
From: Luhn, Amy
Sent: Tuesday, April 28, 2026 4:59 PM
Cc: Hoelscher, Steve E; Moberg, Erika Jean; Henry, Tania
Subject: Beaver Beginnings Update – OSU Plan to Self-Operate Center
Attachments: 2026-2027 Center Calendar.pdf; Corvallis ECE 26-27 Tuition.pdf; FRC_ECE Philosophy.pdf

Hello families,

Thank you for your patience while we work to create clarity around the future of the early care and education program at the Beaver Beginnings facility.

The Family Resource Center (FRC) has received a supplemental one-time bridge funding commitment that will allow us to initiate an OSU-operated early care and education (ECE) center following KinderCare’s departure. This bridge funding will provide us with some of the initial financial resources needed to develop a comprehensive, integrated, and financially sustainable set of ECE programs for OSU Corvallis families.

Starting a state-licensed ECE program requires a minimum 45-day timeline. Through the licensing process, we will also be hiring teachers, furnishing and refreshing the facility, navigating Workday deadlines and cutover windows, and replacing the roof, with our opening date planned for September 8, 2026.

The Family Resource Center currently operates the Azalea ECE Center and Our Little Village (OLV) short-term ECE program on the Corvallis campus, and the Little Kits ECE Center on the Bend campus. The center operations at the Beaver Beginnings facility will be consistent with existing FRC licensed ECE program practices, including:

- Philosophy of care and early learning – please see attached.
- Exceeding state licensing standards, which include increased adult/child ratios and elevated teacher qualifications.
- Standard center hours of Monday through Friday 8:00 a.m. to 4:30 p.m. with Friday early closure at noon in July and August.
- Families provide lunch, and the center provides morning and afternoon snacks.
- Robust training and in-service/professional development hours — please see the attached calendar for details.
- The attached tuition schedule, which reflects a community market rate and is closer to 50% of actual cost of care.

Please take the time to review the attached documents that provide an overview of FRC’s campus early care and education operations. There are several key areas of change relative to your current enrollment at KinderCare’s Beaver Beginnings.

If after this review you feel this new center will work for your family, please complete the [enrollment interest form](#). If you have found care for this summer but would like to transition to the new center once it

is open, please also complete the enrollment interest form. The interest form needs to be completed by end of day Friday, May 15, to be considered for priority enrollment (available to current Beaver Beginning families, based on the ability to staff program rooms).

If you need additional information to support a decision, please let us know. Should you decide that this new center does not meet your needs, we understand and are available to consult with you regarding other possible options. Please know that we welcome current Beaver Beginnings families to enroll at our new campus center.

Additionally, if you signed up for the Azalea ECE Center waitlist and are no longer interested in care at that location, please reach out to Lynndi.Falotico@oregonstate.edu.

We understand following your review of this communication and the associated attachments you may have questions about the information we've shared and the upcoming changes. We look forward to being in touch with you to help answer your questions.

~sincerely,

Amy

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Make a Gift

Calendar/In-Service Days: see attached calendar

We want to take a moment to share more about the role of professional development in our Early Care and Education Centers, and why dedicated time for staff learning and growth is an essential part of our program. As a program that operates year-round, these planned closure days are an essential part of maintaining the high-quality care and education that your children experience every day.

Unlike K–12 school systems, which have built-in breaks throughout the school year, early care and education programs operate continuously. This means our educators do not have the same opportunities for extended rest, reflection, and professional learning within the calendar. Because of this, we intentionally schedule dedicated professional development days to ensure our teaching teams have the time and space to grow, recharge, and strengthen their practice.

High-quality early care and education is deeply relational and requires a significant and sustained investment of emotional energy, attention, and responsiveness. Our educators are engaged in meaningful, moment-to-moment interactions with children that support development, learning, and well-being. To do this work well, and sustainably, they need time to reflect, collaborate, and deepen their knowledge and skills.

During these professional development days, our staff engage in learning that directly benefits your children, including:

- Strengthening social-emotional teaching practices
- Deepening understanding of child development
- Enhancing classroom environments and curriculum planning
- Collaborating as teams to ensure consistency and high-quality experiences across our centers

Equally important, these days provide educators with planned time to pause, reset, and return to their classrooms with renewed energy and focus. Supporting the well-being of our teachers is essential to sustaining a nurturing, responsive environment for children.

We recognize that center closures may require adjustments for families, and we truly appreciate your understanding and partnership. Your support allows us to invest in our educators, which in turn strengthens the quality of care and education for your child.



FRC ECE Center Calendar

9/3-9/4 Family Intake Meetings

9/7 Closed Labor Day

9/8 First Day of Care

9/15 Closed University Day

10/20 Later Start-Open at Noon (All Div. Mtg.)

11/11 Closed Veteran's Day

11/26-27 Closed Thanksgiving

12/21-25 Closed Winter Break

1/1 Closed New Year

1/18 Closed MLK Day

2/4 Later Start-Open at Noon (All Div. Mtg.)

2/15 Closed ECE In Service Day

5/11 Early Release (All Div. Mtg.)

5/31 Closed Memorial Day

6/14-6/18 Closed Summer Break

7/5 Closed Closed Obs. Independence Day

7/2, 9, 16, 23, 30 Early Release Fridays
Close at Noon

8/6, 13, 20, 27 Early Release Fridays
Close at Noon

9/1-3 Closed in Service Professional
Development

SEPTEMBER

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AUGUST

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No School

Later Start Day

Early Release Day



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FRC Corvallis Early Care and Education Center Tuition
Academic Year 2026-2027

Infants & Toddlers:

- Full Time: \$1695
- 3 Days: \$1,270
- 2 Days: \$930

Twos:

- Full Time: \$1455
- 3 Days: \$1,090
- 2 Days: \$800

Preschool:

- Full Time: \$1350
- 3 Days: \$1015
- 2 Days: \$745

All qualifying* students at Corvallis ECE Centers will be charged a flat fee regardless of which classroom they are in based on their child's schedule.

- Full Time: \$1100
- 3 Days: \$825
- 2 Days: \$715

To learn more about child care assistance for both students and employees, please [visit our website](#).

*degree-seeking, student fee paying, undergrad and graduate students on the Corvallis campus.

The Family Resource Center's Philosophy of Care and Approach to Quality Early Care and Education

Curriculum:

Child-driven, play based, emergent curriculum: We focus on the interests, needs and experiences of individual children. Rather than following a predetermined curriculum, emergent curriculum allows learning to emerge naturally based on the child's interests and inquiries. It emphasizes the importance of active engagement, exploration and hands-on experiences.

In an emergent curriculum, teachers act as facilitators and observers, paying close attention to the interests and developmental needs of the children. They encourage and support children's inquiries and provide resources and opportunities for further exploration. The curriculum is flexible and responsive, allowing for spontaneous and meaningful learning experiences.

- **Child-Centered Approach:** The curriculum is driven by the interests, ideas, and questions of the children. Teachers actively listen and observe to identify and support their individual needs, interests and curiosities.
- **Flexibility and Responsiveness:** The curriculum is flexible and adapts to the changing interests and developmental stages of the children. It allows for spontaneous learning opportunities and capitalizes on teachable moments.
- **Inquiry-Based Learning:** Children are encouraged to ask questions, investigate, and explore areas and topics of interest. Teachers guide children in finding answers, conducting research and engaging in hands-on, experientially based and/or open ended activities.
- **Collaboration and Social Interaction:** Emergent curriculum often involves small group activities and supports collaborative work, problem solving and turn taking. Children learn from and with each other, building social skills and fostering a sense of community.
- **Documentation and Reflection:** Teachers document the learning process and outcomes, including children's work, observations, and reflections. This documentation helps in assessing progress, sharing insights with parents and informing future planning

Professionalization of the Field

Oregon and the nation exist in child care deserts and in an early care and education (ECE) workforce crisis. We have fewer students pursuing degrees in ECE and child development. The Family Resource Center partners with on campus, community and state stakeholders to address and develop a workforce pipeline that advances the professionalization of the field and creates increased quality ECE capacity.

The well-being of our ECE professionals is an ongoing priority and is core to providing children with a quality early care and education experience. Retention of high-quality staff, including a sustainable workload, is the foundation of high-quality ECE. Our ECE teams work a 40-hour work week, which equates to 42.5 hours of care per week for children and families. We also take intentional rest breaks throughout the year during University recognized and supported down times. We will continue to assess staffing options that balance workforce availability, ECE costs and needs of OSU's employees.

Historically, ECE professionals have experienced low status, long hours and low compensation for their essential work in sharing in the important responsibility of assisting parents in raising healthy children. This longstanding bias has disproportionately impacted women, negatively impacted standards of care, and has hamstrung decades' long efforts to increase compensation and further professionalize the field. This unfortunate reality has led directly to our current state and national ECE workforce crisis. The Family Resource Center advocates for ECE policies and public funding addressing increased compensation for ECE professionals that values their education and experience.

Lastly, the field of ECE is always evolving and research continues to emerge regarding brain development, child development, early childhood education and ECE best practices. It is important, and a requirement for nationally accredited centers, to participate in on-going professional development/in-service. Throughout the year our staff are provided opportunities to attend conferences, bring in outside resources, complete team trainings, etc. that further develop their skills and support their professional goals.

Stewards of Resources

Family tuition for ECE does not meet the true cost of high quality ECE, inclusive of the environment, materials, and professionally compensated staff. At our campus ECE centers, OSU provides stable operational funding, which combined with parent tuition, provides the operational revenue needed to cover expenses. The Family Resource Center advocates for increased state and federal funding for essential campus based ECE (for OSU and all of Oregon's publicly funded campuses), which serves working and studying families in need of care. Oregon's campus ECE centers also support students working toward degrees in Human Development Family Sciences/Early Childhood Education and other related fields.