excluded unearned income:¶¶
- (A) Public Law 92-254: Distribution of Per Capita Funds by the Blackfeet Tribe and Gros Ventre (Aaniih) Tribe tribal governments to members, which resulted from judgment funds to the Tribes.¶¶
- (B) Public Law 103-66: Payments for land held in trust by the Secretary of the Interior under 25 USC 1408.¶¶
- (C) Payments from land designated as American Indian or Alaska Native trust land and not addressed elsewhere in this rule.¶¶
- (i) For the following payments, the Department excludes the first \$2,000 each year of per capita payments per individual in the financial group and counts the balance as unearned periodic income.¶¶
- (A) Public Law 92-203, the Alaska Native Claim Settlement Act payments.¶¶
- (B) Public Law 100-241, the Alaska Native Claim Settlement Act Amendment of 1987.¶¶
- (j) Public Law 98-500, section 8(b) (Old Age Assistance Claims Settlement Act) payments are excluded in the ERDC program.¶¶
- (k) The Department excludes the first \$2,000 of each per capita payment per individual in the financial group and counts the balance as unearned periodic income for the following:¶¶
- (A) Public Law 100-580: Funds distributed to the Hoopa Valley Tribe and the Yurok Tribe under the Hoopa-Yurok Settlement Act, and paid by the Indian Claims Commission.¶¶
- (B) Public Law 97-436: Per capita distributions of judgment funds to members of the Confederated Tribes (Wascoes, Warm Springs, Paiutes) of the Warm Springs Reservation.¶¶
- (l) Tribal payments for child care are treated as follows:¶¶
- (A) Provider-direct payments are counted as the provider's earned income.¶¶
- (B) All individual-direct payments are excluded.¶¶
- (m) Commercial fishing income under one of the Columbia River Fishing Treaties for the Confederated Tribes and Bands of the Yakama (formerly Yakima) Indian Nation (comprised of the Yakama Palouis, Pisquouse, Wenatchsahpam, Klikatat, Klingquit, Kow-was-say-ee, Li-was, Skin-pha, Wish-ham, Shyiks, Ocehchotes, Ka-milt-pha,



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and Se-ap-Cat), Confederated Tribes of the Warm Springs (comprised of the Wascoes, Warm Springs, and Paiutes), Confederated Tribes of the Umatilla Indian Reservation (comprised of the Cayuse, Umatilla, and Walla Walla), and Nez Perce Tribe (Nimiipuu) is counted as earned income.¶

(n) Tribal-TANF payments are counted in the same manner as TANF program payments under section (556) of this rule.¶

(o) All other American Indian or Alaska Native benefit payments distributed by the tribe and not excluded by public law are excluded, including:¶

(A) Profit share or per capita income from tribal casinos.¶

(B) Income derived from fee property (land not held in trust by the Secretary of the Interior), such as timber sales or sale of oil reserves.¶

(C) Public Law 91-259: Payments from the distribution of judgment funds to members of the Confederated Tribes of the Umatilla Indian Reservation (comprised of the Cayuse, Umatilla, and Walla Walla).¶

(p) American Indian or Alaska Native lands held jointly with the tribe, or land that may not be sold without the approval of the Bureau of Indian Affairs (BIA) are excluded resources.¶

(38) Individual Development Account (IDA)¶

(a) An Individual Development Account (IDA) is a trust-like savings account established under P.L. 105-285 designed to help low-income individuals save for specified purposes. The individual makes deposits from their earnings, and these are matched by a combination of government and private-sector funds.¶

(b) Deposits from the account holder's earnings are excluded from gross earned income.¶

(c) Matching deposits from government and private-sector funds are excluded from income.¶

(d) The IDA savings account is excluded from resources.¶

(e) Interest earned by the IDA savings account is excluded from income.¶

(f) For patient liability calculations, all income deposited into an IDA savings account is counted as earned income.¶

(g) If an individual makes an emergency withdrawal from the IDA savings account, that income is counted as lump-sum income and therefore excluded.¶

(39) Inheritance¶

(a) An inheritance may be received in the form of monies, property, or other assets.¶

(b) An inheritance is excluded.¶

(40) In-Kind Income¶

(a) This rule does not apply to shelter-in-kind income. (See section (63) of this rule for shelter-in-kind income).¶

(b) In-kind income that is earned is treated according to the administrative rules on earned income.¶

(c) In-kind income that is unearned (except third-party payments) is treated as follows:¶

(A) Income from court-ordered community service work or bartering is excluded. Bartering is the exchange of goods of equal value.¶

(B) Items such as cars and furniture are treated according to the administrative rule for the specific type of asset.¶

(d) Unearned third-party payments are treated as follows:¶

(A) Payments made to a third party that should legally be paid directly to a member of the financial group are counted as unearned income.¶

(e) Payments made to a third party that the payee is not legally obligated to pay directly to a member of the financial group and that the financial group does not have the option of taking as cash, and payments made by the noncustodial parent to a third party that are court-ordered are excluded.¶

(41) Job Corps¶



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- (a) A living allowance payment is counted as earned income.¶
- (b) A readjustment allowance payment is counted as earned income. ¶
- (c) A support service payment for an item already covered by the benefits of the benefit group is counted as unearned income. All other support service payments (including clothing allowances) are excluded.¶
- (d) A reimbursement is treated as provided in section (60) of this rule.¶
- (42) Workforce Innovation and Opportunity Act¶
- (a) Payments to individuals made under Title I-B of the Workforce Innovation and Opportunity Act (WIOA) are treated as provided in this rule.¶
- (A) Need-based (stipend) payments are treated as unearned income.¶
- (B) OJT (On-the-Job Training) and work experience payments are counted as earned income.¶
- (C) A support service payment for an item already covered by the benefits of the benefit group is excluded. All other support service payments (including lunch payments and clothing allowances) are excluded.¶
- (D) A reimbursement is treated as provided in section (60) of this rule.¶
- (E) YouthBuild Program payments are excluded.¶
- (43) Life Estate¶
- (a) If a financial group is living in real property while a member holds a life estate in this property, the property is treated as a home pursuant to section (32) of this rule.¶
- (44) Life Insurance¶
- (a) Benefits paid on a life insurance policy are counted as unearned income in the month received.¶
- (A) The Department counts benefits as received ~~when the~~ upon the death of insured individual ~~dies~~ or when the insured individual is eligible for and receives accelerated payments before death, such as when the insured individual has a terminal illness.¶
- (B) When the payment is a lump sum due to the death of the insured individual a deduction is allowed, not to exceed \$1,500, for the cost of the deceased individual's last illness and burial if these costs were not otherwise insured.¶
- (b) Burial insurance that generates a cash surrender value is treated in the same manner that this rule treats life insurance.¶
- (c) Burial insurance that does not generate a cash surrender value is excluded.¶
- (d) When the ownership or beneficiary of a life insurance policy has been irrevocably assigned and designated for burial, it is treated in accordance with section (9) of this rule and is not counted towards the \$1,500 life insurance limit.¶
- (e) The value of the life insurance policy is treated as follows:¶
- (A) All term insurance that has no cash surrender value is excluded.¶
- (B) The cash surrender value of the life insurance policy is excluded.¶
- (45) Loans and Interest on Loans¶
- (a) This rule covers proceeds of loans, loan repayments, and interest earned by a lender. If the proceeds of a loan are used to purchase an asset, the asset is evaluated under the other sections of this rule. ¶
- (b) For the purposes of section (45):¶
- (A) "Reverse-annuity mortgage" means a contract with a financial institution under which the financial institution provides payments against the equity in the home that must be repaid when the homeowner dies, sells the home, or moves.¶
- (B) The proceeds of a home equity loan or reverse-annuity mortgage are considered loans.¶
- (c) In order to treat payments as a loan that a member of the financial group receives as a borrower, there must be an oral or written loan agreement. This agreement must state when repayment of the loan is due to the lender.¶
- (d) Payments for a purported loan that do not meet the requirements of subsection (c) of section (45) are counted as



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unearned income.¶

(e) When a member of a financial group receives cash proceeds as a borrower from a loan that meets the requirements of subsection (c) of section (45):¶

(A) Educational loans are treated according to section (24) of this rule.¶

(B) The loan is excluded. If retained after the month of receipt, the loan proceeds are treated in accordance with section (4) of OAR 414-175-0030.¶

(46) Lodger Income¶

(a) Lodger income is the amount a lodger pays the filing group for room (rent) and board (meals).¶

(b) Lodger income is treated as self-employment income.¶

(47) Manufactured and Mobile Homes¶

(a) Manufactured and mobile homes are treated in the same manner as real property under section (58) of this rule.¶

(b) Manufactured and mobile homes are subject to sections (32) and (35) of this rule, if applicable.¶

(48) Military Income¶

(a) Military income (pay and allowances of a member of a uniformed service) is treated as follows:¶

(A) Military income is counted as earned income of the member's financial group, except as provided in subsection (a)(ii) of section (48), below.¶

(B) The portion of military pay and allowances available to the financial group is counted as unearned income if the member is not included in the filing group.¶

(49) Vehicles¶

(a) All motor vehicles and recreational vehicles are excluded. ¶

(50) National and Community Services Trust Act (NCSTA), including AmeriCorps (other than AmeriCorps VISTA)¶

(a) The National and Community Service Trust Act (NCSTA) of 1993 (P.L. 103-82) amended the National and Community Service Act (NCSA) of 1990 (P.L. 101-610) that established a Corporation for National and Community Service. The Corporation administers national service programs providing living allowance, educational award, child care, and in-kind benefits.¶

(b) NCSTA payments, including AmeriCorps (see Section (50) of this rule) are treated as follows:¶

(A) The living allowance (stipend benefits) is excluded.¶

(B) Educational awards and in-kind benefits are excluded.¶

(C) For individuals who are eligible for direct provider payment of child care, the allowance is counted as unearned income. The allowance is excluded only if the individual already pays the provider. The provider may be paid for only the costs not covered by the allowance.¶

(51) Older Americans Act¶

(a) Benefits under Title III of the Older Americans Act of 1965 (Nutrition Program for the Elderly) are excluded.¶

(b) A wage or salary paid under Title V of the Older Americans Act of 1965 (Experience Works, American Association of Retired Persons, National Association for Spanish-Speaking Elderly, National Council on Aging, National Council on Black Aging, National Council of Senior Citizens, National Urban League, U.S. Forest Service) is considered earned income.¶

(c) Payments under Title V of the Older Americans Act of 1965 that are not a wage or salary are excluded.¶

(52) Pension and Retirement Plans¶

(a) Pension and retirement plans include the following:¶

(A) Benefits employees receive only when they retire. These benefits can be disbursed in lump-sum or monthly payments.¶



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- (B) Benefits that employees are allowed to withdraw when they leave a job before retirement.¶
- (C) The following retirement plans authorized by section 401 of the Internal Revenue Code of 1986:¶
 - (i) Traditional Defined-Benefit Plan.¶
 - (ii) Cash Balance Plan.¶
 - (iii) Employee Stock Ownership Plan.¶
 - (iv) Keogh Plan.¶
 - (v) Money Purchase Pension Plan.¶
 - (vi) Profit-Sharing Plan.¶
 - (vii) Simple 401(k).¶
 - (viii) 401(k).¶
- (D) Retirement plans authorized by section 403 of the Internal Revenue Code of 1986 at subsections (a) or (b).¶
- (E) The following retirement plans and annuities authorized by section 408 of the Internal Revenue Code of 1986 at subsections (a), (b), (c), (k), (p), or (q), or at section 408A:¶
 - (i) Individual Retirement Annuity.¶
 - (ii) Individual Retirement Account (IRA).¶
 - (iii) Deemed Individual Retirement Account or Annuity under a qualified employer plan.¶
 - (iv) Accounts established by employers and certain associations of employees.¶
 - (v) Simplified Employee Pension (SEP).¶
 - (vi) Simple Individual Retirement Account (Simple-IRA).¶
 - (vii) Roth IRA.¶
- (F) The following retirement plans offered by governments, nonprofit organizations, or unions:¶
 - (i) 457(b) Plan.¶
 - (ii) 501(c)(18) Plan.¶
 - (iii) Federal Thrift Savings Plan under 5 USC 8439.¶
- (G) An annuity purchased by an individual with funds from a plan authorized under subsection (a)(iii), (iv) or (vi) of section (52), above.¶
- (b) An annuitized retirement plan described in subsection (a)(v) of section (52), purchased by the spouse, is not considered a retirement plan and is treated in accordance with section (6) of this rule.¶
- (c) Benefits an individual receives from pension and retirement plans are treated as follows:¶
 - (A) Monthly payments are counted as unearned income.¶
 - (B) All payments not covered by subsection (a) of this section are counted as periodic income or lump-sum income.¶
 - (d) The equity value of a pension and retirement plan that allows an individual to withdraw funds before retirement, minus any penalty for early withdrawal, is counted as a resource.¶
- (53) Personal Belongings¶
 - (a) Personal belongings are items needed for maintenance and occupancy of the home and personal items found in or near the home that are used on a regular basis, are ordinarily worn or carried by the individual, or otherwise have an intimate relation to the individual. The value of personal belongings is excluded.¶
 - (b) Items that otherwise meet the definition of personal belongings but were acquired or are held for their value or as an investment are not personal belongings. The value of such items is counted.¶
- (54) Personal Injury Settlements¶
 - (a) Personal injury settlements are excluded.¶
 - (b) This rule does not apply to workers compensation payments (see section (79) if this rule for the treatment of



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those payments).¶

(55) Plans for Self Support¶

(a) A plan for self support may be approved by the Social Security Administration or the Oregon Department of Human Services. ¶

(b) Assets listed in an approved plan for self support are excluded.¶

(56) Program Benefits¶

(a) An EA payment made directly to the individual is counted as unearned income. Dual payee and provider-direct payments are excluded.¶

(b) Employment Payments (see OAR 461-001-0025 and 461-135-1270) are excluded.¶

(c) Payments from ERDC are excluded unless the individual is the provider.¶

(d) Payments from the MAGI medical (including MAGI-CHIP), OSIPM, QMB, and REFM programs are excluded.¶

(e) Payments from JPI (see OAR 461-135-1260) are issued as a food benefit and are excluded.¶

(f) SNAP payments are treated as follows:¶

(A) The value of a SNAP benefit is excluded.¶

(B) OFFSET service payments are excluded.¶

(g) Benefits from the GA, OSIP (except OSIPM-ICP), REF, SFPSS, TANF, and tribal-TANF programs are counted as unearned income.¶

(h) JOBS, REF, and TANF JOBS Plus support service payments are excluded.¶

(A) For the treatment of JOBS Plus income, see section (201) of this rule.¶

(i) Payments and funds held in a contingency fund from OSIPM-ICP (OSIPM-Independent Choices Program) are excluded. ¶

(j) Pre-TANF program payments are excluded. ¶

(k) TA-DVS payments are excluded.¶

(l) TANF Jobs Plus income is excluded.¶

(m) Wages received under the Tribal TANF Jobs programs is excluded.¶

(57) Radiation Exposure Compensation Act¶

(a) Radiation Exposure Compensation Act payments are issued to compensate individuals for injuries or deaths resulting from exposure to radiation from nuclear testing or uranium mining and are excluded. ¶

(578) Real Property¶

(a) For purposes of this section (58), manufactured and mobile homes and floating homes and houseboats are treated in the same manner as real property.¶

(b) The applicant has the burden of proof of establishing the fair market value of real property. Fair market value may be established by any methodology determined to accurately reflect the fair market value of the real property, including the provision of an appraisal or comparative market analysis performed by an impartial individual who is certified or licensed in the applicable jurisdiction.¶

(c) Real property that is not income-producing or the home of the financial group is treated is excluded.¶

(d) The treatment of real property that is income producing is covered in section (35) of this rule. ¶

(e) The treatment of the home of the financial group is covered in section (32) of this rule.¶

(589) Refunds¶

(a) The Department excludes the following refunds in the month they are received:¶

(A) Refunds on merchandise that was purchased or received as a gift.¶

(B) Refunds of utility and rental deposits.¶

(b) The Department counts any refund amount remaining after the month of receipt as a resource.¶



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~~(5960)~~ Reimbursement¶¶

(a) For the treatment of USDA meal reimbursements, see section (74) of this rule.¶¶

(b) The reimbursement of a business expense for an individual who is self-employed is treated as self-employment income.¶¶

~~(c) A reimbursement is excluded, except that a reimbursement for child care expenses received from the Department of Early Learning and Care from a source outside of the Department is or the Oregon Department of Human Services is excluded. All other reimbursements for child care expenses are counted as unearned income.¶¶~~

~~(601)~~ Resettlement Reception and Placement (R&P) and Welcome Corps Grants¶¶

~~(a) A Reception and Placement (R&P) grant is a payment made by the United States Department of State through a national refugee resettlement agency to a local resettlement agency, refugee sponsor, or refugee. An R&P grant is provided to the resettlement agency. A Welcome Corps grant is money raised by a private sponsor group on behalf of a refugee. A R&P grant is provided to the resettlement agency. A Welcome Corps Grant is provided by the private sponsor group. The grants are to help with the costs of initial resettlement of a refugee in the United States. The resettlement agency provides a part of this grant is provided to the refugee, usually in the refugee's first three months after arrival, for the refugee's initial resettlement needs and not for ongoing living expenses.¶¶~~

~~(b) An R&P or Welcome Corps grant is excluded from consideration as income or a resource for purposes of determining program eligibility or benefit levels, except as provided in OAR 414-175-0030(4).¶¶~~

~~(612)~~ Sale of a Resource¶¶

~~(a) All proceeds from the sale of a resource are excluded as income and as a resource.¶¶~~

~~(623)~~ Shelter In-Kind Income¶¶

~~(a) Shelter-in-kind payments are excluded, except earned shelter-in-kind is not excluded.¶¶~~

~~(b) A payment for which there is a legal obligation to pay to a member of the financial group that is made to a third party for shelter expenses of a member of the financial group is counted as unearned income.¶¶~~

~~(634)~~ Social Security Benefits¶¶

~~(a) Except for Supplemental Security Income (SSI) and death benefits remaining after burial costs, Social Security benefits:¶¶~~

~~(A) All payments other than monthly payments are counted as periodic or lump-sum income, except that the representative payee fee paid by an individual who is required by the Social Security Administration to receive payments through a representative payee is excluded. ¶¶~~

~~(i) The amount of the exclusion is limited to the amount authorized by the Social Security Administration.¶¶~~

~~(645) Social Security Death Benefit. Money remaining from Social Security death benefits after the payment of burial costs is treated as lump-sum income and therefore excluded. ¶¶~~

~~(656) Spousal Support. Spousal support is counted as unearned income.¶¶~~

~~(667)~~ Supplemental Security Income¶¶

~~(a) If an individual is required by law to receive a Supplemental Security Income (SSI) benefit through a representative payee, the representative's fee is excluded.¶¶~~

~~(b) A monthly SSI payment is counted as unearned income.¶¶~~

~~(c) Lump-sum SSI payments are excluded.¶¶~~

~~(678)~~ Stocks, Bonds, and Other Securities¶¶

~~(a) The equity value of mutual funds, and securities, including stocks, bonds, educational savings bonds, and certificates of deposit (CDs), is counted as a resource, except that the value of a savings bond issued by the United States Department of the Treasury is excluded during the minimum retention period if the owner has received a~~



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denial of a request for a hardship waiver based on financial need.¶

(b) Interest and dividends on items covered by subsection (a) of this section (68) are treated as provided in section (18) of this rule.¶

(68) Striker's Benefits. Strikers' benefits are payments made to strikers by their union, whether or not based on the striker's participation in picketing and are counted as unearned income.¶

(69) Tax Refund¶

(a) Federal Tax Refunds:¶

(A) If received on or after January 1, 2010, federal income tax refunds are excluded from income and resources in the month of receipt and then for 12 full months starting with the month following the month of receipt of the refund or payment. All funds remaining after the 12-month period are counted as a resource.¶

(B) If received before January 1, 2010, federal income tax refunds are counted as a resource.¶

(b) State tax refunds and property tax refunds, including Elderly Rental Assistance (ERA) are:¶

(A) considered lump-sum income in the month received, and therefore excluded;¶

(B) counted as a resource in the month after the month of receipt.¶

(70) Trusts. All trust funds are excluded.¶

(71) Unemployment Compensation¶

(a) Unemployment compensation benefits are treated as follows:¶

(A) Retroactive payments are counted as periodic or lump-sum income.¶

(B) Disaster Unemployment Assistance is treated as provided in section (17) of this rule.¶

(C) All payments not covered under sections (i) and (ii) of this subsection (71)(a) are counted as unearned income.¶

(72) Uniform Relocation Act. Reimbursements from the Federal Uniform Relocation Assistance Act (42 U.S.C. 4621-4625) and from the Real Property Acquisition Policies Act of 1970 (42 U.S.C. 4651-4655) are excluded.¶

(73) USDA Meal Reimbursement¶

(a) A USDA meal reimbursement is counted as self-employment income, except for the portion excluded in accordance with subsection (b) of this section (73), below.¶

(b) The proportionate share of a USDA meal reimbursement for a child in the filing group is excluded.¶

(74) Veteran's Benefits¶

(a) Monthly payments are counted as unearned income.¶

(b) Other payments are counted as periodic or lump sum income.¶

(c) Educational benefits from the United States Veterans Administration are treated in accordance with subsection (24) of this rule.¶

(d) A subsistence allowance from a training and rehabilitation program of the United States Veterans Administration is treated as unearned income. ¶

(e) The following payments are excluded:¶

(A) Payments under 38 USC 1805 to biological children of Vietnam veterans who are born with spina bifida.¶

(B) Payments under 38 USC 1815 to children with birth defects born to female Vietnam veterans.¶

(75) Victim's Assistance¶

(a) Payments to victims of Nazi persecution covered by Public Law 103 286 and payments to victims of crime under 42 U.S.C. 10602 (The Crime Act of 1984) are excluded as income, and amounts retained are excluded as a resource as long as the amounts are not commingled with other funds.¶

(b) For other types of victims' assistance:¶

(A) Payments that are considered a reimbursement for a lost item are treated as provided in subsection (60) of this rule.¶



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(B) Payments for pain and suffering are treated in the same manner as personal injury settlements under subsection (60) of this rule.¶

~~(76)~~ Virtual Currency or Cryptocurrency¶

(a) As used in this section (77):¶

(A) "Cryptocurrency" is a type of currency available in virtual or digital form that functions as a medium of exchange with no central banking or regulating authority.¶

(B) "Day trading" is the buying and selling of cryptocurrency within the virtual market. The cryptocurrency market continuously runs because it is a worldwide market.¶

(C) "Mining" is a way to receive cryptocurrency (see subsection (a) of this section) through solving a series of mathematical problems. "Mining" requires a computer, an external hardware setup, and a special computer software program. To receive cryptocurrency through "mining", multiple people worldwide are attempting to solve a series of complicated mathematical problems via the "mining" software, and each receipt of cryptocurrency could require millions or billions of guesses at mathematical problems. The person to solve the final mathematical problem is the one to receive the cryptocurrency.¶

(D) "Wallet" is a way to store records of cryptocurrency transactions. Each cryptocurrency is assigned a public address, and when stored in a "wallet" the cryptocurrency is assigned a private key for protection. The cryptocurrency public address and private key are stored on a computer, mobile device, internal or external computer hardware, or a piece of paper and protected by private keys.¶

(b) Cryptocurrency is treated as follows:¶

(A) Cryptocurrency received as a payment from an employer is considered earned income.¶

(B) Cryptocurrency received in exchange for services or products provided may be either considered income from self-employment if the individual meets the self-employed criteria in subsection (81) of this rule or considered earned income.¶

(C) Cryptocurrency received as a gift is treated in the same manner as a gift in the form of money.¶

(D) Cryptocurrency received through mining is considered unearned income.¶

(E) Cryptocurrency received through an online casino is considered winnings (excluded).¶

(c) The day trading value of cryptocurrency is counted as a resource.¶

(A) After the month of receipt, cryptocurrency stored in a wallet is counted as a resource.¶

(B) Cryptocurrency stored in a wallet can be converted to liquid assets and follows the availability of resources rule.¶

~~(77)~~ Vocational Rehabilitation Payment¶

(a) Vocational rehabilitation maintenance payments for food, shelter and clothing are counted as unearned income.¶

(b) A training allowance or stipend is treated as unearned income.¶

(c) Educational income not covered under subsection (b) of this section (78), above, is treated as provided in subsection (24) of this rule.¶

(d) Vocational rehabilitation payments for special itemized needs connected with the evaluation, planning or placement activity are treated as a reimbursement. These payments include payments for:¶

(A) Child care.¶

(B) Clothing.¶

(C) Second residence.¶

(D) Special diet.¶

(E) Transportation.¶



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(e) Benefits from the United States Veterans Administration are treated as provided in section (75) of this rule.¶

~~(789)~~ Workers Compensation¶

(a) For workers compensation payments received monthly or more frequently, income from workers compensation is counted as earned income if paid to an individual who is still employed while recuperating from an illness or injury.¶

(b) For payments received less than monthly, income from workers compensation payments is counted as periodic or lump sum income.¶

~~(7980)~~ Work-Related Capital Assets, Equipment, and Inventory

(a) As used in this rule:

(A) "Inventory" means goods that are in stock and available for sale to prospective customers.

(B) "Work-related equipment" means property essential to the employment or self-employment of a financial group member. Examples are a tradesman's tools, a farmer's machinery, and equipment used to maintain an income-producing vehicle.

(b) A capital asset, other than work-related equipment and inventory, is treated as follows: the equity value of a capital asset is treated according to the rules for the asset.

(c) The equity value of work-related equipment is excluded.

(d) Inventory is excluded as long as the individual is engaged in self-employment activities.

~~(801)~~ Self-Employment Income

(a) Self-employment income is income resulting from an individual's business, trade, or profession, rather than from a salary or wage paid by an employer. An individual is considered self-employed if the individual meets the criteria in subsections (b) or (c) of this rule. Except as noted in section (c) of this section (81) when an individual has established a corporation, determine if the individual is self-employed according to section (b) of this section (81). If the individual has more than one self-employment business, trade, or profession, the income from each is determined separately.

(b) Except as provided in section (35) of this rule, an individual is self-employed for the purposes of this division of rules if the individual meets the requirements of one or more of the below conditions:

(A) Files taxes as self-employed for their business on their personal taxes.

(B) Is considered an independent contractor by the business.

(C) Meets all the following criteria:

(i) Is not required by the business to complete an IRS W-4 form;

(ii) Is not required to pay federal income tax or FICA payments from their paycheck(s);

(iii) Liability or worker's compensation insurance for the individual is not paid by the business;

(iv) Meets at least one of the following:

(I) Creates or provides the products or services they sell, or

(II) Sets the price for the products or services they sell;

(v) Is responsible for the business expense and losses; and

(vi) Receives profits from the business or could receive profits from the business but the business is not making a profit.

(c) Notwithstanding section (b) of this section (81):

(A) Homecare Workers paid by the Oregon Department of Human Services are not self-employed.

(B) Providers considered an employee of an Aging and People with Disabilities, Office of Developmental Disabilities Services, or Oregon Health Authority benefit recipient, such as Independent Choices Program (see OAR 411-030-0100) providers, Personal Support Workers (see OAR 411-375-0000), and Personal Care Attendants (see OAR 410-172-0810) are not self-employed.



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- (C) Specific self-employment income types and professionals:
 - (i) All of the following individuals are considered self-employed:
 - (I) Child care providers for the ERDC program;
 - (II) Adult foster home providers (see OAR 411-050-0602) paid by the Oregon Department of Human Services
 - (III) Realty agent.
 - (ii) The following income types are considered self-employment.
 - (I) Selling plasma,
 - (II) Redeeming beverage containers,
 - (III) Foraging items to sell, or
 - (IV) Engage in similar enterprises are considered to be self-employed.
- (d) Self-employment income is counted prospectively to determine eligibility. Self-employment is annualized when it is:
 - (A) Received during less than a 12-month period but is intended as a full year's income.
 - (B) From a business that has operated for a full year and the previous year is representative of what the income and costs will be during the budget month.
- (e) When determining the amount of countable self-employment income, use gross receipts and sales, including mileage reimbursements, before costs to meet the income limits in OAR 414-175-0050.
- (f) If no member of the financial group has been self-employed for a sufficiently long period to ascertain the costs of self-employment, the costs may be estimated.
- (g) The costs that are permissible to be excluded from self-employment gross sales and receipts include, but not limited to:
 - (A) Labor (wages paid to an employee or work contracted out).
 - (B) Materials used to make a product.
 - (C) Interest paid to purchase income-producing property, such as equipment or capital assets.
 - (D) Insurance premiums, taxes, assessments, and utilities paid on income-producing property.
 - (E) Service, repair, and rental of business equipment, including motor vehicles, and property that is owned, leased, or rented.
 - (F) Advertisement and business supplies.
 - (G) Licenses, permits, legal, or professional fees.
 - (H) Transportation costs at 20 cents per mile if the cost is part of the business expense. Commuting expenses to and from the worksite are not part of the business expense.
 - (I) Charges for telephone service that are a necessary cost for self-employment.
 - (J) Meals and snacks provided by family day care providers for children in their care, except the provider's own children. The actual cost of the meals is used if the provider can document the cost. If the provider cannot document the actual cost, the USDA meal reimbursement rates are used.
 - (K) Materials purchased for resale, such as cosmetic products.
 - (L) For newspaper carriers, the cost of newspapers, bags, and rubber bands.
- (h) The following costs are not permissible to be excluded from self-employment gross sales and receipts:
 - (A) Business losses from previous months.
 - (B) Payments on the principal of the purchase price of income-producing real estate and capital assets, equipment, machinery, and other durable goods.
 - (C) Federal, state, and local income taxes, draws or salaries paid to any financial group member, money set aside for personal retirement, and other work-related personal expenses, such as transportation, personal business, and entertainment expenses.



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(D) Depreciation. For purposes of this section, "depreciation" means a prorated lessening of value assigned to a capital asset (see OAR 414-175-0002) based on its useful life expectancy and initial cost.

(E) Costs related to traveling to another area to seek business when there is no reasonable possibility of deriving income from the trip.

(F) Interest or fees on personal credit cards.

(G) Personal telephone charges.

(H) Shelter or utility costs associated with the individual's home, except as authorized by subsection (i) of this rule.

(i) The portion of an expense that is for business use only is excluded when items are used for both business and personal purposes, such as automobiles and a residence, including utilities.

(8+2) Paid Leave Oregon Benefits

(a) Payments from Paid Leave Oregon are counted as unearned income.

(b) Retroactive payments from Paid Leave Oregon are counted as periodic or lump-sum income (see 414-175-0002).

(8+3) Youth Experiencing Homelessness Program Direct Cash Transfer (DCT) Payments

(a) Youth Experiencing Homelessness Program DCT payments are provided to youth 18 to 24 years of age by the Oregon Department of Human Services. The payments help youth who are experiencing homelessness to establish housing stability and support successful independent living.

(b) The payments are excluded to determine countable assets.

OAR 414-175-0050: Income Limits and Copay Amounts

The Department determines financial eligibility for ERDC and the copay benefit level as follows:

(I) ERDC financial eligibility.

(a) A need group is not eligible for benefits if the financial group has countable resources above \$1,000,000.

(b) The monthly countable gross income of the financial group is determined in accordance with OAR 414-175-0040. If monthly countable income equals or exceeds the eligibility standards, the need group is ineligible for ERDC.

(A) At initial certification, the ERDC eligibility standard is met for a need group of eight or less if monthly countable income for the need group is less than 200 percent of the federal poverty level (FPL). The eligibility standard for a need group of eight applies to any need group larger than eight.

(i) A monthly income standard set at 200 percent of the 2024 federal poverty level, and updated every March, is set at the following amounts:

Size of Group.....	Standard
2.....	3,407
3.....	4,304
4.....	5,200
5.....	6,097
6.....	6,994
7.....	7,890
8 or more.....	8,787

(ii) A monthly income standard set at 85 percent of the 2024 state median income, and updated every March, is set at the following amounts:

Early Learning Council | February 28, 2024



Early Learning Council

February 28, 2024

9:00 a.m. – 2:00 p.m.

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

Size of Group.....	Standard
2.....	\$5,161
3.....	\$6,375
4.....	\$7,589
5.....	\$8,803
6.....	\$10,018
7.....	\$10,245
8 or more.....	\$10,473

(iii) A monthly income standard set at 250 percent of the 2024 federal poverty level, and updated every March, is set at the following amounts:

Size of Group.....	Standard
2.....	4,259
3.....	5,380
4.....	6,500
5.....	7,621
6.....	8,742
7.....	9,863
8 or more.....	10,984

(B) During the certification period and at recertification the ERDC eligibility standard is met for a need group of eight or less if monthly countable income for the need group during the 12 month period is less than 250 percent FPL or 85 percent state median income (SMI), whichever is higher. The eligibility standard for a need group of eight applies to any need group larger than eight.

(c) The copay calculated under section (3) of this rule is compared to the allowable child care cost under section (2) of this rule. If the copay is equal to or greater than the allowable child care cost, the client is not eligible for ERDC.

(2) Allowable Child Care Cost. For an individual found eligible under section (1) of this rule, the allowable child care cost is set under this section.

(a) The child care costs for which the individual has been billed are compared to the amount provided in the appropriate child care chart in OAR 414-175-0075. The allowable child care cost is the lesser of the two amounts.

(b) The need group's copay is determined in accordance with section (3) of this rule.

(c) The copay is subtracted from the allowable child care cost, and the remainder is the payment the Department makes to the provider.

(3) Copay Calculation.

(a) When determining the copay, upon the applicant's request, the Department may exclude at least 50 percent of gross self-employment income when a need group has countable self-employment income and permitted costs. The maximum exclusion is the total of all actual costs permitted under OAR 414-175-0035 (81)

(b) The monthly copay shall be as follows, using the countable income, or countable self-employment income minus permitted costs:



Early Learning Council

February 28, 2024

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Need group size of 2

Income.....	Monthly Copay
\$0 - \$1,703.99	\$0
\$1704 - \$2,554.99	\$5
\$2,555 - \$3,406.99	\$10
\$3,407- \$3,832.99	\$40
\$3,833 - \$5,160.99	\$100

Need group size of 3

Income.....	Monthly Copay
\$0 - \$2,151.99.....	\$0
\$2,152- 3,227.99	\$5
\$3,228 - \$3,765.99	\$10
\$3,766 - \$4,303.99	\$15
\$4,304 - \$4,841.99	\$50
\$4,842 - \$6,374.99	\$110

Need group size of 4

Income.....	Monthly Copay
\$0 - \$2,599.99.....	\$0
\$2,600 - \$3,899.99.....	\$5
\$3,900 - \$4,549.99.....	\$10
\$4,550 - \$5,199.99.....	\$20
\$5,200 - \$5,849.....	\$60
\$5,850 - \$7,588.99.....	\$120

Need group size of 5

Income.....	Monthly Copay
\$0 - \$3,048.99.....	\$0
\$3,049 - \$4,572.99.....	\$5
\$4,573 - \$5,334.99.....	\$10
\$5,335 - \$6,096.99.....	\$25
\$6,097 - \$6,858.99.....	\$70
\$6,859 – \$8,802.99.....	\$130

Need group size of 6

Income.....	Monthly Copay
\$0 - \$3,496.99.....	\$0
\$3,497- \$5,244.99.....	\$5
\$5,245- \$6,119.99.....	\$10

Early Learning Council | February 28, 2024



Early Learning Council

February 28, 2024

9:00 a.m. – 2:00 p.m.

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\$6,120 - \$6,993.99.....	\$25
\$6,994 - \$7,867.99.....	\$70
\$7,868 - \$10,017.99.....	\$130

Need group size of 7

Income.....Monthly Copay

\$0 - \$3,944.....	\$0
\$3,945 - \$5,917.99.....	\$5
\$5,918 - \$6,903.99.....	\$10
\$6,904 - \$7,889.99.....	\$25
\$7,890 - \$8,876.99.....	\$70
\$8,877 - \$10,244.99.....	\$130

Need group size of 8 or more

Income.....Monthly Copay

\$0 - \$4,393.99.....	\$0
\$4,394 - \$6,589.99.....	\$5
\$6,590 - \$7,688.99.....	\$10
\$7,689 - \$8,786.99.....	\$25
\$8,787 - \$9,884.99.....	\$70
\$9,885 - \$10,983.99.....	\$130

(4) Notwithstanding the provisions of this rule section, the ERDC copay may be reduced or temporarily waived as follows:

- (a) Reduced to \$0 for no more than three months after closure of TANF benefits when:
 - (A) The closure is because an individual in the need group had earned income that led to the TANF closure;
 - (B) An ERDC date of request is established within 90 days of closure; and
 - (C) The individual is eligible for ERDC at initial certification.
- (b) As described in OAR 414-175-0023.



Early Learning Council

February 28, 2024

9:00 a.m. – 2:00 p.m.

Department of Early Learning and Care
3rd Floor, Grand Ronde Room
700 Summer St NE, Suite 350
Salem, OR 97301

COUNCIL ACTION REQUEST

Date: February 28, 2024

AGENDA ITEM: Preschool Promise Procurement Rule Repeal

ACTION: Correct misfiling of rule repeal that was meant to be permanently repealed in March 2023 to the Preschool Promise ruleset effective February 28, 2024.

ISSUE: In March 2023, several rules across program rulesets stipulated self-imposed procurement requirements— Oregon Prenatal-to-Kindergarten, Preschool Promise, and Early Childhood Equity Fund. Temporary rules were adopted to address this issue in the September 28, 2022 Early Learning Council meeting. Permanent updates to rule language were adopted in 2023, however the rule in the Preschool Promise ruleset was misfiled as a temporary repeal, so this action needs to be taken to correct the technical misfiling and make the repeal permanent.

PROCESS: DELC, formerly ELD at the time of initial repeal, convened a Rulemaking Advisory Committee (RAC) in February 2023 to advise on the equity and unintended impacts of the repeal of the rule language, as well as how to maintain transparency of the public granting process in other agency policies. A public hearing was scheduled in March 2023 and public comment was open until March 1, 2023. No public comment was received. The correction of the repeal was refiled in the February 1, 2024 Secretary of State Bulletin.

Please see “Appendix A: Proposed Oregon Administrative Rule language update for Preschool Promise” for full rule language text presented.

EQUITY ANALYSIS: Organizations statewide, including culturally specific organizations, interested, or currently providing, Preschool Promise have been able to more quickly and easily access public funding for operations. The schedule for applying and releasing funds was updated to better align with early learning provider needs. Updating the rule language has reduced barriers for smaller organizations to apply and begin providing crucial early learning services to populations across Oregon.

PROPOSED DRAFT MOTION:

A) I move to repeal the proposed rule dated February 28, 2024 that repeal Oregon Administrative Rule 414-470-0042.

CONTACT: Alyssa Chatterjee, Early Learning System Director, Department of Early Learning and Care



Early Learning Council

February 28, 2024

9:00 a.m. – 2:00 p.m.

Department of Early Learning and Care
3rd Floor, Grand Ronde Room
700 Summer St NE, Suite 350
Salem, OR 97301

Appendix A: Proposed Oregon Administrative Rule language update for Preschool Promise Rule Repeal

~~OAR 414-470-0042: Preschool Promise Provider Funding Selection and Grant Award~~

- ~~(1) Division staff will review completed grant applications to determine eligibility.~~
- ~~(2) A grant review committee will be appointed by the Director. The Council will recommend representatives to the Director to be named to the committee. The grant review committee will review and score applications deemed eligible as identify in OAR 414-470-0025. Applications will be scored on the Preschool Promise Provider's ability to meet Preschool Promise requirements as established in OAR 414-470-0040.~~
- ~~(3) The review committee will make funding recommendations to the Director. The Director will make final decisions for funding.~~
- ~~(4) The Division will notify grant recipients of awards and announce the awards on its website.~~
- ~~(5) The Division will offer to enter into a grant agreement with each prospective grant recipient using terms and conditions acceptable to the Division.~~
- ~~(6) Prospective grant recipients forfeit the awarded grant if a signed grant agreement is not returned to the Division within 90 calendar days of receiving a grant agreement. This provision does not apply to federally recognized Oregon Indian tribes.~~
- ~~(7) Forfeited grant funds will be used to fund next highest scored application(s).~~
- ~~(8) The Early Learning Division will determine the amount of funding available for every Request for Applications. Applicants may appeal funding decisions by following the process outlined in the Request for Applications. The Early Learning Division will notice applicants of their appeal rights in the language that applicants identified in their application. Notices will provide contact information of Early Learning Division employees available for assistance to applicants in the appeals process. The Early Learning Division will provide information on how funding decisions and slot awards will be made for each funding cycle in the Request for Application. Final allocations are based in part on funding availability.~~



**Baby
Promise**

Oregon Department of
Early Learning and Care

Baby Promise Program Guidebook for Providers

THIS IS A WORKING DOCUMENT (DRAFT) OF THIS MATERIAL

Authors:

Jon Reeves

Maidie Rosengarden Ed.D.

Contributors:

Gwyn Bachtle and The Programs Design and Administration Office, DELC

Jon Reeves and The Professional Learning Systems Office, DELC

Dorothy Spence and The Childcare Assistance Program Team, DELC

Special Thanks to:

Child Care and Resource Referral Directors and Staff

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SECTION 1: INTRODUCTION

If you are reading this Guidebook, you are either a current Baby Promise Early Learning and Care Program provider (program participant) or you are considering applying to become one. Caring for our most vulnerable population is a serious undertaking, offering work of value, meaning, and profound joy for those whose calling is to care for and educate babies and toddlers. This Guidebook informs and directs Baby Promise Program Participants of the requirements of the Baby Promise Program.

Like the rest of the country, Oregon is experiencing a true crisis in infant and toddler care, as the state lacks a supply of qualified and prepared early learning and care program options for our youngest children. There are many barriers that Oregon families experience, such as long wait lists, limited choices of providers, and costs of care that rival the cost of college tuition. The Department of Early Learning and Care (DELIC) is continuously working towards increasing families' access to care, stabilizing and strengthening existing early learning and care programming in communities around Oregon.

DELIC strives to ensure that children and families have access to high-quality early care and education. Research continues to demonstrate the importance of high-quality early care and education for children's brain development, social-emotional growth, and school readiness skills. To address this issue, DELIC launched the Baby Promise Program in March of 2020.

The purpose of the Baby Promise Program is to both increase access to high-quality infant-toddler care (6 weeks to 3 years of age) and to enhance quality in existing Early Learning and Care Programs in Oregon. Baby Promise offers funded slots to children with families that are eligible and enrolled in Employment Related Day Care (ERDC). Over time, Baby Promise will increase the number of high-quality programs and providers serving families with low incomes and provide access and stability for quality Early Learning and Care Programs and providers.

The Baby Promise Program is targeted to serve low-income families in communities struggling to find and keep high-quality care for infants and toddlers. Baby Promise uses the federal Child Care and Development Block Grant

(CCDBG) funds to increase the number of subsidized infant-toddler care slots in Early Care and Education Programs across Oregon. DELC distributes the Baby Promise grant funds to regional organizations or agencies.

The Child Care Resource and Referral agency (CCR&R) is the organization currently designated by DELC in some regions of the state to administer the Baby Promise Program through separate grant agreements. The work of the CCR&R shall align with the mission of DELC to support all of Oregon's young children and families to learn and thrive. DELC's values include equity, making a positive impact for children and families, dedication, integrity, and collective wisdom – all with the goal of benefiting Oregon children and families and those who serve them. Finally, for children whose families choose or need out of home childcare, it is important that high-quality early care and education options are available and accessible.

Baby Promise Program objectives and principles:

- The CCR&R aligns with the mission of DELC to support all of Oregon's young children and families to learn and thrive.
- DELC and the CCR&R support programs to meet standards associated with infant and toddler care quality and developmentally appropriate practices that result in quality environments and experiences.
- The CCR&R contracts with Early Learning and Care Programs in communities, allowing DELC and the CCR&R to be intentional about building sustainable, quality infant and toddler slots over time, address the need to reimburse providers for the true cost of quality infant and toddler care, and ensure that salary guidelines for staff working directly with children are implemented.
- Baby Promise Program Participants engage with a system of Infant-Toddler Specialists through CCR&Rs who provide support and professional development for networks like Early Learning and Care Programs who are participating to ensure the implementation of quality, relational care.
- The Baby Promise Program incorporates a mixed-delivery approach to operationalize high-quality early learning experiences in a wide variety of settings. This provides options for family choice.
- DELC and the CCR&R prioritize communities with an extreme shortage of childcare and provide access for priority populations.

- CCR&Rs assist programs to support inclusion and equity through individualized strategies to help address the needs of all children.

Guidebook Terms and Definitions

This Guidebook is divided into sections that outline Baby Promise's programmatic specifications and reporting requirements necessary for the Baby Promise Program Participants/providers to remain in compliance with the Baby Promise Subcontract. This Guidebook is intended to help the Baby Promise Program Participants/providers navigate Baby Promise's requirements and assist in the implementation and delivery of high-quality early learning programs. This Baby Promise document will be updated annually. Baby Promise Program Participants and providers will be notified when revisions are made.

In the event that a Baby Promise participant is unable to meet a requirement of the Baby Promise Program before subcontracting as a provider of Baby Promise slots or during the subcontract period as a provider with Baby Promise slots, the participant and the CCR&R representative shall contact the DELC Baby Promise Manager to determine next steps, including whether a waiver, memorandum of understanding, or other appropriate action is needed.

The following terms are important to consider while reading through this Guidebook.

MUST – The word "must," when used in this Guidebook, indicates a requirement of Baby Promise that is associated with a grant deliverable or health and safety and is mandatory for Baby Promise participants.

SHALL – The word "shall," when used in this Guidebook, indicates how, or using which tools, a requirement of the Baby Promise Program can or will be met.

MAY – The word "may" when used in the Guidebook offers the CCR&R and the Program participant options to consider when creating policies and procedures. The word "may" indicates an area where flexibility and problem solving can assist the CCR&R and the program in meeting a requirement.

For the purposes of this Guidebook, the term "Early Learning and Care Program" or "provider" is a subgrantee of the CCR&R with whom the CCR&R has

subcontracted and is a “Baby Promise Program Participants.” Early Learning and Care Programs are businesses with a mission of caring for and educating young children, such as in home childcare providers, childcare facilities serving children of employees, Early Head Start classrooms or centers, or community-based organizations serving young children. For the purposes of this Guidebook, the term “Early Learning and Care Program” or “provider” is such a business. A “Baby Promise Program Participants (or provider” is such a business and a subgrantee of a CCR&R with the Baby Promise Program.

A glossary of additional terms and appendices helpful for Baby Promise implementation is included at the end of the Guidebook.

SECTION 2: SUBCONTRACTING WITH THE CCR&R AS A BABY PROMISE PROGRAM PARTICIPANT

Recruitment and Readiness. Baby Promise Program Participants and providers wishing to subcontract with CCR&Rs must first complete an application and a Readiness Assessment form (can be received and sent via email with CCR&R). After completing and submitting the application and Readiness Assessment, CCR&R staff will contact the program administrator and arrange for a site visit. During the site visit, the CCR&R staff member will complete a Site Visit form, answer questions, and assist program administration with the Baby Promise Application.

When the Early Learning and Care Program or provider is ready to subcontract with the CCR&R, and prior to completing a subcontract, the CCR&R will submit the name and license number (if applicable) of the program to DELC for review.

DELC and the CCR&R must review the Early Learning and Care Program or provider to determine if they meet the participation thresholds for Baby Promise. These thresholds include but are not limited to:

- Ability of the program to conduct itself in a manner aligned with the [NAEYC Code of Ethical Conduct](#)

- No civil penalties in the past 24 months
- No Serious Violation Findings within the past 24 months, which include:¹
 - Children are in imminent danger;
 - There are more children than allowed;
 - Inappropriate guidance and discipline;
 - Children are not supervised;
 - Multiple or serious fire, health, or safety hazards;
 - Extreme unsanitary conditions.
 - Safe Sleep Violations.
 - Adults required to be enrolled in the Central Background Registry are present in the program without current enrollment; and
 - Providing care without being licensed with the Child Care Licensing Division (CCLD) as required by rule.
- No open investigations with DELC and/or partner agencies
- Ability to participate in the USDA Food Program
- Ability to meet minimum Early Educator/teacher qualification.
- Spark Rating

Cost Per Child. Baby Promise Program Participants shall work with the CCR&R to develop a cost per child that includes:

- Staffing;
- Rent and utilities;
- Program and classroom materials;
- Formula and food;
- Personal care items (e.g., Diapers, wipes, diaper cream, and sunscreen);
- Insurance;
- Shared services fee; and
- Professional development costs.

Data Collection. The CCR&R shall collect data for evaluation purposes. As the CCR&R conducts initial site visits to Baby Promise Program Participants to determine readiness, they may also collect photographic and/or video data. The intention of capturing this evidence will be to reflect on the before-and-after impacts of environmental enhancement funds, training, and technical assistance.

¹ Early Learning and Care Programs with a single Serious Violation Finding within the past 24 months may be considered if they can successfully pass the [Spark Rating Review Process](#).

Pre/Post Evaluation. The CCR&R shall conduct on-site observations at the beginning and the end of the subcontract period (yearly). Data from relational and environmental assessments will be used to inform technical assistance, FCCN, Spark, and CoP activities and will be shared with the program and DELC.

SECTION 3: FUNDING AND FISCAL REQUIREMENTS FOR BABY PROMISE PROGRAM PARTICIPANTS

FUNDING MODEL AND SUBCONTRACT OPERATION

Baby Promise Funding. The CCR&R shall create and enter into subcontracts with Baby Promise Program Participants. Pursuant to the terms of the subcontract, the Baby Promise Program Participants shall deliver infant-toddler services according to the defined programmatic and fiscal expectations in accordance with this Guidebook. The CCR&R is required to compensate Baby Promise Program Participants for those services according to the terms of the subcontract. Baby Promise funding is contingent on the actual delivery of Baby Promise services by Baby Promise Program Participants. Baby Promise funding may be used only for the operation and delivery of Baby Promise services.

Annual Budget. Baby Promise Program Participants and providers must submit an annual operating budget outlining the intended use of Baby Promise funds. Baby Promise Program Participants should be advised that the submission of a budget does not constitute CCR&R approval of the expenditures. All categories in the budget shall remain in compliance with this Guidebook and approved by the CCR&R.

A Baby Promise Program Participants shall develop a budget according to the allowable uses and expenses for the Baby Promise program, which may

rely on self-attestation by the Baby Promise Program Participants. All categories in the budget must be in compliance with this Guidebook and approved by the CCR&R. Preliminary budgets shall be submitted to the CCR&R prior to the subcontract being fully executed and annually thereafter.

EXPENDITURE GUIDELINES

Baby Promise Program Participants shall expend funds provided for Baby Promise solely on the operation and delivery of Baby Promise services and in accordance with the program's annual budget and the subcontract.

Subcontracted Slot Payments. Pursuant to the terms of each subcontract and this Guidebook, the CCR&R shall provide subcontracted slot pre-payments monthly directly to the Baby Promise Program Participants and providers for eligible Baby Promise children.

Allowable Uses of Funds by Subcontracted Baby Promise Participants.

Allowable uses of Baby Promise funds for the operation and delivery of Baby Promise services include:

- Early Educator and other direct service personnel (i.e., transportation, food services) compensation and benefits.
- Professional development activities;
- Paid preparation and planning time for Baby Promise Early Educators.
- Monthly staff meeting materials;
- Diapers, formula, food, and other items for Baby Promise children.
- Materials for the environment;
- Curriculum materials;
- Screening and assessment tools;
- Professional and community events;
- Family engagement activities;
- Coordination of social services for Baby Promise children and families;
- Facilitation of Baby Promise eligible children's transition to prekindergarten; and
- Associated administrative overhead.

Prohibited Expenditures for Subcontracted Baby Promise Participants. Baby Promise funds may not be used to supplant other public funding sources, including

any state or federal funding. Baby Promise funds must be treated as restricted income and used solely to deliver Baby Promise services. Baby Promise funds may not be used to cover expenses that are not directly related to the Baby Promise Program. Prohibited expenses include the following:

- Travel expenses not directly related to the implementation of the Baby Promise Program.
- Purchase of vehicles or other transportation equipment;
- Bad debts, including losses arising from uncollectible accounts and any related legal costs;
- Costs of amusement or entertainment that do not benefit children in the Baby Promise Program.
- Cost of idle facilities unless those costs are related to the Baby Promise Program and the costs of the idle facilities have been approved by the CCR&R and DELC.
- Costs incurred after the subcontract has been terminated.
- Fundraising costs
- Projects or expenditures in excess of five thousand dollars (\$5,000) without prior approval;
- Personal or business loans, including finance charges;
- Non-sufficient funds/overdraft and ATM usage bank charges;
- Investment management costs;
- Costs of organization of a nonprofit corporation such as incorporation fees or consultant fees;
- Public relations consultant fees;
- Costs associated with the purchase of alcohol, drugs, or any associated use for gambling purposes;
- Costs of legal consulting and accounting services arising from claims against the Baby Promise Program Participants;
- Compensation to the members of the board of directors, if applicable; and
- Religious materials.

Baby Promise Program Participants will ensure that no Baby Promise funds are used to pay penalties associated with adverse actions imposed by licensing or governmental agencies. Baby Promise funds should be identifiable as separate from other federal and state funds.

Prohibition Against Loans. Baby Promise funding cannot be loaned or advanced to individuals, corporations, organizations, public agencies, or private agencies. Baby Promise funds may not be used as collateral for loans.

SECTION 4: FISCAL REVIEW, BUSINESS REQUIREMENTS AND INSURANCE

Annual Independent Audit. Baby Promise Program Participants must submit a copy of their independent, certified audit report and financial statements if they are subject to independent audit requirements. Audit reports must be submitted to the CCR&R within 30 days of receipt.

Access to Records and Other Documentation. The CCR&R and DELC may require access to Early Learning and Care Program records, which may include:

- Records of children enrolled in Baby Promise slots;
- Consent forms;
- Attendance and enrollment records;
- Lists specifying qualifications, dates of hire, and dates of termination;
- Staff time sheets;
- Non-paid staff and volunteer sign-in sheets;
- Transportation and other related service subcontracts;
- Baby Promise Program Participants calendars.
- Documentation relating to family participation;
- Family handbook;
- Insurance policies;
- Tax returns;
- Marketing materials;
- By-laws, if applicable;
- List of current Board of Directors, if incorporated;
- Tuition rates;
- Statements of income and expenses;

- General journals;
- Cash receipts and disbursement books;
- General ledgers, invoices, and supporting documents;
- Payroll ledgers and supporting documents; and
- Bank statements and canceled checks, etc.

Fraudulent Use of Funds. The CCR&R and DELC may use information from other sources to assess the fiscal viability of Baby Promise Program Participants or to make decisions with respect to offering a subcontract or continuing to fund a Baby Promise Program Participants. Misuse of funds may result in the termination of a Baby Promise Program participant subcontract and the denial of future participation in the Baby Promise Program and other publicly funded programs.

Baby Promise Program Participants must ensure that expenses charged to the Baby Promise funding source are not concurrently charged to another program fund source. Baby Promise funds should be identifiable as separate from other federal and state funds. Baby Promise Program Participants must return any funds determined to have been misspent, spent fraudulently, or not in accordance with the expectations of Baby Promise, including reconciling ERDC payments and/or overpayments.

INSURANCE REQUIREMENTS

Baby Promise Program Participants shall maintain the minimum insurance requirements specified in the subcontract with CCR&R. These requirements are designed to support the professional capacity of the program and to provide business owners with a foundational business protection plan while they operate a high-quality publicly funded program. Insurance requirements will be included with each new subcontract yearly. Baby Promise Program Participants are responsible for maintaining business, liability, and transportation insurance, in addition to any other coverage required to participate in the program. In some cases where additional Baby Promise insurance requirements (beyond that of regular business coverage) add significant cost to programs and providers, they may reach out to the CCR&R for possible assistance.

SECTION 5: CHILD AND FAMILY ELIGIBILITY

Age Requirement. Children shall be at least six (6) weeks of age and can be served until the child is eligible for preschool (3 years old on or before September 1st of the program year). If the child turns 3 within the program year, they are eligible to receive Baby Promise services until August 31st of that year.

Eligibility Process. The CCR&R shall identify families that may qualify for Baby Promise in collaboration with other agencies, such as local Early Learning Hubs. Further, the CCR&R shall work closely with the ERDC program to determine the child's eligibility for Baby Promise. The CCR&R shall work closely with Early Learning and Care Program staff to fill open Baby Program slots. The CCR&R (and partner Hub, if applicable) shall maintain a waiting list for Baby Promise per the enrollment forms provided by DELC.

Families eligible for Baby Promise slots may choose the Baby Promise Program Participants that best meets their needs. Only families who qualify for ERDC will be eligible for Baby Promise. If a family is no longer eligible for ERDC during the sub contractual period with the program, the CCR&R shall not reimburse the program for that family effective as of the date that eligibility is discontinued. In the event that ineligibility is the result of an error, the CCR&R may consult with the DELC Baby Promise Program Manager to determine reimbursement.

Baby Promise Program Participants with waiting lists that include families eligible for ERDC may refer families to the CCR&R for potential placement in a Baby Promise slot or placement on the Baby Promise waiting list held by the CCR&R or Hub. Baby Promise Program Participants may not offer, promise, or enroll families in Baby Promise slots. Placement in a Baby Promise slot is the responsibility of the CCR&R and Hub (if applicable).

The CCR&R will work with the program and the family to best meet both parties' needs if a Baby Promise family wishes to change to a provider who is not a Baby Promise provider.

Income Eligibility for ERDC. At the time of enrollment in the Baby Promise Program, children must be members of families whose incomes meet the ERDC eligibility thresholds. For more information, visit [ERDC Provider Information](#)

Residency Requirement. Children participating in a program with Baby Promise slots must be Oregon residents and residing within Baby Promise counties. Families will continue to be eligible for ERDC benefits for the full 12-month certification even if they move out of the Baby Promise counties unless they meet one of the exceptions outlined above.

Requirements for Hours in Care. Baby Promise slots are designated for families that meet the eligibility criteria. For children who attend less than 85% of their scheduled attendance, the Baby Promise Program Participants and the family will create an attendance support plan to ensure the Baby Promise slot is well utilized. Plans shall be submitted to the CCR&R upon request. Please note that this subsection does not apply to base payment through the ERDC program, only the supplemental payment for Baby Promise.

Transition Planning. A smooth transition ensures each child continues to receive enriching early child development services and that each family continues to receive the support services necessary to promote healthy family development.

To ensure the most appropriate placement and services following participation in Baby Promise, the Program must plan for the transition for each child and family at least six months prior to the child's third birthday (or known transition prior to aging out of a Baby Promise slot). The Program shall consider the child's health status and developmental level; current and changing family circumstances; the availability of other child development services in the community (i.e., ERDC, Preschool Promise, EI/ECSE, and Head Start), and engagement of Early Educators from current and potential transition programs and other partnering organizations.

If continued placement in a Baby Promise slot is in the best interest of the child and is limited in duration, the CCR&R, on a case-by-case basis, must submit a transition plan to extend care for a child over 3 years of age to DELC for approval. The CCR&R must work with DELC's data gathering systems to ensure that transition planning is tracked.

The CCR&R may work with the Baby Promise Program Participants to facilitate the transition process from a Baby Promise slot into a spot in their current ERDC subsidy program or into other high-quality programs and support services when the child leaves a Baby Promise slot.

As part of any transition process (from one Baby Promise site to another, from Baby Promise to a community setting, or transition to a publicly funded preschool program or other preschool setting) and upon written request/release of information form from the family, the CCR&R, in partnership with the Early Learning and Care Program, will forward copies of a child's records to the new environment.

SECTION 6: ENROLLMENT REQUIREMENTS FOR BABY PROMISE PROGRAM PARTICIPANTS AND FAMILIES

Enrollment Process. The Hub or CCR&R is responsible for enrolling families with Baby Promise Program Participants. The Hub or CCR&R must follow the enrollment process outlined in the DELC provided enrollment forms. The forms provide directions for creating and using wait lists for Baby Promise slots. See the eligibility section for more information.

Inclusionary Practices. Baby Promise Program Participants must develop written enrollment policies to meet the needs of children and families in the community. Enrollment policies must state that the infant-toddler program is open and does not discriminate against a child or family based on race, ethnicity, religion, gender, gender identity, gender expression, sexual orientation, or any other protected class. Written enrollment policies must be verified by the CCR&R, provided to families, and available upon request.

Baby Promise Program Participants offering Baby Promise slots shall comply with and make accommodations for children identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act ([IDEA](#)) and the ADA ([Americans with Disabilities Act](#)).

Baby Promise Program Participants shall conduct individualized assessments to facilitate the successful integration of children with identified special needs with accommodations and/or modifications. The child's Individualized Family Service Plan (IFSP) and recommendations of the relevant placement committee or team will determine appropriate placement for special education and related services.

Exclusionary Practices. Baby Promise Program Participants shall commit to substantially reducing and preventing suspension, expulsion, and other exclusionary practices in early learning settings. The CCR&R is committed to ensuring all children have access to and are successful in high-quality early learning environments, which support kindergarten readiness skills and social emotional development.

Baby Promise Program Participants caring for children receiving childcare assistance shall have an inclusive policy that is expressly communicated to families and related to anti-exclusionary practices.

The CCR&R shall work closely with Baby Promise Program Participants and providers to provide training and resources needed to enhance family and Early Educator knowledge and skills in supporting children's physical, social, emotional, and cognitive development. The training shall address how Baby Promise Program Participants and providers can make program modifications to prevent a child's removal or exclusion from the early learning and care environment.

Baby Promise Program Participants are prohibited from "trial periods" (a trial period is a period of time during which the program may expel a child and family). Programs and providers are encouraged to utilize the CCR&R for support if they experience challenges with a family that may require additional facilitation from the CCR&R.

SECTION 7: ENROLLMENT AND ATTENDANCE REPORTING FOR BABY PROMISE PROGRAM PARTICIPANTS

Enrollment Reporting. Baby Promise Program Participants must submit a monthly attendance report to the CCR&R. Baby Promise Program Participants, and providers must inform the CCR&R immediately in the event a child's family withdraws the child from the program.

Baby Promise Program Participants shall at all times work to maintain full enrollment for each subcontracted slot. The number of subcontracted slots for a program may be reduced if a program chooses not to fill open slots when there are waitlisted families available to fill open slots.

Recordkeeping. Baby Promise Program Participants and providers must maintain child and financial records in a secure location to ensure confidentiality and prevent unauthorized access. Baby Promise Program Participants and providers must maintain detailed financial records, including general ledgers, receipts, invoices, and all supporting documentation to track Baby Promise Program Participants' expenditures, etc.

Attendance Policy and Procedure. Baby Promise Program Participants and providers must implement strategies to promote attendance by providing information about the benefits of regular attendance, supporting families to promote the child's regular attendance, and maintaining contact with families when a child first has two or more unexplained absences.

Programs must maintain sign-in sheets or digital attendance records signed by authorized family representatives. Attendance records must be available upon request and meet all regulatory requirements, such as date, arrival times, and departure times for each child.

Within the first 60 days of enrollment in a Baby Promise slot and on an ongoing basis thereafter, Baby Promise Program Participants shall use individual child attendance data to identify families with patterns of unexcused absences that put them at risk of attending less than 85% of the families regularly planned days of care for the month.

If, after 60 days, a family is experiencing multiple unexcused absences, and the Baby Promise Program Participants is unsuccessful in communicating with the family, the Baby Promise Program Participants must inform their enrollment specialist at the CCR&R or Hub and request assistance in meeting with the family

and the appropriate CCR&R or Hub staff member to create an attendance support plan.

For the provider and the CCR&R or Hub, the meeting and creation of an attendance support plan provides an opportunity for continuing to build a positive relationship with the family and better understand the families' circumstance.

For the family, the meeting is an opportunity to share barriers with the program, CCR&R, or Hub staff and to assist in the identification of potential solutions. The mutual creation of an attendance support plan provides the family an opportunity to better understand the benefits for children when maintaining regular attendance in an Early Learning and Care Program.

The written support plan must include a record of past attendance, identification of barriers, notes on solutions, and an outline that assists the family in meeting attendance goals for the next 60 days by including a calendar that describes the support plan for attendance.

The support plan must be submitted to the CCR&R and may be subject to additional reviews. If the Baby Promise Program Participants and respective family does not adhere to the attendance plan or does not decrease unexcused absences over the second 60-day period, the Baby Promise Program Participants must again inform the CCR&R or Hub. The CCR&R or Hub shall meet with the Baby Promise Program Participants and the family to determine appropriate next steps, which may include the termination of the respective child's slot in the Baby Promise Program or the loss of a slot for the Baby Promise Program Participants,

Attendance Data. The CCR&R must review each Baby Promise Program Participants annual attendance data prior to subcontracting with a program following the first year of program participation. Baby Promise Program Participants are required to demonstrate that for the scheduled program calendar year, children in all Baby Promise slots attended an average minimum of 85% attendance of their regularly scheduled planned days on the scheduled program calendar.

Attendance Exceptions. Children with an appointment or absence in relation to an Individual Family Service Plan (IFSP), Foster Care Visitation, medical need such as doctor or dentist appointment, or who are at home

due to illness may have their expected attendance adjusted with an excused absence.

Families who must leave the Baby Promise Program for a specified period during Baby Promise hours for a regular appointment related to an Individual Family Service Plan (IFSP), Foster Care Visitation, or medical need may have their expected attendance adjusted with an excused absence.

The CCR&R and Baby Promise Program Participants shall keep in mind the lens of equity as discussed later in this Guidebook. For example, some families do not live or work in the traditional model. Life or work circumstances for some families may include.

- extended family involvement with children,
- location of parent or guardian(s) home(s),
- nontraditional work,
- cultural seasons or traditions,
- seasonal work,
- travel time,
- transportation availability, etc.

Circumstances such as these, and others, may cause barriers for families when planning to meet the attendance requirements in this Guidebook. When a CCR&R or Hub enrolls a family whose circumstances require meeting the attendance requirements listed in this Guidebook with more flexibility, they must inform the Baby Promise Program Participants upon enrollment and proactively work together to best meet the needs of all parties.

Late Pickup. The parent/Guardian is responsible for late pickup fees per the Baby Program participant's late pick up fee policy. As noted in the Program Calendar section, Baby Promise Program Participants must have regular business hours posted clearly.

SECTION 8: SCHEDULING AND HOURS OF SERVICE

Program Year. The program year for providers and families begins on September 1 and ends on August 31 each year. This is different from the fiscal year for Baby Promise, which is July 1 to June 30 each year. The schedule of service delivery may vary within the program year, but the hours of direct service requirement shall be satisfied no later than August 31. Actual dates a child may receive care will vary and are dependent upon eligibility criteria, enrollment date, age, etc.

Program Calendar. Baby Promise Program Participants must submit a yearly program calendar for approval by the CCR&R prior to the execution of the Early Learning and Care Program's subcontract and each program year thereafter. Program calendars shall include planned days of service, total direct service hours, holiday closures, vacation closures, and training days. Baby Promise Program Participants must clearly outline late fee policies in program calendar materials. Baby Promise Program Participants must submit any calendar changes to the CCR&R for approval during the sub contractual period.

Hours of Direct Service. Baby Promise Program Participants must provide year-round, full-day services (except for planned days of in-service, holiday closures, vacation closures, training days, or any other planned closures) to support the needs of working families.

Full-day service means the Early Learning and Care Program must accommodate the needs of families by providing direct service hours that range between 8 to 10 hours per day. A Baby Promise Program Participants must offer a minimum of 1800 hours of planned direct service during the Baby Promise program year. The CCR&R must approve planned hours of direct service prior to subcontracting with a program. See the reporting section of this Guidebook for more information on the collection and reporting of direct service hours, and the family and eligibility section of this Guidebook for more information on enrollment and attendance.

Continuity of care is an element of high-quality care for infants and toddlers. The intent of the Baby Promise program is for families enrolled in a Baby Promise slot to remain with the same Program of Early Learning and Care and their primary Early Educator while they are eligible.

Direct service hours may include all instructional time, outdoor gross motor activities, developmentally appropriate mealtimes, and rest time. Family

conferences, in-service or training days, educator planning time, and transportation time are not to be included in the hours of direct services. Occasional field trips outside the normal service hours may be counted toward hours of direct service.

Program Closures, Holidays, In-Service, Staff Training, and Vacations. Baby Promise Program Participants shall notify the family and the CCR&R of all scheduled closures when submitting the yearly program calendar prior to executing the subcontract. During the sub contractual period, the program must inform the family and the CCR&R of any additional planned closures at least 30 days prior to a planned closure. Baby Promise Program Participants must notify the CCR&R of unplanned and unscheduled closures as soon as possible. Program closures may impact funding. Programs should work with the CCR&R to understand how closure (planned and unplanned) impacts their program.

Field Trips. Field trips shall be developmentally engaging and appropriate. They must be free and available to all children in Baby Promise slots. Baby Promise funds may be used to provide field trips or other appropriate instructional activities for the children. Field trips must be related to the curriculum and shall include a lesson plan demonstrating this connection. Programs are encouraged to share field trip lesson plans with Infant Toddler Specialists and Quality Improvement Specialists during regular meetings.

Fees. Baby Promise Program Participants and providers are prohibited from charging families of Baby Promise children any fees (except for late pickup fees) or tuition, including application fees and material or field trip fees. At no cost to the families, Baby Promise Program Participants and providers must provide items such as food (meals), diapers, wipes, formula, diaper cream, and sunscreen to Baby Promise children while the child is physically present at the Baby Promise Program Participants facility.

Technology Requirements: Baby Promise Program Participants and providers must have a suitable and secure computer with appropriate software, printer/scanner, internet, and a valid email address for the administration of the program. All Early Educators caring for Baby Promise children must submit a valid email address to the CCR&R.

SECTION 9: “HIGH-QUALITY” AND EQUITY FOR BABY PROMISE PROGRAM PARTICIPANTS

High-quality – observable practices in an Early Learning and Care Program wishing to participate in Baby Promise. Providing high-quality care is foundational to what it means to be a Baby Promise Program Participant, and DELC expects Baby Promise Program Participants and their staff to demonstrate an inquisitive nature and thoughtful reflection when engaging in the development of high-quality care and education. All program staff in Baby Promise Program Participants that subcontract with a CCR&R for Baby Promise slots must engage in continuous, focused growth and development over time as they engage with CCR&Rs and DELC in the cycles of assessing, planning, and goal setting for themselves and the children they serve.

“High-quality” is a complex term with multiple meanings including, but not limited to, the following examples:

1. Raise Up Oregon: A Statewide Early Childhood System Plan ([Raise Up Oregon](#)) uses these terms to define high-quality:
 - culturally responsive,
 - inclusive,
 - developmentally appropriate.
2. Developmentally Appropriate Practice (DAP), a term often used in the early learning profession, is defined by the National Association for the Education of Young Children ([NAEYC](#)) as:

Methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Educators implement developmentally appropriate practice by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities.

Building on each child's strengths—and taking care not to harm any aspect of each child's physical, cognitive, social, or emotional well-being—educators design and implement learning environments to help all children achieve their full potential across all domains of development and across all content areas.

Developmentally appropriate practice recognizes and supports each individual as a valued member of the learning community. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child. [NAEYC DAP](#)

3. High-quality early care and education also include appropriate ratios and group sizes, prepared and qualified educators, family engagement, warm and responsive environments, and individualized instruction. High-quality is not only what is **safe** for children, but also what is **best** for children in the many contexts in which we encounter them.

What is your understanding of high-quality? In which of the many components of high-quality listed above do you see your program? Your staff who work with families? What is your philosophy as an Early Learning and Care Program? As you read through this Guidebook, note where this term is used and consider how you may plan to support your staff and families.

There are many aspects to the definition of high-quality. The CCR&R must support the growth and development of high-quality Baby Promise Program Participants. If a program's practices are not aligned with high-quality the CCR&R must take steps to assist in the growth and development of the program utilizing the processes outlined in this Guidebook.

The CCR&R may, with consultation from DELC, place a program on a corrective action plan for failure to adhere to and provide high-quality care. The program must comply with the requirements of the corrective action plan. Ultimately, the CCR&R and DELC will determine if the program is meeting the many elements of high-quality and adhering to the corrective action plan.

EQUITY - PRACTICES IN AN EARLY LEARNING AND CARE PROGRAMS PARTICIPATING IN BABY PROMISE.

The Department of Early Learning and Care fosters coordinated, culturally

appropriate, and family-centered services that recognize and respect the strengths and needs of all children families, and early learning can care professionals.

Further, we (DELC) are committed to dismantling the systems of oppressions that harm and create disparities for communities who are historically and institutionally excluded. We are adopting anti-racist principles, expanding access to services, and ensuring community representation and shared power in agency efforts. We are fostering a culturally responsive environment in which all individuals can experience a sense of belonging as they access programs, services, and resources.

Please review DELC's mission, vision, and values as you reflect on the Baby Promise Program. [Equity Commitment](#)

Assisting Oregon's young children and families to learn and thrive, and supporting equity to help address the needs of **all** children and families are part of DELC's mission, vision, and values.

Research indicates that regular attendance in high-quality Early Learning and Care programs has positive impacts for children's attendance later in their academic career. Also, research indicates that intentional time spent with family provides the foundation for healthy attachments and social development for children as they grow and develop.

Understanding the diverse impacts on families by complex systems such as K-12 education, subsidy programs, and emergency response (such as COVID or wildfire) is an element of providing high-quality, equitable care and education to children and families.

Systems are often created to serve many people; thus, sometimes unintentional consequences result for some people attempting to access or use a system. A negative experience with a system sometimes results in trauma that may impact a person's response in other settings with system requirements. Some people perceive a system as punitive rather than supportive, while for others, a system provides a positive structure.

A variety of circumstances may cause barriers for families and Baby Promise Program Participants when planning to meet requirements in this Guidebook. When a CCR&R or Hub enrolls a family or subcontracts with an Early Learning and Care Program whose circumstances require meeting requirements listed in this Guidebook with more flexibility, they must carefully consider the relationship between the circumstance and issues of equity.

DELC expects Baby Promise Program participants and the CCR&R to demonstrate an inquisitive nature and thoughtful reflection when a barrier is presented and work with all parties impacted to determine best outcomes while keeping a focus on the lens of equity.

While it is the responsibility of the Baby Promise Program Participants and providers to thoroughly read, understand, and comply with the expectations outlined in this Guidebook, your CCR&R team is available to answer any questions or concerns the Baby Promise Program Participants and providers may have and to pro-actively support efforts to provide high-quality, equitable, infant-toddler care. DELC is excited about the opportunity to work with local communities, offer support to encourage growth and development in Early Learning and Care Programs and providers and increase access to relationship based high-quality infant-toddler care.

SECTION 10: RELATIONSHIP-BASED CARE

Responsive Caregiving. Baby Promise Program Participants shall use responsive caregiving practices. Early Educators shall at all times be actively anticipating and responsive to the cues and needs of each child. Early Educators shall interact in a sensitive, caring, and dependable manner.

The Early Learning and Care Program shall develop and build responsive caregiving practices through professional development in all areas, including:

- Recognizing and responding appropriately to children's individualized cues.
- Using daily routines and interactions to form a basis for learning.

- Using joint attention (sharing a common focus) with children during routines and activities to demonstrate responsiveness to the child's interests.
- Continuing to develop the skill of narrating what happens to children during routines and activities (for all program staff working directly with children).
- Continuing to develop all program staff who work directly with children to promote children's ability to identify and express their emotions by modeling empathy and assisting children in showing empathy towards their peers.
- Continuing to develop all program staff with the understanding of developmentally appropriate practice and the process of "plan/do/assess" cycle around the tenets of DAP.

Continuity of Care and Primary Caregiving. The practices listed above are essential to support young children forming secure attachments and must be used consistently in classroom settings for children enrolled in a Baby Promise slot. Continuity of care means that children and their caregiver(s) remain together for more than one year, often for the first three years of the child's life. Primary teachers shall be identified for groups of children (when more than one adult is present), as the primary Early Educator.

Primary Early Educators shall be responsible for the daily routines (e.g., feeding, diapering) of each child for whom they provide relationship-based care. In onsite visits with each Early Learning and Care Program, the CCR&R shall use principles and practices within ZERO TO THREE's Critical Competencies for Infant Toddler Caregivers to promote continuity of care through the provision of technical assistance, coaching, and training with Baby Promise Program Participants, providers, and their staff.

SECTION 11: CHILD SCREENING AND ASSESSMENT

Developmental Screening. Baby Promise Program Participants must engage with families to complete the Ages & Stages Questionnaire (ASQ-3) ([ASQ](https://osp.uoregon.edu/)) (<https://osp.uoregon.edu/>) and Ages & Stages Questionnaire: Social-Emotional

(ASQ:SE-2) within the first 45 days of a child's enrollment in a Baby Promise Program slot and on an ongoing basis as prescribed by Ages and Stages ([Ages and Stages](#)).

The purpose of this tool is to ensure that children are assessed regularly for potential developmental needs that may require additional services and referrals.

The ASQ screenings must be conducted in partnership with families to screen for developmental delays and disabilities the entire time the child is enrolled. Baby Promise Program Participants will ensure that child-screening procedures utilize appropriate practices for young children and seek additional training. The tool must be completed with the family, shared with the family upon completion, and not completed solely by education staff.

Other screening tools may be appropriate as alternatives to the ASQ-3 or ASQ:SE-2 and may be proposed to the CCR&R for approval to assess a child's individualized needs. The ASQ screenings must be conducted in partnership with families to screen for developmental delays and disabilities during the entire time the child is enrolled. Baby Promise Program Participants will ensure that child-screening procedures utilize appropriate practices for young children and will seek additional training, if necessary.

Baby Promise Program Participants leaders shall work closely with the Infant/Toddler Specialist/Coach and/or Quality Specialist and teaching staff to first perform initial screenings for Baby Promise children and second to assist the program staff in communicating with families using the information from the screening.

Referral for Evaluation. Baby Promise Program Participants must ensure that they have policies and procedures to refer children for additional specialized screenings and/or assessments. If warranted through screening and additional relevant information, the Baby Promise Program Participants, with the parent's consent, shall refer children to Early Intervention/Early Childhood Special Education (EI/ECSE) as soon as possible. It is critical that the Early Educator, as a primary and trusted relationship with the family, continues to support families through the formal evaluation process and beyond to develop supports and strategies to address each child's developmental needs best.

CCR&R staff shall provide support by connecting the family and provider to the appropriate professional for assessment or screening. They may also assist with follow up information, communications, and support.

Learning and Developmental Assessments for Individual Children. Baby Promise Program Participants must ensure that children in a Baby Promise Program slot are assessed for developmental progress at regular intervals, three times per year, in the following areas: social/emotional, cognitive, physical (gross and fine motor), and communication.

Baby Promise Program Participants/providers are encouraged to complete assessments for all children enrolled in care in addition to children in Baby Promise slots. This type of assessment for young children involves Early Educators documenting specific skills gained by each child using anecdotal observations, portfolio artifacts, and curriculum assessment tools to develop goals for each child and individualize and augment curriculum planning.

Early Educators may maintain and update a portfolio for each child in a Baby Promise Program slot and share the findings from these assessments regularly with families. Any formal assessment instruments used shall be valid, reliable, culturally responsive, competent, developmentally appropriate, and individually administered by trained personnel. Baby Promise Program Participants must submit developmental assessments to the CCR&R or DELC upon request.

Programs that have developed their own assessments shall complete a worksheet demonstrating how their assessment aligns with either Oregon's Early Learning and Kindergarten guidelines ([Guidelines](#)) or Head Start Early Learning Outcomes ([Outcomes](#)). Baby Promise Program Participants shall submit any developmental assessments to the CCR&R upon request. See the quality supports section of this Guidebook for more information on assessment tools.

Learning and developmental assessments provide foundational information to Early Educators and families. These assessments provide direction for planning for individual children's growth and development and program level growth and development. Assessments are a key element of the teaching cycle.

DELC expects Baby Promise Program Participants and their staff to demonstrate an inquisitive nature and thoughtful reflection when completing assessments for

children and utilizing assessment information as they engage in the cycles of assessing, planning, and goal setting for themselves and the children they serve. CCR&R staff must assist Early Educators as they implement learning and development assessments and use the results for continuous growth and development.

Curriculum. Baby Promise Program Participants must always use a curriculum and/or approach to teaching during the entire program year. The curriculum chosen must meet the requirements of the top tiers of Spark. For information on options for curriculum within the Spark program visit the Spark website ([Spark](#)).

Regardless of the curriculum or approach to teaching used, Baby Promise Program Participants must: (a) post a formal daily schedule of indoor and outdoor activities and routines, with opportunity for child-initiated and teacher-directed activities; (b) post activity plans; and (c) make a written curriculum statement available for staff and families.

Religion. Baby Promise Program Participants must not advance any religion during the instructional hours designated for children in Baby Promise slots. Any religious symbols located in or around the classroom do not need to be removed; however, they may not be incorporated or used in the selected curriculum, meals, music, art, story time, or teaching program. Note: religious materials may not be purchased with Baby Promise funds.

SECTION 12: FOUNDATIONAL HEALTH, SAFETY, AND LICENSING REQUIREMENTS FOR BABY PROMISE PROGRAM PARTICIPANTS

Good Standing Requirements. At all times, Baby Promise Program Participants must be in compliance with all applicable local, state, and federal laws, rules, and regulations in order to participate in Baby Promise.

It is the responsibility of the Baby Promise Program Participants and providers to maintain a good standing with the Child Care Licensing Division (CCLD) ([Licensed Childcare](#)).

For licensed programs, the CCR&R shall work with DELC on an ongoing basis to support Baby Promise Program Participants in maintaining good standing with the Child Care Licensing Division (CCLD) (<https://www.oregon.gov/delc/providers/Pages/licensed-childcare.aspx>).

Baby Promise Program Participants and providers who are license exempt and would like to be Baby Promise Program Participants must meet additional training and safety requirements in order to be approved to provide child care through ERDC, including completing the Regulated Subsidy Child Care Health and Safety Review Checklist. See this link for more information: [ERDC Providers](#)

With assistance from the CCR&R the Baby Promise Program Participants shall maintain best practices and understand licensing. The Early Learning and Care Program staff must review the DELC "Observed Serious Health and Safety Policy and Procedures."

The Early Learning and Care Program must do all that is requested to facilitate review by the CCR&R and DELC of an Early Learning and Care Program's licensing record at any time, including by providing the requested documents in furtherance of this review. Baby Promise Program Participants must report any licensing or compliance violations within two (2) business days to the CCR&R.

The CCR&R is required to assist and support programs when issues with licensing arise, and programs are encouraged to share with the CCR&R if a licensing issue arises for help and support. Those working in early learning at many levels are aware that Issues with licensing may trigger feelings for staff that range from gratitude to fear. Programs are encouraged to work with the partnerships they have built with the CCR&R.

Baby Promise Program Participants/providers must ensure that health and safety requirements are met. The CCR&R may terminate subcontracts with Baby

Promise Program Participants for failure to meet good standing requirements, including but not limited to violating any of the health and safety requirements listed below:

- Children are in imminent danger.
- There are more children than allowed.
- Inappropriate guidance or discipline.
- Children are not supervised.
- Multiple or serious fire, health, or safety hazards.
- Extreme unsanitary conditions.
- Adults required to be enrolled in the Central Background Registry are present in the program without current enrollment.
- Safe Sleep Violations.
- Providing care without being licensed with the Child Care Licensing Division (CCLD) as required by rule, etc.

The CCR&R shall notify DELC, outlining the circumstances of their intent to terminate a subcontract prior to official termination.

Programs are encouraged to utilize the Health and Safety Screener developed by Head Start prior to applying to become a Baby Promise site ([Head Start Health and Safety Screener](#))

Staff-Child Ratios. Licensed Baby Promise Program Participants must comply with the staff-child ratios for their license type. License-exempt Baby Promise Program Participants must comply with the ratios described in "Rules for Certified Child Care Centers Table 3A." See the following link for more information: [Rules for Certified Child Care Centers](#). Regarding ratios, Early Head Start/Head Start programs must comply with the Head Start Performance Standards.

FEEDING AND EATING PRACTICES

Nutritional Services. Baby Promise Program Participants must meet the nutritional needs of the eligible children through participation or adherence to USDA CACFP ([USDA CACFP](#)) guidelines or the utilization of recommended practices within [Caring for our Children: National Health and Safety Performance Standards Guidelines for Early Learning and Care Program \(4th edition\)](#).

Specifically, Baby Promise Program Participants practices must align with the standards listed above and applicable state licensing standards on safe preparation and storage of snacks and meals, feeding of infants, choking hazards, serving size, self-feeding practices, dietary needs, and allergies. The Program's written care plan, submitted in accordance with the Program's licensing requirements, shall also align with the above standards.

Program practices shall be in the family handbook and menu of meals and snacks shall be posted and provided to families regularly. Families who provide a signed medical (MD signed) or religious statement of need for children's dietary restrictions shall be honored. Programs are expected to confer with families regarding the family's food preferences. The CCR&R shall provide guidance to programs who need support communicating a process to families who may have allergies, family food preferences, and the creation of written care plans and forms.

Breast Feeding Policies. Baby Promise Program Participants must have written policies that support and encourage breast-feeding, outline the process for storing breastmilk, and include an appropriate environment that facilitates breast-feeding if the parent chooses to do so onsite. Policies shall be available to families within the family handbook provided by the Baby Promise Program Participants.

Family-Style Eating. Baby Promise Program Participants must adopt family-style eating practices. Family-style eating involves Early Educators sitting with children during meals in small groups with children serving themselves (when possible) while sharing pleasant conversations. During these shared experiences, Early Educators shall be modeling appropriate and healthy eating habits, providing supportive guidance on serving sizes, and attuning to hunger and satiation cues.

SECTION 13: PROVISION OF SUPPLIES/ENVIRONMENTAL

ELEMENTS FOR BABY PROMISE PROGRAM PARTICIPANTS

Formula, Diapers, Sunscreen, Wipes. The Baby Promise Program Participants must provide formula, diapers, sunscreen, and wipes (for use while the child is physically present at the program facility) to Baby Promise families. These items are provided to Baby Promise families by the program. The program shall obtain written consent from the family to use the product provided by the program and program staff must use the product as specified by the manufacturer. For families with product preferences, providers are encouraged to provide a preference form for families and seek options that are reasonable for both the provider and the family.

Screen Time (Television/telephones/movies/social media/projected video or internet content). Baby Promise Program Participants must prohibit the use of all screen time for all children regardless of age. Children learn more effectively and efficiently when interacting with individuals and engaging with their physical and social surroundings. Screen time reduces the quality and quantity of these interactions and therefore is not allowable. Screens may not be used for music, movement, rest time, or any other planned or unplanned activity with children. All staff in the presence of children shall refrain from using screens unless the program requires the use of a device for attendance, meals, or other "real time" administration related directly to children in care. Photo documentation for portfolios and sharing with parents is permitted.

Restrictive Equipment. Baby Promise Program Participants shall ensure that restrictive equipment, such as saucers, swings, bouncy chairs, etc., is not used. High chairs may be used during mealtimes; however, in adherence to a relational model, children must be held during feeding if they are unable to sit safely. Once able to sit independently, it is preferred that children transition to small tables and chairs for interaction purposes with the other children in the program.

SECTION 14: FAMILY ENGAGEMENT

Participation. Baby Promise Program Participants shall make opportunities available for families to participate in their child's educational experience and

provide opportunities for engagement throughout the year. Baby Promise Program Participants shall communicate regularly with families, offer opportunities to participate in their child's classroom/program, provide suggestions for home and community-based engagement, and link families to community resources. Baby Promise Program Participants shall provide effective strategies for family input in all aspects of the program. Baby Promise Program Participants shall be responsive to the cultural and linguistic backgrounds of the children and families served.

Daily Communication. Baby Promise Program Participants have a unique responsibility to the families of infants and toddlers to provide daily communication around caregiving routines such as feeding, sleeping, and diapering/toileting. There shall be a verbal and written component associated with this ongoing connection with families, as well as an opportunity for families to reciprocate as it relates to the rapidly changing needs of their children each day.

Leadership Opportunity. Baby Promise Program Participants shall inform families and staff of opportunities to participate in leadership roles for the program or at a regional and state level in the early learning field.

Family Conferences. Baby Promise Program Participants must offer, at minimum, two family conferences within the program year. Conferences are necessary to enhance the knowledge and understanding of both Early Educators and families. This is an opportunity for mutual discussion of the child's interests, preferences, assessments, and progress.

Family Handbook. Baby Promise Program Participants must have a family handbook that includes the program's administrative policies, family leadership opportunities, and the program's yearly calendar. The handbook must be provided to families prior to or on the first day of their child's attendance in the program.

Family Orientations. Baby Promise Program Participants staff must provide an orientation to incoming families for Baby Promise services. The orientation may include CCR&R staff.

PARENT/GUARDIAN INFORMATION AND RESPONSIBILITIES

Parent/Guardian Information and Responsibilities. Baby Promise Program Participants shall ensure that parents/guardians are provided with the DELC provided Parent Information document, which includes the following information:

- The parent/guardian is responsible for providing true and accurate information to their Early Learning and Care Program, CCR&R, ERDC, and/or DELC.
- The parent/guardian is responsible for supplying all requested forms, information, and verification needed to determine eligibility for program and benefits.
- The parent/guardian must qualify and enroll with ERDC, renew benefits as needed, and provide documentation to ERDC as requested to remain in the Baby Promise Program.
- The parent/guardian must permit the Early Learning and Care Program, the CCR&R or DELC to verify all information/statements on the application and during the interview.
- The parent/guardian must cooperate in taking any actions necessary to establish eligibility. They must cooperate with any DELC and/or Office of Inspector General (OIG) fraud investigations by completing any required forms, responding to scheduled interview appointments, and by making requested records or information available. Parents/Guardians who do not cooperate may be determined to be ineligible until they cooperate.
- The parent/guardian is responsible for reporting changes in their circumstances to the position responsible for Baby Promise eligibility locally within ten (10) business days of becoming aware of the change. Some changes, while not required to be reported, will result in an increased benefit for the family reporting them.
- The parent/guardian is responsible for communicating with program staff regarding attendance, maintaining contact with families when a child first has two or more unexplained absences, and participating in an attendance plan when required.

Note: Changes that may impact Baby Promise eligibility should be reported within ten (10) calendar days via phone, fax, e-mail, mail, or in person to CCR&R and DHS. Some changes may affect Baby Promise

eligibility status.

- The parent is responsible for reporting within twelve (12) calendar days if their child is no longer enrolled in childcare or moves out of the home.
- The parent is responsible for paying childcare fees to the Early Learning and Care Program, if applicable, for additional children in the household needing care who are not participating in the Baby Promise Program.

Baby Promise services may be terminated if the parent does not comply with program policies. Any violations of responsibility may result in suspension, reduction, or termination of grant services. Please note that Baby Promise is quality support in addition to ERDC subsidy; any change to Baby Promise participation will not impact a family's ERDC eligibility for their 12-month certification period.

SECTION 15: PERSONNEL AND TRAINING REQUIREMENTS FOR BABY PROMISE PROGRAM PARTICIPANTS

Baby Promise Program Participants Personnel Changes. Any Baby Promise Program Participants' staffing changes shall be reported within 14 calendar days to the CCR&R, and any personnel changes within the CCR&R that impact Baby Promise Programs and providers will be reported to the provider in a timely manner. Note that currently, staff employed by CCR&R hold a variety of titles, including but not limited to:

- Coach
- Infant Toddler Specialist
- Quality Improvement Specialist
- Family Engagement Specialist

- Program Specialist
- Program Manager

Baby Promise participants may work with several staff with various job titles that may change, depending on the job duties assigned by the CCR&R. Roles and responsibilities for support staff may overlap, and it is DELC's expectation that Baby Promise Program Participants and CCR&R staff build positive relationships and share knowledge to provide continuous development of effective practices for staff and children. Baby Promise participants are encouraged to work closely with the CCR&R to understand best the CCR&R's expectations of each agency employee working with the program or provider and their staff.

To seek planned and focused development, the CCR&R, in partnership with Baby Promise Program Participants and providers, shall monitor the professional environment and instructional support given to Baby Promise Program Participant's staff. The following conditions shall be present in every program with Baby Promise slots:

Central Background Registry. Baby Promise Program Participants and providers must have documentation of a completed and satisfactory Central Background Registry check on file for all positions within the program. Note that this registry requires fingerprinting. ([CBR](#))

Safe Sleep Training. All Baby Promise staff must take the Safe Sleep for Oregon's Infants (SS) Training. Link: [Safe Sleep Training](#)

Staff Requirement: ZERO TO THREE. ([Zero to Three](#)) Program staff working directly with children must complete the Zero to Three training offered by the CCR&R within 18 months of hire.

Early Educator Qualifications. Early Educators participating in Baby Promise shall be prepared and qualified. Minimum qualifications include an Infant Toddler Child Development Associate's (CDA) or an associate degree in early childhood education or a related field or Oregon Registry Step 8 or higher, with training or equivalent coursework that includes 12 credits in early childhood development, with focus on infant and toddler development.

Programs with early educators that do not currently meet these qualifications will need to address this issue directly in their continuous growth and development plans.

Salary. To support the retention of highly prepared and qualified staff, Baby Promise Program Participants and providers are encouraged to strive to compensate Early Educators at competitive and comparable salary levels with those of other Early Educators in their region serving publicly funded programs.

Paid Time Off. Baby Promise Program Participants and providers participating in Baby Promise shall offer program personnel paid time off (sick, personal, vacation) per Oregon Employment Law, BOLI (Bureau of Labor and Industry) rules and guidance, and applicable Collective Bargaining Agreements. Business coaching from the CCR&R will be provided to programs that do not offer paid time off for employees or are developing these policies.

Preparation and Planning Time. Baby Promise Program Participants and providers shall provide Early Educators with a reasonable amount of paid preparation and planning time each week without children present.

Training and/or Professional Development. Early Educators in programs with Baby Promise slots are required to have Professional Development Plans (PDP) and participate in at least twenty (20) hours of professional development activities per Program Year. The CCR&R shall assist programs with training and professional development planning. Programs may utilize the resources available at the Oregon Center for Career Development in Childhood Care and Education [OCCD](#) or their local CCR&R and Infant Toddler specialist: ([Regional CCR&R Information](#))

Training Costs and Reimbursement to Staff. Baby Promise Program Participants and providers may include in their cost per child calculations reasonable amounts for professional development/training opportunities, substitutes and mileage costs associated with travel to the training opportunities. Mileage and associated per diems will be reimbursed by the program at the current [Per Diem Rates](#).

SECTION 16: CONTINUOUS GROWTH AND DEVELOPMENT PLANS AND SUPPORTS FOR BABY PROMISE PROGRAM PARTICIPANTS

Oregon Recognition and Improvement System (Spark) Participation. Baby Promise Program Participants must attain a top tier level (currently four or five stars) in Spark, (Oregon's Quality Recognition, and Improvement System). Baby Promise Program Participants must attain a top tier level in Spark to be eligible for Baby Promise slots.

Baby Promise Program Participants will qualify for Spark supports and incentives unless they are also Head Start or Early Head Start Programs.

Please note that Spark is currently being revised. The revision and its implications for programs participating in Baby Promise will continuously be reviewed. In the future, as the revisions to Spark become available, expectations of Baby Promise will be adjusted accordingly.

Continuous Growth and Development Plans, also known as Quality and Improvement Plans (CQI). For the purposes of this Guidebook, the term "Continuous Growth and Development Plan (CGDP) will be used in place of the term "Continuous Quality and Improvement Plan" (CQI).

For all Baby Promise Program Participants, program staff must develop a Continuous Growth and Development Plan bi-annually (twice per year) with assigned CCR&R staff. Plans shall include [SMARTIE Goals](#) that support the staff member(s) in developing and implementing high-quality practices. Interim steps, including dates when milestones will be reached, must be included in the plan. Baby Promise Program Participants shall determine the dates for their growth and development cycle. These dates (two per year) must be noted in the subcontract with the CCR&R.

Note: CGD plans are not Professional Development Plans (PDP). Professional Development plans are plans for individual staff members discussed under Personnel and Training Requirements later in this Guidebook.

Continuous Growth and Development plans may be integrated into a Focused Child Care Network or Spark submission for renewal or rating adjustment. Programs are encouraged to collaborate with CCR&R staff to determine a course of action that best meets their goals for the growth and development of their program.

Regular, continuous Growth and Development plans are an element of high-quality. Utilizing program data and information from families, these plans provide direction for program level growth and development, including the notation of goal attainment and identification and timeline for new goals.

DELIC expects Baby Promise Program Participants and their staff to demonstrate an inquisitive nature and thoughtful reflection when completing Growth and Development plans and engage in the cycles of planning, teaching, and assessing for themselves and the children they serve. CCR&R staff must assist Baby Promise Program Participants as they complete such plans.

The CCR&R may, with consultation from DELIC, place a program on a corrective action plan for failure to write and adhere to Growth and Development plans. The program must comply with the requirements of the corrective action plan. Ultimately, the CCR&R and DELIC will determine if the program meets the many elements of high quality and adheres to the corrective action plan.

SECTION 17: QUALITY SUPPORTS FOR BABY PROMISE PROGRAM PARTICIPANTS

To support the development and implementation of best practices in Early Learning and Care, the CCR&R and the Baby Promise Program Participants and providers shall use these rules and resources to provide high-quality care:

- Oregon's Child Care Licensing Division (CCLD) Rules ([CCLD](#))
- Spark, Oregon's Quality Recognition and Improvement System ([Spark](#))
- [Caring for our Children: National Health and Safety Performance Standards Guidelines for Early Care and Education Programs \(4th edition\)](#)
- *ZERO TO THREE Critical Competencies for Infant Toddler Educators* ([Zero to Three](#))
- [NAEYC Code of Ethical Conduct](#)
- Classroom Assessment Scoring System ([CLASS](#))
- Classroom Assessment Scoring System ([CLASS INFANT TODDLER](#)) Infant/Toddler Environmental Rating Scale Revised Edition ([ITERS R](#))
- Family Child Care Environment Rating Scale ([FCCERS-R](#))
- [Head Start Program Performance Standards](#)
- Business Administration Scales (BAS) – For Family Child Care (Publisher: Kaplan)
- Program Administration Scales (PAS) – For Center Child Care (Publisher: Kaplan)
- [NAEYC Early Learning Program Accreditation Standards and Assessment Items](#)
- Oregon's Early Learning and Kindergarten Guidelines ([Early Learning and Kindergarten Guidelines](#))
- The Department of Early Learning and Care ([DELIC](#))
- Central Coordination Resource Website ([Central Coordination](#))
- Inclusive Partners – ([Inclusive Partners](#)) is a statewide program that works to empower Oregon's childcare providers to create environments that encourage full participation for all children. Regardless of provider type or funding stream, Inclusive Partners provides technical assistance, consultation, and support so all children can play, learn, and grow together.

ZERO TO THREE Certified Trainer: Critical Competencies. Baby Promise Program Participants staff (directors), and providers (teachers/Early Educators/assistants/aides) who work directly with infants and toddlers must take the Zero to Three Critical Competencies for Infant Toddler Educators within the staff members initial 18 months of employment or within the 18 months of the Program's sub contractual agreement with the CCR&R. Program participants must work with the CCR&R to determine which staff shall be trained. The CCR&R may request exceptions from DELC when reasonable.

Growth and Development. Baby Promise Program Participants are expected to lead their own growth and development using the list of resources offered above. The CCR&R must work closely with the Baby Promise Program Participants and providers to help them benefit from all the Technical Assistance associated with the above tools and resources, identifying the resources that best meet the program's needs.

Onsite Support. The Baby Promise Program Participants shall facilitate a visit from the CCR&R at least monthly while children are present (the visit shall be outside of rest time). These visits shall include coaching, observations, and pedagogical mentoring from the CCR&R that supports the continuous development of effective practices in the program. Onsite visits may be announced or unannounced. The CCR&R is required to report any serious health and safety concerns to the appropriate agency within 30 days of the visit unless earlier if required by law.

Infant and Toddler Focused Childcare Networks (FCCN) and Communities of Practice (CoP). All administrators (directors) and teaching staff of Baby Promise Program Participants must participate in an Infant and Toddler Focused Childcare Network. Community of Practice (CoP) groups may also be utilized at a frequency determined by the CCR&R. CoP groups may include program directors, owners, and/or teaching staff.

All program staff in a program with Baby Promise slots shall participate in a FCCN or CoP. Participation shall be determined in collaboration with the CCR&R to meet best the needs of the region and Baby Promise Program Participants. FCCN/CoP activities will be scheduled to support the Baby Promise Program Participants in:

- Increasing opportunities for the Baby Promise Program Participants to seek continuous development of effective practices.
- Increasing Early Educator knowledge and skills.
- Supporting Early Educators to feel engaged and energized,
- decreasing Early Educator isolation; and
- increasing the potential for Early Educators to stay in the field.

Shared Services. Baby Promise Program Participants shall participate in Shared Services to whatever extent specified by the CCR&R on an individual basis. Shared Service plans will be developed regionally to address at least one of the following:

- Reduce the Baby Promise Program Participants administrative burden through centralized support and expertise.
- Increase business acumen.
- Increase pedagogical leadership and capacity; and
- Increase automation and technological resources that increase the effectiveness of Baby Promise Program Participants.

Environmental Enhancements. The CCR&R may provide environmental enhancements to Baby Promise Program Participants and providers to increase quality and/or to meet licensing standards or expectations of the Baby Promise Program. These enhancements will be administered after using the partnership readiness assessments, preliminary environmental rating scales, Baby Promise Program Participants Growth and Development Plans (QIS or Quality Improvement Plan) goals, etc.

Screens for children, most battery-operated toys, consumables, and restrictive equipment such as saucers and swings are prohibited. For family-based programs, special considerations for high chairs may be appropriate for meal times only, but other accommodations that increase a child's independence and opportunities to interact with peers are preferred.

When selecting enhancements, CCR&Rs must ensure that materials are developmentally appropriate and are sufficient in quantity to allow for play by multiple children.

Baby Promise Program Participants may not sell, trade, or re-distribute enhancements including curriculum, assessment material, or other items. Should a program close or end their subcontract with Baby Promise they must work with the CCR&R to return or re-purpose materials.

SECTION 18: MONITORING OF BABY PROMISE PROGRAM PARTICIPANTS

Monitoring and Onsite Visits. DELC reserves the right to perform onsite and/or virtual visits of Baby Promise Program Participants at least once per biennium. The CCR&R shall regularly monitor Baby Promise Program Participants on an ongoing basis in the various component areas listed below:

- Evaluation of Spark star recognition level, and if applicable, progress in a Spark Quality Improvement cycle.
- Score(s) and Summary Reports from observation tools such as the Classroom Assessment Scoring System (CLASS) and/or Environmental Rating Scales (ERS/ITERS-3 and/or FCCERS-3).
- Review of child records.
- Review of enrollment and attendance records;
- Evaluation of Baby Promise Program Participants' accommodation for children with special needs.
- Review of professional development and training goals for Baby Promise Program Participants.
- Review of Baby Promise Program Participants' financial records, accounting procedures and fiscal viability; and
- Review of Baby Promise Program Participants':
 - Family engagement activities;
 - Curriculum;
 - Screening and assessment processes;
 - Licensing records; and
 - Continuous Growth and Development Plans (CQI).

The CCR&R shall conduct monthly site visits to the Baby Promise Program Participants when children are present to monitor program quality and compliance with Baby Promise statutes, rules, and operations through announced and unannounced visits. DELC or the CCR&R may conduct quality reviews of Baby Promise Program Participants at any time. The CCR&R is required to report any concerns to the appropriate agency

Notification of Address Change or Change in Ownership. Baby Promise Program Participants must notify the CCR&R in writing of any change in their mailing address within five (5) days of the change. Baby Promise Program Participants must notify the CCR&R of any proposed change in operating facility

address, ownership, or classroom move at least 90 days in advance of the proposed change. The Baby Promise Program Participants shall also notify the CCR&R of any change in location due to an emergency or disaster as soon as is practical.

The CCR&R shall provide written approval or denial of a Baby Promise Program Participants change in location request to determine if Baby Promise funding is continued.

Continued Funding. The Baby Promise Program Participants has no vested right to continued funding for Baby Promise services beyond the end of the subcontract. Any future funding will be conditioned on, among other things, a Baby Promise Program Participant's agreement to Baby Promise Program modifications, should they be required to meet the requirements of the Baby Promise Program.

SECTION 19: GLOSSARY OF TERMS

"ADA" refers to the Americans with Disabilities Act, which provides the basis for including children with disabilities in typical child development settings.

"Adult-child ratio" or "Staff-child ratio" is the number of children for whom each child care staff member (or family child care provider) is responsible for supervising.

"Aide or Assistant Teacher" is the person responsible for assisting the Lead Teacher in planning and implementing program curriculum and activities.

"Baby Promise" refers to a publicly funded infant-toddler program in Oregon. Baby Promise Program is a publicly funded program that offers free, high-quality care and education for infants and toddlers from low-income families in Oregon.

"Central Background Registry" or "CBR" means CCLD's registry of individuals who have been approved to be associated with a childcare facility in Oregon pursuant to ORS 329A.030 and OAR 414-061-0000 through 414-061-0120.

"Child Care and Development Fund (CCDF)" Federal funds that:

- 1) provide financial assistance to low income working families to help pay for childcare;

- 2) improve the quality and safety of childcare and

3) support increasing the supply and availability of childcare for all families.

The grant to CCR&Rs to carry out the purposes of the Baby Promise Program is funded through the CCDF, as referenced in the following sections of the [state plan](#).

- Coordination with relevant systems
- Promote Family Engagement through outreach and Consumer Education
- Ensure Access to High-quality Childcare for Low-Income Children
- Recruit and Retain a Qualified and Effective Workforce
- Support Continued Quality Improvement
- Ensure Program Integrity and Accountability

"CCDF State Plan" Plan designed as a snapshot into current and planned efforts, initiatives and implementation plans for Oregon to meet Federal CCDF Requirements.

"Child Care Licensing Division" "CCLD" means the Child Care Licensing Division in the Department of Early Learning and Care.

"Child Care Provider" or "Provider" or "Early Learning and Care Program" or "Baby Promise Program Participant" means a person or entity that provides care, supervision, and guidance on a regular basis of child, unaccompanied by a parent, guardian, or custodian, during a part of the 24 hours of the day.

"Child Care Resource & Referral (CCR&R)" Local and statewide services including 1) guidance and referrals for families seeking childcare through referrals to 211 info; 2) recruiting, training, and supporting Early Educators to remain in the profession and provide high-quality childcare programs; 3) the collection of information about the local supply of childcare; and 4) community collaboration with Early Learning System partners.

"CCR&R" refers to the entity described above, that has contracted with the Department of Early Learning and Care to administer the Baby Promise Program and to provide subcontracts to eligible Baby Promise Program Participants.

"Continuity of Care" Means that children and their caregiver remain together for more than one year, often for the first three years of the child's life.

"Continuum of Care" Multiple types of childcare available to children, including but not limited to, legally license-exempt, license-exempt serving children and families receiving subsidies, family and center-based licensed care.

“Subcontracted Slots” Slots in an Early Learning and Care Program that participates in the Baby Promise Program through a subcontract with the local CCR&R. These Baby Promise slots are for families that are eligible for the ERDC program.

Subcontracted slot payments are paid based on the terms of a subcontract negotiated with each Early Learning and Care Program providing Baby Promise services and are not based upon attendance of the children in the slots.

Family copays will be waived for families participating in the Baby Promise Pilot program and the family receives 12-month continuous protected eligibility for full-time care while in these designated programs. The parent/guardian must be employed for a minimum of 25 hours per week and work hours must match the Early Learning and Care and Program/Providers' business hours.

“CLASS™” refers to the Classroom Assessment Scoring System. It is a validated and commonly used assessment that measures the effectiveness of adult/child interactions as well as peer-to-peer interactions. The assessment is used to determine the effectiveness of the emotional and instructional support provided by adults and of the classroom's organization and is also used to predict children's school readiness outcomes.

“Continuous Quality Improvement” or CQI or Continuous Growth and Development A framework to guide intentional quality improvement in systems and individual organizations. For Early Learning Programs, CQI practices are intended to create a culture in which Early Learning Program directors and staff regularly assess and make improvements to services for children and families. The collaboration of Early Learning Program leaders and staff is expected to build their capacity to identify areas of quality improvement and develop solutions that work for their unique settings and Early Learning Program cultures.

“Contract” or “Subcontract” refers to an individual Baby Promise Program subcontract between the CCR&R and an identified Early Learning and Care Program participating in Baby Promise, or contract between DELC and the CCR&R

“CCR&R” refers to the entity that has been designated by the Department of Early Learning and Care to administer the Baby Promise Program and to provide subcontracts to eligible Early Learning and Care Programs.

"DELIC" refers to the agency of the Department of Early Learning and Care. For more information, see [DELIC](#).

"DHS" The State of Oregon, Department of Human Services.

"Early Educator" is any person, regardless of licensing title, who provides direct care to children in the Baby Promise Program.

"Early Learning and Care Program" programs caring for infants and toddlers that are any of the following: legally license exempt within school districts, registered family childcare, certified family childcare or certified center programs. Programs also include but are not limited to Relief Nurseries, Early Head Start, Teen Parent Programs and Preschool Promise.

"Early Learning Hub (Hub)" An entity designated under ORS 417.827 and under contract with the Agency to coordinate, fund and monitor certain programs and early learning services in a specific region within the State.

"Early Learning System" Network of services that support early care and education in Oregon.

"Early Learning (Childcare) Workforce" The Early Education Professionals working with, or on behalf of, young children (infants, toddlers, preschoolers and school age children in centers, homes and schools) and their families with a primary mission of supporting children's development and learning.

"Eligibility" The decision as to whether an individual qualifies, under financial and nonfinancial requirements, to receive program benefits.

"Employment Related Day Care (ERDC)" means Employment Related Day Care benefits which a childcare provider may be approved to receive pursuant to OAR 461-165-0180.

"Family and Child Eligibility" Children must be members of families whose income, at time of enrollment meets eligibility guidelines for ERDC. Children shall be at least six weeks of age, but have not reached their third birthdate, at the time of enrollment.

"Focused Child Care Network (FCCN)" A Focused Child Care Network is a cohort of childcare practitioners who meet frequently with a Quality Improvement Specialist

to discuss best practices, access and share resources, receive training and encourage progress as they work toward increasing the quality of their programs. The Focused Child Care Networks use Spark, as the framework to support continuous quality improvement.

“Furthest from Opportunity” Historically underserved or underrepresented populations defined as:

- African American
- Asian and Pacific Islander
- Emergent bilingual children
- Geographically Isolated
- Immigrants and Refugees
- Migrant families, and/or families working in agricultural sector
- Latinx
- Tribal nations and communities
- Children with Developmental Delays and Disabilities
- Children of Incarcerated Parents/Parental Figures

Children experiencing homelessness and engagement with the foster care system

“Infant Toddler Specialist” is A Quality Improvement Specialist with expertise and content knowledge for providing support to programs serving infants and toddlers. The Infant Toddler Specialist will lead Focused Child Care Networks specifically working with Early Educators to develop their continuous quality improvement processes, provide professional development, coaching, working with Early Educators to develop their continuous quality improvement processes, and provide professional development, coaching, and other supports in order to facilitate high-quality care amongst the Early Educators engaged in an FCCN.

“IDEA” refers to the Individuals with Disabilities Education Act. This law governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

“IFSP” is an individualized family service plan. An IFSP is a quasi-contractual agreement developed for children with disabilities to help, guide, orchestrate, and document specially designed instruction for each student based on his or her unique academic, social, and behavioral needs.

“Lead Teacher” is the person responsible for guiding, implementing, and directing the learning experience of children in the Baby Promise classroom. The Lead Teacher plans, prepares, and implements the daily activities (indoor/outdoor) as they relate to the curriculum and maintains the classroom environment.

“Mixed delivery” This model recognizes that high-quality learning experiences can take place in a wide variety of settings, and families should be able to choose the setting that works best for them and their children. Families will have a wide range of choices of providers in the mixed delivery model. Providers could be, but are not limited to, a childcare provider, Early Head Start programs, Relief Nurseries, Teen Parent Programs, public schools, Preschool Promise programs, education service districts, or community-based organizations.

“Primary Caregiving” This model provides for Early Educators to have primary daily responsibility for the same small group of infants or toddlers. This system creates strong bonds between an educator and child and provides families with a trusted care partnership.

“Professional Development” A continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families. Professional Development encompasses education, training, and Technical Assistance.

“Professional Development Plan” A professional development plan documents the goals, required skill and competency development, and objectives a staff member will need to accomplish to support continuous improvement and career development.

“Parent” means the natural parent, adoptive parent, parent surrogate, legal guardian, or any other adult granted educational decision-making rights by the natural or adoptive parent or a court of competent jurisdiction.

“Residency Requirement” Children participating in the Baby Promise Program must be Oregon residents and residing within Baby Promise pilot counties. Families will continue to be eligible for ERDC benefits for the full 12-month certification even if they move out of the Baby Promise counties.

“Shared Services” A concept that focuses on building a strong backbone of support in partnership with Early Learning and Care Programs that enables them to build and sustain strong organizations. The support to Early Learning and Care Programs

transform their business practices and automation of billing, accounting, collection of fees, budgeting and business acumen as a whole. This allows the Early Learning and Care Program

“Spark” or “Spark Quality Rating and Improvement System” means the system established through ORS 329A.261 which establishes a set of progressively higher standards used to evaluate the quality of an early learning and development program and to support program improvement.

“Supplant” means to take the place of something that currently exists, e.g., a pre-existing, publicly funded program.

“Supplement” means to add to or augment something that currently exists, e.g., a pre-existing publicly funded program, to be mission-focused and to deliver high-quality early care and education to improve child outcomes for young children.

“Relationship-based Professional Development” Professional Development that includes a culturally and linguistically responsive coach, mentor, advisor and/or navigator, who establishes supportive relationships and works closely with Early Educators in achieving their educational goals and maintaining work/life/school balance.

“Technical Assistance” (TA) Targeted and individualized support by a professional(s) with specific knowledge and skills to develop or strengthen processes, application, or implementation of services for/by the TA recipients. TA may be delivered by an individual or a team, to one individual or a group. TA may be provided face-to-face, via distance methods, or a hybrid of the two. Typical forms of TA include coaching, mentoring, consultation, and Professional Development.

**Baby
Promise**

**Oregon Department of
Early Learning and Care**

Program Operations Manual for Child Care Resource and Referral Entities

This is a working copy (Draft) of this material.

Authors:

Jon Reeves

Maidie Rosengarden Ed.D.

Contributors:

Gwyn Bachtle and The Programs Design and Administration Office, DELC

Dana Bleakney-Huebsch

The Professional Learning Systems Office, DELC

Dorothy Spence and The Childcare Assistance Program Team, DELC

Special Thanks to:

Child Care and Resource Referral Directors and Staff

Jordan Pargeter

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SECTION 1: INTRODUCTION

This Operations Manual directs current Baby Promise contractors (hereafter known as the Child Care Resource and Referral, or CCR&R). Caring for our most vulnerable population is a serious undertaking, offering work of value, meaning, and profound joy for those whose calling is to care for and educate babies and toddlers.

Like the rest of the country, Oregon is experiencing a true crisis in infant and toddler care, as the state lacks a supply of qualified and prepared early learning and care program options for our youngest children. There are many barriers that Oregon families experience such as long wait lists, limited choices of providers, and costs of care that rival the cost of college tuition. The Department of Early Learning and Care (DELIC) is continuously working towards increasing families' access to care and stabilizing and strengthening existing early learning and care programming in communities around Oregon.

DELIC strives to ensure that children and families have access to high-quality early care and education. Research continues to demonstrate the importance of high-quality early care and education for children's brain development, social-emotional growth, and school readiness skills. DELIC launched the Baby Promise Program in March of 2020 to address this issue.

The purpose of the Baby Promise Program is to both increase access to high-quality infant- toddler care (6 weeks through 3 years of age) and to enhance quality in existing Early Learning and Care Programs in Oregon. Baby Promise offers funded slots to children of families who are eligible and enrolled in the Employment Related Day Care (ERDC) Program. Over time, Baby Promise will increase the number of high-quality programs available to serving families who qualify.

The Baby Promise Program is targeted to serve low-income families in communities struggling to find and keep high-quality care for infants and toddlers. Baby Promise uses the federal Child Care and Development Block Grant (CCDBG) funds to increase the number of subsidized infant-toddler care slots in Early Care and Education Programs across Oregon. DELIC distributes the Baby Promise grant funds to regional organizations or agencies.

The Child Care Resource and Referral Agency (CCR&R) is the organization currently designated by DELIC in some regions of the state to administer the Baby Promise Program through separate grant agreements. The work of the CCR&R shall align with the mission of DELIC to support all of Oregon's young children and families to learn and thrive. DELIC's values include equity, making a positive impact for children and families, dedication, integrity, and collective wisdom – all with the goal of benefiting Oregon children and families and those who serve them. Finally, for children whose families choose or need out-of-home childcare, it is important that high-quality early care and education options are available and accessible.

Baby Promise Program objectives and principles:

- The CCR&R aligns with the mission of DELC to support all of Oregon's young children and families to learn and thrive.
- DELC and the CCR&R support programs to meet standards associated with infant and toddler care quality and developmentally appropriate practices that result in high-quality environments and experiences.
- The CCR&R subcontracts with Early Learning and Care Programs in communities, allowing DELC and the CCR&R to be intentional about building sustainable, quality infant and toddler slots over time, address the need to reimburse providers for the true cost of high-quality infant and toddler care, and ensure that salary guidelines are implemented.
- Baby Promise Program Participants engage with a system of Infant-Toddler Specialists through CCR&Rs to provide supports and professional development for networks of like Early Learning and Care Programs who are participating to ensure implementation of quality, relational care.
- The Baby Promise Program incorporates a mixed-delivery approach to operationalize high-quality early learning experiences in a wide variety of settings. This provides options for family choice.
- DELC and the CCR&R reach into communities with an extreme shortage of childcare as well as providing access for priority populations.
- CCR&Rs assist programs to support inclusion and equity through individualized strategies to help address the needs of all children.

Operations Manual Terms and Definitions

The Baby Promise Operations Manual is divided into sections that outline the Baby Promise' Program's programmatic specifications and reporting requirements necessary for the CCR&R to administer the program in its region. This Manual is intended to help the CCR&R navigate these requirements and direct the implementation and delivery of high-quality services. The Manual will be updated annually. CCR&Rs and Baby Promise Program Participants will be notified when revisions are made.

If a CCR&R is unable to meet a requirement of the Baby Promise Program before contracting with DELC or during the contract period due to unforeseen circumstances for the CCR&R or the Early Learning and Care Program (or provider), the CCR&R shall, pursuant to the terms of its grant agreement, contact the DELC Baby Promise Manager to determine if the need for a waiver, memorandum of understanding, or other appropriate action is necessary to determine next steps.

If a Baby Promise Program Participant ([provider]) is unable to meet a requirement of the Baby Promise Program before subcontracting with the CCR&R or during the sub contractual period due to unforeseen circumstances the CCR&R shall, pursuant to the terms of its grant agreement, contact the DELC Baby Promise Manager to determine if the need for a waiver, memorandum of understanding, or other appropriate action is necessary to determine next steps.

The following terms are important to consider while reading through this Manual.

MUST – The word “must” when used in this Manual, indicates a **requirement** of Baby Promise that is associated with a grant deliverable or health and safety, and is mandatory for Baby Promise participants.

SHALL – The word “shall” when used in this Manual, indicates how, or using which tools, a requirement of the Baby Promise Program can or will be met.

MAY – The word “may” when used in this Manual offers the CCR&R and/or the Program participant options to consider when creating policies and procedures. The word “may” indicates an area where flexibility and problem solving can assist the CCR&R and the program to meet a requirement.

Early Learning and Care Programs are businesses with a mission of caring for and educating young children, such as in home childcare providers, childcare facilities serving children of employees, Early Head Start classrooms or centers, or community-based organizations serving young children. For the purposes of this Manual, the term “Early Learning and Care Program” or “provider” is such a business. A “Baby Promise Program Participant (or provider)” is such a business and a subgrantee of the CCR&R with the Baby Promise Program.

A glossary of additional terms and appendices that are helpful for Baby Promise implementation is included at the end of the guidebook.

SECTION 2: RECRUITMENT AND SUBCONTRACTING WITH BABY PROMISE PROGRAM PARTICIPANTS

Recruitment and Readiness. The CCR&R must develop a strategy to locate and engage programs in their community. This strategy should include a process for assessing an Early Learning and Care Program’s viability as well as developing a cost per child and budget.

The CCR&R shall use the DELC provided forms with Early Learning and Care Programs wishing to apply for Baby Promise subcontracts.

Prior to subcontracting with an Early Learning and Care Program, the CCR&R shall submit the name and license number (if applicable) of the program to DELC for review. To be eligible for participation in the Baby Promise Program, Early Learning and Care Programs must be listed with ERDC.

DELC may review Early Learning and Care Programs to determine if they meet the eligibility thresholds for Baby Promise. These thresholds include but are not limited to:

- Ability of the program to conduct itself in a manner aligned with the NAEYC Code of Ethical Conduct
- Ability to participate in the USDA Food Program
- No open investigations with DELC and any partner agencies
- No civil penalties in the past 24 months
- No Serious Violation Findings within the past 24 months which include:
 - Children are in imminent danger
 - There are more children than allowed
 - Inappropriate guidance and discipline
 - Children are not supervised
 - Multiple or serious fire, health, or safety hazards
 - Extreme unsanitary conditions
 - Adults required to be enrolled in the Central Background Registry are present in the program without current enrollment
 - Providing care without being licensed with the Child Care Licensing Division as required by rule

¹Early Learning and Care Programs with a single Serious Violation Finding within the past 24 months may be considered if they can successfully pass the [Spark Rating Review Process](#).

Cost Per Child. CCR&R must work with Baby Promise Program Participants to develop a cost per child that includes:

- Staffing
- Rent and utilities
- Program and classroom materials
- Formula and food
- Personal care items (e.g., Diapers, wipes, diaper cream, and sunscreen)
- Insurance
- Shared services fee
- Professional development costs

To support the retention of highly prepared and qualified staff, Baby Promise Program Participants are encouraged to compensate Early Educators at competitive and comparable salary levels with those of other Early Educators in their region serving publicly funded programs.

Pre/Post Evaluation. The CCR&R shall assess the quality of Baby Promise Program Participants participating in Baby Promise. Site observations must occur at the beginning and the end of the subcontract period. Data from relational and environmental assessments must be used to inform technical assistance, FCCN, Spark, and CoP activities, and shared with the program and DELC.

SECTION 3: FUNDING AND FISCAL REQUIREMENTS

FUNDING MODEL AND CONTRACT/SUBCONTRACT OPERATION

Baby Promise Funding. The CCR&R shall create and enter into subcontracts with Baby Promise Program Participants and providers. The CCR&R will require Baby Promise Program Participants and providers to deliver infant-toddler services according to defined programmatic and fiscal expectations and in accordance with this Manual. Each subcontract shall incorporate the relevant terms of this Manual.

The CCR&R is required to compensate Baby Promise Program Participants and providers for those services according to the terms of the subcontract. Baby Promise funding from the CCR&R pursuant to the terms of the subcontract shall be contingent on the actual delivery of Baby Promise services by Baby Promise Program Participants and providers. Baby Promise funding may be used only for the operation and delivery of Baby Promise services.

Annual Budget. The CCR&R shall require all Baby Promise Program Participants and providers to submit an annual operating budget outlining the intended use of Baby Promise funds. Baby Promise Program Participants should be advised that the submission of a budget does not constitute CCR&R approval of the expenditures.

A Baby Promise Program Participant shall develop a budget according to the allowable uses and expenses for the Baby Promise program, which may rely on self-attestation by the Baby Promise Program Participant. All categories in the budget must be in compliance with this Manual and approved by the CCR&R.

Preliminary budgets are submitted to the CCR&R prior to the subcontract being fully executed. The CCR&R shall require the official budget to be completed no later than thirty (30) days after entering into a subcontract and annually thereafter.

EXPENDITURE GUIDELINES

The CCR&R shall oversee Baby Promise Program Participants and providers to ensure they expend funds provided for Baby Promise solely on the operation and delivery of Baby Promise services and in accordance with the program's annual budget and this Manual.

Subsidy Funds. Funding allocated for the subcontracted slot payments are solely for the direct care of children. The CCR&R cannot claim indirect expenditures on any of the subsidy funds per Child Care Development Block Grant requirements.

Indirect Rate. The CCR&R may take an indirect rate. This rate may vary depending upon the approved indirect rate from the backbone agency.

Subcontracted Slot Payments. Pursuant to the terms of each subcontract and this Manual, the CCR&R shall provide subcontracted slot pre-payments monthly for eligible Baby Promise children to Baby Promise Program Participants and providers. These payments will not be negatively impacted by minor fluctuations in a child's attendance.

Allowable Uses of Funds by CCR&Rs Allowable uses of Baby Promise funds for the operation and delivery of Baby Promise services include, but are not limited to:

- Early Educator and other direct service personnel (i.e. transportation, food services) compensation and benefits
- Professional development activities
- Paid preparation and planning time for Baby Promise Early Educators
- Monthly staff meeting materials
- Diapers, formula, food, and other items for Baby Promise children
- Materials for the environment
- Curriculum materials
- Screening and assessment tools
- Professional and community events
- Family engagement activities
- Coordination of social services for Baby Promise children and families
- Facilitation of Baby Promise eligible children's transition to prekindergarten
- Associated administrative overhead
- Travel expenses; must be directly related to the implementation of the Baby Promise Program

Prohibited Expenditures for CCR&Rs. Baby Promise funds may not be used to supplant other public funding sources including, but not limited to, any state or federal funding. Baby Promise funds must be treated as restricted income and used solely to deliver Baby Promise services. Baby Promise funds may not be used to cover expenses that are not directly related to the Baby Promise Program. Prohibited expenses include, but are not limited to, the following:

- Travel expenses that are not directly related to the implementation of the Baby Promise Program
- Purchase of vehicles or other transportation equipment
- Bad debts, including losses arising from uncollectible accounts and any related legal costs
- Costs of amusement or entertainment that do not benefit children in the Baby Promise Program
- Cost of idle facilities unless those costs are related to the Baby Promise Program and the costs of the idle facilities have been approved by the CCR&R and DELC
- Costs incurred after the subcontract has been terminated
- Fundraising costs
- Projects or expenditures in excess of five thousand dollars (\$5,000), without prior approval
- Personal or business loans including finance charges
- Non-sufficient funds/overdraft and ATM usage bank charges
- Investment management costs
- Costs of organization of a nonprofit corporation such as incorporation fees or consultant fees
- Public relations consultant fees
- Costs associated with the purchase of alcohol, drugs or for any associated use for gambling purposes
- Costs of legal, consulting and accounting services arising from claims against the Early Learning and Care Program
- Compensation to the members of the board of directors, if applicable
- Religious materials

The CCR&R must ensure that that no Baby Promise funds are used by Baby Promise Program Participants to pay penalties associated with adverse actions imposed by licensing or governmental agencies. Baby Promise funds should be identifiable as separate from other federal and state funds.

Prohibition Against Loans. Baby Promise funding cannot be loaned or advanced to individuals, corporations, organizations, public agencies, or private agencies. Baby Promise funds may not be used as collateral for loans.

Allowable Uses of Funds by Subcontracted Baby Promise Program Participants The CCR&R must include these allowable uses of funds in each subcontract with a Baby Promise Participant program. Allowable uses of Baby Promise funds for the operation and delivery of Baby Promise services include, but are not limited to:

- Early Educator and other direct service personnel (i.e. transportation, food services) compensation and benefits
- Professional development activities

- Paid preparation and planning time for Baby Promise Early Educators
- Monthly staff meeting materials
- Diapers, formula, food, and other items for Baby Promise children
- Materials for the environment
- Curriculum materials
- Screening and assessment tools
- Professional and community events
- Family engagement activities
- Coordination of social services for Baby Promise children and families
- Facilitation of Baby Promise eligible children's transition to prekindergarten
- Associated administrative overhead
- Travel expenses; must be directly related to the implementation of the Baby Promise Program

Prohibited Expenditures for Subcontracted Baby Promise Program Participants The CCR&R must include these prohibited expenditures in each subcontract with a Baby Promise Participant program. Baby Promise funds may not be used to supplant other public funding sources including, but not limited to, any state or federal funding. Baby Promise funds must be treated as restricted income and used solely to deliver Baby Promise services. Baby Promise funds may not be used to cover expenses that are not directly related to the Baby Promise Program. Prohibited expenses include, but are not limited to, the following:

- Travel expenses that are not directly related to the implementation of the Baby Promise Program
- Purchase of vehicles or other transportation equipment
- Bad debts, including losses arising from uncollectible accounts and any related legal costs
- Costs of amusement or entertainment that do not benefit children in the Baby Promise Program
- Cost of idle facilities unless those costs are related to the Baby Promise Program and the costs of the idle facilities have been approved by the CCR&R and DELC
- Costs incurred after the subcontract has been terminated
- Fundraising costs
- Projects or expenditures in excess of five thousand dollars (\$5,000), without prior approval
- Personal or business loans including finance charges
- Non-sufficient funds/overdraft and ATM usage bank charges
- Investment management costs
- Costs of organization of a nonprofit corporation such as incorporation fees or consultant fees
- Public relations consultant fees
- Costs associated with the purchase of alcohol, drugs or for any associated use for

- gambling purposes
- Costs of legal, consulting and accounting services arising from claims against the Early Learning and Care Program
- Compensation to the members of the board of directors, if applicable
- Religious materials

Prohibition Against Loans. Baby Promise funding cannot be loaned or advanced to individuals, corporations, organizations, public agencies, or private agencies. Baby Promise funds may not be used as collateral for loans.

SECTION 4: FISCAL REVIEW, BUSINESS REQUIREMENTS, REPORTING, DATA COLLECTION, INSURANCE

Monthly Reports. Following each month of care, CCR&Rs shall submit to DELC (no later than the 20th of the month) a report with elements related to enrollment, hours in care, and transition for every Baby Promise child. Report elements and methods of secure delivery will be communicated by DELC.

Data Collection. The CCR&R shall collect data on behalf of DELC for monitoring and evaluation purposes. As the CCR&R conducts initial site visits to Baby Promise Program Participants and providers to determine readiness they may collect photographic and video evidence of Baby Promise Program Participants. The intention of capturing this evidence will be to reflect on the before-and-after impacts of environmental enhancement funds, training, and technical assistance. DELC will provide an orientation to CCR&R staff for data collection and training on how data is collected.

Fiscal Reporting Requirement. Baby Promise Program Participants must send the CCR&R funding and expenditure information for the purpose of developing an accurate cost per child and to show that Baby Promise funds were spent as intended and in acceptable expenditure categories. If the CCR&R subcontracts with a sole proprietor (self-employed family childcare provider) the expenditure report will only include business expenses not including payroll. The funding not reported in those categories is considered the sole proprietor's income.

The CCR&R may withhold payments if the fiscal reports are late, not submitted, incomplete, or inaccurate. See Section on Expenditure Guidelines.

Annual Independent Audit. The CCR&R shall require the Early Learning and Care Program to submit a copy of their independent certified audit report and financial statements if they are subject to

independent audit requirements. Audit reports must be submitted to CCR&R within thirty (30) days of receipt.

Access to Records and Other Documentation. The CCR&R and DELC may require access to Baby Promise Program Participants records including, but not limited to:

- records of children enrolled in the Baby Promise Program
- consent forms
- attendance and enrollment records
- lists specifying qualifications, dates of hire, and dates of termination
- staff time sheets
- non-paid staff and volunteer sign-in sheets
- transportation and other related service subcontracts
- Early Learning and Care Program calendars

- documentation relating to family participation
- family handbook
- insurance policies
- tax returns
- marketing materials
- by-laws, if applicable
- list of current Board of Directors, if incorporated
- tuition rates
- statements of income and expenses
- general journals
- cash receipts and disbursement books
- general ledgers, invoices and supporting documents
- payroll ledgers and supporting documents
- bank statements and canceled checks

Fraudulent Use of Funds. The CCR&R and DELC may use information from other sources to assess the fiscal viability of the Early Learning and Care Program or to make decisions with respect to offering a subcontract or continuing to fund an Early Learning and Care Program. Misuse of funds may result in termination of Early Learning and Care Program's subcontract and the denial of future participation in the Baby Promise Program and other publicly funded programs.

Baby Promise Program Participants shall ensure that expenses charged to the Baby Promise funding source are not concurrently charged to another program fund source. Baby Promise Program Participants must ensure that no Baby Promise funds are used to pay penalties associated with adverse actions imposed by licensing or governmental agencies. Baby Promise funds should be identifiable as separate from other federal and state funds. Baby Promise Program Participants must return any funds determined to have been misspent, spent fraudulently, or not in accordance with the expectations of Baby Promise.

INSURANCE REQUIREMENTS

The terms of the grant agreement (and any amendments thereto) between DELC and the CCR&R shall outline the minimum insurance requirements for the CCR&R and the requirements that must be met by the Baby Promise Program Participants and providers that are awarded Baby Promise slots. These minimum insurance requirements are designed to support the professional capacity of the Baby Promise Program Participants and providers and to provide a foundational protection for the businesses that they operate while operating programs that use public funding to support high-quality services.

Baby Promise Program Participants are responsible for maintaining business, liability, and transportation insurance, in addition to any other coverage required to participate in the program as outlined in the yearly subcontracts with the CCR&R. In some cases where additional Baby Promise insurance requirements (beyond that of regular business coverage) add significant cost to programs and providers, they may reach out to the CCR&R for possible assistance.

SECTION 5: CHILD AND FAMILY ELIGIBILITY

Age Requirement. Children in the Baby Promise Program shall be at least six (6) weeks of age and can be served until the child is eligible for preschool (3 years old on or before September 1st of the program year). If the child turns 3 within the program year, they are eligible to receive Baby Promise services until August 31st of that year.

Eligibility Process. The CCR&R shall identify families that may qualify for Baby Promise in collaboration with other agencies such as local Early Learning Hubs. Further, the CCR&R shall work closely with ODHS and Employment Related Day Care (ERDC) program to identify potential Baby Promise families. The CCR&R (and partner Hub if applicable) shall maintain a waiting list for Baby Promise per the enrollment forms provided by DELC.

The CCR&R must work closely with Baby Promise Program Participants to fill open Baby Promise slots. Families eligible for Baby Promise slots may choose the Baby Promise Program Participant that best meets their needs.

Baby Promise Program Participants with waiting lists that include families eligible for ERDC may refer families to the CCR&R for potential placement in a Baby Promise slot, or placement on the Baby Promise waiting list held by the CCR&R or Hub. Baby Promise Program Participants may not offer, promise, or enroll families in Baby Promise slots. Placement in a Baby Promise slot is the responsibility of the CCR&R and Hub (if applicable).

Only families who qualify for ERDC will be eligible for Baby Promise. If a family is no longer eligible for ERDC during the sub contractual period with the program the CCR&R shall not reimburse the program for that family effective as of the date that eligibility is discontinued. In the event that ineligibility is the result of an error the CCR&R may consult with the DELC Baby Promise Program Manager to determine reimbursement.

The CCR&R will work with the program and the family to best meet both parties' needs if a Baby Promise family wishes to change to a provider who is not a Baby Promise provider. A family or child

may lose ERDC eligibility if they have moved out of state, requested their ERDC benefits to close, or exceeded the income threshold.

Income Eligibility for ERDC. At the time of enrollment in the Baby Promise Program children must be members of families whose incomes meet the ERDC eligibility thresholds. For more information visit: [ERDC Provider Information](#)

Residency Requirement. Children participating in the Baby Promise Program must be Oregon residents and residing within Baby Promise pilot counties. Families will continue to be eligible for ERDC benefits for the full 12-month certification even if they move out of the Baby Promise pilot counties unless they meet one of the expectations outlined above.

Requirements for Hours in Care. Baby Promise slots are designated for families that meet the eligibility criteria. Please note that this subsection does not apply to base payment through the ERDC program, only the supplemental payment for Baby Promise.

Transition Planning. A smooth transition ensures each child continues to receive enriching early child development services and that each family continues to receive the support services necessary to promote healthy family development. The CCR&R must work with DELC's data gathering systems to ensure that all types of transition plans are tracked.

To ensure the most appropriate placement and services following participation in Baby Promise, the Program must plan for the transition for each child and family at least six months prior to the child's third birthday (or known transition before aging out of the Baby Promise Program). The Program shall consider the child's health status and developmental level; current and changing family circumstances; the availability of other child development services in the community (i.e., ERDC, Preschool Promise, EI/ECSE, and Head Start), and engagement of Early Educators from current and potential transition programs and other partnering organizations.

If continued placement in a Baby Promise slot is in the best interest of the child and is limited in duration, the CCR&R, on a case-by-case basis, must submit a transition plan to extend care for a child over 3 years of age to DELC for approval.

The CCR&R may work with Baby Promise Program/provider and family to facilitate the transition process from Baby Promise into a spot in their current ERDC subsidy program or into other, high-quality programs and support services when the child leaves the Baby Promise Program.

As part of any transition process (e.g. from one Baby Promise site to another, from Baby Promise to a community setting, transition to a publicly funded preschool program or to another preschool setting) and upon written request/release of information from the family, the CCR&R, in partnership with the Early Learning and Care Program, will forward copies of a child's records to the new environment.

SECTION 6: ENROLLMENT REQUIREMENTS FOR BABY PROMISE PROGRAM PARTICIPANTS AND FAMILIES

Enrollment Process. The Hub or CCR&R is responsible for enrolling families with Baby Promise Program Participants. The Hub or CCR&R must follow the enrollment process outlined in the DELC provided enrollment forms. The forms provide directions for creating and using wait lists for Baby Promise slots. See the eligibility section for more information.

Inclusionary Practices. Baby Promise Program Participants must develop written enrollment policies to meet the needs of children and families in the community. Enrollment policies must state that the infant-toddler program is open and does not discriminate against a child or family based on race, ethnicity, religion, gender, gender identity, gender expression, sexual orientation, or any other protected class. Written enrollment policies must be verified by the CCR&R, provided to families, and available upon request.

Baby Promise Program Participants offering Baby Promise slots shall comply with, and make accommodations for, children identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act ([IDEA](#)) and the ADA ([Americans with Disabilities Act](#)).

The CCR&R must verify that the Early Learning and Care Program conducts individualized assessments to facilitate the successful integration of children with identified special needs with accommodations and/or modifications. The child's Individualized Family Service Plan (IFSP) and recommendations of the relevant placement committee or team will determine appropriate placement for special education and related services.

Exclusionary Practices. Baby Promise Program Participants must commit to substantially reducing and preventing suspension, expulsion, and other exclusionary practices in early learning settings. The CCR&R is committed to ensuring all children have access to and are successful in high-quality early learning environments, which support kindergarten readiness skills and social emotional development.

The CCR&R requires Baby Promise Program Participants caring for children receiving childcare assistance to have an inclusive policy that is expressly communicated to families and related to anti-exclusionary practices.

The CCR&R shall work closely with Baby Promise Program Participants and providers to provide training and resources needed to enhance family and Early Educator knowledge and skills in supporting children's physical, social, emotional, and cognitive development. The training shall address how Baby Promise Program Participants can make program modifications to prevent a child's removal or exclusion from the early learning and care environment.

Baby Promise Program Participants are prohibited from "trial periods" (a trial period is a period of time during which the program may expel a child and family). Programs are encouraged to utilize the CCR&R for support if they experience challenges with a family that may require additional facilitation from the CCR&R.

SECTION 7: ENROLLMENT AND ATTENDANCE REPORTING FOR BABY PROMISE PROGRAM PARTICIPANTS

Enrollment Reporting. Baby Promise Program Participants and providers must submit a monthly attendance report to the CCR&R. Baby Promise Program Participants must inform the CCR&R immediately in the event a child's family withdraws the child from the program.

The CCR&R must work with Baby Promise Program Participants and providers to maintain full enrollment in each subcontracted slot. The CCR&R shall include the local Hub if additional services, beyond what the CCR&R can provide in that instance, are needed to assist Baby Promise participants in maintaining full enrollment in each subcontracted slot. The number of subcontracted slots for a program may be reduced if a program chooses not to fill open slots when there are waitlisted families available to fill open slots. If the CCR&R does not fill any vacancy within 30 days, an explanation and improvement plan must be submitted to DELC no later than 45 days after the date of vacancy.

Recordkeeping. The CCR&R will work with Baby Promise Program Participants to maintain child and financial records in a secure location to ensure confidentiality and prevent unauthorized access. Baby Promise Program Participants must maintain detailed financial records including, but not limited to, general ledgers, receipts, invoices, and all supporting documentation to track Baby Promise Program Participants' expenditures.

Attendance Policy and Procedure. Baby Promise Program Participants and providers must implement strategies to promote attendance by providing information about the benefits of regular attendance, supporting families to promote the child's regular attendance, and maintaining contact with families when a child first has two or more unexplained absences.

Programs must maintain sign-in sheets or digital attendance records signed by authorized

family representatives. Attendance records must be available upon request and meet all regulatory requirements, such as date, arrival times, and departure times for each child.

Within the first 60 days of enrollment in a Baby Promise slot and on an ongoing basis thereafter, Baby Promise Program Participants shall use individual child attendance data to identify families with patterns of unexcused absences that put them at risk of attending less than 85% of the families regularly planned days of care for the month.

If, after 60 days a family is experiencing multiple unexcused absences, and the Baby Promise Program Participant is unsuccessful in communicating with the family the Baby Promise Program Participant must inform their enrollment specialist at the CCR&R or Hub and request assistance in meeting with the family and the appropriate CCR&R or Hub staff member to create an attendance support plan.

For the provider and the CCR&R or Hub, the meeting and creation of an attendance support plan provides an opportunity for continuing to build a positive relationship with the family and better understand the families' circumstance.

For the family, the meeting is an opportunity to share barriers with program, CCR&R or Hub staff, and to assist in the identification of potential solutions. The mutual creation of an attendance support plan provides the family an opportunity to better understand the benefits for children when maintaining regular attendance in an Early Learning and Care Program.

The written support plan must include a record of past attendance, identification of barriers, notes on solutions, and an outline that assists the family in meeting attendance goals for the next 60 days by including a calendar that describes the support plan for attendance.

The support plan must be submitted to the CCR&R and may be subject to additional reviews. If the Baby Promise Program Participant and respective family does not adhere to the attendance plan or does not decrease unexcused absences over the second 60-day period, the Baby Promise Program Participant must again inform the CCR&R or Hub. The CCR&R or Hub shall meet with the Baby Promise Program Participant and the family to determine appropriate next steps, which may include termination of the respective child's slot in the Baby Promise Program or the loss of a slot for the Baby Promise Program Participant,

Attendance Data. The CCR&R must review each Baby Promise Program Participants annual attendance data prior to subcontracting with a program following the first year of program participation. Baby Promise Program Participants are required to demonstrate that for the scheduled program calendar year, children in all Baby Promise slots attended an average minimum of 85% attendance of their regularly scheduled planned days on the scheduled program calendar.

Extended Absence. In the event a child needs to take an extended leave of absence (two weeks or more), Baby Promise Program Participants and providers, in partnership with the

family, must submit documentation to CCR&R supporting excused absence to maintain a child's slot in Baby Promise.

Attendance Exceptions. Children with an appointment or absence in relation to an Individual Family Service Plan (IFSP), Foster Care Visitation, medical need such as doctor or dentist appointment, or who are at home due to illness may have their expected attendance adjusted with an excused absence.

Families who must leave the Baby Promise Program for a specified period during Baby Promise hours for a regular appointment related to an Individual Family Service Plan (IFSP), Foster Care Visitation, or medical need may have their expected attendance adjusted with an excused absence.

The CCR&R and Baby Promise Program Participant shall keep in mind the lens of equity as discussed later in this Manual. For example, some families do not live or work in the traditional model. Life or work circumstances for some families may include.

- extended family involvement with children,
- location of parent or guardian(s) home(s),
- nontraditional work,
- cultural seasons or traditions,
- seasonal work,
- travel time,
- transportation availability,

Circumstances such as these, and others, may cause barriers for families when planning to meet the attendance requirements in this Manual. When a CCR&R or Hub enrolls a family, whose circumstances require meeting the attendance requirements listed in this Manual with more flexibility, they must inform the Baby Promise Program Participant upon enrollment and proactively work together to best meet the needs of all parties.

Late Pickup. Parent/Guardian is responsible for late pickup fees per the Baby Program participants late pick up fee policy. As noted in the Program Calendar section, Baby Promise Program Participants must have regular business hours posted clearly.

SECTION 8: SCHEDULING AND HOURS OF SERVICE

Program Year. The Program Year for Baby Promise providers and families begins on September 1 and ends on August 31 each year. This is different than the fiscal year for Baby Promise which is July 1 to June 30 each year. The schedule of service delivery may vary within the program year, but the

hours of direct service requirement shall be satisfied no later than August 31. Actual dates a child may receive care will vary and are dependent upon eligibility criteria, enrollment date, age, etc.

Program Calendar. CCR&R must collect and approve program calendars prior to the execution of the Early Learning and Care Program's subcontract, and each program year thereafter. Program calendars must include planned days of service, total direct service hours, holiday closures, vacation closures, and training days. Baby Promise Program Participants must clearly outline late fee policies in program calendar materials. Baby Promise Program Participants must submit to the CCR&R any changes to an accepted program calendar as soon as known to the program. Changes do not need to be submitted to DELC unless it affects required hours of service or changes that affect compliance with the Operations Manual requirements.

Hours of Direct Service. Baby Promise Program Participants must provide year-round, full-day services (except for planned days of in-service, holiday closures, vacation closures, training days, or any other planned closures) to support the needs of working families.

Full-day service means the Early Learning and Care Program must accommodate the needs of families by providing direct service hours that range between 8 to 10 hours per day. A Baby Promise Program Participant must offer a minimum of 1800 hours of planned direct service during the Baby Promise program year. The CCR&R must approve planned hours of direct service prior to subcontracting with a program. See the reporting section of this Manual for more information on the collection and reporting of direct service hours, and the family and eligibility section of this Manual for more information on enrollment and attendance.

Continuity of care is an element of high-quality care for infants and toddlers. The intent of the Baby Promise program is for families enrolled in a Baby Promise slot to remain with the same Program of Early Learning and Care and their primary Early Educator while they are eligible.

Direct service hours may include all instructional time, outdoor gross motor activities, developmentally appropriate mealtimes, and rest time. Family Conferences, in-service or training days, educator planning time, and transportation time are not to be included in the hours of direct services. Occasional field trips outside the normal service hours may be counted toward hours of direct service.

Field Trips. Field trips shall be developmentally engaging and appropriate. They must be free and available to all children participating in the Baby Promise Program. Baby Promise funds may be used to provide field trips or other appropriate instructional activities for the children. Field trips must be related to the curriculum and shall include a lesson plan demonstrating this connection. Programs are encouraged to share field trip lesson plans with Infant Toddler Specialists and Quality Improvement Specialists during regular meetings.

PROGRAM FEES

Baby Promise Program Participants and providers are prohibited from charging families of Baby Promise children any fees or tuition (except for late pickup fees). At no cost to the families, Baby Promise Program Participants and providers must provide items such as food (meals, diapers, wipes, formula, diaper cream, and sunscreen) to Baby Promise children while the child is physically present at the Baby Promise Program Participants facility.

TECHNOLOGY REQUIREMENTS

The CCR&R must ensure that Baby Promise Program Participants and providers have a suitable and secure computer with appropriate software, printer/scanner, Internet, and valid email address for administration of the program. Additionally, the CCR&R must obtain email addresses for all Early Educators caring for Baby Promise children for evaluation purposes.

SECTION 9: "HIGH-QUALITY" AND EQUITY FOR BABY PROMISE PROGRAM PARTICIPANTS

High-quality – observable practices in an Early Learning and Care Program wishing to participate in Baby Promise. Providing high-quality care is foundational to what it means to be a Baby Promise Program Participant and DELC expects Baby Promise Program Participants and their staff to demonstrate an inquisitive nature and thoughtful reflection when engaging in the development and continued implementation of high-quality care and education. All program staff in Baby Promise Program Participants that subcontract with a CCR&R for Baby Promise slots must engage in continuous, focused growth and development (an element of high-quality) over time as they engage with CCR&Rs and DELC in the cycles of assessing, planning, and goal setting for themselves and the children they serve.

"High-quality" is a complex term, with multiple meanings including, but not limited to, the following examples:

1. Raise Up Oregon: A Statewide Early Childhood System Plan ([Raise Up Oregon](#)) uses these terms to define high-quality:
 - culturally responsive,
 - inclusive,
 - developmentally appropriate.
2. Developmentally Appropriate Practice (DAP), a term often used in the early learning profession is defined by the National Association for the Education of Young Children ([NAEYC](#)) as:

Methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Educators implement developmentally appropriate practice by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities.

Building on each child's strengths—and taking care to not harm any aspect of each child's physical, cognitive, social, or emotional well-being—educators design and implement learning environments to help all children achieve their full potential across all domains of development and across all content areas.

Developmentally appropriate practice recognizes and supports each individual as a valued member of the learning community. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child. [NAEYC DAP](#)

3. High-quality early care and education also includes appropriate ratios and group sizes, prepared and qualified educators, family engagement, warm and responsive environments, and individualized instruction. High-quality is not only what is **safe** for children, but also what is **best** for children in the many contexts in which we encounter them.

What is your understanding of high-quality? In which of the many components of high-quality listed above do you see the programs you serve? Your staff who work with programs? Your philosophy as an agency? As you read through this Manual, note where this term is used and consider how you may plan to support Baby Promise Program Participants components, staff, and families.

Clearly, there are many aspects to the definition of high-quality. The CCR&R must support the growth and development of high-quality within Baby Promise Program Participants. If a program's practices are not aligned with high-quality the CCR&R must take steps to assist in the growth and development of the program utilizing the processes outlined in this Manual.

The CCR&R may, with consultation from DELC, place a program on a corrective action plan for failure to adhere to and provide high-quality care. The program must comply with the requirements of the corrective action plan. Ultimately, the CCR&R and DELC will determine if the program is meeting the many elements of high-quality and adhering to the corrective action plan.

EQUITY - PRACTICES IN AN EARLY LEARNING AND CARE PROGRAMS PARTICIPATING IN BABY PROMISE.

The Department of Early Learning and Care fosters coordinated, culturally appropriate, and family-centered services that recognize and respect the strengths and needs of all children

families, and early learning can care professionals.

Further, we (DELC) are committed to dismantling the systems of oppressions that harm and create disparities for communities who are historically and institutionally excluded. We are adopting anti-racist principles, expanding access to services, and ensuring community representation and shared power in agency efforts. We are fostering a culturally responsive environment in which all individuals can experience a sense of belonging as they access programs, services, and resources.

Please review DELC's mission, vision, and values as you reflect on the Baby Promise Program.

[Equity Commitment](#)

Assisting Oregon's young children and families to learn and thrive, and supporting equity to help address the needs of **all** children and families are part of DELC's mission, vision, and values.

Research indicates that regular attendance in high-quality Early Learning and Care programs has positive impacts for children's attendance later in their academic career. Also, research indicates that intentional time spent with family provides the foundation for healthy attachments and social development for children as they grow and develop.

Understanding the diverse impacts on families by complex systems such as K-12 education, subsidy programs, emergency response (such as COVID or wild fire) is an element of providing high-quality, equitable, care and education to children and families.

Systems are often created to serve many people; thus, sometimes unintentional consequences result for some people attempting to access or use a system. A negative experience with a system sometimes results in trauma that may impact a person's response in other settings with system requirements. Some people perceive a system as punitive, rather than supportive, while for others a system provides a positive structure.

A variety of circumstances may cause barriers for families and Baby Promise Program Participants when planning to meet the requirements in this Manual. When a CCR&R or Hub enrolls a family or subcontracts with an Early Learning and Care Program whose circumstances require meeting requirements listed in this Manual with more flexibility, they must carefully consider the relationship between the circumstance and issues of equity.

DELC expects the CCR&R to demonstrate an inquisitive nature and thoughtful reflection when a barrier is presented and work with all parties impacted to determine best outcomes while keeping a focus on the lens of equity.

While it is the responsibility of the CCR&R to thoroughly read, understand, and comply with the expectations outlined in this Manual, DELC is available to answer any questions or concerns the

CCR&R may have and to pro-actively support efforts to provide high-quality, equitable, infant-toddler care. DELC is excited about the opportunity to work with local communities to encourage growth and development in Early Learning and Care Programs and increase access to relationship based high-quality infant-toddler care.

SECTION 10: RELATIONSHIP BASED CARE

Responsive Caregiving. Baby Promise Program Participants shall use responsive caregiving practices. Early Educators shall at all times be actively anticipating, and be responsive to, the cues and needs of each child. Early Educators shall interact in a sensitive, caring, and dependable manner.

The CCR&R must support responsive caregiving practices within the Early Learning and Care Program through professional development and in all areas including:

- Recognizing and responding appropriately to children's individualized cues.
- Using daily routines and interactions to form a basis for learning.
- Using joint attention (sharing a common focus) with children during normally occurring routines and activities to demonstrate being responsive to the child's interests.
- Continuing to develop the skill of narrating what is happening to children during routines and activities (for all program staff who work directly with children).
- Continuing to develop all program staff who work directly with children to promote children's ability to identify and express their emotions by modeling empathy and assisting children in showing empathy towards their peers.
- Continuing to develop all program staff with the understanding of developmentally appropriate practice and the process of "plan/do/assess" cycle around the tenets of DAP.

Continuity of Care and Primary Caregiving. The practices listed above are essential to support young children in forming secure attachments and must be used consistently in classroom settings for children enrolled in Baby Promise. Continuity of care means that children and their caregiver(s) remain together for more than one year, often for the first three years of the child's life. Primary caregivers must be identified as the primary Early Educator for groups of children (when more than one adult is present).

Primary Early Educators shall be responsible for each child's daily routines (e.g., feeding, diapering) for whom they provide relationship-based care. In onsite visits with Baby Promise Program Participants and providers, the CCR&R shall use principles and practices within ZERO TO THREE's Critical Competencies for Infant Toddler Caregivers to promote continuity of care through the provision of technical assistance, coaching, and training with Baby Promise Program Participants, providers, and their staff.

FEEDING AND EATING PRACTICES

Nutritional Services. The CCR&Rs shall ensure that Baby Promise Program Participants meet the nutritional needs of the eligible children through participation or adherence to USDA CACFP ([USDA CACFP](#)) guidelines, or the utilization of recommended practices within [Caring for our Children: National Health and Safety Performance Standards Guidelines for Early Learning and Care Program \(4th edition\)](#).

Specifically, Baby Promise Program Participants' practices must align with the standards listed above and applicable state licensing standards on safe preparation and storage of snacks and meals, feeding of infants, choking hazards, serving size, self-feeding practices, dietary needs, and allergies. The Program's written care plan, submitted in accordance with the Program's licensing requirements, shall also align with the above standards.

Program practices shall be in the family handbook, and a menu of meals and snacks shall be posted and provided to families regularly. Families who provide a signed medical (MD signed) or religious statement of need for children's dietary restrictions shall be honored. Programs are expected to confer with families regarding the family's food preferences. The CCR&R shall provide guidance to programs that need support, communicating a process to families who may have allergies, family food preferences, and the creation of written care plans and forms.

Breast Feeding Policies. The CCR&Rs must ensure that Baby Promise Program Participants have written policies that support and encourage breast-feeding and outline the process for storing breastmilk, and include an appropriate environment that facilitates breast-feeding if the parent chooses to do so onsite. Policies shall be available to families within the family handbook provided by the Baby Promise Program Participants.

Family-Style Eating. The CCR&Rs must ensure that Baby Promise Program Participants adopt family-style eating practices. Family-style eating involves Early Educators sitting with children during meals in small groups, with children serving themselves (when possible) while sharing pleasant conversations. During these shared experiences, Early Educators shall be modeling appropriate and healthy eating habits, providing supportive guidance on serving sizes, and attuning to hunger and satiation cues.

Environmental Enhancements. The CCR&R may provide environmental enhancements to Baby Promise Program Participants and providers to increase quality and/or meet licensing standards or expectations of the Baby Promise Program. The distribution of funds must be conducted in a manner that provides equitable offerings of materials and educational opportunities across programs within a given region. This may result in some programs receiving very little environmental enhancements while others may receive significant investments for multiple years, depending on need.

Enhancements are to support children 6 weeks to 3 years of age and the spaces and educators

that serve them. For questions about appropriate expenditures, please consult DELC. Purchases should be made to secure high-quality, lasting materials that are durable and natural in nature.

Screens for children, most battery-operated toys, consumables, and restrictive equipment such as saucers and swings are prohibited. For family-based programs, special considerations for high chairs may be appropriate for meal times only, but other accommodations that increase a child's independence and opportunities to interact with peers are preferred.

When selecting enhancements, CCR&Rs must ensure that materials are developmentally appropriate and are sufficient in quantity to allow for play by multiple children.

Funds may be used to cover insurance expenses in the following situations:

- To support newly subcontracted programs in their first year of obtaining insurance coverage at the required thresholds
- For programs providing non-traditional/odd-hour care to off-set the cost of these exceptionally expensive policies
- For significant, unanticipated rate increases to help providers maintain coverage and participation in Baby Promise

Additionally, expenditures must align with CCDF requirements, which do not allow construction or the purchase of sectarian materials, for example. Please see the [Code of Federal Regulations](#) for more information.

SECTION 11: CHILD SCREENING AND ASSESSMENT

Developmental Screenings. The CCR&R must ensure that Baby Promise Program Participants are using the Ages & Stages Questionnaire (ASQ-3) ([ASQ](#)) and Ages & Stages Questionnaire: Social-Emotional (ASQ: SE-2) within the first 45 days of a child's enrollment in Baby Promise and ongoing as prescribed by Ages and Stages ([Ages and Stages](#)).

The purpose of this tool is to ensure that children are assessed regularly for potential developmental needs that may require additional services and referrals.

The ASQ screenings must be conducted in partnership with families to screen for developmental delays and disabilities during the entire time the child is enrolled. Baby Promise Program Participants will ensure that child-screening procedures utilize appropriate practices for young children and will seek additional training; the tool must be completed together with the family, shared with the family upon completion, and not completed solely by education staff.

Other screening tools may be appropriate as alternatives to the ASQ-3 or ASQ:SE-2 and may be

proposed to the CCR&R for approval to assess a child's individualized needs. The ASQ screenings must be conducted in partnership with families to screen for developmental delays and disabilities during the entire time the child is enrolled. Baby Promise Program Participants will ensure that child-screening procedures utilize appropriate practices for young children and will seek additional training, if necessary to complete ASQ screenings.

Baby Promise Program Participants leaders shall work closely with the Infant/Toddler Specialist, Coach or Quality Specialist and teaching staff to perform initial screenings for Baby Promise children and to assist the program staff to communicate with families using the information from the screening.

Referral for Evaluation. The CCR&R shall work with Baby Promise Program Participants to ensure they have policies and procedures to refer children for additional specialized assessment. If warranted through screening and additional relevant information, the Early Learning and Care Program, with the parent's consent, shall refer children to Early Intervention/Early Childhood Special Education (EI/ECSE) as soon as possible. It is critical that the Early Educator, as a primary and trusted relationship with the family, continues to support families through the formal evaluation process and ongoing to develop supports and strategies to best address each child's developmental needs.

CCR&R staff shall provide support by connecting the family and provider to the appropriate professional for assessment or screening. They may also assist with follow up information, communications, and support.

Learning and Developmental Assessments for Individual Children. The CCR&R must ensure that children in the Baby Promise Program are assessed for developmental progress at regular intervals three times per year in the following areas: social/emotional, cognitive, physical (gross and fine motor) development, and communication.

Baby Promise Program Participants/providers are encouraged to complete developmental assessments for all children enrolled in care in addition to children in Baby Promise slots. This type of assessment for young children involves Early Educators documenting specific skills gained by each child using anecdotal observations, portfolio artifacts and curriculum assessment tools to develop goals for each child and individualize and augment curriculum planning.

Early Educators may maintain and update a portfolio for each child in the Baby Promise Program and share the findings from these assessments regularly with families. Any formal assessment instruments used shall be valid, reliable, culturally responsive, competent, developmentally appropriate, and individually administered by trained personnel. Baby Promise Program Participants must submit developmental assessments to the CCR&R or DELC upon request.

Programs that have developed their own assessments shall complete a worksheet demonstrating how their assessment aligns with either Oregon's Early Learning and Kindergarten guidelines ([Guidelines](#)) or Head Start Early Learning Outcomes ([Outcomes](#)). Baby Promise Program Participants

shall submit any developmental assessments to the CCR&R upon request. See the quality supports section of this Manual for more information on assessment tools.

Learning and developmental assessments provide foundational information to Early Educators and families. These assessments provide direction for planning for individual children's growth and development and for program level growth and development. Assessments are a key element to the teaching cycle.

DELC expects Baby Promise Program Participants and their staff to demonstrate an inquisitive nature and thoughtful reflection when completing assessments for children and utilizing assessment information as they engage in the cycles of assessing, planning, and goal setting for themselves and the children they serve. CCR&R staff must assist Early Educators as they implement learning and development assessments and use the results for continuous growth and development.

SECTION 12: PROGRAM CURRICULUM FOR BABY PROMISE PARTICIPANTS

Curriculum. Annually, CCR&R must verify that Baby Promise Program participants use a curriculum and approach to teaching during the entire program year. The curriculum chosen must meet the requirements of the top tiers of Spark. For information on curriculum options within the Spark program, visit the Spark website ([Spark](#)).

Regardless of the curriculum or approach to teaching used, Baby Promise Program Participants must: (a) post a formal daily schedule of indoor and outdoor activities and routines, with opportunity for child-initiated and teacher-directed activities; (b) post activity plans; and (c) make a written curriculum statement available for staff and families.

Religion. Baby Promise Program Participants must not advance any religion during the instructional hours designated as Baby Promise Program. Any religious symbols located in or around the classroom do not need to be removed; however, they may not be incorporated or used in the selected curriculum, meals, music, art, story time, or teaching program. Note: religious materials may not be purchased with Baby Promise funds.

SECTION 13: FOUNDATIONAL HEALTH, SAFETY, AND LICENSING REQUIREMENTS FOR BABY PROMISE

PROGRAM PARTICIPANTS

Good Standing Requirements. At all times Baby Promise Program Participants must be in compliance with all applicable local, state and federal laws, rules and regulations to participate in Baby Promise.

For licensed programs, the CCR&R shall work with DELC on an ongoing basis to support Baby Promise Program Participants in maintaining good standing with the Child Care Licensing Division (CCLD) ([Licensed Childcare](#)).

Early Learning and Care Programs and providers who are license exempt and would like to be Baby Promise Program Participants must meet additional training and safety requirements in order to be approved to provide child care through ERDC, including completing the Regulated Subsidy Child Care Health and Safety Review Checklist. See this link for more information: [ERDC Providers](#)

The CCR&R shall work with the Baby Promise Program participants and providers to maintain best practices and understand licensing. The CCR&R must review the DELC "Observed Serious Health and Safety Policy and Procedure" with the Program and shall provide a hard copy of the document to the Program.

The CCR&R and DELC reserve the right to, and may, review an Early Learning and Care Program's licensing record at any time. CCR&R will require all Baby Promise Program Participants to report any licensing or compliance violations within two (2) business days.

Baby Promise Program Participants/providers must ensure that health and safety requirements are met. The CCR&R may terminate subcontracts with Baby Promise participants for failure to meet good standing requirements including but not limited to violating any of the health and safety requirements listed below:

- Children are in imminent danger
- There are more children than allowed
- Inappropriate guidance and discipline
- Children are not supervised
- Multiple or serious fire, health, or safety hazards
- Extreme unsanitary conditions
- Adults required to be enrolled in the Central Background Registry are present in the program without current enrollment
- Safe Sleep Violations
- Providing care without being licensed with the Child Care Licensing Division (CCLD) as required by rule; etc.

The CCR&R shall notify DELC outlining circumstances of their intent to terminate a subcontract with a program prior to official termination.

Programs are encouraged to utilize the Health and Safety Screener developed by Head Start prior to applying to become a Baby Promise site ([Head Start Health and Safety Screener](#))

Staff-Child Ratios. Licensed Baby Promise Program Participants must comply with the staff-child ratios for their license type. License exempt Baby Promise Program Participants must comply with the ratios described in "Rules for Certified Child Care Centers Table 3A", See the following link for more information: [Rules for Certified Child Care Centers](#). Regarding ratios, Early Head Start/Head Start programs must comply with the Head Start Performance Standards.

SECTION 14: PROVISION OF SUPPLIES/ENVIRONMENTAL ELEMENTS FOR BABY PROMISE PROGRAM PARTICIPANTS

Formula, Diapers, Sunscreen, Wipes. The CCR&Rs must ensure that Baby Promise Program Participants provide formula, diapers, sunscreen, and wipes (for use while the child is physically present at the program facility) to Baby Promise families. The program shall obtain written consent from the family to use the product provided by the program and program staff must use the product as specified by the manufacturer. For families with product preferences, providers are encouraged to provide a preference form for families and seek options that are reasonable for both the provider and the family.

Screen Time (Television/telephones/movies/social media/projected video or internet content).

The CCR&R must ensure that all Baby Promise Program Participants prohibit the use of all screen time for all children regardless of age. Children learn more effectively and efficiently when interacting with individuals and engaging with their physical and social surroundings. Screen time reduces the quality and quantity of these interactions and therefore is not allowable. Screens may not be used for music, movement, rest time, or any other planned or unplanned activity with children. All staff in the presence of children are expected to refrain from using screens unless the program requires the use of a device for attendance, meals, or other "real time" administration related directly to children in care. Photo documentation for portfolios and sharing with parents is permitted.

Restrictive Equipment. The CCR&R shall ensure that restrictive equipment such as saucers, swings, bouncy chairs, etc. are not used in Baby Promise Program Participants. High chairs may be used during mealtimes; however, in adherence to a relational model, children must be held

during feeding if they are unable to sit safely. Once able to sit independently, it is preferred that children transition to small tables and chairs for interaction purposes with the other children in the program.

SECTION 15: FAMILY ENGAGEMENT

Participation. The CCR&R shall assist Baby Promise Program Participants to make opportunities available for families to participate in their child's educational experience and provide opportunities for engagement throughout the year. Baby Promise Program Participants shall communicate regularly with families, offer opportunities to participate in their child's classroom/program, provide suggestions for home and community-based engagement and link families to community resources. Baby Promise Program Participants shall provide effective strategies for family input in all aspects of the program. Baby Promise Program Participants shall be responsive to the cultural and linguistic backgrounds of children and families served.

Daily Communication. Baby Promise Program Participants have a unique responsibility to the families of infants and toddlers to provide daily communication around caregiving routines such as feeding, sleeping, and diapering/toileting. The CCR&R shall assist Baby Promise Program Participants/providers to create processes for daily communication. There shall be a verbal and written component associated with this ongoing connection with families and an opportunity for families to share reciprocally as it relates to the rapidly changing needs of their children each day.

Leadership Opportunity. The CCR&Rs shall work with Baby Promise Program Participants to ensure that they inform families and staff of opportunities to participate in leadership roles for the program, or at a regional and state level in the early learning field.

Family Conferences. The CCR&R must verify that Baby Promise Program Participants offer, at minimum, two family conferences within the program year. Conferences are necessary to enhance the knowledge and understanding of both Early Educators and families. This is an opportunity for mutual discussion of the child's interests, preferences, assessments, and progress.

Family Handbook. The CCR&R shall ensure that the Baby Promise Program Participants have a family handbook that includes the program's administrative policies, family leadership opportunities, and Baby Promise Program Year calendar. The handbook must be provided to families prior to or on the first day of their child's attendance in the program.

Family Orientations. The CCR&R must ensure that Baby Promise Program Participants provide an orientation to incoming families for Baby Promise services. CCR&R staff may attend.

PARENT/GUARDIAN INFORMATION

Parent/Guardian Responsibilities. The CCR&R shall ensure that all Baby Promise Program Participants provide parents/guardians with the DELC Parent Information document which includes following:

- The parent/guardian is responsible for providing true and accurate information to their childcare program, CCR&R, Hub, and/or the Department of Early Learning and Care.
- Meet reporting requirements for ERDC and maintain eligibility per OARS.
- The parent/guardian is responsible for supplying all requested forms, information, and verification needed to determine eligibility for program and amount of benefits.
- The parent/guardian must permit the childcare program, the CCR&R or DELC to verify all information/statements on the application and during the interview.
- The parent/guardian must cooperate in taking any actions necessary to establish eligibility. The parent must cooperate with any DELC and/or Office of Inspector General (OIG) fraud investigation by completing any required forms, responding to scheduled interview appointments, and by making requested records or information available. Parents/guardians who do not cooperate may be determined to be ineligible until they cooperate.
- The parent/guardian is responsible for reporting changes in their circumstances to the position responsible for eligibility for the Baby Promise Program locally within ten calendar days of becoming aware of the change. Some changes, while not required to be reported, will result in an increased benefit for the family by reporting them.
- Parent Responsibilities: The parent/guardian is responsible for communicating with program staff regarding attendance, maintaining contact with families when a child first has two or more unexplained absences, and participating in an attendance plan when required.

Note: Changes that may impact Baby Promise eligibility should be reported within ten (10) calendar days via phone, fax, e-mail, mail, or in person to CCR&R and DHS. Some changes may affect Baby Promise eligibility status.

- The parent is responsible for reporting within twelve (12) calendar days if their child is no longer enrolled in childcare or moves out of the home.
- The parent is responsible for paying childcare fees to the Early Learning and Care Program, if applicable, for additional children in household needing care who are not participating in the Baby Promise Program.

Baby Promise services may be terminated if the parent does not comply with Baby Promise program policies. Any violations of responsibility may result in suspension, reduction, or termination of grant services. Please note that Baby Promise is a quality support in addition to ERDC subsidy; any change to Baby Promise participation will not impact a family's ERDC eligibility for their 12-month certification period.

SECTION 16: CCR&R PERSONNEL REQUIREMENTS AND TRAINING

CCR&R Personnel Changes. Any CCR&R Baby Promise personnel changes shall be reported within 10 business to DELC. Note that currently, staff employed by the CCR&R hold a variety of titles including but not limited to:

- Coach
- Infant Toddler Specialist
- Quality Improvement Specialist
- Family Engagement Specialist
- Program Specialist
- Program Manager

It is the purview of the CCR&R to make employment related decisions that best suit the CCR&R regarding titles and job duties. Baby Promise participants may work with several staff depending on the job duties assigned by the CCR&R. Roles and responsibilities for support staff may overlap, and it is DELC's expectation that Baby Promise participants and CCR&R staff build positive relationships and share knowledge to provide continuous development of effective practices for staff and children. Baby Promise participants are encouraged to work closely with the CCR&R to best understand the CCR&R's expectations of each CCR&R employee working with the program or provider and their staff.

Personnel. Key functions within the Baby Promise Program must be embedded within positions hired by the CCR&R.

The CCR&Rs in Baby Promise regions must have at a minimum one full-time Infant Toddler Specialist, in addition to any other Infant Toddler Specialists employed using funds from their grant. This position must have expertise and content knowledge for providing support to programs serving infants and toddlers. onboarding during onboarding; the CCR&R must provide Infant Toddler Specialists with a hard copy of the Oregon Infant Toddler Specialist Practice Guide.

The Infant Toddler Specialist shall lead Focused Child Care Networks (comprised of Baby Promise Participants) and potentially Communities of Practice, specifically working with Early Educators or administrators/directors to develop their growth and development processes, provide professional development, individualized on-site coaching, and other supports to facilitate high-quality care amongst Baby Promise Baby Promise Program Participants and providers.

Preferred Qualifications for Baby Promise Infant Toddler Specialist are as follows:

Strong Educational Background in Early Childhood Education
✓ Bachelor's degree in early childhood education, Bachelor's degree in a related field and coursework in early childhood education, or a step 10 or higher on the Oregon registry.
Experience Working with Infants and Toddlers
✓ At least two years of experience in an early childhood or youth development program with specific experience working with the age group or focus area of the position.
Ability to Develop and Conduct Training for Early Educators
✓ Oregon Registry Master Trainer
Cultural, Linguistic, and Equity Skills
• Culturally competent, able to understand and avoid bias. • Demonstrated skills, education and abilities in anti-bias and cultural competency, ongoing training and reflective supervision • Ability to meet the cultural and linguistic needs of Early Educators

If current staff or a future applicant does not meet the minimum qualifications set forth in the Grant, the Grantee must communicate this in writing to the Agency and must create a plan of collaboration with the Agency to ensure all individuals meet minimum qualifications within an Agency-determined timeline.

The CCR&R must have a position that fulfills the eligibility, recruitment, selection, and enrollment functions of children in Baby Promise. This position is responsible for reporting monthly and quarterly to DELC.

The CCR&R must have a designated position that fulfills the management and oversight of subcontracts with Baby Promise Program Participants. This position is responsible for administering subcontracted slot payments, maintaining records, billing, and monitoring each Early Learning and Care Program receiving Baby Promise subcontract funds.

Criminal Background Checks. The CCR&R must have documentation of a completed and satisfactory criminal background check ([CBR](#)) on file for all positions associated with Baby Promise.

SECTION 17: CONTINUOUS GROWTH AND DEVELOPMENT PLANS AND SUPPORTS FOR BABY PROMISE PROGRAM PARTICIPANTS

Oregon Recognition and Improvement System (Spark) Participation. The CCR&R must support Baby Promise Program Participants in attaining a top tier level (currently four or five stars) in Spark, (Oregon's Quality Recognition, and Improvement System). Baby Promise Program Participants must attain a top tier level in Spark to be eligible for Baby Promise slots.

Baby Promise Program Participants will qualify for Spark supports and incentives unless they are also Head Start or Early Head Start Programs.

Please note that Spark is currently being revised. The revision and its implications for programs participating in Baby Promise will continuously be reviewed. In the future, as the revisions to Spark become available, expectations of Baby Promise will be adjusted accordingly.

Continuous Growth and Development Plans. For the purposes of this Manual, the term "Continuous Growth and Development Plan (CGDP) will be used in place of the term "Continuous Quality and Improvement Plan" (CQI).

For all Baby Promise Program Participants, program staff must develop a Continuous Growth and Development Plan with assigned CCR&R staff. Plans shall include [SMARTIE Goals](#) that support the staff member(s) in developing and implementing high-quality practices. Interim steps, including dates when milestones will be reached, must be included in the plan. These plans must be reviewed and revised bi-annually (twice per program year). Each Baby Promise Program Participant shall provide the CCR&R with the dates of their growth and development cycle. These dates (two per year) must be included in the subcontract for each participating program.

To guide and support Baby Promise Program Participants, the CCR&R must assist in the development of continuous growth and development plans with each program. Note: CGD plans are not Professional Development Plans (PDP). Professional Development plans are plans for individual staff members discussed under Personnel and Training Requirements later in this Manual.

Continuous Growth and Development plans may be integrated into a Focused Child Care Network or Spark submission for renewal or rating adjustment. Programs are encouraged to

collaborate with CCR&R staff to determine a course of action that best meets their goals for the growth and development of their program.

Regular, continuous Growth and Development plans are an element of high-quality. Utilizing program data and information from families, these plans provide direction for program level growth and development including the notation of goal attainment and identification and time line for new goals.

DELC expects Baby Promise Program Participants and their staff to demonstrate an inquisitive nature and thoughtful reflection when completing Growth and Development plans and engage in the cycles of planning, teaching, and assessing for themselves and the children they serve. CCR&R staff must assist Baby Promise Program Participants as they complete such plans.

The CCR&R may, with consultation from DELC, place a program on a corrective action plan for failure to write and adhere to Growth and Development plans. The program must comply with the requirements of the corrective action plan. Ultimately, the CCR&R and DELC will determine if the program meets the many elements of high quality and adheres to the corrective action plan.

SECTION 18: QUALITY SUPPORTS FOR CCR&RS AND BABY PROMISE PROGRAM PARTICIPANTS

To support the development and implementation of best practices in Early Learning and Care, the CCR&R and the Baby Promise Program Participants and providers shall use these rules and resources to provide high-quality care:

- Oregon's Child Care Licensing Division (CCLD) Rules ([CCLD](#))
- Spark, Oregon's Quality Recognition and Improvement System ([Spark](#))
- [Caring for our Children: National Health and Safety Performance Standards Guidelines for Early Care and Education Programs \(4th edition\)](#)
- *ZERO TO THREE Critical Competencies for Infant Toddler Educators* ([Zero to Three](#))
- [NAEYC Code of Ethical Conduct](#)
- Classroom Assessment Scoring System (CLASS) Infant ([CLASS](#))
- Classroom Assessment Scoring System (CLASS) Toddler([CLASS INFANT TODDLER](#))
- Infant/Toddler Environmental Rating Scale Revised Edition (ITERS-R) ([ITERS R](#))
- Family Child Care Environment Rating Scale ([FCCERS-R](#))
- [Head Start Program Performance Standards](#)
- Business Administration Scales (BAS) – For Family Child Care (Publisher: Kaplan)

- Program Administration Scales (PAS) – For Center Child Care (Publisher: Kaplan)
- [NAEYC Early Learning Program Accreditation Standards and Assessment Items](#)
- Oregon's Early Learning and Kindergarten Guidelines ([Early Learning and Kindergarten Guidelines](#))
- The Department of Early Learning and Care ([DELIC](#))
- Central Coordination Resource Website ([Central Coordination](#))
- Inclusive Partners – ([Inclusive Partners](#)) Statewide program that works to empower Oregon's childcare providers to create environments that encourage full participation for all children. Regardless of provider type or funding stream, Inclusive Partners provides technical assistance, consultation, and support so all children can play, learn, and grow together.

ZERO TO THREE Certified Trainer: Critical Competencies. The CCR&R shall ensure that the Infant and Toddler Specialist participates in all five ZERO TO THREE: *Critical Competencies for Infant-Toddler Educators* training sessions. The Infant and Toddler Specialist shall complete the requirements outlined by [ZERO TO THREE](#) to obtain certification within one year of attending the training. The content of this training is intended to be used with FCCN participants as well as offered within the local community to enhance the quality of infant and toddler care.

Baby Promise Program staff (directors/assistant directors) and providers (teachers/Early Educators/assistants/aides) who work directly with Infants and Toddlers must take the Zero to Three Critical Competencies for Infant Toddler Educators within the staff members initial 18 months of employment or within the first 18 months of the Program's sub contractual agreement with the CCR&R. Program participants must work with the CCR&R to determine which staff may be trained. The CCR&R may request exceptions from DELC when reasonable.

Growth and Development. Baby Promise participants are expected to lead their own growth and development using the list of resources offered above. The CCR&R must work closely with the Baby Promise Program Participants and providers to help them benefit from all the Technical Assistance associated with the above tools and resources, identifying the resources that best meet the program's needs.

Onsite Support. The CCR&R shall provide monthly site visits to each Early Learning and Care Program and provider while children are present (the visit shall be outside of rest time). These visits shall include coaching, observations, and pedagogical mentoring that supports the continuous development of effective practices in the program. Onsite visits may be announced or unannounced. The CCR&R is required to report any serious health and safety concerns to the appropriate agency within 30 days of the visit, unless earlier if required by law.

Infant and Toddler Focused Child Care Networks (FCCN) and Communities of Practice (CoP). All Early Learning and Care Program and provider administrators (directors) and teaching staff must participate in an Infant and Toddler Focused Childcare Network. Community of Practice (CoP) groups may also be utilized at a frequency determined by the CCR&R for program staff. CoP groups may

include program directors, owners, and/or teaching staff.

All program staff in a Baby Promise Program shall participate in an FCCN or CoP facilitated by CCR&R staff. Participation shall be determined in collaboration with the CCR&R to meet best the needs of the region and Baby Promise Program Participants. FCCN/CoP activities will be scheduled to support the Baby Promise Program Participants in:

- Increasing opportunities for the Baby Promise Program Participants to seek continuous development of effective practices:
- Increasing Early Educator knowledge and skills:
- Supporting Early Educators to feel engaged and energized:
- Decreasing Early Educator isolation and
- Increasing the potential for Early Educators to stay in the field.

Shared Services. The CCR&R must develop a Shared Services Plan in partnership with their local community. The CCR&R must submit a Shared Services Plan in accordance with the current grant agreement (and any amendments thereto) on a yearly basis using the DELC provided Shared Services form. Baby Promise participating programs shall be offered services that address at least one of the following:

- Reduce Early Learning and Care Program administrative burden through centralized support and expertise.
- Increase business acumen.
- Increase pedagogical leadership and capacity.
- Increase automation and technological resources that increase the effectiveness of Baby Promise Program Participants.

SECTION 19: MONITORING OF BABY PROMISE PROGRAM PARTICIPANTS

Monitoring and Onsite Visits. DELC reserves the right to perform onsite and/or virtual monitoring visits at least once per biennium. The CCR&R shall monitor Baby Promise Program Participants in the various component areas listed below. DELC monitoring visits shall include a review of CCR&R monitoring activities:

- Monitoring and coaching documentation
- Regular site visit documents
- Evaluation of Spark star recognition level, and if applicable, progress in a Spark Quality Improvement cycle.
- Score(s) and Summary Reports from observation tools such as the Classroom Assessment Scoring System (CLASS) and Environmental Rating Scales (ERS/ITERS-

3 and/or FCCERS-3)

- Review of child records
- Review of enrollment and attendance records
- Evaluation of the Early Learning and Care Program's accommodation for children with special needs
- Review CCR&R's completion of professional development and training goals for Baby Promise Program Participants
- Review of CCR&R and Early Learning and Care Program's financial records, accounting procedures, and fiscal viability
- Review of Early Learning and Care Program's:
 - Family engagement activities
 - Curriculum
 - Screening and assessment processes
 - Licensing records
 - Continuous Growth and Development Plans or CQI Plans

Notification, agendas, and process documents shall be provided to the CCR&R by DELC prior to the visit. The CCR&R shall conduct monthly site visits to the Baby Promise Program Participants when children are present to monitor program quality and compliance with Baby Promise statutes, rules, and operations through announced and unannounced visits. DELC or the CCR&R may conduct quality reviews of Baby Promise Program Participants at any time. The CCR&R is required to report any concerns to the appropriate agency.

Fiscal Desk Reviews. DELC reserves the right to perform detailed reviews of fiscal ledgers and receipts of the CCR&R at least once per biennium. Written notification will be provided to the CCR&R prior to the review and will include months to be reviewed and documentation requested.

SECTION 20: INSTRUCTIONAL SUPPORT AND PROFESSIONAL DEVELOPMENT REQUIRED FOR BABY PROMISE PROGRAM PARTICIPANTS

Baby Promise Program Participant Personnel Changes. Any Baby Promise Program or provider personnel changes shall be reported within 14 calendar days to the CCR&R, and any staffing changes

or extended leaves within the CCR&R that impact Baby Promise Programs and providers will be reported to the provider in a timely manner.

To seek planned and focused development, the CCR&R, in partnership with Baby Promise Program Participants and providers, shall monitor the professional environment and instructional support given to Baby Promise participant's staff. The following conditions shall be present in every program with Baby Promise slots:

Early Educator Qualifications. Early Educators participating in Baby Promise must have an Infant Toddler Child Development associate degree, an associate degree in early childhood education, a related degree, or Oregon Registry Step 8 or higher with training or equivalent coursework that includes 12 credits in early childhood development with a focus on infant and toddler development. Programs with Early Educators that do not currently meet these requirements will need to directly address this issue in their Continuous Growth and Development Plans.

Central Background Registry. Baby Promise Program Participants and providers must have documentation of a completed and satisfactory Central Background Registry check on file for all positions within the program. Note that this registry requires fingerprinting.

Safe Sleep Training. All Baby Promise staff must take the Safe Sleep for Oregon's Infants (SS) Training. Link: [Safe Sleep Training](#)

Staff Requirement: ZERO TO THREE. ([Zero to Three](#)) Program staff working directly with children must complete the Zero to Three training offered by the CCR&R within one year of hire.

Training and Professional Development. Early Educators in Baby Promise Programs are required to have Professional Development Plans (PDP) and participate in at least twenty (20) hours of professional development activities per Program Year. The CCR&R must establish partnerships with local community colleges and universities to ensure that Early Educators have access to achieve an Infant Toddler Child Development associate degree or other higher education degree.

To improve the quality of instruction in Baby Promise Programs, the CCR&R must monitor the professional environment and instructional support given to Early Learning and Care Program staff. The following conditions may be present in every Baby Promise Program:

Paid Time Off. Baby Promise Program Participants and providers participating in Baby Promise shall offer program personnel paid time off (sick, personal, vacation) per Oregon employment law, BOLI (Bureau of Labor and Industry) rules and guidance, and applicable Collective Bargaining Agreements. Business coaching from the CCR&R will be provided to programs that do not offer paid time off for employees or are developing these policies.

Preparation and Planning Time. Baby Promise Program Participants and providers shall

provide Early Educators with a reasonable amount of paid preparation and planning time each week, without children present.

Salary. To support the retention of highly prepared and qualified staff, Baby Promise Program Participants and providers are encouraged to strive to compensate Early Educators at competitive and comparable salary levels with those of other Early Educators in their region serving publicly funded programs.

Training Costs and Reimbursement to Staff. Baby Promise Program Participants and providers may include reasonable amounts for professional development/training opportunities in their cost per child calculations, substitutes and mileage costs associated with travel to the training opportunities. Mileage and associated per diems will be reimbursed at the current state government rates. [Per Diem Rates](#)

SECTION 21: GENERAL PROVISIONS

Notification of Address Change or Change in Ownership. The CCR&R shall require the Baby Promise Program Participant to notify them in writing of any change in their mailing address within five (5) days of the change. The Baby Promise Program Participant will notify the CCR&R of any proposed change in operating facility address, ownership, or classroom move at least ninety (90) days in advance of the proposed change. The Early Learning and Care Program will also notify the CCR&R of any change in location due to an emergency or disaster as soon as is practical.

The CCR&R shall provide written approval or denial of a Baby Promise Program Participant's change in location request. If the CCR&R denies the request, the Baby Promise subcontract and funding shall be terminated.

Continued Funding. The Baby Promise Program Participant has no vested right to continued funding for Baby Promise services beyond the end of its subcontract with the CCR&R. Any future funding will be conditioned on, among other things, the Early Learning and Care Program's agreement to Baby Promise Program modifications, should they be required to meet requirements of the Baby Promise Program.

SECTION 22: GLOSSARY OF TERMS

"ADA" refers to the Americans with Disabilities Act, which provides the basis for including children with disabilities in typical child development settings.

"Adult-child ratio" or "Staff-child ratio" is the number of children for whom each child care staff member (or family child care provider) is responsible for supervising.

"Aide or Assistant Teacher" is the person responsible for assisting the Lead Teacher in planning and implementing program curriculum and activities.

"Baby Promise" refers to a publicly funded infant-toddler program in Oregon.

"Baby Promise Program is a publicly funded program that offers free, high-quality care and education for infants and toddlers from low-income families in Oregon.

"Central Background Registry" or "CBR" means CCLD's registry of individuals who have been approved to be associated with a childcare facility in Oregon pursuant to ORS 329A.030 and OAR 414-061-0000 through 414-061-0120.

"Child Care and Development Fund (CCDF)" Federal funds that:

- 1) provide financial assistance to low income working families to help pay for childcare;
- 2) improve the quality and safety of childcare and
- 3) support increasing the supply and availability of childcare for all families.

The grant to CCR&Rs to carry out the purposes of the Baby Promise Program is funded through the CCDF, as referenced in the following sections of the [state plan](#).

- Coordination with relevant systems
- Promote Family Engagement through outreach and Consumer Education
- Ensure Access to High-quality Childcare for Low-Income Children
- Recruit and Retain a Qualified and Effective Workforce
- Support Continued Quality Improvement
- Ensure Program Integrity and Accountability

"CCDF State Plan" Plan designed as a snapshot into current and planned efforts, initiatives and implementation plans for Oregon to meet Federal CCDF Requirements.

"Child Care Licensing Division" "CCLD" means the Child Care Licensing Division in the Department of Early Learning and Care.

"Child Care Provider" or "Provider" or "Early Learning and Care Program" or "Baby Promise Program Participant" means a person or entity that provides care, supervision, and guidance on a regular basis of child, unaccompanied by a parent, guardian, or custodian, during a part of the 24 hours of the day.

"Child Care Resource & Referral (CCR&R)" Local and statewide services including 1) guidance and referrals for families seeking childcare through referrals to 211 info; 2) recruiting, training, and supporting Early Educators to remain in the profession and provide high-quality childcare programs; 3) the collection of information about the local supply of childcare; and 4) community collaboration with Early Learning System partners.

"CCR&R" refers to the entity described above, that has contracted with the Department of Early Learning and Care to administer the Baby Promise Program and to provide subcontracts to eligible Baby Promise Program Participants.

"Continuity of Care" Means that children and their caregiver remain together for more than one year, often for the first three years of the child's life.

"Continuum of Care" Multiple types of childcare available to children, including but not limited to, legally license-exempt, license-exempt serving children and families receiving subsidies, family and center-based licensed care.

"Subcontracted Slots" Slots in an Early Learning and Care Program that participates in the Baby Promise Program through a subcontract with the local CCR&R. These Baby Promise slots are for families that are eligible for the ERDC program.

Subcontracted slot payments are paid based on the terms of a subcontract negotiated with each Early Learning and Care Program providing Baby Promise services and are not based upon attendance of the children in the slots.

Family copays will be waived for families participating in the Baby Promise Pilot program and the family receives 12-month continuous protected eligibility for full-time care while in these designated programs. The parent/guardian must be employed for a minimum of 25 hours per week and work hours must match the Early Learning and Care and Program/Providers' business hours.

"CLASS™" refers to the Classroom Assessment Scoring System. It is a validated and commonly used assessment that measures the effectiveness of adult/child interactions as well as peer-to-peer interactions. The assessment is used to determine the effectiveness of the

emotional and instructional support provided by adults and of the classroom's organization and is also used to predict children's school readiness outcomes.

"Continuous Quality Improvement" or CQI or Continuous Growth and Development A framework to guide intentional quality improvement in systems and individual organizations. For Early Learning Programs, CQI practices are intended to create a culture in which Early Learning Program directors and staff regularly assess and make improvements to services for children and families. The collaboration of Early Learning Program leaders and staff is expected to build their capacity to identify areas of quality improvement and develop solutions that work for their unique settings and Early Learning Program cultures.

"Contract" or "Subcontract" refers to an individual Baby Promise Program subcontract between the CCR&R and an identified Early Learning and Care Program participating in Baby Promise, or contract between DELC and the CCR&R

"CCR&R" refers to the entity that has been designated by the Department of Early Learning and Care to administer the Baby Promise Program and to provide subcontracts to eligible Early Learning and Care Programs.

"DELC" refers to the agency of the Department of Early Learning and Care. For more information, see [DELC](#).

"DHS" The State of Oregon, Department of Human Services.

"Early Educator" is any person, regardless of licensing title, who provides direct care to children in the Baby Promise Program.

"Early Learning and Care Program" programs caring for infants and toddlers that are any of the following: legally license exempt within school districts, registered family childcare, certified family childcare or certified center programs. Programs also include but are not limited to Relief Nurseries, Early Head Start, Teen Parent Programs and Preschool Promise.

“Early Learning Hub (Hub)” An entity designated under ORS 417.827 and under contract with the Agency to coordinate, fund and monitor certain programs and early learning services in a specific region within the State.

“Early Learning System” Network of services that support early care and education in Oregon.

“Early Learning (Childcare) Workforce” The Early Education Professionals working with, or on behalf of, young children (infants, toddlers, preschoolers and school age children in centers, homes and schools) and their families with a primary mission of supporting children’s development and learning.

“Eligibility” The decision as to whether an individual qualifies, under financial and nonfinancial requirements, to receive program benefits.

“Employment Related Day Care (ERDC)” means Employment Related Day Care benefits which a childcare provider may be approved to receive pursuant to OAR 461-165-0180.

“Family and Child Eligibility” Children must be members of families whose income, at time of enrollment meets eligibility guidelines for ERDC. Children shall be at least six weeks of age, but have not reached their third birthdate, at the time of enrollment.

“Focused Child Care Network (FCCN)” A Focused Child Care Network is a cohort of childcare practitioners who meet frequently with a Quality Improvement Specialist to discuss best practices, access and share resources, receive training and encourage progress as they work toward increasing the quality of their programs. The Focused Child Care Networks use Spark, as the framework to support continuous quality improvement.

“Furthest from Opportunity” Historically underserved or underrepresented populations defined as:

- African American
- Asian and Pacific Islander
- Emergent bilingual children
- Geographically Isolated
- Immigrants and Refugees
- Migrant families, and/or families working in agricultural sector
- Latinx
- Tribal nations and communities
- Children with Developmental Delays and Disabilities
- Children of Incarcerated Parents/Parental Figures
- Children experiencing homelessness and engagement with the foster care system

"Infant Toddler Specialist" is A Quality Improvement Specialist with expertise and content knowledge for providing support to programs serving infants and toddlers. The Infant Toddler Specialist will lead Focused Child Care Networks specifically working with Early Educators to develop their continuous quality improvement processes, provide professional development, coaching, working with Early Educators to develop their continuous quality improvement processes, and provide professional development, coaching, and other supports in order to facilitate high-quality care amongst the Early Educators engaged in an FCCN.

"IDEA" refers to the Individuals with Disabilities Education Act. This law governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

"IFSP" is an individualized family service plan. An IFSP is a quasi-contractual agreement developed for children with disabilities to help, guide, orchestrate, and document specially designed instruction for each student based on his or her unique academic, social, and behavioral needs.

"Lead Teacher" is the person responsible for guiding, implementing, and directing the learning experience of children in the Baby Promise classroom. The Lead Teacher plans, prepares, and implements the daily activities (indoor/outdoor) as they relate to the curriculum and maintains the classroom environment.

"Mixed delivery" This model recognizes that high-quality learning experiences can take place in a wide variety of settings, and families should be able to choose the setting that works best for them and their children. Families will have a wide range of choices in providers in the mixed delivery model. Providers could be, but are not limited to, a childcare provider, Early Head Start programs, Relief Nurseries, Teen Parent Programs, public schools, Preschool Promise programs, education service districts, or community-based organizations.

"Primary Caregiving" This model provides for Early Educators to have primary daily responsibility for the same small group of infants or toddlers. This system creates strong bonds between an educator and child and provides families with a trusted care partnership.

"Professional Development" A continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families. Professional Development encompasses education, training, and Technical Assistance.

"Professional Development Plan" A professional development plan documents the goals, required skill and competency development, and objectives a staff member will need to accomplish to support continuous improvement and career development.

"Parent" means the natural parent, adoptive parent, parent surrogate, legal guardian, or any other adult granted educational decision-making rights by the natural or adoptive parent or a court of competent jurisdiction.

“Residency Requirement” Children participating in the Baby Promise Program must be Oregon residents and residing within Baby Promise pilot counties. Families will continue to be eligible for ERDC benefits for the full 12-month certification even if they move out of the Baby Promise counties.

“Shared Services” A concept that focuses on building a strong backbone of support in partnership with Early Learning and Care Programs that enables them to build and sustain strong organizations. The support to Early Learning and Care Programs transform their business practices and automation of billing, accounting, collection of fees, budgeting and business acumen as a whole. This allows the Early Learning and Care Program

to be mission-focused and to deliver high-quality early care and education to improve child outcomes for young children.

“Spark” or “Spark Quality Rating and Improvement System” means the system established through ORS 329A.261 which establishes a set of progressively higher standards used to evaluate the quality of an early learning and development program and to support program improvement.

“Supplant” means to take the place of something that currently exists, e.g., a pre-existing, publicly funded program.

“Supplement” means to add to or augment something that currently exists, e.g., a pre-existing publicly funded program.

“Relationship-based Professional Development” Professional Development that includes a culturally and linguistically responsive coach, mentor, advisor and/or navigator, who establishes supportive relationships and works closely with Early Educators in achieving their educational goals and maintaining work/life/school balance.

“Technical Assistance” (TA) Targeted and individualized support by a professional(s) with specific knowledge and skills to develop or strengthen processes, application, or implementation of services for/by the TA recipients. TA may be delivered by an individual or a team, to one individual or a group. TA may be provided face-to-face, via distance methods, or a hybrid of the two. Typical forms of TA include coaching, mentoring, consultation, and Professional Development.

