

Early Learning Council Meeting Materials

May 25, 2017

9:00am-3:00pm

Times are approximate

Consent Agenda

- Committee Reports
- Equity Implementation Committee
Membership Recommendation

Early Learning Council Equity Implementation Committee Report

Committee Charge:

ELC Charge to Equity Implementation Committee

The Equity Implementation Committee is chartered to educate and provide leadership for the Early Learning Council (ELC) on the issues, challenges, successes and priorities related to implementing the [equity recommendations](#) for children and families furthest from opportunity, originally adopted by the Council on March 18, 2015. They are chartered to create an evidence-based, data driven plan relating to aligning early learning policy and practice with the equity lens, with a focus on culturally responsive practice, operating systems and data/resource allocation. The committee will assist the ELC in understanding equity issues from a data programmatic and social standpoint to support the ELC in:

1. Actualize issues of disparity in setting policy for the early learning system.
2. Recognize the value that diversity brings to the early learning environment and acknowledging the benefits of self-worth, empathy and success that it brings to all children.
3. Champion closure of development, opportunity and achievement gaps for young children and their families.

Committee Membership:

Eva Rippeteau, Chair; Cade Burnette; Carmen Ellis; Joyce Harris; Kelly Poe; Lennie Bjornsen; Lynne Saxton; Nicole Briggs; Patricia Alvarado; Rashelle Chase; Richard Hines Norwood; Sadie Feibel Holmes; Sue Miller

Report:

The Equity Implementation committee (EIC) met on May 16th to discuss: the Spark Tiers and Standards Draft; Rules Governing the Use of Vehicles in Child Care Settings; and future EIC meeting structure.

Key Issues Discussed & Uncovered:

Spark Tiers and Standards Draft: (Presenter: Meredith Russell)

Meredith Russell presented a follow up to the EIC on the Spark Tiers and Standards Draft for Ad Hoc Input dated 4/18/17. She discussed the:

- Introduction
- Proposed Spark Tier Overview
- Spark Entry Requirements
- Self Study Phase



Early Learning Council Spark Ad Hoc Committee Report

Committee Charge: Advise the Early Learning Council on the issues, challenges, successes and priorities related to revising the Spark/QRIS standards, processes and supports.

Committee Membership: Renea Wood, Autumn David, Kristin Klotter, Lisa Grotting, Pam Greenough Corrie, Sabrina Ersland, Mina Smith, Chelsea Reinhart, Betty Steel, Robin Hill-Dunbar, Maria Fernandez, Eva Manderson, Susan Hamann, Cheryle Myers, Cristina Montes, Marina Merrill, Donalda Dodson, and Kali Thorne Ladd

Report:

The Spark Ad Hoc committee met on April 21, 2017 and further discussed the sources of input and review the first draft of the revised Spark Standards using the ELC Quality Principles. On May 19, 2017 the committee reviewed the revised work plan, received an update on Spark rules and heard feedback from the Equity Implementation Committee on the first draft of Spark revised standards. The committee also finalized a set of recommendations to continue the revision process and provided policy input to the Continuous Quality Improvement concept and Educator Qualification Standard.

Key Issues Discussed & Uncovered:

The committee felt the updated work plan was reflective of the need to look at the broader quality rating and improvement system. The Equity Implementation Committee felt the standards were not less but equitable. Committee expressed support for the Continuous Quality Improvement Concept and provide clear feedback on the importance of how convening stakeholders to contribute to the resources available to programs to reflect multiple types of settings, age groups and pedagogies. The committee had a rich discussion on the Educator Qualification Standard and supported the holistic approach with recommendations to complete case studies with the approach to look for any unintended consequences and establish scoring criteria.

Upcoming Key Decisions:

The committee will be providing feedback on the second draft of revised Spark Standards and the Rating and Monitoring concept.

Staffed by:

Shawna Rodrigues, Head Start Collaboration Director, Early Learning Division
Meredith Russell, Program Development Lead, Early Learning Division



The 3-star rating looks at five foundational aspects of quality:

- The environment
- Experiences (daily routines)
- Inclusiveness of children, families, and culture
- Positive interactions
- Educator Qualifications.

Meredith discussed how the Ad Hoc committee is attempting to remove a lot of the barriers in the education qualification section. The Ad Hoc Committee has a broad range of individuals which is allowing input from many valuable sources. The committee is not lowering the bar – rather they are defining and making it equitable.

Discussion on the 5-star standards. Looking at:

- Family engagement (opportunities for families to be engaged)
- Individualized curriculum (proposing specific types of curricula activity – assessments, ongoing child observations, child’s interests, and family input)
- Supporting relationships (provider is intentionally involving and engaging family).

Questions specifically asked to the Equity Implementation Committee:

1. Do the new standards inherently favor dominant culture providers?
2. Are providers that have a focus on equity being recognized for that commitment?

Meredith provided clarification on the word “recognized” in question 2: Is it helping them to achieve a star rating? Have we built the standard so that providers are really focusing on equity? Recognizing the good work that providers do will allow them to show their unique approach to the children they care for that can be reflective of their culture and values. Is it tight enough to show the quality but also loose enough for the individuality of the provider of a community to shine through.

After this presentation, the EIC requested a follow-up presentation from this Ad Hoc committee once they are further into this process.

Rules Governing Use of Vehicles in Child Care Settings: (Presenter: Dawn Woods)

Dawn Wood presented background on the rules governing use of vehicles in child care settings. Through the Division investigation of this topic, it found that there was a lot more involved than just the number of seats within passenger vans. Specifically, the chassis and wheel base difference versus just the number of seats in the van.

The ELD developed three options that they took to the CCEC for consideration:

- Option 1: Vehicles designed to carry more than ten passengers cannot be used to transport child care children, unless that vehicle is a school bus or a multi-function school activity bus.
- Option 2: Vehicles designed to carry more than ten passengers cannot be used to transport child care children, unless:
 - (a) the vehicle is a school bus or a multi-function school activity bus; or
 - (b) the vehicle is manufactured after 2010.



Option 3: Vehicles designed to carry more than ten passengers, and are not a school bus or a multi-function school activity bus, may be used under the following conditions

- (a) travel speed not to exceed 50 mph; and
- (b) have an annual safety inspection by a garage, dealership or auto repair shop. Proof of inspection must be on a form provided by the Office of Child Care or on a form provided by the inspector which contains the same information.

Dawn asked for EIC opinion on this topic. After some deliberation, EIC recommended that Option 3 would be the best option after factoring in all of the research and background information provided to them at this meeting.

EIC meeting structure recommendations: The EIC heard an update on current committee meeting structure. The committee reviewed a memo with three possible meeting options for future meeting structure. Option 1: All meetings are in-person with GoToMeeting option; Option 2: Meetings rotate between in person, with a call in option, and GoToMeetings; Option 3: All meetings are GoToMeetings. After deliberation, the committee decided to implement Option 2 beginning in September.

The Children's Institute Alexander Award: (Presenter: Sue Miller)

Sue recognized Donalda Dodson for receiving The Children's Institute Alexander Award. This award is given to recognize someone in a leadership position who is making a difference in the State for children and families. The EIC congratulated Donalda for her accomplishment.

Upcoming Key Decisions :

- Finalization of the Committee work plan.
- Project updates:
 - Infant-Toddler Self-Assessment (BB)
 - HFO accreditation process (BB)
- Review and provide feedback on:
 - Relief Nursery rules (CCEC)
 - Spark revisions (Spark Ad Hoc)
 - Professional development alignment with ELD & OHA
 - Child Care Rules: staff qualifications & training (CCEC)

Staffed by:

ELD - Lillian M. Green, ELD Equity Director



Early Learning Legislative Presentations as of May 22nd

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

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

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

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

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

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

Updated: 5/22/17

March 9th	March 14th	March 21st	March 22nd
HECFS Committee Children's Institute & Preschool Promise	HECFS Committee Professional Development Pathways	HECFS Committee HB 2259 & HB 2260 Public Hearing & Work Session	Senate Human Services SB 314 Public Hearing
March 30th	April 11th	April 20th	May 2nd
HECFS Committee Brain Science of Early Learning (UO Brain Development Lab)	HECFS Committee Early Learning Multnomah Presentation	HECFS Committee Pathways for Developmental Screening to Services (OPIP)	HECFS Committee Oregon Child Care Market Price Study (Bobbie Weber)
May 4th	May 10th	May 15th	May 16th
HECFS Committee Early Learning Budget Discussion	W&M Education Sub. CCDF Budget Update (ELD & DHS)	Senate Human Services HB 3066 & HB 3068	HECFS Committee Culturally Specific Early Learning (The Latino Network, Black Parent Initiative, KairosPDX, Coalition of Communities of Color, Tigard Tualatin School District)
May 24th	May 30th		
W&M Education Subcommittee SB 182 – Informational Hearing (Chief Education Office, ELD, Teaching Standards & Practices Commission)	HECFS Committee ERDC (DHS) Senate Education HB 2013 Work Session		

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

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

Early Learning Bill Tracking

Bill Name	Bill Summary	Current Committee	Next Hearing	Last Three Actions
HB 2013 INTRO	Modifies requirements for preschool program administered by Early Learning Division.	Education (S)	3:00PM 05/30/2017 Senate Committee Education Work Session HR C	05/30/17 - Work Session scheduled. 05/09/17 - Public Hearing held. 04/24/17 - Referred to Education.
HB 2259 A	Authorizes Office of Child Care to maintain information in Central Background Registry through electronic records systems.	Ways and Means (J)		03/23/17 - Referred to Ways and Means by order of Speaker. 03/23/17 - Recommendation: Do pass with amendments, be printed A-Engrossed, and be referred to Ways and Means. 03/21/17 - Public Hearing and Work Session held.
HB 2260 A	Authorizes Office of Child Care to maintain information about child care facilities and providers through electronic records systems.	Ways and Means (J)		03/23/17 - Referred to Ways and Means by order of Speaker. 03/23/17 - Recommendation: Do pass with amendments, be printed A-Engrossed, and be referred to Ways and Means. 03/21/17 - Public Hearing and Work Session held.
HB 2956 A	Directs Early Learning Council to conduct evaluation of Early Learning Hubs and submit report on evaluation each odd-numbered year.	Education (S)	3:00PM 05/23/2017 Senate Committee Education Work Session HR C	05/23/17 - Work Session scheduled. 05/16/17 - Public Hearing held. 04/24/17 - Referred to Education.
HB 2957 A	Establishes grant program for purpose of improving kindergarten student-to-teacher ratios in schools that are considered high poverty.	Ways and Means (J)		04/24/17 - Referred to Ways and Means by prior reference. 04/24/17 - Recommendation: Do pass with amendments, be printed A-Engrossed, and be referred to Ways and Means by prior reference. 04/18/17 - Work Session held.
HB 2985 A	Establishes Task Force on Employment-Related Child Care to conduct study on improving access to and availability of subsidies for employment-related child care and to develop plan to expand access to employment-related child care opportunities.	Ways and Means (J)		04/24/17 - Referred to Ways and Means by prior reference. 04/24/17 - Recommendation: Do pass with amendments, be printed A-Engrossed, and be referred to Ways and Means by prior reference. 04/18/17 - Work Session held.
HB 3066 A	For purposes of tax credit for contributions to Office of Child Care, eliminates provisions for collaboration by office with advisory committee and distribution of funds through community agencies.			05/18/17 - Second reading. 05/18/17 - Recommendation: Do pass the A-Eng. bill. 05/15/17 - Public Hearing and Work Session held.
HB 3067 A	Authorizes Marion and Polk Counties to establish pilot CourtCare programs to provide quality child care to individuals and families who are participating in court proceedings at local courthouse or transacting business at local governmental office.	Ways and Means (J)		04/10/17 - Referred to Ways and Means by order of Speaker. 04/10/17 - Recommendation: Do pass with amendments, be printed A-Engrossed, and be referred to Ways and Means. 04/06/17 - Public Hearing and Work Session held.
HB 3068 A	Directs Office of Child Care to implement resource and referral system.			05/18/17 - Second reading. 05/18/17 - Recommendation: Do pass the A-Eng. bill. 05/15/17 - Public Hearing and Work Session held.
HB 3106 EN	Directs Early Learning Hubs to convene annual meetings between representatives of preschool programs administered by Early Learning Division for purpose of coordinating enrollment of eligible children in programs.			05/17/17 - President signed. 05/17/17 - Speaker signed. 05/15/17 - Third reading. Carried by Gelser. Passed. Ayes, 30.

HB 3353 A	Provides that when school district or prekindergarten program causes dental screening to be conducted of all students in one or more classrooms or in one or more grades where students are 14 years of age or younger, school district or prekindergarten program must provide students or parents or guardians of students opportunity to request not to participate in dental screening.	Education (S)	3:00PM 05/23/2017 Senate Committee Education Public Hearing and Possible Work Session HR C	05/23/17 - Public Hearing and Possible Work Session scheduled. 04/27/17 - Referred to Education. 04/25/17 - First reading. Referred to President's desk.
HB 3447 A	Prohibits provision in instrument conveying real property that restricts use of real property as certified or registered family child care home or as premises of exempt family child care provider.	Human Services (S)		05/17/17 - Public Hearing and Work Session held. 05/05/17 - Referred to Human Services. 05/03/17 - First reading. Referred to President's desk.
HB 3455 INTRO	Establishes Age Three Through Grade Three Reading Initiative within Department of Education.	Education (H)		05/11/17 - Referred to Education. 05/10/17 - First reading. Referred to Speaker's desk.
SB 182 A	Establishes Educator Advancement Council.	Ways and Means (J)		04/06/17 - Referred to Ways and Means by prior reference. 04/06/17 - Recommendation: Do pass with amendments and be referred to Ways and Means by prior reference. (Printed A-Eng.) 04/04/17 - Work Session held.
SB 314 A	Directs Early Learning Division to support Relief Nursery programs statewide .	Ways and Means (J)		04/07/17 - Referred to Ways and Means by prior reference. 04/07/17 - Recommendation: Do pass with amendments and be referred to Ways and Means by prior reference. (Printed A-Eng.) 04/05/17 - Work Session held.
SB 1051 INTRO	Prohibits provision in instrument conveying real property that restricts use of real property as certified or registered family child care home.	Early Childhood and Family Supports (H)	1:00PM 05/25/2017 House Committee Early Childhood and Family Supports Work Session HR D	05/25/17 - Work Session scheduled. 05/11/17 - Public Hearing held. 04/24/17 - Referred to Early Childhood and Family Supports.

Updated 5/19/17

Board Action Summary

AGENDA ITEM: Child Care Transportation Rules – First Reading Administrative Rules

Summary of Recommended Board Action

ACTION: First Reading of proposed administrative rule revisions

ISSUE: Administrative Rules governing use of vehicles in child care settings

The Child Care and Education Committee advances proposed revisions to administrative rules governing use of vehicles in child care settings. The proposed rules cover safe transportation of child care children in licensed or regulated child care programs.

The Early Learning Division is currently engaged in a rule review of the licensing rules for Certified Center, Certified Family, Registered Family and Regulated Subsidy rules as well as the development of a rule set for School-Age Only Certified Centers.

An area of urgency is the development and adoption of a rule governing the types of vehicles that licensed programs can use when transporting child care children. This rule is being developed in advance of the full rule sets.

BACKGROUND: In February 2015, the revised Registered Family Child Care rules were adopted by the Early Learning Council. One of the new rules was the prohibition of 15-passenger vans for transportation of child care children. This was in response to advisories published by the National Highway Traffic Safety Administration warning of an increased risk of 15-passenger vans rolling over in the event of an accident. The rule was worded to become effective three years after the adoption date to help minimize the financial impact to providers who were presently using those types of vehicles. At that time, it was anticipated that the same rule would be added to Certified Center and Certified Family rules when those rule sets were revised.

Since that time, additional research and data has been explored concerning safe transportation as well as a more in-depth look into the financial and practical impact a vehicle prohibition may have on providers who transport children.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION: The Child Care and Education Committee, serving as the Council's Rules Advisory Committee, conducted a work session on the vehicle rule in February and May, 2017. Several rule options were reviewed and discussed.

The CCEC considered the following options:

Option 1. 15-passenger vans shall not be used to transport child care children after January 1, 2018.

- Pros: Direct response to the issues and advisories concerning 15-passenger vans.
- Cons: Can be difficult to clearly identify those vehicles. Vehicles can be modified. Potential for fiscal and practical impact on providers and families.

Option 2. Vehicles designed to carry more than ten passengers cannot be used to transport child care children, unless that vehicle is a school bus or a multi-function school activity bus.

- Pros: Simple rule language. More inclusive of other types of vehicles' safety concerns.
- Cons: Can be difficult to clearly identify those vehicles. Vehicles can be modified. Potential for fiscal and practical impact on providers and families.

Option 3. Vehicles designed to carry more than ten passengers cannot be used to transport child care children, unless:

(a) the vehicle is a school bus or a multi-function school activity bus; or

(b) the vehicle is manufactured after 2010.

- Pros: Allows for the use of different types of vehicles. Takes into account new technology. Possible lessening of impact on providers.
- Cons: Still prohibits the use of certain types of vehicles that providers may already own.

Option 4. Vehicles designed to carry more than ten passengers, and are not a school bus or a multi-function school activity bus, may be used under the following conditions:

(a) travel speed not to exceed 50 mph; and

(b) have an annual safety inspection by a garage, dealership or auto repair shop. Proof of inspection must be on a form provided by the Office of Child Care or on a form provided by the inspector which contains the same information.

- Pros: Allows for the use of different types of vehicles. Reduces the impact on providers. Increases awareness of safety issues.
- Cons: Travel speed compliance may be difficult to enforce.

After discussing the options, the CCEC determined the best approach to ensure the safety of child care children who are being transported while in regulated child care and to minimize impact and provide a reasonable level of flexibility and certainty for providers was to combine options.

Proposed Rule Language:

The following vehicles may be used to transport child care children:

(a) A vehicle manufactured to carry fewer than ten passengers;

(b) A school bus or a multi-function school activity bus;

(c) A vehicle manufactured to carry ten or more passengers that was manufactured in 2010 or after; or

(d) A vehicle manufactured to carry ten or more passengers that was manufactured before 2010, with the following conditions:

(A) Travel speed may not exceed 50 mph; and

(B) The vehicle must have an annual safety inspection by a garage, dealership or auto repair shop. Proof of inspection must be on the form provided by the Early Learning Division or on a form provided by the inspector which contains the same information.

BOARD MEMBER PRESENTING REPORT FOR ADOPTION: Bobbie Weber, Chair CCEC

CONTACT: Dawn Woods, Child Care Director, ELD



Child Care and Education Committee – Administrative Rule Summary

Title/OAR #: Registered Family Child Care 414-205-0110, Certified Family Child Care 414-350-0250, Certified Center Child Care 414-300-0350, and Regulated Subsidy Child Care 414-180-0025.

Date: May 19, 2017

Staff/Office: Dawn Woods, Child Care Director, Early Learning Division/Office of Child Care

☐ Temporary Rule ☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule
Prompted by: ☐ State law changes ☐ Federal law changes ☒ Other

Action Requested:

☐ Adoption of Temporary Rule
☒ Adoption of Final Rule

PROPOSED/AMENDED RULE RECOMMENDATION OPTIONS:

The Child Care and Education Committee advances proposed revisions to administrative rules governing use of vehicles in child care settings. The proposed rules cover safe transportation of child care children in licensed or regulated child care programs.

BACKGROUND:

In February 2015, the revised Registered Family Child Care rules were adopted. One of the new rules was the prohibition of 15-passenger vans for transportation of child care children. This was in response to advisories published by the National Highway Traffic Safety Administration warning of an increased risk of 15-passenger vans rolling over in the event of an accident. The rule was worded to become effective three years after the adoption date to help minimize the financial impact to providers who were presently using those types of vehicles. At that time, it was anticipated that the same rule would be added to Certified Center and Certified Family rules when those rule sets were revised.

The Early Learning Division is currently engaged in a rule review of the licensing rules for Certified Center, Certified Family, Registered Family and Regulated Subsidy rules as well as the development of a rule set for School-Age Only Certified Centers. An area of urgency is the development and adoption of a rule governing the types of vehicles that licensed programs can use when transporting child care children. This rule is being developed in advance of the full rule sets.



Additional research and data has been explored concerning safe transportation as well as a more in-depth look into the financial and practical impact a vehicle prohibition may have on providers who transport children.

TIMELINE OF KEY ACTIVITIES & PUBLIC ENGAGEMENT:

The Child Care and Education Committee, serving as the Council's Rules Advisory Committee, conducted a work session on the vehicle rule in February and May, 2017. Several rule options were reviewed and discussed.

The CCEC considered the following options:

Option 1. 15-passenger vans shall not be used to transport child care children after January 1, 2018.

- **Pros:** Direct response to the issues and advisories concerning 15-passenger vans.
- **Cons:** Can be difficult to clearly identify those vehicles. Vehicles can be modified. Potential for fiscal and practical impact on providers and families.

Option 2. Vehicles designed to carry more than ten passengers cannot be used to transport child care children, unless that vehicle is a school bus or a multi-function school activity bus.

- **Pros:** Simple rule language. More inclusive of other types of vehicles' safety concerns.
- **Cons:** Can be difficult to clearly identify those vehicles. Vehicles can be modified. Potential for fiscal and practical impact on providers and families.

Option 3. Vehicles designed to carry more than ten passengers cannot be used to transport child care children, unless:

- (a) the vehicle is a school bus or a multi-function school activity bus; or**
- (b) the vehicle is manufactured after 2010.**

- **Pros:** Allows for the use of different types of vehicles. Takes into account new technology. Possible lessening of impact on providers.
- **Cons:** Still prohibits the use of certain types of vehicles that providers may already own.

Option 4. Vehicles designed to carry more than ten passengers, and are not a school bus or a multi-function school activity bus, may be used under the following conditions:

- (a) travel speed not to exceed 50 mph; and**
 - (b) have an annual safety inspection by a garage, dealership or auto repair shop. Proof of inspection must be on a form provided by the Office of Child Care or on a form provided by the inspector which contains the same information.**
- **Pros:** Allows for the use of different types of vehicles. Reduces the impact on providers. Increases awareness of safety issues.
 - **Cons:** Travel speed compliance may be difficult to enforce.



After discussing the options, the CCEC determined the best approach to ensure the safe transportation of child care children being transported while in regulated child care and to minimize impact and provide a reasonable level of flexibility and certainty for providers was to combine options.

Proposed Rule Language:

The following vehicles may be used to transport child care children:

- (a) A vehicle manufactured to carry fewer than ten passengers;**
- (b) A school bus or a multi-function school activity bus;**
- (c) A vehicle manufactured to carry ten or more passengers that was manufactured in 2010 or after; or**
- (d) A vehicle manufactured to carry ten or more passengers that was manufactured before 2010, with the following conditions:**
 - (A) Travel speed may not exceed 50 mph; and**
 - (B) The vehicle must have an annual safety inspection by a garage, dealership or auto repair shop. Proof of inspection must be on the form provided by the Early Learning Division or on a form provided by the inspector which contains the same information.**

ALIGNMENT WITH RULES PRINCIPLES:

The proposed rules align with the following rules principles adopted by the CCEC

1. Standards and rules aim to ensure that children are in safe environments that promote healthy physical, social, emotional and cognitive development and support high quality interactions among families and providers.

The proposed rules aim to ensure children are in safe environments at all times and in all situations while in child care settings.

2. Standards and rules support and encourage diversity and equity; promoting equal access, especially for children from targeted populations.

The proposed rules recognize the diversity of provider needs, are intended to minimize financial impacts and allows for a higher level of flexibility and certainty for providers.

3. Standards and rules are based on research, knowledge of child development, and best practices.

The proposed rules rely on research and data on safe transportation of children.



6. ELC believes parents and children are primary stakeholders for all of its rules and will actively engage families and other impacted persons and organizations in rule promulgation and/or revision to ensure community/cultural norms are taken into consideration/reflected in rule.

Specific rule language will be assessed to ensure that no barriers or unintended consequences are present.

7. ELC will aim for consistency across sets of rules over which it has authority, and will align rules with broader state goals and those of related agencies to the extent possible.

The proposed rule language is consistent across Registered Family, Regulated Subsidy, Certified Center and Certified Family rules.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

The need to ensure that child care children who are being transported while in regulated care are transported in a safe manner; minimize financial impacts to providers; need for consistency; need for certainty and; need to ensure no barriers or unintended consequences are inadvertently created.

FISCAL IMPACT:

The new rule may incur a financial impact to those child care providers that are presently using a vehicle that is manufactured prior to 2010. They may have to pay for annual vehicle safety inspections as required by the new rule. The new rule should minimize the financial impact for providers as they consider the purchase of vehicles for use when transporting child care children.

STAFF RECOMMENDATION:

- ☐ Adopt Temporary administrative rule
- ☐ Adopt Final administrative rule
- ☐ Repeal Rule
- ☒ No recommendation at this time

Comments: First Reading



DIVISION 180

REGULATED SUBSIDY FAMILY CHILD CARE HOMES

414-180-0025

Safety

- (1) The room temperature must be at least 68°F during the hours which child care children are in care.
- (2) Rooms child care children are predominantly occupying must have a combination of natural and artificial lighting.
- (3) Floors must be free of splinters, large unsealed cracks, sliding rugs and other hazards.
- (4) Potentially aggressive animals must not be in the same physical space as the children.
- (5) Children shall be protected from fire and safety hazards. Providers must have the following protections in place:
 - (a) All exposed electrical outlets in rooms used by preschool or younger children must have hard-to-remove protective caps or safety devices installed when the outlet is not in use.
 - (b) Extension cords shall not be used as permanent wiring;
 - (c) All appliance cords must be in good condition;
 - (d) Multiple connectors for cords shall not be used;
 - (e) A grounded power strip outlet with a built-in over-current protection may be used;
 - (f) A stable barrier shall be installed to prevent children from falling into hazards, including, but not limited to: fireplaces, heaters and woodstoves that are in use when child care children are present;
 - (g) A secure barrier shall be placed at the top and/or bottom of all stairways accessible to infants and toddlers;
- (6) The home has a working smoke detector on each floor level and in any area where a child naps.
- (7) Cleaning supplies, paints, matches, lighters, and any plastic bags large enough to fit over a child's head kept under child-safety lock.

- (8) Other potentially dangerous items, such as medicine, drugs, sharp knives and poisonous and toxic materials kept under child-safety lock.
- (9) Firearms, BB guns, pellet guns and ammunition kept under lock, with ammunition stored and locked separately. Firearms, BB guns and pellet guns must remain unloaded;
- (10) If any preschool age or younger children are in care, poisonous plants must be kept out of the reach of children;
- (11) All clear glass panels in doors clearly marked at child level.
- (12) Each provider must:
- (a) Ensure that the home where care is provided meets all of the following standards:
 - (A) Each floor level used by a child has two useable exits to the outdoors (a sliding door or window that can be used to evacuate a child is considered a useable exit). If a second floor is used for child care, the provider must have a written plan for evacuating occupants in the event of an emergency.
 - (B) The home has a working telephone or telephone service in operating condition.
 - (C) Emergency telephone numbers for fire, ambulance, police and poison control and the home address must be posted in a visible location.
 - (D) The building, grounds, water supply, and toys, equipment and furniture used by children must be maintained in a hazard-free condition.
 - (E) Broken toys, furniture and equipment must be removed from areas accessible to children.
- (13) Wading pools are prohibited for wading.
- (14) The provider is responsible for the children in care. At all times the provider must:
- (a) Be within sight or sound of all children;
 - (b) Be aware of what each child is doing;
 - (c) Be near enough to children to respond when needed.
- (15) The provider must have a written plan for evacuating and removing children to a safe location in an emergency. The plan must be posted in the child care home, familiar to the children and the caregivers, and practiced at least every other month and must include:

- (a) Procedures for notifying parents or other adults responsible for the children, of the relocation and how children will be reunited with their families;
 - (b) Procedures to address the needs of individual children, including infants and toddlers, children with special needs and children with chronic medical conditions;
 - (c) An acceptable method to ensure that all children in attendance are accounted for;
 - (d) Procedures for handling natural disasters (e.g. fire, earthquake, etc.) and man-caused events, such as violence at a child-care facility;
 - (e) Procedures in the event that children must shelter-in-place or if the child-care home must be locked-down so that no one can enter or leave; and
 - (f) Procedures for maintaining continuity of child care operations.
- (16) If a caregiver is transporting children, the caregiver must have a valid driver's license and proof of appropriate insurance.
- (17) The number of children transported shall not exceed the number of seat belts or child safety systems available in the vehicle.
- (18) Car seats are to be used for transportation only. Children who arrive at and brought into the provider's home asleep in a car seat may remain in the car seat until the child awakens.
- (19) The provider must take precautions to protect children from vehicular traffic. The provider shall:
- (a) Require drop off and pick up only at the curb or at an off-street location protected from traffic.
 - (b) Assure that any adult who supervises drop-off and loading can see and assure that children are clear of the perimeter of all vehicles before any vehicle moves.
- ~~(20) If a passenger van is used to transport child care children it must meet Federal Motor Vehicle Safety Standards for transporting children in education settings.~~

The following vehicles may be used to transport child care children:

- (a) A vehicle manufactured to carry fewer than ten passengers;
- (b) A school bus or a multi-function school activity bus;
- (c) A vehicle manufactured to carry ten or more passengers that was manufactured in 2010 or after; or
- (d) A vehicle manufactured to carry ten or more passengers that was manufactured before 2010, with the following conditions:
 - (A) Travel speed may not exceed 50 mph; and

(B) The vehicle must have an annual safety inspection by a garage, dealership or auto repair shop. Proof of inspection must be on the form provided by the Early Learning Division or on a form provided by the inspector which contains the same information.

(21) The provider must have a written statement from the parent(s) regarding whether or not the provider is authorized to:

(a) Take a child on a field trip or other activity outside the child care home or participate in any water activity; and

(b) Transport a child to or from school or allow a child to bus or walk to or from school or child care home.

~~(22) 15 passenger vans shall not be used to transport child care children.~~

[ED. NOTE: Table referenced are available from the agency.]

Stat. Auth.: ORS 326.425(7)

Stats. Implemented: ORS 329A.505

DIVISION 205

REGISTERED FAMILY CHILD CARE HOMES

414-205-0110

Safety

(1) Children shall be protected from fire and safety hazards. Providers must have the following protections in place:

(a) All exposed electrical outlets in rooms used by preschool or younger children must have hard-to-remove protective caps or safety devices installed when the outlet is not in use.

(b) Extension cords shall not be used as permanent wiring;

(c) All appliance cords must be in good condition;

(d) Multiple connectors for cords shall not be used;

(e) A grounded power strip outlet with a built-in over-current protection may be used;

(f) A stable barrier shall be installed to prevent children from falling into hazards, including, but not limited to: fireplaces, heaters and woodstoves that are in use when child care children are present;

(g) A secure barrier shall be placed at the top and/or bottom of all stairways accessible to infants and toddlers;

(h) A working smoke detector on each floor and in any area where children nap;

(i) A working fire extinguisher with a rating of at least 2-A:10-BC;

(j) Firearms, BB guns, pellet guns and ammunition kept under lock, with ammunition stored and locked separately. Firearms, BB guns and pellet guns must remain unloaded;

(k) Cleaning supplies, paints, matches, lighters, and plastic bags kept under child-safety lock;

(l) Other potentially dangerous items, such as medicine, drugs, sharp knives and poisonous and toxic materials kept under child-safety lock;

(m) Flammable and combustible liquids, such as paint thinner and gasoline, shall be stored in the original container or a safety container and, if over one gallon, kept in an unattached storage building;

(n) If any preschool age or younger children are in care, poisonous plants must be kept out of the reach of children; and

(o) All clear glass panels in doors clearly marked at child level.

(2) All floor levels used by children must have access to two useable exits, as defined in OAR 414-205-0010(32), to the outdoors.

(a) If a basement is used for child care purposes, the requirement for two useable exits may be met by one of the following:

(A) A sliding glass door or swinging door to the outside and a window that meets the definition of a useable exit; or

(B) A window which meets the definition of a useable exit and an internal stairway to ground level that has unobstructed and direct access to the outdoors.

(b) If a window, which meets the definition of a useable exit, is used:

(A) Steps must be placed under the window to allow children to exit without assistance; and

(B) The window must be kept in good working condition.

(c) If a window used as an exit has a window well, a mechanism must be in place to allow children to exit the window well.

(3) Second floors (does not apply to providers registered continuously at the same address before 2009, unless the provider has moved the child care license to a new residence):

(a) Child care children shall not sleep on the second floor or above;

(b) Care shall not be provided for infants and toddlers on the second floor or above;

(c) Night care shall not be provided on the second floor or above;

(d) Children may be allowed on the second floor to use the bathroom if the only bathroom is on the second floor;

(e) Care can be provided for preschool and school-age children on the second floor or above, if:

(A) There are two staircases to the ground level and all children are mobile enough to exit safely; or

(B) The designated fire marshal has approved the use of the upper floor.

(4) The provider must have a written plan for evacuating and removing children to a safe location in an emergency. The plan must be posted in the home, familiar to the children and the caregivers, and practiced at least every other month and must include:

(a) Procedures for notifying parents or other adults responsible for the children, of the relocation and how children will be reunited with their families;

(b) Procedures to address the needs of individual children, including infants and toddlers, children with special needs and children with chronic medical conditions;

(c) An acceptable method to ensure that all children in attendance are accounted for;

(d) Procedures for handling natural disasters (e.g. fire, earthquake, etc.) and man-caused events, such as violence at a child-care facility;

(e) Procedures in the event that children must shelter-in-place or if the child-care home must be locked-down so that no one can enter or leave; and

(f) Procedures for maintaining continuity of child care operations.

(5) A telephone in working condition must be in the family child care home.

(a) Parents must be given the telephone number so they can contact the provider if needed.

(b) Emergency telephone numbers for fire, ambulance, police and poison control and the provider's home address must be posted in a visible location.

(6) The building, grounds, water supply, and toys, equipment and furniture used by children must be maintained in a hazard-free condition.

(a) Broken toys, furniture and equipment must be removed from areas accessible to children.

(b) Both the exterior and interior of the home must be maintained in good repair.

(c) Painted surfaces must be in good condition, both inside and outside, to avoid exposing children to lead paint.

(d) The provider shall report to OCC any damage to the building that affects the provider's ability to comply with these requirements, within 48 hours after the occurrence.

(7) If a caregiver is transporting children, the caregiver must have a valid driver's license and proof of appropriate insurance.

(8) The number of children transported shall not exceed the number of seat belts or child safety systems available in the vehicle.

(9) Car seats are to be used for transportation only. Children who arrive at the provider's home asleep in a car seat may remain in the car seat until the child awakens.

(10) The provider must take precautions to protect children from vehicular traffic. The provider shall:

(A) Require drop off and pick up only at the curb or at an off-street location protected from traffic.

(B) Assure that any adult who supervises drop-off and loading can see and assure that children are clear of the perimeter of all vehicles before any vehicle moves.

(11) ~~15 passenger vans shall not be used to transport child care children after January 1, 2018.~~

The following vehicles may be used to transport child care children:

- (a) A vehicle manufactured to carry fewer than ten passengers;
- (b) A school bus or a multi-function school activity bus;
- (c) A vehicle manufactured to carry ten or more passengers that was manufactured in 2010 or after; or
- (d) A vehicle manufactured to carry ten or more passengers that was manufactured before 2010, with the following conditions:
 - (A) Travel speed may not exceed 50 mph; and
 - (B) The vehicle must have an annual safety inspection by a garage, dealership or auto repair shop. Proof of inspection must be on the form provided by the Early Learning Division or on a form provided by the inspector which contains the same information.

Stat. Auth.: ~~ORS 657A.260~~ ORS 329A.250 to 329A.450, ORS 326.425

Stats. Implemented: ~~ORS 657A.260~~ ORS 329A.250 to 329A.450

DIVISION 300

CERTIFIED CHILD CARE CENTERS

414-300-0350

Transportation

When transportation is provided by or arranged for by the center, the following requirements shall be met:

(1) Drivers shall:

- (a) Be at least 18 years of age;
- (b) Hold a current driver's license. If required by the Motor Vehicles Division (DMV), a commercial driver's license shall be obtained; and
- (c) Maintain a safe driving record.
- (d) The provider must take precautions to protect children from vehicular traffic.

(2) The operator shall obtain a copy of the driving record from DMV for each staff whose job description includes driving duties. The DMV check shall be updated annually.

(3) The vehicle shall be:

- (a) In compliance with all applicable state and local motor vehicle laws; and
- (b) Maintained in a safe operating condition.

(4) If transportation is provided between the center and the child's school or other destination, the center shall have in writing an acknowledgment from the parent(s) that they are aware of the time of day their child is to be picked up and/or delivered by the center. If the pick-up schedule results in children being unsupervised at school or other location, the center shall notify parents of this fact.

(5) When transporting children on a regular basis, there shall be sufficient staff to meet the required staff/child ratios (OAR 414-300-0130) for each age group of children being transported.

(a) The driver may count in the staff/child ratios.

(b) Staff shall be teacher-qualified or Aide II qualified. Aide I qualified staff may count in the staff/child ratios if one other staff is teacher-qualified.

(c) If none of the staff is teacher-qualified, an adult in the vehicle shall be trained in first aid and the vehicle shall be equipped with a cell phone or other communication device.

(6) When transporting children on field trips, the center shall follow its procedures for field trips (OAR 414-300-0030(7)(e)). The procedures shall include, but not be limited to, requirements regarding drivers and adult supervision.

(7) When transporting children for any and all purposes:

(a) Children shall be transported only in sections of vehicles designed for and equipped to carry passengers;

(b) A seat that fully supports the passenger shall be provided for each child;

(c) All children, shall be transported in accordance with ORS 811.210. The child safety system and safety belts shall comply with ORS 815.055 and the standards adopted by the Oregon Department of Transportation;

(d) Infants, toddlers, and preschool age children shall leave the vehicle on the same side of the street as the building they will enter;

(e) Drivers delivering children to their homes shall not depart until the child has been received by an authorized person; and

(f) No child shall be left unattended inside or outside a vehicle.

(8) The center shall maintain a written plan for transportation.

(9) The following vehicles may be used to transport child care children:

(a) A vehicle manufactured to carry fewer than ten passengers;

(b) A school bus or a multi-function school activity bus;

(c) A vehicle manufactured to carry ten or more passengers that was manufactured in 2010 or after; or

(d) A vehicle manufactured to carry ten or more passengers that was manufactured before 2010, with the following conditions:

(A) Travel speed may not exceed 50 mph; and

(B) The vehicle must have an annual safety inspection by a garage, dealership or auto repair shop. Proof of inspection must be on the form provided by the Early Learning Division or on a form provided by the inspector which contains the same information.

Stat. Auth.: ~~ORS 657A.260~~ ORS 329A.250 to 329A.450, ORS 326.425

Stats. Implemented: ~~ORS 657A.260~~ ORS 329A.250 to 329A.450

DIVISION 350

CERTIFIED FAMILY CHILD CARE HOMES

414-350-0250

Transportation

When transportation is provided by or arranged for by the certified family child care home, the following requirements must be met.

- (1) Drivers shall be at least 18 years of age and hold a current driver's license.
- (2) The vehicle shall be:
 - (a) In compliance with all applicable state and local motor vehicle laws, and
 - (b) Maintained in a safe operating condition.
- (3) If transportation is provided between the certified family child care home and the child's school or other destination, the provider shall have in writing an acknowledgment from the parent(s) that they are aware of the time of day their child is to be picked up and/or delivered by the provider. If the pick-up schedule results in children being unsupervised at school or other location, the provider shall notify parents of this fact.
- (4) When transporting children:
 - (a) The emergency information for each child who is being transported shall be in the vehicle.
 - (b) Children shall be transported only in sections of vehicles designed for and equipped to carry passengers.
 - (c) A seat that fully supports the passenger shall be provided for each child.
 - (d) The number of children transported shall not exceed the number of seat belts or child safety systems available in the vehicle.
 - (e) All children shall be transported in accordance with ORS 811.210. The child safety system and safety belts shall comply with ORS 815.055 and the standards adopted by the Oregon Department of Transportation. A child under four years of age and weighing 40 pounds or less shall be in an approved child safety system. A child between the ages of 4 and 6 years AND children who weigh between 40 and 60 pounds, regardless of age, must use a booster seat.

(f) Staff/child ratios, as specified in OAR 414-350-0120, shall be maintained in vehicles, as well as in the certified family child care home, when one caregiver is transporting children.

(g) Infants, toddlers, and preschool age children shall leave the vehicle on the same side of the street as the building they will enter.

(h) Drivers delivering children to their homes shall not depart until the child has been received by an authorized person.

(i) No child shall be left unattended inside or outside a vehicle.

(j) If firearms and ammunition are stored in a vehicle, they must be stored as specified in OAR 414-350-0170(10)(d).

(5) The following vehicles may be used to transport child care children:

- (a) A vehicle manufactured to carry fewer than ten passengers;
- (b) A school bus or a multi-function school activity bus;
- (c) A vehicle manufactured to carry ten or more passengers that was manufactured in 2010 or after; or
- (d) A vehicle manufactured to carry ten or more passengers that was manufactured before 2010, with the following conditions:
 - (A) Travel speed may not exceed 50 mph; and
 - (B) The vehicle must have an annual safety inspection by a garage, dealership or auto repair shop. Proof of inspection must be on the form provided by the Early Learning Division or on a form provided by the inspector which contains the same information.

Stat. Auth.: ~~ORS 657A.260~~ ORS 329A.250 to 329A.450, ORS 326.425

Stats. Implemented: ~~ORS 657A.260, 657A.280 & 657A.290~~ ORS 329A.250 to 329A.450

Board Action Summary

AGENDA ITEM: Hub Roles & Indicators

Summary of Recommended Board Action

ACTION: Acton – The ELC is being asked to review and ratify the revised Hub Metrics developed by the ELC's Measuring Success Committee.

ISSUE: In preparation for the next biennium, the hub metrics have been revised, and need to be adopted by the ELC.

BACKGROUND: The hub metrics were initially developed around available data measurements that might indicate population-level change in outcomes, with less focus on what strategies a hub might use to affect change. As these measurements were contractually obligated, hubs worked to change outcomes they could measure (what was in their contract) with less focus on the change we want to see in the system.

The Measuring Success Committee has revised the metrics to focus on the change we want to see in the system (indicators) and the role that hubs play in effecting those changes. This is intended to provide a clearer signaling to hubs re: where to focus their priorities and investments to improve outcomes over time.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION: The Measuring Success Committee has been actively working in consultation with the Hubs on these revisions since the fall of 2016, and provided the ELC with an update about the process at its April 2017 meeting.

BOARD MEMBER PRESENTING REPORT FOR ADOPTION: David Mandell

CONTACT: David Mandell, Acting Early Learning Director

READY FOR KINDERGARTEN

HUB ROLES		INDICATORS
2.1 The role of the hub is to facilitate shared understanding and collaboration between early learning and K-12 partners regarding expectations about the skills and abilities of children entering school.	STRATEGIES & ACTIVITIES	Early learning and K-12 professionals demonstrate increases in shared language, activities, and expectations regarding kindergarten readiness.
2.2 The role of the hub is to facilitate family engagement activities across the community that promote seamless transitions into kindergarten and the family's comfort and engagement at their child's school.		Family reports of comfort, engagement, and adequate preparation; improved early registration; improved kindergarten attendance
2.3 The role of the hub is to work with partners to coordinate identification of children & families from priority and focus populations, to recruit them for early learning activities, enroll them in services, and make timely referrals with smooth transitions.		Children furthest from opportunity are part of a timely and effective closed loop system from screening to services. Increase in front line health provider referrals to early learning and early childhood resources
2.4 The role of the hub is to work with community partners to increase the percentage of children from focus and priority populations who experience early learning activities that prepare them for success in school.		Increased number of providers and SPARK programs. Increased self-reports of reading to children. Books in the home. Improved KA scores; reduced KA disparities.

HEALTHY, STABLE, AND ATTACHED FAMILIES

HUB ROLES		INDICATORS
<p>3.1 The role of the hub is to work with early learning programs and other partners to ensure children and families from focus and priority populations access family support services.</p>	<p style="text-align: center;">STRATEGIES & ACTIVITIES</p>	<p>Reduced food insecurity. Increased stable housing. Reduced poverty/ joblessness.</p> <p>Increased utilization of financial supports, such as ERDC, Earned Income Tax Credits, etc.</p>
<p>3.2 The role of hub is to collaborate with the health sector to address the social determinants of health that lead to health and well-being for young children and their families.</p>		<p>Increased referrals from front line health providers for children from priority populations to early learning/early childhood resources.</p>
<p>3.3 The role of the hub is to work with community partners to increase protective factors and reduce childhood experiences of abuse or neglect.</p>		<p>Increase in number of families at risk of abuse and neglect who access preventive services such as home visiting, relief nurseries, parent education, etc.</p> <p>Reduced rates of abuse/neglect. Reduced time out-of-home. Reduced parental stress and maternal depression</p>
<p>3.4 The role of the hub is to work with community partners to ensure children and families from focus and priority populations that have access to medical, dental, mental health and other health care services.</p>		<p>Increased well-child visits, dental visits/dental home, immunizations. Partner reports of increased visits for services.</p>

Draft Roles and Indicators Logic Model for Measuring Success Committee: May 2017

Version 4: sp, 5/19/17

Roles/Expectations	Resources/Inputs	Possible Partners	Possible Activities/Strategies	Indicators/Outcomes	Long-term Goals	Possible Data Collection
2.1 The role of the hub is to facilitate shared understanding and collaboration between early learning and K-12 partners regarding expectations about the skills and abilities of children entering school.	KPI, School Readiness,	Child care providers, community colleges, principals, K-12 teachers/staff, and other strategic community partners	1. Convene partners across early learning, K-12 and strategic community partners (e.g., KPI PD events, trainings/conferences on P-3, and other collaborative events) 2. Develop shared language and expectations re: K Readiness across partners (e.g.- Cross-visits to schools and early learning centers, shared planning processes, etc) 3. Shared examination of priority and focus populations across school districts 4. Develop common strategies for preparing young children for kindergarten 5. Develop common outcomes, data sources and collection strategies across pre-K into elementary school 6. Other strategies conceived and implemented by hub with its partners* (applies to the strategies for all other roles as well!)	Early learning and K-12 professionals demonstrate increases in shared language, activities, and expectations regarding kindergarten readiness. K-12 and early learning partners demonstrate common data collection and tracking strategies for decision-making and partnership activities.	READY FOR KINDERGARTEN	Can we leverage KPI parent surveys as data source for this for non-KPI activities?

Draft Roles and Indicators Logic Model for Measuring Success Committee: May 2017

<p>2.2 The role of the hub is to facilitate culturally responsive family engagement activities across the community that promote seamless transitions into kindergarten and the family's comfort and engagement at their child's school.</p>	<p>VROOM, Stable and Attached Families, HFO...</p>	<p>OPEC, Business partners, CCOs, PH and strategic community partners</p>	<p>1. Convene partners across early learning, K-12 and strategic community partners to develop common strategies for preparing young children for kindergarten (ex – kindergarten launches, early registration, home visits, etc). 2. Engage parent voice in the design, evaluation, and adjustment of culturally responsive family engagement activities. 5. Develop common outcomes, data sources and collection strategies across pre-K into elementary school for family engagement. 6. Other strategies conceived and implemented by hub with its partners* <i>(applies to the strategies for all other roles as well!)</i></p>	<p>Families report increased comfort and engagement in the school setting.</p> <p>Families report increase in their child's readiness for kindergarten <i>(this may be able to blended into indicator above)</i></p> <p>Schools report increased early registration and improved kindergarten attendance</p>	<p>(*MS saw OPEC as possible data source for this metric...)</p>	
<p>2.3 The role of the hub is to work with partners to coordinate identification of children & families from focus and priority populations, to recruit them for early learning activities, enroll them in services, and make timely referrals with smooth transitions.</p>	<p>Hub Coordination funds, Preschool Promise, KPI, and strategic community partnerships</p>	<p>CCOs, front line health providers, Public Health, early learning providers, community-based agencies, home visiting programs, and other strategic community partners</p>	<p>1. Work with culturally responsive organizations (and/or representatives) to develop effective recruitment and referral activities 2. Foster strong collaborative processes across relevant partners to decrease waiting lists, including sharing data. 3. Align assessment follow up systems across agencies and community partners 4. Develop common referral systems across agencies and community partners 5. Work with partners to align and utilize developmental screening tools</p>	<p>Increased number of children from priority and focus populations who are:</p> <ol style="list-style-type: none"> 1. Part of a timely and effective referral system, from screening to services. 2. Engaged in culturally responsive services <p>Prioritization of children from priority populations utilizing ELD programs (HS/OPK, home visiting, etc.)</p> <p>Increase in front line health provider referrals to early learning and early childhood resources</p>		

Draft Roles and Indicators Logic Model for Measuring Success Committee: May 2017

2.4 The role of the hub is to work with community partners to increase the percentage of children from focus and priority populations who experience early learning activities that prepare them for success in school.	VROOM, KPI, FCCN, SPARK, RN, Preschool Promise, Head Start, OPK...	CCOs, OPEC, libraries, parent groups, caregivers, child care providers, DHS, and other strategic community partners	<p>Partner with early learning providers to support recruitment and participation in SPARK.</p> <p>Work with other early learning community resources to support quality early learning experiences (ex - use of VROOqM, library events, etc)</p> <p>Cultivate community momentum to increase early learning experiences, such as Play and Learn Programs, Parent/Child Groups, Preschool by Mail, VROOM, etc.</p> <p>Work with front line health providers, PH and <u>DHS</u> to promote resources that develop the skills of parents and caregivers in the course of their practice.</p>	<p>Increased number of providers in underserved communities</p> <p>Increase number of providers participating in SPARK</p> <p>Increase in provision of early learning activities in non-traditional environments (caregivers, health providers, etc)</p>	Improved KA scores.	
3.1 The role of the hub is to work with early learning programs and other partners to ensure children and families from focus and priority populations have access to culturally responsive family support services.	Hub Coordination, Stable and Attached Families, 211, and other strategic community partnerships		<p>Ensure partner agencies (ex - DHS) and community groups are imbedding information about other supports such and use of, 211, SNAP, TANF, food banks, housing services into their services to clients.</p> <p>Work with early learning providers to assure that families are accessing state-funded and community support programs</p>	<p>Increased referrals to and use of food, housing and other basic supports</p> <p>Increased utilization of financial supports, such as ERDC, Earned Income Tax Credits, etc.</p>	HEALTHY, STABLE, & ATTACHED FAMILIES	

Draft Roles and Indicators Logic Model for Measuring Success Committee: May 2017

3.2 The role of hub is to collaborate with the health sector to address the social determinants of health that lead to health and well-being for young children and their families.	Hub Coordination, Stable and Attached Families, RN, HS, HFO...	CCOs, front line health providers, Public Health, housing and food security partners, and strategic community partnerships	<p>Educate and support medical practitioners front line health providers to embed learning resources – and family supports noted in 3.1 - into their medical practice.</p> <p>Identify common social determinants of health with health care partners</p> <p>Utilize hub partnerships and network to support the health sectors’ success in addressing social determinants of health (i.e – co-investments and activities, community outreach, etc)</p>	<p>Identification of common goals and plan for implementation with CCO and health partners related to social determinants of health</p> <p>Increased shared strategies by health and early partners to identify and address barriers to children’s healthy physical, cognitive, and social development</p>	<p><i>Mid-term: Front line health providers are referring children from priority pops to el/ec resources.</i></p>	
3.3 The role of the hub is to work with community partners to increase protective factors and reduce childhood experiences of abuse or neglect.	Hub Coordination, OPEC, Stable and Attached Families, SPARK, RN, HS, HFO	Front line health providers, K-12, community-based agencies, business partners, housing/food/financial support service providers, and other strategic community partnerships	<p>Train early learning professionals and other community leaders re: ACES, protective factors and other elements of Trauma Informed Care.</p> <p>Coordinate and promote the use of stress/violence/substance abuse screenings and referrals to children (and families) at risk of abuse and neglect</p> <p>Promote use of VROOM, library programs, preschool camps, relief nurseries, home visits, etc. in community</p>	<p>Increased community awareness of protective factors.</p> <p>Increase in number of families at risk of abuse and neglect who access preventive services such as home visiting, relief nurseries, parent education, etc.</p>	<p><i>Long-term: Decrease in abuse and neglect.</i></p>	

Draft Roles and Indicators Logic Model for Measuring Success Committee: May 2017

3.4 The role of the hub is to work with community partners to ensure children and families from focus and priority populations have access to medical, dental, mental health and other health care services.	Hub Coordination, OPEC, Stable and Attached Families, early learning/K-12 providers, and strategic community partnerships		Educate and support early childhood partners to make effective referrals and services to medical and other health care services to qualifying families.	Children from focus and priority populations are accessing well-child visits, dental visits/dental home, immunizations, etc, they need to be healthy.		Capture from schools as part of kindergarten registration? Or from CCOs as part of child's medical home records?



HUB METRICS & MONITORING

Recommendations from Measuring Success
Committee to ELC

May 25, 2017

Statutory Authority for Setting Hub Metrics

2

- HB 2013 (2013) gives Early Learning Council (ELC) authority to establish Hub metrics.
- Original Hub Metrics Committee set current Metrics, adopted by the ELC January 29, 2016.
- Measuring Success Committee is recommending the following revisions to Metrics, for proposed adoption at this meeting.

What Metrics Do

3

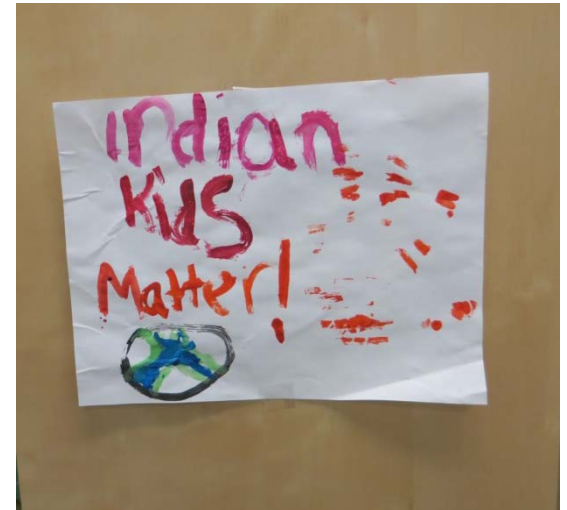
- **Signal priorities**

- ▣ Points where to focus priorities and investments

- **Help track progress**

- **Accountability**

- ▣ Did the state get what it paid for?



Moving away from “Contract” Model

4

1. Contract model - the state “purchases” population-level outcomes that hubs meet to fulfill contractual obligations.

Challenges -

- Measuring coordination & collaboration
- Limited data, particularly for cross-sector work
- Population-level changes take many years

2. Compact model – Agreement between hubs, ELC and the ELD about what we’re accomplishing together. It shifts the focus to the role of a hub, and what indicates that the hub is impacting the system to make the intended changes.

MS/ELC: Process & timeline for revising Hub Metrics

5

- **June 2016:** ELC's Measuring Success (MS) Committee created to develop performance measures for the early learning system and recommend revisions to Hub metrics.
- **Fall 2016:** Hubs surveyed re: current metrics.
- **January 2017:** Hub leaders work on metrics at Learning Collaborative. MS committee begins discussing role of the Hubs.
- **April 2017:** Feedback from Equity Implementation Committee.
- **May 2017:** MS Committee discussed indicators, finalizing recommendations for today's ELC meeting.

Process for Operationalizing: Summer 2017

6

- Work through strategies, data sources and how to measure progress with hub leaders
 - Review/debrief monitoring process
 - Hub leaders are working with ELD staff on potential data sources, tracking and reporting mechanisms
 - Learning Collaborative August 8 & 9

- Make any changes to contract and contractual obligations.
 - Next bi-ennium's contract starts October 1.



Goal One: The early childhood system is aligned, coordinated and family-centered.

7

- *The role of the hub is to develop, with their partners and all five sectors, a shared strategic vision and work plan to achieve the three goals, and that they are understood and embraced across sectors and partners, and that that partners incorporate the vision and work plan into their own work plans.*
- *The role of the hub is, with partners and all five sectors, to identify focus and priority populations in the community, and to ensure that community resources are addressing the needs of those populations.*
- *The role of the hubs is, with partners and all five sectors, to identify barriers to children and families accessing supports and achieving positive outcomes, and, working with partners and all five sectors, to remove those barriers.*
- *The role of the hubs is to aggregate and analyze data in order to (1) track the well-being of children and family in the community; (2) guide development of work plan and its revision; and (3) facilitate collaboration across sectors and partners.*
- *The role of the hub is to ensure that the strategic vision and work plan is guided by parent and family voice, particularly families from focus populations.*

Logic Model operationalizes agreements

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Roles /Expectations	Resources /Inputs	Possible Partners	Possible Activities/ Strategies	Indicators/ Outcomes	Possible Data Collection	Long-term Goals
2.4 The role of the hub is to work with community partners to increase the percentage of children from focus and priority populations who experience early learning activities that prepare them for success in school.	VROOM, KPI, FCCN, SPARK, RN, Preschool Promise, Head Start, OPK...	CCOs, OPEC, libraries, parent groups, caregivers, child care providers, DHS, and other strategic community partners	<p>Partner with early learning providers to support recruitment and participation in SPARK.</p> <p>Work with other early learning community resources to support quality early learning experiences (ex - use of VROOM, library events, etc)</p> <p>Cultivate community momentum to increase early learning experiences, such as Play and Learn Programs, Parent/Child Groups, Preschool by Mail, VROOM, etc.</p> <p>Work with front line health providers, PH and <u>DHS</u> to promote resources that develop the skills of parents and caregivers in the course of their practice.</p>	<p><i>Increased number of providers in underserved communities</i></p> <p>Increase number of providers participating in SPARK</p> <p>Increase in provision of early learning activities in non-traditional environments (caregivers, health providers, etc)</p>	<p>SPARK provider data from WOU</p> <p>Improved KA scores in elementary schools.</p>	All Children Arrive at Kindergarten Ready to Learn

Action Requested:

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- Review Roles/Indicators
- Approve both Roles and Indicators, and general framework





Questions?

