

## Early Learning Council

March 23, 2017

9:00am-3:00pm\*

State Lands Board Room

775 Summer St NE

Salem, OR 97301

### Agenda

SUE MILLER  
*Early Learning Council  
Chair*

HARRIET ADAIR

MARTHA BROOKS

DONALDA DODSON

JANET  
DOUGHERTY- SMITH

HOLLY MAR

SALAM NOOR

EVA RIPPETEAU

SHAWNA RODRIGUES

CLYDE SAIKI

LYNNE SAXTON

TERI THALHOFER

KALI THORNE-LADD

BOBBIE WEBER

DAVID MANDELL  
*Acting Early Learning  
System Director*

*Members of the public wanting to give public testimony must sign in.  
Each individual speaker or group spokesperson will have 2 minutes.  
Electronic testimony may be submitted to [Alyssa.Chatterjee@state.or.us](mailto:Alyssa.Chatterjee@state.or.us).*

- I. Board Welcome and Roll Call  
Sue Miller, Chair
- II. Public Testimony – Agenda-Specific
- III. Chair's Report Sue Miller, Chair
  - a. Ad Hoc Spark/QRIS Revision Committee Update
  - b. **Consent Agenda – Action Item**
    - i. Acknowledge Receipt of Committee Reports
    - ii. Equity Implementation Committee Membership Recommendation
- IV. Director's Report  
David Mandell, Acting Early Learning System Director
- V. Preschool Promise Update – *Information Only*  
Gwyn Bachtel, Preschool Promise Program Coordinator, ELD
- VI. ELC Guiding Principles & Questions Adoption – *Action Item*  
Sue Miller, Early Learning Council Chair  
David Mandell, Acting Early Learning System Director
- VII. Key Early Learning System Policy, Research and Evaluation Questions  
Recommendations – *Action Item*  
David Mandell, Measuring Success Committee Chair  
Tom George, Research Analyst, ELD
- VIII. Early Learning and Kindergarten Guidelines – *Information Only*  
Brett Walker, P-3 Alignment Specialist, ELD  
Kara Williams, PreK-3<sup>rd</sup> Grade Coordinator, ODE

*Working Lunch – 15 minute break*

- IX. Legislative Update  
Lisa Pinheiro, Early Learning Policy Analyst, ELD
- X. Relief Nursery Rule Briefing  
Bobbie Weber, Child Care & Education Committee Chair  
Lisa Pinheiro, Early Learning Policy Analyst, ELD

XI. Early Learning Hub Presentation

Lisa Harnisch, Executive Director, Marion & Polk Early Learning Hub, Inc.

XII. Update on 211 – *Information Only*

Dawn Woods, Child Care Director, ELD

Emily Berndt, Director of Partnerships, 211info

XIII. Update on THEO: Tracking Home visiting Effectiveness in Oregon

Cate Wilcox, Maternal and Child Health Manager, Public Health Division,  
OHA

XIV. Public Testimony – Open Topic

XV. Adjournment

*\*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 Alyssa Chatterjee at 971-701-1535 or by email at [Alyssa.Chatterjee@state.or.us](mailto:Alyssa.Chatterjee@state.or.us). Requests for accommodation should be made at least 48 hours in advance.*

## **Board Action Summary**

### **AGENDA ITEM: Preschool Promise Update**

#### **Summary of Recommended Board Action**

**ACTION:** No Action – Discussion item

**BACKGROUND:** During the 2015 legislative session, the Oregon Legislature passed HB 3380, directing the Early Learning Division to implement a new mixed-delivery preschool program and the Early Learning Council to provide policy oversight in this process. This mixed-delivery model, dubbed Preschool Promise, allows Oregon to fund preschool in a variety of high-quality settings. The Legislature allocated approximately \$17.5 million to launch this program. This program began providing services to children in the fall of 2016. This funding enables approximately 1,300 children to attend preschool during the first year of the program.

Preschool Promise has been a major initiative of the Early Learning Division and Early Learning Council. Staff will present an update on the progress of this work.

**BOARD MEMBER PRESENTING REPORT FOR ADOPTION:** David Mandell

**CONTACT:** Gwyn Bachtle, Preschool Promise Program Coordinator

## **Board Action Summary**

### **AGENDA ITEM: Overarching Guiding Principles Discussion**

#### **Summary of Recommended Board Action**

**ACTION:** Requesting Final Adoption of Guiding Principles

**BACKGROUND:**

At the September 2016 Early Learning Council Retreat, Council members expressed interest establishing a set of overarching guiding principles for the Council to consider when making any policy decisions. At the October 2016 meeting, the Council agreed to send feedback on any previously-established principles. Feedback was incorporated and shared at the January 26, 2017 Council meeting. After much discussion, staff took the feedback and have generated a set of guiding principles and operational questions within each principle.

At the February 23, 2017 meeting, the Council had further discussions on revisions to the guiding principles. This is the final version of the proposed guiding principles based on these discussions and the electronic feedback received.

**BOARD MEMBER PRESENTING REPORT:** Sue Miller

**CONTACT:** David Mandell, Acting Early Learning System Director

## Early Learning Council Guiding Principles

The Early Learning Council has established six guiding principles and operational questions that are designed to help ensure that the Early Learning Council's core values, principles and goals are infused through the work that it conducts and guides. These guiding principles and questions that should be considered and asked before making any decision.

1. The Early Learning Council operates with cultural responsiveness in the best interest of children and their families and recognizes family as a child's first teacher.
  - a. Have you considered the family norms and values?
  - b. Have you considered non-dominant cultures?
  - c. Have you applied the Equity Lens?
2. The Early Learning Council promotes equity in access and allocation of resources to and cultural responsiveness for populations furthest from opportunity.
  - a. How are resources allocated to produce the most equitable outcomes for children and families furthest from opportunity?
  - b. Have you considered families and children from the following communities?
    - i. African American
    - ii. Latino
    - iii. API
    - iv. Tribal Communities
    - v. Children in the foster care system
    - vi. Children with disabilities
    - vii. English language learners
    - viii. Economic disparities
    - ix. Immigrants and refugees
    - x. Geographic isolation
3. The Early Learning Council is committed to moving beyond a culture of compliance to one of continuous improvement.
  - a. Is continuous improvement supported throughout systems and services?
  - b. Do providers/caregivers/educators have competencies, supports and financial resources for best outcomes for children & families?
4. The Early Learning Council supports practice-based evidence and data-driven decision-making and accountability for realistic, measurable outcomes for children and families whenever possible.
  - a. Are these measures realistic?
  - b. How long will it take for these outcomes to be measurable?
  - c. Is there data or research available to support these outcomes or measures?

- d. Do these outcomes further the commitment to support the whole child?
- 5. The Early Learning Council ensures that family-parent voice and roles are respected, enlisted, included and valued.
  - a. Are you meeting people where they are?
  - b. Are parents and families empowered as decision-makers?
- 6. The Early Learning Council promotes collaboration, alignment and coordination within communities and across sectors.
  - a. Are you engaging across agencies and partners to work toward success for children and families?
  - b. Are you working together to benefit children and families?
  - c. Is there transparency in community public engagement?
  - d. Are you consulting with communities?

## **Board Action Summary**

### **AGENDA ITEM: Key Early Learning System Policy, Research and Evaluation Questions**

#### **Summary of Recommended Board Action**

**ACTION: Adoption** – The Measuring Success Committee is requesting that the Early Learning Council review and adopt the Early Learning System Research & Policy Questions.

**ISSUE:** The early learning system is in need of a set of high level shared questions and a common approach to research and evaluation.

**BACKGROUND:** The goal of these questions is both to create a common set of questions for research and evaluation as well as create guidance for the Early Learning Division and Early Learning Council as we think about the early learning data needs and the questions that need to be answered. There is an assumption that these questions would be further refined in different circumstances if necessary. The Measuring Success first began working on these questions in July 2016 before formally adopting them in January 2017.

**BOARD MEMBER PRESENTING REPORT FOR ADOPTION:** David Mandell

**CONTACT:** Tom George, Research Analyst, ELD

## Early Learning System Research & Policy Questions

### **1. Impact of the Early Learning System on Children and Families**

**Key Question:** *How are state-funded and affiliated services improving healthy development for young children and families furthest from opportunity?*

**Sub Questions:**

- 1.1 How have early learning services impacted children's developmental progress? How has the developmental progress of children under six improved?
- 1.2 Are all young children needing developmental supports receiving services, and how is it improving the lives of children and families?
- 1.3 How have early learning services impacted children and families from the parents' perspective, and are parents actively engaged?
- 1.4 How are early learning services delivered in a culturally relevant manner?
- 1.5 How have early learning services differentially impacted children and families furthest from opportunity and have disparities been reduced?
- 1.6 What are the processes for programs' continuous quality improvement? What is the quality of programs, and is quality improving?
- 1.7. How can technical assistance by the ELD be improved to enhance early learning services?

### **2. Access to Early Learning Services**

**Key Question:** *How do children and families furthest from opportunity access early learning services?*

**Sub Questions:**

- 2.1 What state funded and affiliated early learning services are available for children and families furthest from opportunity?
- 2.2 How are early learning investments prioritized to reach those furthest from opportunity?
- 2.3 How are state funded and affiliated early learning services being located in communities with high concentrations of children and families furthest from opportunity?
- 2.4 How are early learning services engaging children and families furthest from opportunity?
- 2.5 How are children and families able to seamlessly transition among early learning services?
- 2.6 What are the barriers that prevent some children and families furthest from opportunity from participating in state-funded services?



### **3. Early Learning System Coordination**

***Key Question:*** *How are early learning services aligned, coordinated, and family centered?*

***Sub Questions:***

- 3.1 How do early learning organizations develop relationships with partner organizations and establish buy-in for coordinated services?
- 3.2 How do early learning organizations align and coordinate family services?
- 3.3 What are the barriers to an effectively coordinated and aligned early learning system?
- 3.4 How are resources blended and braided to achieve collective impact within the early learning system?
- 3.5 How are culturally-specific community-based organizations and services effectively integrated partners in the early learning system?

## Board Action Summary

### **AGENDA ITEM: Early Learning and Kindergarten Guidelines**

#### **Summary of Recommended Board Action**

**ACTION: No Action** – Receive briefing on Oregon’s *Early Learning & Kindergarten Guidelines* and staff plans to support use and implementation in the field, including resource development and training for early learning providers and kindergarten teachers.

**ISSUE:** Oregon’s *Early Learning & Kindergarten Guidelines* align standards for the learning and development of children ages 3-6 in the domains of approaches to learning, social-emotional development, language and communication, literacy, and mathematics. This recently published document provides a foundational tool for supporting the implementation of local PreK-kindergarten partnerships and kindergarten readiness initiatives. The primary purpose of the Guidelines is to support early learning providers and kindergarten teachers to implement developmentally appropriate and culturally responsive practices.

**BACKGROUND:** In April 2015 a statewide work group, consisting of early learning providers, kindergarten teachers, and experts on early childhood development was convened for the purpose of aligning Oregon’s early learning and kindergarten standards. With the support of both local and national technical assistance, this work group met for over a year to align learning progressions in the domains of language and communication, literacy and mathematics and to develop new kindergarten standards in the domains of approaches to learning and social-emotional development. In addition to these learning progressions, the Guidelines also provides information on how to support the learning of children who are dual-language learners and children with special needs. Prior to being published in February 2017, the Guidelines document was translated into Chinese, Russian, Spanish, and Vietnamese.

**BOARD MEMBER PRESENTING REPORT:** David Mandell

#### **CONTACT:**

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Full report available at: <http://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx>



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# Oregon's Early Learning and Kindergarten Guidelines





# Introduction

This document is for everyone who interacts with children ages 3–6. We know that children grow, learn, and develop wherever they are, all the time. Therefore, all of us share collective responsibility for ensuring that each child thrives. Increasingly, children need to have social-emotional, self-regulation, and pre-academic skills to have strong learning outcomes in elementary school and beyond.

The early years are the foundation upon which future health, well-being, and life success are established. Beginning before birth and continuing through kindergarten, children are learning critical language, cognitive, social, and motor skills that will enable them to be successful in school and life. Everyone in a young child's life plays an important part. Parents and families, as the first and most important teachers, educate, support, and advocate for their child. It is through family and community relationships that young children first learn to love and trust, to acquire a language, and to embrace cultural traditions. The term “early educators” is used throughout this document. This term includes family, home-based, and center-based childcare providers, Head Start and preschool teachers, kindergarten teachers, center directors, school and district administrators, parents, guardians, extended family, healthcare providers, and all others who support children and families in the growth and development of young children.

Early childhood is the most rapid period of development in a human life. Although individual children develop at their own pace, most children progress through an identifiable sequence of physical, cognitive, and emotional growth and change.

In 2011, Oregon adopted the *Head Start Child Development and Early Learning Framework* as the guiding document for state preschools. In 2015, Head Start released an updated framework with a new name—the *Head Start Early Learning Outcomes Framework*. This framework serves as Oregon's official early learning and development standards for all children ages 3–5. In 2010, Oregon adopted the Common Core State Standards in English language arts and math as the kindergarten standards in those subject areas. ***This document's purpose is to guide early educators to connect and implement the early learning and kindergarten standards.***

These guidelines were designed as a resource for early educators of children ages 3–6. Through alignment of and, in some cases, adjustments or additions to the goals and progressions identified in the *Head Start Early Learning Outcomes Framework* and the standards identified in the Common Core State Standards for Kindergarten, this document offers a shared view of and common vocabulary for child development and learning from age 3 through the end of kindergarten.

The Early Learning and Kindergarten Guidelines include a continuum of development and learning in five domains: approaches to learning, social-emotional development, language and communication, literacy, and mathematics. It is important to acknowledge that, while science, the arts, and physical development are not directly addressed in this document, they are critical to the development of the whole child and are essential components of quality programming and instruction for young children. Since all areas of development are not addressed, the guidelines should not be used as a developmental checklist. Rather, this document should be used to recognize and celebrate what children learn and to help plan for the next stages of growth and development.



# Our Equity Beliefs

Oregon's [\*Equity Lens\*](#) (Oregon Educational Investment Board, 2013) provides beliefs that are pertinent to the alignment of early learning and kindergarten standards:

**We believe** that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead all children to be prepared for their individual futures.

**We believe** that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

**We believe** children receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the overrepresentation of children of color in special education and the underrepresentation of these children in “talented and gifted” programs.

**We believe** that the children who have previously been described as “at risk,” “underperforming,” “underrepresented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes.

**We believe** in access to high-quality early learning experiences and appropriate family engagement and support, recognizing that we need to provide services in a way that best meets the needs of our most diverse segment of the population.

**We believe** that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our children and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen—and have the courage to share decision making, control, and resources.

**We believe** the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

**And, we believe** in the importance of great teaching. An equitable education system requires providing early educators with the tools and support to meet the needs of each child.



# Best Practices for Implementing the Early Learning and Kindergarten Guidelines

Four best practices are essential for understanding and implementing the Early Learning and Kindergarten Guidelines: developmentally appropriate practice, culturally responsive practice, adverse childhood experiences and trauma-informed practice, and family engagement. While briefly addressed here, there are many additional resources on each of these topics. See the resources section of this document for further information.

## Developmentally Appropriate Practice

Effective teaching and learning must be explicit and systemic while also attending to children's individual developmental and learning needs. Preschool and kindergarten-aged children learn best through thoughtfully planned activities and meaningful play that provides ample opportunities to explore and discover. Providing these opportunities does not preclude academics, but rather enhances the delivery of academic content through means that are most effective for young children. This approach is often referred to as developmentally appropriate practice.



The National Association for the Education of Young Children (NAEYC) defines developmentally appropriate practice as:

*An approach to teaching grounded in the research of how children develop and learn and in what is known about effective early education ... developmentally appropriate practice involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group."*

(National Association for the Education of Young Children, n.d.) [www.naeyc.org/DAP](http://www.naeyc.org/DAP)

NAEYC also identifies three core considerations of developmentally appropriate practice: **knowledge of child development and learning, knowledge of children as individuals, and knowledge of children's cultures.** Oregon's aligned early learning and kindergarten guidelines provide early educators a foundation for understanding age-typical developmental progressions while maintaining the flexibility for adults to meet each child where they are, regardless of age.

## Culturally Responsive Practice

In addition to supporting developmentally appropriate practice, Oregon's early learning and kindergarten guidelines have been designed to strengthen culturally responsive practice among adults caring for children ages 3–6. Culturally responsive practice—a set of strategies to increase the level of responsiveness to the interests of culturally and linguistically diverse families and children—is an approach to addressing gaps that contribute to opportunity and achievement for children of color (children who do not identify as white) and children living in poverty. Culturally responsive teaching refers to the recognition of the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers children intellectually, socially, and emotionally by using cultural touchstones to impart knowledge, skills, and attitudes. Furthermore, it builds upon the cultural and linguistic assets of different ethnic groups that affect children's dispositions, attitudes, and approaches to learning.

## Adverse Childhood Experiences and Trauma-Informed Practice

Childhood trauma has a deep and significant impact on children's learning and development. Adverse Childhood Experiences (ACES) are "potentially traumatic events that can have negative, lasting effects on health and well-being. These experiences range from physical, emotional, or sexual abuse to parental divorce to the incarceration of a parent or guardian" (Child Trends, 2014). Experiencing poverty or economic hardship, the death of a parent or guardian, living with someone experiencing drug or alcohol abuse or addiction, or living with someone who is mentally ill are also considered to be ACES.

Experiencing these types of traumatic events can cause a wide range of negative effects on children's learning and development, including impacting "attention, memory and cognition; reducing a child's ability to focus, organize, and process information; interfering with effective problem-solving and/or planning; resulting in overwhelming feelings of frustration and anxiety.



Traumatized children may [also] experience physical and emotional distress [including] symptoms like headaches and stomachaches, poor control of emotions, and unpredictable and/or impulsive behavior" (National Child Traumatic Stress Network Schools Committee, 2008).

It is important to recognize that children who have experienced trauma may not follow a typical developmental progression, particularly in the domains of approaches to learning and social-emotional development. For children who have experienced traumatic events in their lives, it is also critical to create consistent routines, to use an intentional and positive approach to addressing challenging behaviors, and to identify and provide additional supports.

## Family Engagement

The family is the primary influence in preparing children for school and life, and children benefit when all of the adults who care for them work together (Bronfenbrenner, 2005). When early educators and families are engaged as partners, they commit to working together on children's behalf. When family members take the lead and make decisions about their children's learning, they are truly engaged. Positive goal-directed relationships between families and early educators are key to engagement and children's school readiness (U.S. Department of Health and Human Services, 2011).

We know that when families are engaged in their child's learning and development, children thrive. As a means to supporting family engagement and children's learning, early educators should use strategies for developing partnerships with families that are culturally responsive and reflect a commitment to honoring families as children's first and most influential teachers. Some of these strategies may include home visiting, creating welcoming environments for families at school, and providing opportunities for families to build capacity for supporting learning and development in the home.

# Using the Guidelines with Dual Language Learners

As Oregon's population has become increasingly diverse, so too have the children who attend Oregon's schools and early learning programs. In Oregon, Spanish is the most common language for children who have a home language other than English, followed by Russian, Vietnamese, and Chinese. Some areas in Oregon report having as many as 94 different languages spoken. Since rich linguistic diversity is expected to increase as our state population evolves, it is vital that early educators know how to best support the development of a second language, both for our young dual language learners and for monolingual English-speaking children.

Throughout this document, the term dual language learner (DLL) is used to describe children who are in the process of learning English in addition to their home language. Other terms sometimes used to describe children who speak a home language other than English have included limited English proficient (LEP) and English language learner (ELL). The purpose of this section is to provide background information and guidance for supporting the growth and development of young dual language learners.

## Understanding the Stages of Second Language Development

There is a developmental pathway through which children progress when learning a second language (Tabors & Snow, 1994). However, this sequence is not universal, as children approach language learning differently. Teachers can support dual language learners most effectively when they understand the most common pathway (Goldenberg, Hicks, & Lit, 2013).

- 1. Home language use.** When children are first exposed to a new language—whether in a school or social setting—they will continue to use their home language in an effort to communicate, even though the person to whom they are speaking may not understand or speak that language. The children continue to rely upon the language they know, even though they may not be understood.
- 2. Nonverbal period.** After many attempts to communicate using the home language—and realizing it is not an effective communication tool in the new setting—children may enter a nonverbal period. This phase of language development was originally called a “silent period” but is now commonly referred to as the nonverbal period because children in this stage are indeed communicating, just not with spoken language. Nonverbal communication during this stage encompasses gesturing and facial expressions as well as some vocalizations as children begin rehearsing and trying out the sounds of the new language. The nonverbal period can last from a few weeks to a year or more, depending on several factors—the temperament of the child, the amount of prior exposure to the language, and the amount of opportunity to use the new language (Tabors, 2008).
- 3. Telegraphic speech.** During this stage, children begin to express themselves using their emerging skills in the new language. This stage is called telegraphic speech because children are using a limited amount of words—often in abbreviated form—to express their thoughts and needs. As with the telegraph machine used in the last century, messages are conveyed using only the words that are essential for communication. This is similar to the speech pattern used by young children learning their home language (Espinosa, 2015). Examples include “More milk,” “I happy,” and “Go bathroom.”
- 4. Productive language use.** In this stage, children begin to communicate in longer and more complex phrases. They may still make grammatical errors but these are errors that would be typical for children their age. In both the telegraphic speech and productive language use stages, the first phrases children begin to use are the social communicative phrases that they have often heard other children and adults use in the new setting (Tabors, 2008).





## Valuing the Home Language

The development of dual language learners takes place within a rich and diverse family context. It is essential that early educators make an effort to understand the individual context of each child and realize that dual language learners are not homogeneous. For example, some dual language learners might live in a home with extended family or nonrelatives, while others might live with a single parent or in a more traditional setting. Some may have been born in the United States and have a strong social network, while others may have recently fled their home country with or without their families due to political or economic instability (Castro, Garcia, & Markos, 2013). Building strong partnerships between early educators and families is important for all young children, and it is especially important for dual language learners.

Early educators can play a pivotal role in encouraging families to continue to speak their home language to their children. Language is a valuable asset—it is a crucial part of culture and helps maintain a child's connection to family and community. Numerous research studies have shown the importance of children continuing to develop language and literacy skills in their home language (Goldenberg, 2006; McCabe et al., 2013). Continued development in the home language does not hinder or slow the process of learning English. In fact, a strong foundation in the home language helps children develop English language skills (Espinosa, 2015). There are many other advantages to being bilingual, including flexible thinking skills, social-emotional benefits, and future economic advantages.

## Understanding How Dual Language Learners Demonstrate Learning

The progressions in this document highlight what young children are learning in the areas of social-emotional development, approaches to learning, language, literacy, and mathematics. For young children who are dual language learners, it is important to remember that while they are in the process of learning two (or more) languages, they are also developing skills and learning in all other areas. Using two languages during interactions and instructional activities should be part of early childhood education design for dual language learners (Castro, Garcia, & Markos, 2013). Early educators should recognize and value the many ways that young dual language learners can demonstrate their learning and development across all of the progressions, whether it is in English, their home language, or both.

With that in mind, there are many ways that dual language learners can demonstrate their learning across all areas, even if they do not yet have expressive English language skills. For example, a 48-month-old child could create a repeating pattern with buttons and demonstrate her knowledge of patterns. A 60-month-old child could demonstrate one-to-one correspondence as he passes out a pencil to each child. Adults should find ways to accurately assess dual language learners using methods that are not dependent on expressive English skills.

# Organization

The guidelines are organized into key domains, sub-domains, goals, developmental progressions, indicators, and standards. Guidance for dual language learners and children with special needs is embedded throughout the document. The definitions below provide a key to the organization of the document.

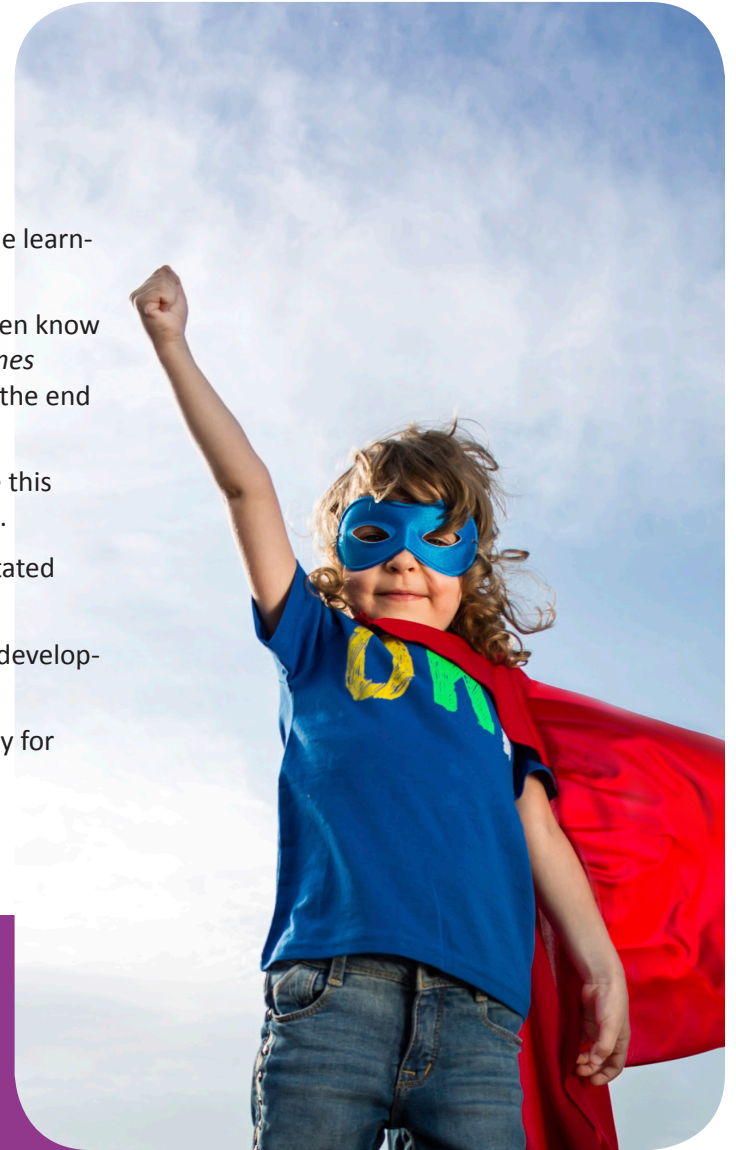
- **Domains** represent the general area of learning and development. The guidelines include five domains: approaches to learning, social-emotional development, language and communication, literacy, and mathematics. The domains are interconnected and reinforce the importance of focusing on the development of the whole child, rather than working on skills in isolation.
- **Sub-domains** offer more specific developmental themes of learning and development within each domain.
- **Goals** represent the anticipated outcomes that are important for success in school. The goals are directly from the *Head Start Early Learning Outcomes Framework*. For ease of cross-referencing, each goal is followed by the framework's letter and number identification.
- **Developmental progressions** describe the skills, behaviors, and concepts that children demonstrate as they progress towards a given goal within an age period.
- **Indicators** describe specific, observable skills, behaviors, and concepts that children should know and be able to do.
- **Standards** refer to the skills children exiting kindergarten need in order to be successful in first grade. The approaches to learning and social-emotional development standards for "By the End of Kindergarten" are new, as they are not addressed in the Common Core State Standards. The language and communication, literacy, and mathematics standards for "By the End of Kindergarten" are directly from Oregon's Common Core Standards for Kindergarten. For ease of cross-referencing, each standard is followed by the Common Core's letter and number identification in parenthesis.



# Use of the Guidelines

The guidelines are designed to:

- Align Oregon’s existing preschool guidelines and kindergarten standards and clarify the learning progressions from early childhood to elementary school.
- Support all adults who work with children by showing the progressions of what children know and are able to demonstrate in early childhood (the *Head Start Early Learning Outcomes Framework*), at kindergarten entry (the indicators provided in this document), and at the end of kindergarten (the Common Core State Standards).
- Provide caregivers with information on developmental milestones. Caregivers can use this information to provide experiences that support children’s learning and development.
- Provide a framework for early education and care providers to plan high-quality facilitated play and individualized instruction and support services.
- Inform family engagement and professional development regarding the learning and development of children.
- Strengthen the relationship between early learning and K–12 so that schools are ready for children and children are ready for school.



# Early Learning Legislative Presentations February – April 3, 2017

<b>February 2<sup>nd</sup></b>	<b>February 7<sup>th</sup></b>	<b>February 9<sup>th</sup></b>	<b>February 14<sup>th</sup></b>
ECFS Committee <a href="#">ELD &amp; ELC Overview</a>	ECFS Committee <a href="#">Home Visiting</a>	ECFS Committee <a href="#">Preschool Promise</a>	ECFS Committee <a href="#">Early Learning Workforce</a>
		Senate Education <a href="#">SB 182: Educator Advancement</a>	
<b>February 16<sup>th</sup></b>	<b>February 20<sup>th</sup></b>	<b>February 21<sup>st</sup></b>	<b>February 27<sup>th</sup></b>
ECFS Committee <a href="#">Child Care &amp; ERDC</a> (presentation with DHS)	W&M Education Subcommittee <a href="#">P-20 Education System Overview</a>	W&M Education Subcommittee <a href="#">P-20 Education System Overview</a>	W&M Education Subcommittee <a href="#">ODE Agency Overview</a>
		ECFS Committee <a href="#">Early Childhood – K-12 Connection</a>	
<b>February 28<sup>th</sup></b>	<b>March 1<sup>st</sup></b>	<b>March 2<sup>nd</sup></b>	<b>March 7<sup>th</sup></b>
W&M Education <a href="#">ODE Agency Overview</a>	W&M Education Subcommittee <a href="#">ELD Overview – Day 1</a>	W&M Education Subcommittee <a href="#">ELD Overview – Day 2</a>	ECFS Committee <a href="#">Early Learning Funding &amp; Outcome Metrics</a>
		ECFS Committee <a href="#">Hub Metrics</a>	

ECFS – [House Early Childhood Family Supports Committee](#)

W&M Education – [Joint Ways & Means Subcommittee on Education](#)

Presentation links share video recordings or agendas; committee links go to committee overview pages for additional materials

Senate Education – [Senate Committee on Education](#)

Senate Human Services – [Senate Committee on Human Services](#)

Updated: 3/20/17

<b>March 9<sup>th</sup></b>	<b>March 14<sup>th</sup></b>	<b>March 21<sup>st</sup></b>	<b>March 22<sup>nd</sup></b>
ECFS Committee <a href="#">Children's Institute &amp; Preschool Promise</a>	ECFS Committee <a href="#">Professional Development Pathways</a>	ECFS Committee HB 2259 & HB 2260	Senate Human Services SB 314

**April 3<sup>rd</sup>**

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ECFS Committee  
Early Learning Multnomah Presentation

## Early Learning Bills

- [HB 2013](#) – Modifies requirements for preschool program administered by Early Learning Division. Directs Early Learning Division to conduct evaluation related to accessibility and quality of early learning programs. Directs division to submit reports to interim committees of Legislative Assembly related to education no later than February 1, 2018, and no later than October 15, 2018.
- [HB 2259](#) – Requires that Office of Child Care complete criminal records checks and child abuse and neglect records check in accordance with rules adopted by Early Learning Council upon receipt of application for enrollment in Central Background Registry. Prohibits enrollment of subject individual who has disqualifying condition as defined by rule. Removes requirement that enrollment in Central Background Registry expires two years from date of enrollment. Authorizes Early Learning Council to adopt rules regarding expiration and renewal periods for enrollment in registry.
- [HB 2260](#) – Directs Office of Child Care to maintain website that provides information regarding certified and registered child care facilities and regulated subsidy facilities. Authorizes office to maintain information in Central Background Registry through electronic records systems. Authorizes office to receive and investigate complaints regarding certified or registered child care facilities, regulated subsidy facilities, preschool recorded programs or school-age recorded programs. Authorizes office to share information with other public entities when sharing information would support health or safety of children in child care.



- [HB 2956](#) – Directs Early Learning Council to conduct evaluation of Early Learning Hubs and submit report on evaluation each odd-numbered year. Requires additional evaluation and report in 2018.
- [HB 2985](#) – Expands recipients eligible for subsidized employment-related child care and types of activities that may be eligible for subsidies. Directs Early Learning Council to develop and implement optional training opportunities for providers of child care, providers of employment-related child care and exempt family child care providers. Becomes operative January 1, 2018. Appropriates moneys from General Fund to Department of Human Services for employment-related child care subsidies.
- [HB 3106](#) – Modifies requirements for participation as preschool provider in preschool program administered by Early Learning Division.
- [SB 182](#) – Relating to professional development for educators in early learning through grade 12.
- [SB 314](#) – Directs Early Learning Division to establish Relief Nursery programs statewide that are certified by Oregon Association of Relief Nurseries and provide trauma-informed services to at-risk children statewide

## **Board Action Summary**

### **AGENDA ITEM: Relief Nursery Rule Briefing**

## **Summary of Recommended Board Action**

**ACTION:** No Action –Council Briefing and informational item

### **ISSUE: Administrative Rules for Relief Nurseries**

The Early Learning Council is being briefed on the Child Care and Education Committee's ongoing development of administrative rule recommendations for Relief Nurseries.

The Early Learning Division is currently engaged in work to operationalize support and monitoring of the services delivered to children and families through Relief Nurseries. A part of operationalizing support and monitoring will be the promulgation of Oregon Administrative Rules.

**BACKGROUND:** Prior to 2012, the State Commission on Children & Families had authority for rule promulgation for relief nurseries. Since 2012, the Early Learning Council (Council) has been charged with oversight of early learning programs, including Relief Nurseries.

Relief Nurseries work to improve the well-being of Oregon's young children, ages 0-5, and their families by reducing and mitigating risk factors associated with child abuse and neglect and their effects on the child and family. This is accomplished by providing a range of therapeutic early childhood and family support services designed to maximize family strengths and address their specific needs.

Certain risk factors have been correlated with increased risk for child abuse and neglect, and the number of risk factors present in a family is a critical element that can lead to abuse and neglect. A recent study by the Center for Evidence-based Policy identified parental risk factors – including psychiatric risk/history, family structure/marital status, prenatal substance abuse, low birth weight -- as the factors with the strongest power to predict foster care entry. Research shows that when protective factors are well-established in a family, the likelihood of child abuse and neglect diminishes. Protective factors build family strengths and a family environment that stimulates optimal child development. The five (5) protective factors promoted by Relief Nurseries are: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children.

Through an assortment of services that aim to build strong, nurturing families and healthy children, Relief Nurseries work to reduce child maltreatment and reduce the need for foster care placements. Relief Nurseries work to ensure that children are safe by maximizing appropriate child developmental levels; increasing parenting skills; and, improving family functioning. These outcomes are consistent with the Oregon Early Learning system goals of ensuring: 1) children enter kindergarten ready to learn and succeed; children are raised in stable and attached families; and 3) services and systems are aligned and coordinated.

Relief Nurseries provide a unique array of comprehensive family support services that are easily accessible to low-income parents with children up to five years of age who are at high risk for abuse or neglect.

Oregon Revised Statute (ORS) 417.827 states that the Early Learning Council

“...shall implement and oversee a system that coordinates the delivery of early learning services to the communities of this state through the direction of Early Learning Hubs.”

“The system implemented and overseen by the council must ensure that providers of early learning services are accountable for outcomes, services are provided in a cost-efficient manner and services provided and the means by which those services are provided are focused on the outcomes of the services.”

ORS 417.728 establishes the components of the early learning system to include, “services to support children...such as home visiting and community-based services such as Relief Nurseries, family support and parent education programs”.

ORS 417.788 establishes, as state policy, that Relief Nurseries shall “be consistent with the voluntary early learning system overseen by the Early Learning Council.”

**ACTION PRECEDING RECOMMENDED BOARD ADOPTION:** The Child Care and Education Committee (CCEC), serving as the Council’s Rules Advisory Committee, was briefed on Relief Nursery services in June 2016 with work sessions held in August and September.

During the September CCEC meeting, the committee reviewed and discussed rule language concepts. A number of issues surfaced during the discussion.

Following the September CCEC meeting, representatives of the Early Learning Council and the Early Learning Division have had informal conversations with Relief Nursery representatives trying to have an understanding of what their needs are and what the Council’s needs are along with the Early Learning Division. Based on this foundational knowledge, the CCEC resumed their review of the Relief Nursery rules..

The CCEC reconvened to discuss the Relief Nursery rules on March 9<sup>th</sup>. In addition to the public comments received, CCEC members discussed the following issues. There were concerns raised about having an external entity in charge of determining certification for state provided funds. There were also concerns about including the certification process in rules, comparing the idea to the approach taken with national organizations like Healthy Families Oregon (Healthy Families America) or Head Start (Office of Head Start). Committee members also noted the need to clarify that the intent of the rules is to create a bifurcated accountability with certification and fidelity to the Relief Nursery model residing with the Oregon Association of Relief Nurseries and accountability that the contractor is in compliance with administrative rule and contract terms residing with the Early Learning Division. However, it is the opinion of the Early Learning Division that the certification process of Relief Nurseries is outlined in rule to provide authority for the Division to have a basis for accountability for contract terms and funding.

The CCEC also reviewed the appeals process currently laid out in rule. The issue CCEC discussed was the possible overriding of OARN certification authority in the event of an appeal, looking at the possibility of the Division appeal review resulting in upholding the appeal. Since certification by OARN is a requirement of state funding what would be required of OARN in the case of a successful appeal? In order for the Relief Nurseries to receive state funding, an appeals process by a public entity must be in place for an organization that was refused certification by OARN (and thus was not eligible for state funding).

**BOARD MEMBER PRESENTING REPORT FOR ADOPTION:** Bobbie Weber

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