



Oregon

Tina Kotek, Governor



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From: Alyssa Chatterjee, Director of the Department of Early Learning and Care

To: Co-Chair Janeen Sollman, Co-Chair Ricki Ruiz, and Members of the Joint Ways and Means Sub-Committee on Education

Subject: DELC Follow Up Responses from March 4th Joint Ways and Means Sub-Committee on Education

The following information is offered by the Department of Early Learning and Care (DELIC) in response to questions asked during the Sub-Committee hearing on Tuesday, March 4, 2025.



3. Report information on program needs in regards to zoning (not DLCD).

DELDC will be reporting on the SB 1040 (2023) micro-center pilot project. DELDC was able to address the following barriers through our existing waiver process. The additional waiver flexibility allowed through HB 2814 (2025) would allow DELDC to expand this flexibility to all license types.

- Flexible supervision – allowing two center-based pilots to use a home-based model for supervision
- Mixed-age ratios – allowing smaller programs to have all children in one group (DELDC has now addressed through rulemaking)
- Onsite-time requirements for directors – Exception granted for a pilot program to be onsite for less time than required by rule

However, a few barriers remain that are outside of DELDC's direct control, though we do not have the expertise to know what each community is experiencing at a local level:

- Workforce – Pilot participants cited low wages, lack of benefits, and high stress as barriers to workforce participation to take full advantage of the pilot flexibility
- Building/Zoning – Other agency requirements continue to cause barriers for creative solutions to child care

The full presentation can be found on OLIS:

<https://olis.oregonlegislature.gov/liz/2025R1/Committees/SECBH/2025-03-06-13-00/MeetingMaterials>

4. Are there any issues during the background check process with identifying sexual predators/abusers?

DELDC is not aware of any concerns regarding the sex offender registry at this time.

5. Why is Gilliam County's child care availability so high compared to the rest of the state?

The high level of access is primarily due to low numbers of eligible children aged 0-5 in Gilliam county (2022 Census indicated 5 preschool aged children with family incomes 0-199% FPL). Due to low numbers of children eligible for programming, it doesn't

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take many slots to provide high levels of access. But as shared in the presentation, in rural & remote areas, high levels of access doesn't always equate to all families being able to utilize the services (distance; transportation barriers).

The two state funded programs that serve Gilliam county are OPK & Preschool Promise. There are two state funded providers, North Central ESD and Umatilla-Morrow Head Start. Sites are in Arlington & Condon. Both providers have an OPK & PSP grant, and the PSP Arlington site has a FAR waiver which allows them to serve all children in community regardless of income.

6. ERDC co-pays for families and an example.

[Copays](#) are based on family size family income. Below is the current copay chart:

Current copay							
FPL	HH2	HH3	HH4	HH5	HH6	HH7	HH8
1-99%	0	0	0	0	0	0	0
100-124%	5	5	5	5	5	5	5
125-149%	5	5	5	5	5	5	5
150-174%	10	10	10	10	10	10	10
175-199%	10	15	20	25	25	25	25
200-224%	40	50	60	70	70	70	70
225-exit	100	110	120	130	130	130	130

- An example if the copay was raised to 7% and an impact for a family: A single parent with two children earning \$3200 per month (\$18.60 per hour, full-time) currently qualifies for a \$5 monthly copay. Their copay would increase to \$210 per month. This is the equivalent of a reduction in pay of \$1.22 per hour. The out-of-pocket costs for the 12-month certification period would increase from \$60 to \$2,580 annually.

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7. ERDC provider rates.

- Current provider rate charts are available [here](#). Provider rates are informed by the Market Price and Supply Study that is conducted every two years. The study collects up to date information on what child care facilities, within given geographic areas, charge parents for various types of child care.
- The Child Care and Development Fund allows states to either use the Market Rate Survey or an Alternate Rate-setting structure to determine rates for providers participating in their child care subsidy program. Oregon has traditionally used the Market Price and Supply Study to meet this requirement.
- HB 3073 (2021) requires DELC to move to an alternate rate setting structure, and a key component of implementing any new rate setting structure is the new provider management system that DELC will be launching in 2026.

8. Information on people enrolled in ERDC whether they are employed, going to school, seeking employment, etc.

DELC will follow up with additional information regarding these access for these populations.

9. Can a family still have TANF benefits and be working?

Yes, there are families eligible for TANF who are considered under-employed. In general, the TANF grant is reduced by \$0.50 for every dollar. For example, a TANF family of 3 would be potentially eligible for a TANF grant of \$506. If they receive \$400 in earned income, their grant would be reduced to \$306 per month.

Some TANF families can also participate in subsidized employment, JOBS Plus, where the employer receives the equivalent of the family's SNAP and TANF benefits in exchange for employing the participant earning at least the amount the family would have received in combined benefits.

It is also important to recognize that ERDC has 12-month eligibility, this includes the Categorical Eligibility available to TANF families. They can gain employment, go over income for TANF, and remain on ERDC for the rest of their 12 months without a reduction in benefits.

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Appendix A

In what ways does licensing inspire children's curiosity?

DELC Licensing Rules Promote Child Choice

Generally, licensing rules provide a foundation for child care providers.

- Each license type requires a licensed program establish a routine or schedule. This provides children with consistency and a sense of safety and security to explore the environment and materials available to them.
- The routine must include a balance of activities that include both time where a caregiver is guiding/leading an activity and time for children to play freely and select from a variety of activities and materials.

Variety of Activities in Action

Activities and materials must be diverse and include opportunities for child movement, gross and fine motor, pretend play, art and literacy. Play materials must be accessible to children to promote child choice. The following are examples of what types of activities and materials may be found in a licensed program for children to select from.

Gross Motor

Gross motor skills are the movements children make with large muscles, like those in your legs, arms and torso. Examples of gross motor activities and materials may include: bikes, scooters, climbing structures, balance beams, running, skipping and other activities that promote large motor development.

Fine Motor

Fine motor skills are the ability to use the hands, wrists, and fingers to manipulate objects. They are an important part of physical development in children. Examples of gross motor activities and materials may include: writing utensils, lacing games, manipulatives, blocks or legos, scissors and other tools, preparing and eating foods.

Pretend Play

Pretend play or dramatic play supports children's development of social, emotional and cognitive skills. Examples of pretend play and materials may include: dress-up clothes, dolls, reading stories and asking questions about what might happen next and puppets.

Art

Opportunities to participate in art activities helps children development motor skills, language development and creativity. Examples of art activities and materials may include: Painting, drawing, coloring, using tools like scissors, hole punchers, murals, and sidewalk chalk.

Literacy

Literacy activities and materials support children's language development, reading and writing skills, and social skills. Literacy activities and materials may include: access to books (with and without words), being read aloud to, opportunities to speak, ask and answer questions, and singing songs.

Business Autonomy & Public Funding Requirements

It is important to note that DELC licensing rules are written broadly because licensed child care providers are commonly private businesses. Providers may choose to expand on what's required in rule to enhance their offerings to children and families or that align with a chosen curriculum philosophy or pedagogy.

If a provider participates in publicly funded programs, such as Preschool Promise or Oregon Prenatal to Kindergarten Program, there are additional quality guidelines that support a child's curiosity and approaches to learning. For example, here is an excerpt from Preschool Promise guidelines- *Activities are designed to encourage curiosity, empathy, and cultural understanding. Learning activities based on rote learning (flashcards, coloring books and worksheets) are avoided. Activities are open-ended, allowing for a classroom environment and materials that allow for many possible outcomes.*

Participation in quality improvement initiatives, such as Spark, provide additional requirements and Oregon's Early Learning and Kindergarten Guidelines ([ELKG](#)) section on *Approaches to Learning* (page 15) highlights the importance of supporting initiative, curiosity and creativity.

Rules by License Type

DELC licenses multiple types of child care programs, each with its own Chapter (ruleset). Certified child care programs include center-based, certified school-age, certified family homes, and in July 2025 certified outdoor nature-based child care. Certified child care programs often serve a higher number of children and have multiple staff. Rules are written with those considerations in mind. Registered family child care homes serve a maximum of 10 children and are typically operated by one caregiver. Registered family is considered an entry point into the child care field.

Though foundational health and safety standards can be found across all license types, each ruleset is unique and builds upon those foundations. Certified child care programs have more regulations than registered. Home-based child care, both certified and registered, have different rules regarding the building than those based in commercial spaces.