

Early Learning Council

November 16, 2017

9:00am-3:30pm*

Sheraton Portland Airport Hotel

Room TBD

8235 NE Airport Way

Portland, OR 97220

Agenda

SUE MILLER
*Early Learning Council
Chair*

PATRICK ALLEN

MARTHA BROOKS

DONALDA DODSON

JANET
DOUGHERTY- SMITH

COLT GILL

HOLLY MAR

FARIBORZ PAKSERESHT

EVA RIPPETEAU

SHAWNA RODRIGUES

DONNA SCHNITKER

TERI THALHOFER

KALI THORNE-LADD

CARMEN URBINA

BOBBIE WEBER

MIRIAM CALDERON
*Early Learning System
Director*

Advisors
Sarah Drinkwater, ODE

Cate Wilcox, OHA

Kim Fredlund, DHS

Staff
Alyssa Chatterjee,
Council Administrator

*Members of the public wanting to give public testimony must sign in.
Each individual speaker or group spokesperson will have 3 minutes.
Electronic testimony may be submitted to Alyssa.Chatterjee@state.or.us.*

- | | |
|--|-------------|
| I. Board Welcome and Roll Call
Sue Miller, Chair | 9:00-9:10 |
| II. Public Testimony – Agenda-Specific | 9:10-9:20 |
| III. Director's Report
Miriam Calderon, Early Learning System Director | 9:20-9:50 |
| IV. Chair's Report Sue Miller, Chair | 9:50-10:05 |
| a. Consent Agenda – Action Item | |
| i. Acknowledge Receipt of Committee Reports | |
| V. Rules – <i>Information Only</i> | 10:05-10:20 |
| a. Relief Nursery Rules: 1 st Reading | |
| b. Child Care Contribution Tax Credit Rules: 1 st Reading
Bobbie Weber, Child Care and Education Committee Chair
Lisa Pinheiro, Early Learning Policy Analyst, ELD | |
| VI. COSA Panel: PreK Integration and Opportunities for Further Alignment | 10:20-11:20 |
| Ericka Guynes, Principal of Earl Boyles Elementary School
COSA President
Kate Barker, Principal of Cherry Park Elementary School
OESPA President-elect
Geoff Weatherall, Principal of Coquille Elementary School
OESPA Executive Committee Member
Maryalice Russell, Superintendent of McMinnville School District
Dan Gaffney, NW Oregon Preschool Feasibility Project Director,
Principal of Seaside Height Elementary School, retired | |
| <i>30 minute break for working lunch</i> | |
| VII. Rulemaking Proposal Review – <i>Action Item</i> | 11:50-12:30 |
| Lisa Pinheiro, Early Learning Policy Analyst, ELD
Miriam Calderon, Early Learning System Director | |

VIII. Public Testimony – Open Topic

12:30-12:40

Informational Work Session

IX. Strategic Planning Process

1:30-2:30

Miriam Calderon, Early Learning System Director
David Mandell, Director of Policy & Research, ELD
Alyssa Chatterjee, Council Administrator, ELD

X. Hub Presentation: NW Regional Early Learning Hub

2:30-3:30

Dorothy Spence, Hub Director and Early Learning Specialist

XI. Adjournment

3:30

**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. Requests for accommodation should be made at least 48 hours in advance.*



Early Learning Division | 775 Summer St NE, Suite 300, Salem, OR 97301

Phone: 503-373-0066 | Fax: 503-947-1955

Elementary School Administrator Panel Discussion

Early Learning Council, November 16, 2017

Background

Over the last several years, there has been an increased investment in pre-K programs on the part of K-12 school districts throughout Oregon as a key strategy for improving children's readiness for kindergarten. At the same time, many communities throughout the state have been engaged in efforts to intentionally strengthen connections between early learning programs, full day kindergarten, and the elementary grades. While this has been a promising development for, there nevertheless remains a significant need for increased alignment of policies and practices spanning early learning and K-12 education.

The purpose of today's panel discussion is to give Early Learning Council members an opportunity to hear from some of Oregon's elementary school leaders about their experiences integrating pre-K programs into their schools, as well as their ideas about where we need to go next in terms of policy and practice.

Panelists

- **Dan Gaffney**, NW Oregon Preschool Feasibility Project Director and retired Principal of Seaside Heights Elementary School, Seaside School District
- **Ericka Guynes**, Principal of Earl Boyles Elementary School, David Douglas School District and COSA President
- **Geoff Wetherell**, Coquille Valley Elementary School, Coquille School District and OESPA Executive Committee Member
- **Kate Barker**, Principal of Cherry Park Elementary School, David Douglas School District and OESPA President-elect
- **Maryalice Russell**, Superintendent, McMinnville School District

Questions for Panelists

1. Please briefly describe the early learning/Pre-K program(s) at your school and how long they have been operating. Who are your key community partners in this work?
2. How are you assessing [or measuring] the benefits of integrating early learning/Pre-K program(s) at your school? What have been some of your biggest challenges?
3. How are you using Oregon's Kindergarten Assessment? What are some things we can do to improve the assessment's effectiveness as a tool for strengthening connections between early learning and elementary schools?
4. Has integrating pre-K into your school impacted your approach to family engagement and cross-sector professional development?
5. What state-level policies and programmatic supports would be helpful to you as you continue to expand and strengthen your early learning/Pre-K program(s)?
6. How have you incorporated equity and culturally responsive practices to support outcomes for early learning/Pre-K program(s)? What do you see as opportunities in the future to further this work?

OREGON DEPARTMENT OF EDUCATION

Kate Brown, Governor



Administrative Rules Process Proposal

During the September 2017 Early Learning Council retreat, the Council held an exploratory session on the current process and structure for Council and council committee engagement in administrative rule promulgation. From that session, staff was asked to develop a recommendation for restructuring the rules promulgation process and structure for the Council's consideration.

The following brief includes background information on the current process and challenges posed, guiding rulemaking principles identified and adopted by the Council, and recommendations for a revised rulemaking process including the design and format for Council briefing documents.

Background: Since the formation of the Child Care and Education Committee (CCEC) as the Council's standing Rules Advisory Committee, the CCEC has focused almost exclusively on administrative rules. The CCEC, serving as the Council's standing Rules Advisory Committee, holds an average of four hearings on each set of administrative rules. The CCEC discusses and explores the policy implications of the proposed rule based on the guiding principles adopted by the Council in 2015:

- 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.
- Standards and rules support and encourage diversity and equity; promoting equal access, especially for children from targeted populations.
- Standards and rules are based on research, knowledge of child development, and best practices.
- Standards and rules provide a foundation for high quality early learning and licensing rules serve as the first step of Oregon's Quality Rating and Improvement System.
- In conducting its responsibilities for rule promulgation and revision, ELC is moving beyond a culture of compliance to one of continuous improvement.
- 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.
- 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.

Proposed rule is also analyzed for fiscal impacts as well as equity impacts on our diverse populations of parents, children and providers. In addition to CCEC consideration of equity impacts, draft rule language is reviewed by the Equity Implementation Committee (EIC). The EIC provides feedback to the CCEC.

Concurrently, the Council receives an initial briefing on the need for rulemaking and the activities and focus areas for the CCEC. Subsequent to the briefing, the Council is further engaged in rule promulgation during two subsequently meetings; first through a "1st reading" of proposed rule language and, in a later meeting, final adoption.

The current process is illustrated on the attached diagram (Attachment A).

Reflections from the Retreat

During the retreat, Council members considered existing challenges with the current process and structure:

- Capacity: The volume of rules that must be promulgated by the Council limits the CCEC's ability to address other larger policy issues and fulfill its charter.
- Timeliness: The multiple layers of committee and council review extends the rulemaking timeline by 60 – 90 days.
 - This is particularly problematic when emergency rules are necessary.
- Alignment with the Administrative Procedures Act (APA): The APA has specific notice requirements with associated timelines. The notice requirements and timelines do not align well with the Council's current process.
 - Legislator notices: The Division is required to notify legislators and provide proposed rule language and fiscal impact statement 49 days prior to the rule effective date.
 - Alignment with Secretary of State Administrative Rules: The Division is required to file public notice of rulemaking to individuals on the Division's interested parties mailing list and a Notice of Proposed Rulemaking 28 and 21 days respectively in advance of the effective date of the rule. A 21-day public comment period is required.
- Compressed and condensed committee discussion: Since the CCEC meets for only two hours every month, the committee often times does not get through the agenda, delaying action for an additional month.
- Maintaining momentum with the Child Care and Education Committee: Since the CCEC meets two hours every month and with the volume of rulemaking on the horizon, it is challenging to maintain momentum when the committee must spend time during the meeting revisiting information they were provided in past meetings.
- Maintaining internal staff rulemaking processes and workload is challenged when committee and council agendas and meeting dates change.

Following this discussion, the Council agreed that some form of rules advisory committee is preferred and further articulated the following expectations of the process and structure:

- Affords easy access for stakeholders to be informed and provide feedback
- Should invite and incorporate consumer voice, particularly parent voice
- Should bring individuals with subject expertise into rulemaking
- Reduce timelines

The Council then discussed the principles that guide rulemaking:

- There is a need to revisit the guiding principles to include a principle related to the importance of home-based and family-centered early learning and development programs.
- The Council, and the public expects a robust and principled rule promulgation process
- Wherever possible, achieve alignment and consistency across rules
- At all times, deliberations and final rule meets equity, policy and rule principles adopted by the Council.

Council Engagement:

The Council also discussed the frequency and depth of council engagement necessary to have the appropriate level and amount of information to adequately provide feedback and policy direction and ultimately make an informed decision. It was generally agreed that a briefing, a 1st Reading and a final adoption might be unnecessarily excessive.

Recommendation:

With these principles and expectations in mind, staff presents the following recommendation:

Restructure the Early Learning Council's rules promulgation process by allowing for staff to recommend the creation of individual rules advisory committees (RACs) for different rules promulgation as needed.

Membership: Each RAC would consist of up to 11 members (may vary) with the experience, breadth of knowledge and expertise in the subject matter. Membership could include:

- 5-8 members representing stakeholders impacted by the rule including, whenever possible, providers and parents and representatives of agencies or other entities with knowledge and expertise in the subject matter.
- 1 Council member; Council members would volunteer to serve on a RAC.

The work of the RAC would consist of:

- Reviewing staff explanation of the need for the rule or rule revisions;
- Following the guiding principles adopted by the ELC to ensure alignment, identify objectives of rule revisions and intended outcomes related to the healthy physical, social, emotional and cognitive development of children and quality programming and services;
- Reviewing community engagement activities and feedback received;
- Reviewing and providing written explanation of the impacts, including the fiscal impact of the rule;
- Reviewing and providing written explanation of the equity and policy implications; and
- Informing and seeking feedback from the CCEC, Best Beginnings or EIC as needed and appropriate.

Equity Analysis

The ELD Equity Director will be advised of all upcoming rulemaking reviews to identify potential equity considerations for the RAC to focus on. The Equity Implementation Committee could have a standing agenda item to recommend stakeholder communities to engage or serve on various RACs prior to their formation.

Benefits of establishing individual rules advisory committees:

- Multiple RACs can be working simultaneously.
 - For example, a RAC for the Relief Nursery administrative rules could be meeting and working on proposed rules, while a separate RAC could be meeting and working on proposed rules for Preschool Promise. Each of these separate RACs would be staffed by the relevant program managers with support from policy and administrative staff.
- External members participate as their expertise and/or perspective pertains to the identified rule set.
 - For example, the external members of the RAC for the Preschool Promise program could consist of an early childhood education expert, representatives of Head Start, school districts, home- and center-based child care providers, an Early Learning Hub, and a parent representative.
- Having members of the Council serve on the RACs could:
 - Provide consistency across sets of rules, aligned with guiding principles, policy objectives, broader state goals and those of related agencies.
 - Support and encourage diversity and equity; promoting equal access, especially for children from targeted populations.

- Council members serving on RAC would enhance Council engagement and the advancement of Council policies.
- Reduces the “downtime” between RAC meetings as they could meet weekly rather than monthly. This would significantly reduce the need to bring RAC members back up to speed from the last meeting.
- Will not over burden the Council so that it could more appropriately engage in higher level policy discussions that ultimately guides and informs rule development.
- Allows for a broader net to be cast in the area of stakeholder and public engagement.
- RAC members can be a conduit to their shared communities of interest;
- RAC members representing the communities impacted by rule are in the best position to accurately identify and determine fiscal impact;
- The RAC would be formed such that all voices are at the table.

Upcoming Rule Sets and Anticipated RACs for 2018

October 2017 – February 2018:

RULE for CENTRAL BACKGROUND REGISTRY (CBR)

RULE for LICENSED PROGRAMS (RF, CF, CC & RS)

RULE for TAX CREDIT PROGRAM

RULE FOR RELIEF NURSERY PROGRAMS

Rule work has begun. CCEC will continue to serve as RAC through final adoption expected in January 2018.

January 2018 – May 2018:

RULE FOR QRIS

Rules will cover eligibility and processes for applying for Spark rating. Standards will be adopted in separate Council action. No RAC may be needed.

REPEAL RULE FOR MIGRANT AND SEASONAL FARMWORKER, TEEN PARENT, AND ALCOHOL & DRUG TREATMENT PROGRAMS

No RAC needed, all rules to be repealed.

RULE FOR PRESCHOOL PROMISE

RULE FOR OPK

One RAC could be convened to cover both sets of rules. Alternatively, two separate RACs depending on extent of rule revisions necessary.

June 2018 – November 2018:

RULE FOR HEALTHY FAMILIES OREGON

One RAC for Healthy Families Oregon rules.

RULE FOR EARLY LEARNING HUBS

RULE FOR EARLY LITERACY & KPI

One RAC could be convened to cover both sets of rules.

Total RACs for 2018: 3-4

Council Engagement: This recommendation does not substantially change the Council's current structure.

Briefing: Under this recommendation, the Council would be briefed during the Director's report, rather than a separate agenda item and presentation by staff. The Director's report would include notification of pending rulemaking, describe the need for the rule and the formation of a RAC, who or which stakeholders would be represented on the RAC, the process and opportunities for public comment and engagement, and the anticipated timeline.

Feedback received from the Council briefing would be taken to the RAC and incorporated into final proposed rule language for the Council's consideration and adoption.

Adoption: When proposed rule language is ready for adoption, staff will prepare and submit a summary document to report on RAC members and activities, outstanding issues or areas where there was lack of agreement or consensus among RAC members, key issues that emerged from public comments, and who we heard from, particularly from those that are primarily impacted by the rule, what we heard from content experts and stakeholders, EIC feedback, and equity and fiscal impacts. The Council will be presented with specific rule changes in a format that clearly shows how the proposed rule language differs from current rule. (See attached template).

Informational Work Session Materials



TO: Early Learning Council
FROM: Miriam Calderon, Early Learning System Director
Sue Miller, Early Learning Council Chair
RE: Process for Developing Early Learning Council Strategic Plan
DATE: October 23, 2017

Reflections from Early Learning Council Retreat and what that means for strategic planning process

At the September retreat, we re-affirmed our shared commitment to achieving the high-level goals of the Early Learning Council:

- ❖ Children arrive at school ready to succeed
- ❖ Children live in healthy, stable & attached families
- ❖ The early learning system is aligned, coordinated & family-centered

There was also strong agreement that the achievement of these three goals requires the Council to focus on the entirety of the early learning system. The Early Learning Council was created to build an integrated early learning system that connects early learning programs, health, human services and K-12. The Legislature gave the ELC this mission because no one else is tasked to look after the system as a whole. Fulfilling this mission requires us to be engaged with and engaging the sectors beyond early learning and development programs – health, human services and K-12.

At the same time, the oval representing early learning and development programs is the most under-developed and under-financed of all of the parts of the system. It is also the area in which the Early Learning System Director and the Early Learning Council have the most direct influence. So while, the Early Learning Council committed to re-focusing on the system as a whole, there was also an acknowledgment that there will continue to be a need for a special emphasis on the early learning and development oval and the work led by the Early Learning Division. The Early Learning Council expressed the importance of the Council being a voice and leader for the early learning system and being prepared to be that voice for the 2019 legislative session.

Based on these discussions from the retreat, we are proposing an Early Learning Council strategic planning process that (a) identifies strategic priorities for the early learning and development sector, including for the 2019 legislative session; (b) engages with other sectors in order to develop a strategic plan reflective of the work in those sectors and the levers that the Early Learning Council has in supporting that work; (c) identifies the opportunities and strategies for greater cross-sector integration and (d) acknowledges shared accountability of the three system goals listed above and identifies a shared set of outcome measures for the early learning system (i.e., the early learning system



dashboard). The Council's committees will need to take ownership of this identified work moving forward.

Developing strategic priorities for the early learning and development sector

During the retreat, ELC members identified a number of potential strategic priorities for the early learning and development sector. These ideas that surfaced during the retreat will be brought back to the ELC at the November meeting for further discussion, refinement and prioritization, with the goal of finalizing agreement on them at the January meeting. The Early Learning System Director and Council Chair will continue to engage with the Governor throughout this process as appropriate as part of the discussion of priorities for the 2019 legislative session. These discussions will also inform the development of agency Legislative Concepts that the Early Learning Division will need to submit in the spring of 2018.

Engaging other sectors in developing a strategic plan for the early learning system

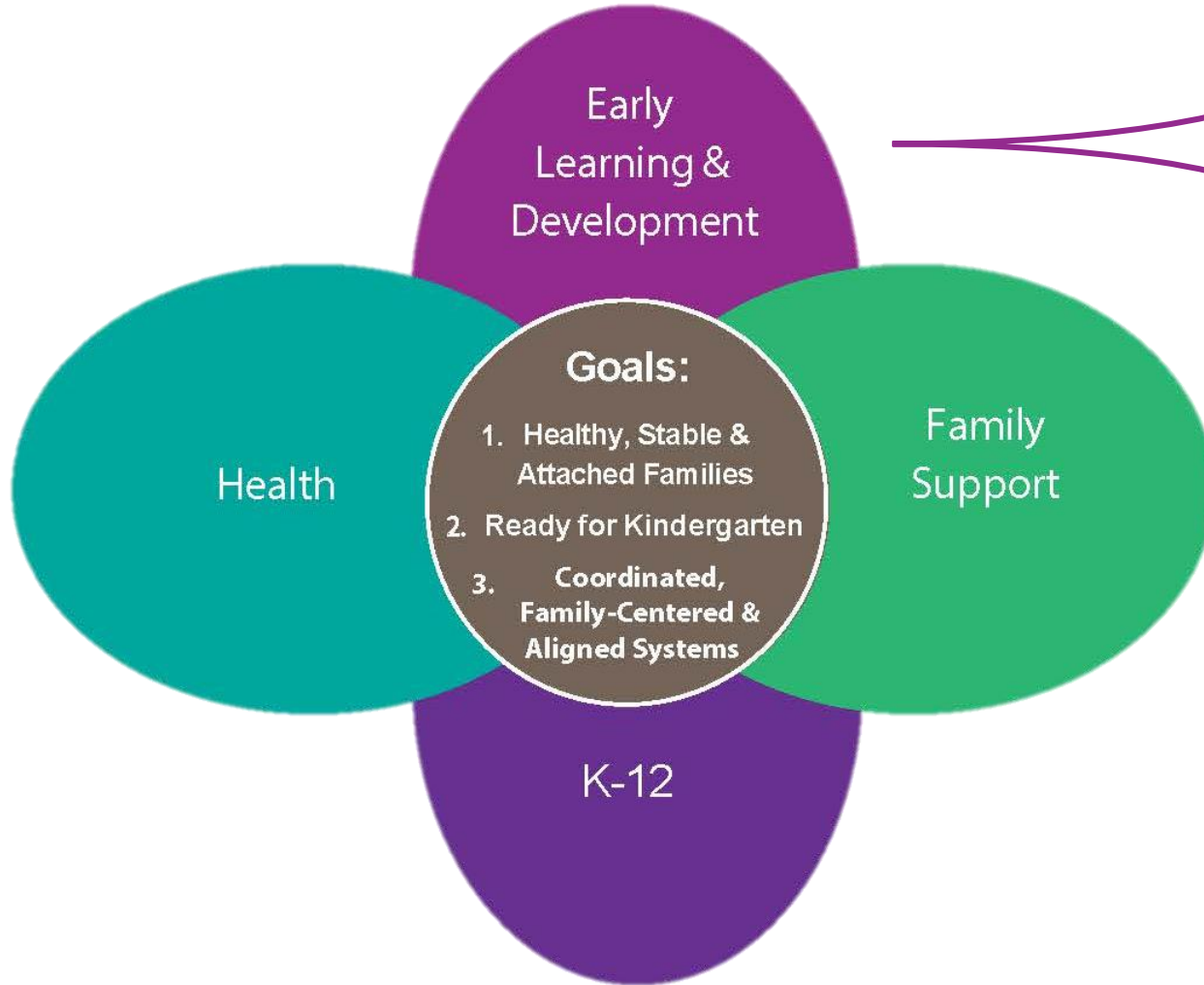
Over the course of the spring, the ELC will devote 2-3 hours of each meeting to engage with all of the sectors. Each engagement session will include: (1) representation from the lead agency (e.g., OHA for health); (2) key community partners (e.g., CCOs as a health community-partner); and (3) representation from Early Learning Hubs. A sample timeline and breakdown of these sessions is attached for reference.

The purpose of these engagement sessions will be to:

1. Deepen the ELC's understanding of these sectors, particularly the status of programs serving children birth-five and their families.
2. Identify key goals and outcome measures of the sector
3. Identify key priorities of the sector
4. Identify key initiative within the sector
5. Identify barriers to achieving the priorities
6. Identify what each sector needs from the other sectors in order to achieve the priorities
7. Identify what levers the ELC has to support the achievement of these goals, the removal of barriers and stronger cross-sector integration of the work

An hour will be set aside following each meeting for ELC members to discuss what they heard and what that means for the ELC strategic plan. Every effort will be made to ensure agency leaders are engaged in these debriefing sessions.

In order to make these engagement sessions as productive as possible, the ELC will devote part of its November meeting to developing a set of standard questions to provide in advance to the cross-sector session participants. The Measuring Success Committee will be simultaneously engaging with the appropriate sector partners in order to develop an Early Learning System Dashboard that is truly reflective of the system as a whole, and has shared ownership across the sectors.



1) Preschool

- a) Creating a system and supply in formal and informal settings to 3-5-year-old early care & education

2) Baby Promise

- a) Affordable, high-quality infant-toddler child care for all
- b) Home visiting
- c) Parent education
- d) Paid family leave

3) Professional Development

- a) Stable, diverse workforce with access to professional development and compensation

4) Early Learning Capacity

- a) ELD Staffing
- b) Data
- c) Hub Funding
- d) Policy/Program Consolidation

5) Child Care Safety

6) Culturally Specific Services Fund

- a) Advocating for community-based work

7) P-3 Transition

- a) Child and family support from prenatal to early elementary systems and services

Draft Strategic Planning Timeline

Throughout 2018, the bulk of the Council's work will be engaging cross-sector partners to inform the creation of an updated Strategic Plan. As such, several meetings will primarily be dedicated to this engagement, with 3-4 hours of each meeting dedicated to engagement sessions.

October 2017	November 2017	January	February 3 Hour Session	March 4 Hour Session	April 4 Hour Session	May 1 Hour Session	June	July <i>No ELC Meeting</i>	August <i>No ELC Meeting</i>	September	October	November
Maternal Child Health Update (OHA)	COSA Panel	Finalize input on Governor's Priorities	K-12 Engagement Session (3 hrs) -ODE -Community Partners -Hubs (with Parents & Families) -Advocates & Philanthropy	Debrief K-12 Engagement Session (1 hr) Human Services Engagement Session (3 hrs) -DHS/Self Sufficiency -Community Partners -Hubs (with Parents & Families) -Advocates & Philanthropy	Debrief Human Services Engagement Session (1 hr) Health Engagement Session (3 hrs) -OHA -Community Partners -Hubs (with Parents & Families)	Debrief Health Engagement Session (1 hr)	<div></div> Ongoing Summer: Community Engagement -parents -provider -CBOs -business leaders			Revisit Goals and Legislative Strategies with Agency Directors	Early Learning Council Retreat: Review Final-Draft Strategic Plan	Adopt ELC Strategic Plan

Engaging other sectors in developing a strategic plan for the early learning system

Over the course of the spring, the ELC will devote 2-3 hours of each meeting to engage with all of the sectors. Each engagement session will include: (1) representation from the lead agency (e.g., OHA for health); (2) key community partners (e.g., CCOs as a health community-partner); and (3) representation from Early Learning Hubs. A sample timeline and breakdown of these sessions is attached for reference.

The purpose of these engagement sessions will be to:

1. Deepen the ELC's understanding of these sectors, particularly the status of programs serving children birth-five and their families.
2. Identify key goals and outcome measures of the sector
3. Identify key priorities of the sector
4. Identify key initiative within the sector
5. Identify barriers to achieving the priorities
6. Identify what each sector needs from the other sectors in order to achieve the priorities
7. Identify what levers the ELC has to support the achievement of these goals, the removal of barriers and stronger cross-sector integration of the work

Within the three goals of the early learning system:

- Children arrive at school ready to succeed.
- Children live in healthy, stable and attached families.
- The early learning system is aligned, coordinated and family-centered.

Lead Agencies

1. What are the key outcomes that impact young children and families that you are focused on?
2. What are your agency's current key strategies for achieving these outcomes?
3. What do you see as the missing strategies?
4. Who are your key partners (both inside and outside of government) for achieving these outcomes?
5. What are the key barriers for achieving these outcomes?
6. What do you most need from other sectors to be able to achieve these outcomes?
7. What supports/services/resources do you see young children and their families needing in order to thrive that they are not getting?
8. What are your agency's highest priorities going into the 2019 session (if you are able to speak to that at this time)?
9. What can the Early Learning Council do to help your agency be successful in achieving these outcomes and implementing the key strategies?

Community Partners

1. What are the key outcomes that impact young children and families that you are focused on?
2. What are your key strategies for achieving these outcomes?
4. Who are your key partners (both inside and outside of government) for achieving these outcomes?
5. What are the key barriers in your work with young children and their families?
6. What supports/services/resources you see young children and their families needing in order to thrive that they are not getting?
7. What do you most need from other sectors/partners to be able to successfully support the children and families that you work with?
8. What can the Early Learning Council do to help you be successful in supporting your work with young children and families?
9. What's on your "wish list" for the legislature?

Early Learning Hubs

1. What are [health, family support, education] outcomes your Hub has focused on?
2. What are the resources/support/services families in your community are most in need of in order to achieve this outcome?
3. What are your Hub's key strategies for helping young children and families reach these outcomes?
4. Who are your key community partners for implementing these strategies?
5. Who are the key state/public sector partners for implementing strategies?
6. What have been the biggest barriers?
7. What are the support/resources/assistance that would be most helpful to your Hub in implementing these strategies?
8. What do you see as the greatest opportunities for cross-sector partnerships to support young children & families around [health, family support, education]?

Families & Parents

Frame questions so parents think about providers in all 4 "systems" including basic needs (food, housing, etc.) in responding to these questions.

1. What supports are most helpful to you in preparing your children for K?
2. What resources are missing or hard to access?
3. What organizations or providers do you work most closely with in your communities?
4. What is most important to you when you are looking for care for your child?
5. What or who is supporting you to be successful as a parent?
6. Where do you go for information about parenting?
7. What are some of the biggest challenges you face as a parent in your community?
8. What supports have been most useful to you as a parent?

Advocates & Philanthropy

1. What region(s) of the state does your organization focus on or work in?
 - a. If statewide, does your organization have a regional “network” that either does or could collaborate with our Early Learning Hubs?
2. What work is your organization doing to advance cross-sector collaboration to help develop an early learning system – or “to get children ready for K and support families in doing so”?
3. How can the Council and your organization work together to achieve system transformation?
4. What are the outcomes in prenatal-5 that you are most focused on?
5. What are the strategies that you have been most focused on to achieve those outcomes?
6. Who have been your key community partners in this work?
7. What is your relationship with Early Learning Hubs?
8. What is your “wish list” for the legislature for 2019?