Early Learning Council
Thursday, July 23, 2015
9:00am – 1:00pm

Tillamook Bay Community College
4301 3rd St
Room 214/215
Tillamook, OR 97141

AGENDA

I. Board Welcome and Roll Call
   Chair Pam Curtis

II. Chair's Report
    Chair Pam Curtis
    a. Lynne Angland Award Announcements

III. Director's Report
     Megan Irwin, Acting Early Learning System Director
     a. Marijuana Update

IV. **Consent Agenda**
    a. OPK Expansion
    b. Healthy Families Oregon Awardees
       Martha Brooks, ELC Member
    c. Committee Reports
       i. Committee Membership Recommendations
          Committee Chairs

V. A Longitudinal Look at Children At Risk in Oregon
   OHSU Staff

VI. Kindergarten Assessment Presentation
    David Mandell, Director of Early Learning Policy & Research
    Steve Slater, Psychometrics & Validity Manager, ODE

VII. Legislative Session Debrief
     David Mandell, Director of Early Learning Policy & Research
     Megan Irwin, Acting Early Learning System Director
     a. Mixed Delivery Preschool
     b. Child Care Policy Reform
     c. Home Visiting
     d. Funding Formula for Hubs – *Action Item*
     e. Kindergarten Partnership & Innovation Fund – *Action item*

PAM CURTIS
Early Learning Council Chair

HARRIET ADAIR

VIKKI BISHOP

MARTHA BROOKS

JANET DOUGHERTY- SMITH

TIM FREEMAN

KALI THORNE-LADD

CHARLES McGEE

EVA RIPPETEAU

CHRISTA RUDE

LYNNE SAXTON

TERI THALHOFER

ERINN KELLEY-SIEL

BOBBIE WEBER

KIM WILLIAMS

MARLENE YESQUEN

SALAM NOOR

MEGAN IRWIN
Acting Early Learning System Director

VIII. Rules Principles – *Action Item*
Bobbie Weber, ELC Member

IX. Public Testimony

X. Adjournment

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 503-373-0066 or by email at Alyssa.Chatterjee@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

Board Action Summary

<u>AGENDA ITEM:</u> **Marijuana Update**

Summary of Recommended Board Action

ACTION: Approve minor language change in Registered Family and Certified Family rules related

ISSUE: As a result of recreational use of marijuana becoming legal in Oregon as of July 1, 2015, we are making a small clarification in the rules for registered and certified family child care homes to distinguish between medical and recreational marijuana and to clarify and explicitly state that use of recreational (non-medical) marijuana will be treated the same as use of alcohol. This clarification does not change rules related to medical marijuana or the intent of the rules. The proposed clarifying language is in purple.

<u>Registered Family rule clean up</u>

414-205-0100(d) Notwithstanding OAR 414-205-0000(5), no one shall grow or distribute marijuana on the premises of the registered family child care home. No adults shall use marijuana on the registered family child care home premises during child care hours or when child care children are present. **Effective July 1, 2015, no one under the influence of marijuana shall be on the family child care home premises during child care hours or when child care children are present.**

(e) No adult under the influence of **medical** marijuana shall have contact with child care children.

<u>Certified Family Rule clean up</u>

414-350-0090 (9) Notwithstanding OAR 414-350-0000(6), no one shall grow or distribute marijuana on the premises of the certified family child care home. No adult shall use marijuana on the certified family child care home premises during child care hours or when child care children are present. **Effective July 1, 2015, no one under the influence of marijuana shall be on the premises of the certified family child care home during child care hours or when child care children are present.**

(10) No adult under the influence of **medical** marijuana shall have contact with child care children.

BACKGROUND: The Early Learning Council approved temporary rules related to medical marijuana in child care facilities in July, 2014. The Council then approved permanent rules related to medical marijuana in January 2015. The rules included language related to the anticipated legalization of recreational marijuana as well. Now that recreational marijuana is legal, the proposed clarification will clarify the distinction between medical marijuana and recreational

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marijuana, and make explicit that recreational marijuana will be treated the same as use of alcohol in registered and certified family child care facilities under the rules. I.e. no one under the influence of or either alcohol or recreational (non-medical) marijuana can be on the premises during child care hours or when child care children are present.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION: Staff drafted proposed language change to clarify intent of the rule.

BOARD MEMBER PRESENTING REPORT FOR ADOPTION:
Megan Irwin, Acting Early Learning System Director

CONTACT:
Kathleen Hynes, Legal and Compliance Director
503-947-1408

Board Action Summary

<u>AGENDA ITEM:</u> **OPK Expansion**

Summary of Recommended Board Action

ACTION: Consent Agenda Item

ISSUE:

HB 3380 created a new mixed-delivery preschool system. As part of the legislation, a portion of the funds designated for this system are to be used to expand Oregon Head Start Pre-Kindergarten programs in the 2015-2017 biennium. The Early Learning Division has put together a process to prioritize program expansion in high-promise communities.

BACKGROUND:

ACTION PRECEDING RECOMMENDED BOARD ADOPTION:
Division staff assessed poverty data, demographic data, program waitlists and identified focus and priority schools in order to identify high-promise communities.

BOARD MEMBER PRESENTING REPORT FOR ADOPTION:
Megan Irwin, Acting Early Learning System Director

CONTACT:
Megan Irwin, Acting Early Learning System Director
David Mandell, Director of Policy and Research, ELD

The context: HB 3380 creates a mixed-delivery preschool model for Oregon. In preparation, Oregon Head Start Pre-Kindergarten (OPK) will receive a portion of the funding designated for mixed-delivery beginning in the first year of the 2015-2017 biennium. Some of this additional funding is being used to cover the cost of maintaining current service levels following the 2014-15 OPK expansion. Another portion of the funding is being used to provide all OPK programs with a 3% per slot funding increase. The remaining funding is intended to be used immediately to expand the number of children served in Head Start classrooms starting in September 2015, as part of Oregon's overall mixed delivery strategy.

This limited pool of resources will likely fund an additional 200 slots across the state. Due to the need to get funds to programs quickly, and following the legislative intent for these funds, as well as the principles of Oregon's Equity Lens and the Early Learning Council's policy principles, the Early Learning Division has put together a process to prioritize program expansion in high-promise communities, which are defined as communities where there are significant numbers of families experiencing poverty, communities and children of color, a significant number of children on the Head Start waitlists and communities with focus or priority elementary schools[1]. The expansion process is described below:

1. The Early Learning Division (ELD), with input from the Oregon Head Start Association, has identified high-promise regions of the state based upon the presence of significant numbers of families experiencing poverty, communities of color, and communities with focus or priority elementary schools.
2. OPK programs within these regions are designated **Priority 1**.
3. **Priority 1** programs are invited to: a) request a range of expanded child slots that would be utilized beginning September 2015; b) describe the organization's capacity to serve these additional students (classroom space, staff, etc.); and c) identify their plans to reach out to underserved families with young children to participate in the program.

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[1] **Priority Schools** are high poverty schools that were ranked in the bottom 5% (approx.) of Title I Schools in the state in 2012 based on Oregon's new rating formula and will retain their "Priority School" rating through the end of the 2015-16 school year. These schools generally have very low achievement and growth and need additional supports and interventions to improve in these areas. **Focus Schools** are high poverty schools which were ranked in the bottom 15% (approx.) of Title I Schools in 2012 and need additional support in closing the achievement gap and addressing achievement for historically underserved subgroups. Focus Schools will also retain their rating through the end of the 2015-16 school year.

4. Programs that are not designated as **Priority 1** are also welcome to submit an expansion request as described in #3 above along with evidence of why their community should be selected as a priority high-promise region in this process.
5. Programs that fall outside of a priority high-promise region are designated as **Priority 2**.
6. **Priority 2** programs may also request expansion slots by submitting a) the range of slots they would be able to utilize beginning September 2015, b) a description of their capacity to serve additional students, including location(s) where children would be served and c) their plans to reach out to underserved families with young children to participate in the program.
7. The ELD will address requests of all **Priority 1** programs before evaluating the **Priority 2** program submissions.
8. All programs will be notified of expansion slots as early as possible in August 2015.

Evaluating submissions:

- In evaluating submissions, the ELD will be ensuring that programs have clearly articulated their capacity to serve additional children beginning in September 2015 as well as their ability to reach underserved families in their region. Current and historic waitlists, as well as specific and realistic outreach plans for connecting to underserved families who haven't previously been engaged will be considered when distributing expansion slots.
- If sufficient expansion slots are available, and **Priority 1** programs clearly articulate their capacity and ability to reach underserved families, the ELD will *attempt* to meet at least the minimum classroom increment request or the minimum number or slots to fill a classroom if no new classroom is requested.
- **Priority 1** programs that submit required information, and meet criteria described above, will be ranked for expansion according to relative wait list (# of children on wait list/# of children currently served) as well as the extent to which the percentage of children of color being served matches or exceeds the percentage of children of color in the county. *The ELD is prioritizing waitlists in accordance with the legislative intent and language in HB 3380.* If additional slots remain after all **Priority 1** program minimum classroom increment requests have been fulfilled, the highest ranked **Priority 1** programs will receive additional slots.
- If any additional slots remain, ELD will consider **Priority 2** requests.

Distribution of slots:

- In accordance with the plan outlined above, the ELD will not be "scoring" requests to determine the number of awarded slots.
- The table below is an example of what awarded slot amounts might look like. The process steps:
  1. All Priority 1 programs are ranked based on waitlist ratio and the extent to which the percentage of children of color being served matches or exceeds the percentage of children of color in the county. The two rankings are averaged to create a final rank within the Priority 1 programs.
  2. Program requests are reviewed for clear articulation of capacity and outreach plans.

3. In order of rank and as slots are available, Priority 1 programs that have demonstrated capacity and outreach plans will receive their minimum classroom increment request or minimum slot request, if no additional classroom is desired.
4. If additional slots remain, in order of rank, programs will receive additional incremental classroom requests.

Priority 1 Program rank based on waitlist ratio and demographics served compared to county demographics	Program	Minimum (to fill existing classrooms)	Incremental	Incremental	Optimal	Maximum Classroom Request	Demonstrated Capacity and Outreach	Awarded slots of 200 available
#1	Program A	2	20	40	42	60	Y	42
#2	Program B	4	18	36	40	40	Y	40
#3	Program C	n/a	20	40	40	60	Y	40
#4	Program D	3	14	28	31	31	N- can't use slots until Dec	0
#5	Program E	5	0	0	5	0	Y	5
#6	Program F	12	0	0	12	0	Y	12
#7	Program G	5	20	0	25	0	Y	25
#8	Program H	1	18	36	19	0	Y	36

2015-16 Oregon Head Start Prekindergarten Tiered Expansion Request

Instructions for filling out Tiered Expansion Request form

Tiered expansion request table – to facilitate the distribution of expansion slots in a way that works within existing programs' infrastructures, programs should identify a range of expansion options that can be accommodated by the program.

1. Begin by identifying the minimum number of slots that the program could accept to fill capacity in any existing classes.   For example, if the program has classrooms that are not at full capacity (for example, under 20 children each); it might request additional children that could be added to bring these classrooms to full capacity.   A program that currently serves 19 children in 5 of its classrooms may be interested in or willing to accept a range of 1 to 5 children as part of its expansion request since that number can be accommodated within its existing classrooms.

2. Next, identify the incremental classroom requests beyond the minimum number identified above.   Continuing from the example above, and assuming the program were already allotted the 5 slots requested as a minimum, it should now identify what incremental amounts of expansion fit with the program model offered.   If the program is willing and able to operate classrooms with a range of 19-20 children, it should identify 19 to 20 as its incremental request. For each incremental request, identify where the children would be served and other relevant information about the target population and outreach plans.

3. Next, identify the optimal number of additional slots requested, which is the number of expansion slots that is most desirable and which would best fit within the program's existing or anticipated organizational infrastructure and operational capacity.

4. Finally, identify a maximum number of slots that can be accommodated. This would be a level of expansion that might be challenging for the program to implement, but that the program has the capacity to implement successfully.

Expansion area and target population table – based on the answers in the tiered request table, identify which counties and/or cities and target populations the program will serve with expansion funds.

1. Describe in order of tiered expansion request (minimum expansion number, and then incrementally up to maximum number requested). In other words, on first row of table, identify where/how the program will serve the initial/minimum expansion, and then in subsequent rows, describe where/how the program will serve each group that may be added incrementally (where would each new class group be located). Continue until the full requested expansion number is accounted for in the table.

2. Include any additional details that explain how program will successfully recruit and serve target communities and populations. Briefly identify strategies/plans for recruiting and enrolling these children.

2015-16 Oregon Head Start Prekindergarten Tiered Expansion Request

Name of program: _____ Completed by: _____

Tiered request*	Number of slots
Number of additional slots program can serve in existing classrooms (may be a range)	
Incremental classroom number of slots beyond minimum (may be a range)	
Optimal number of additional slots	
Maximum number of slots program can accept	

Tiered request details**	Location within program's service area (county, city and/or neighborhood) and target population to be served	# slots requested	Briefly describe the program's organizational capacity (classroom space, staff, etc.) and outreach plans to successfully recruit and serve target communities and populations***
Minimum (to fill existing classrooms)			
Increment			
Increment*			
Optimal			
Maximum			

*If program was not designated **Priority 1**, please include information to explain how program's proposed service area meets definition of "high promise" community.

**Add more rows to table as needed to reach maximum capacity. Please note that full year of services (minimum 32 weeks), beginning fall 2015, is expected.

*** May describe how the program's Community Assessment and other data support the need for additional enrollment opportunities as proposed in the expansion request tables above. If the program is currently serving over-income children and/or did not document an active waitlist on 2014-15 monthly reports that is sufficient to justify the proposed expansion request, describe how the program plans to recruit and enroll children from the targeted communities and targeted populations.

RESULTS FROM OREGON'S KINDERGARTEN ASSESSMENT

Steve Slater, Oregon Department of Education
David Mandell, Early Learning Division

July 23, 2015

Goals of the Kindergarten Assessment

- To provide local and statewide information to state-level policy makers, communities, schools, and families about the literacy, math, self-regulation, and interpersonal skills of entering kindergarteners.

- To provide essential information on Oregon's entering kindergarteners' strengths and to identify gaps in key developmental and academic skills to inform early learning and K-12 systems decisions and to target instruction, professional development, resources, and supports on the areas of greatest need.

- To provide a consistent tool to be used across the state to identify opportunity gaps in order to inform schools, districts, early learning hubs, communities, and policy-makers about how to allocate resources to the communities with the greatest need and to measure progress in the years to come.

History of Kindergarten Assessment

- **August, 2012**: Early Learning Council adopts recommendations for new statewide Kindergarten Assessment

- **Fall, 2012**: Pilot of Kindergarten Assessment is sample of elementary schools

- **Fall, 2013**: 1st year of statewide data collection

- **Fall, 2014**: 2nd year of statewide data collection

- **Winter, 2015:** Kindergarten Assessment Advisory Committee convened

What does the KA measure?

- Early Literacy (direct assessment)
  - Letter names
  - Letter sounds

- Early Math (direct assessment)
  - Numbers and operations

- Approaches to Learning (observational assessment)
  - Child Behavior Rating Scale

Numbers and Operations

Mathematics Numbers and Operations Score Distribution
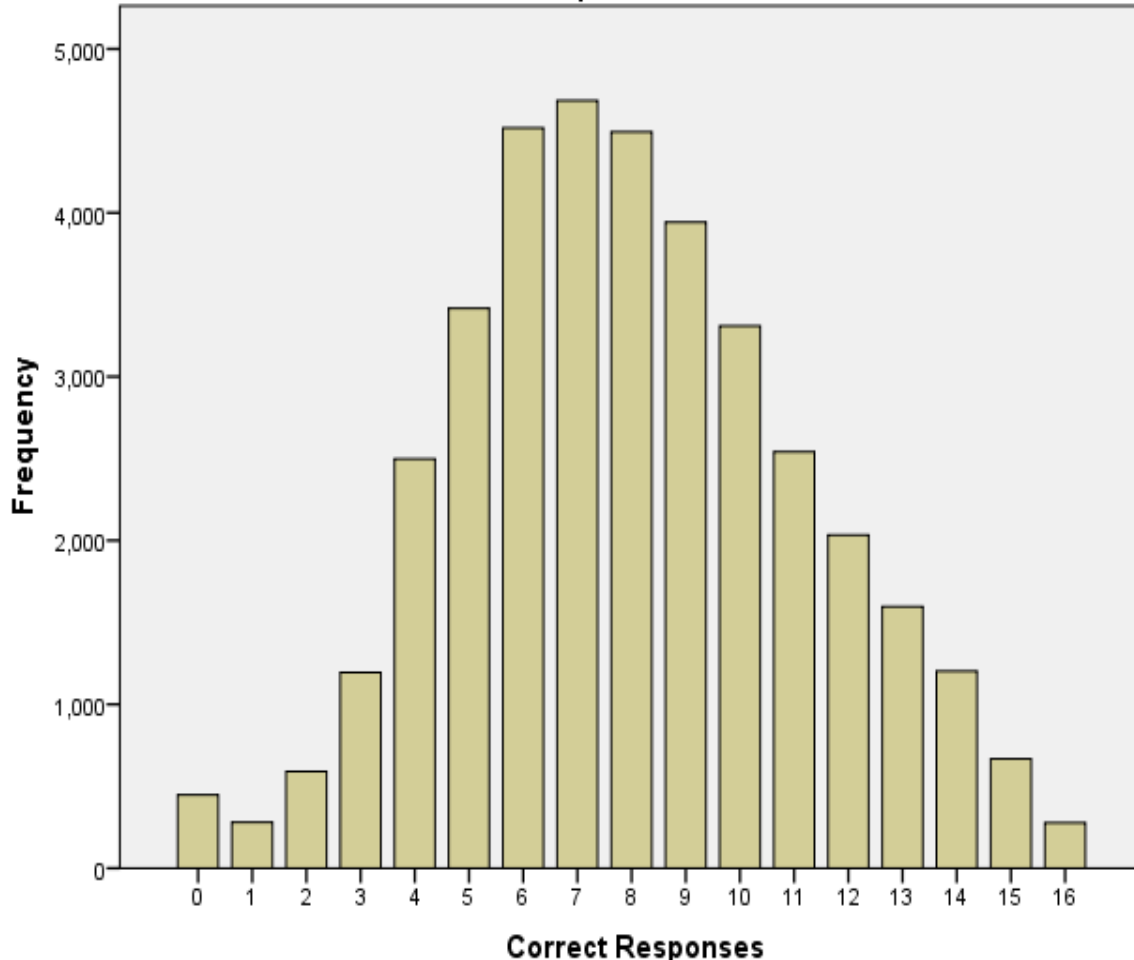
- About half of the students correctly answered half or more questions

- Median (middle) score is 8 correct responses

- Average also is 8 correct; the distribution is symmetrical

Letter Names

Letter Names Score Distribution
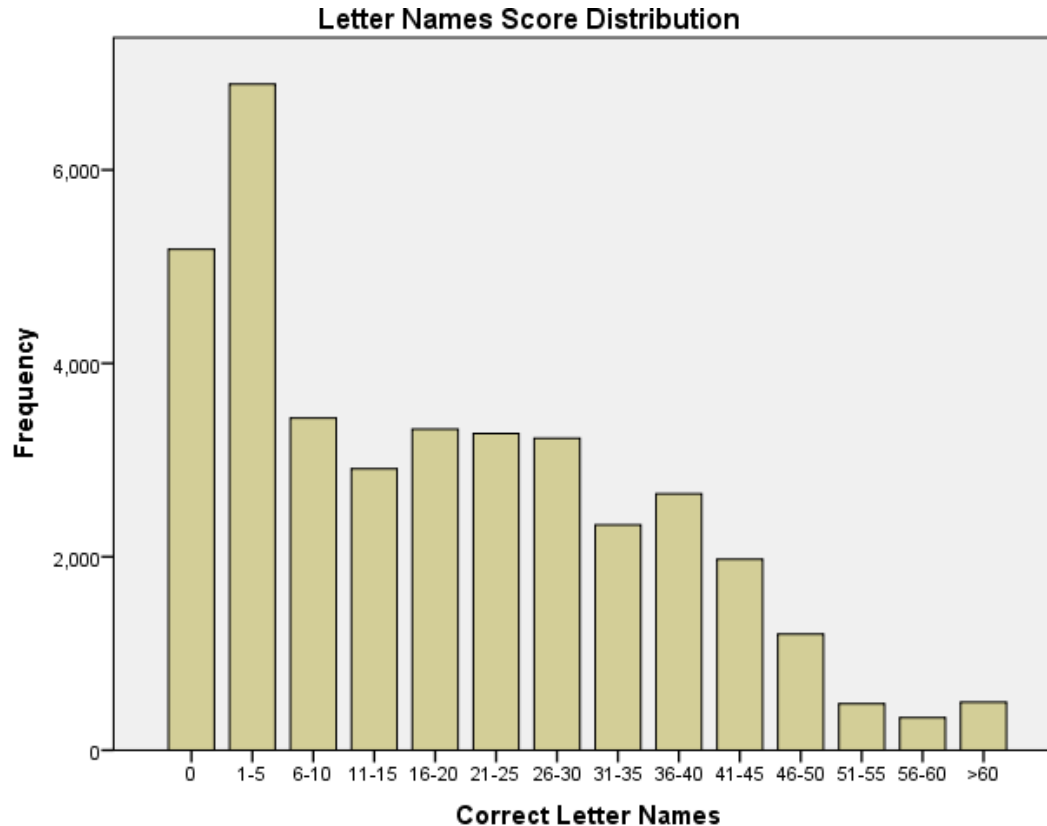
- Most students produced correct letter names

- Median score is 16 correct letter names in one minute

- Average is19 correct in one minute

Letter Sounds

Letter Sounds Score Distribution
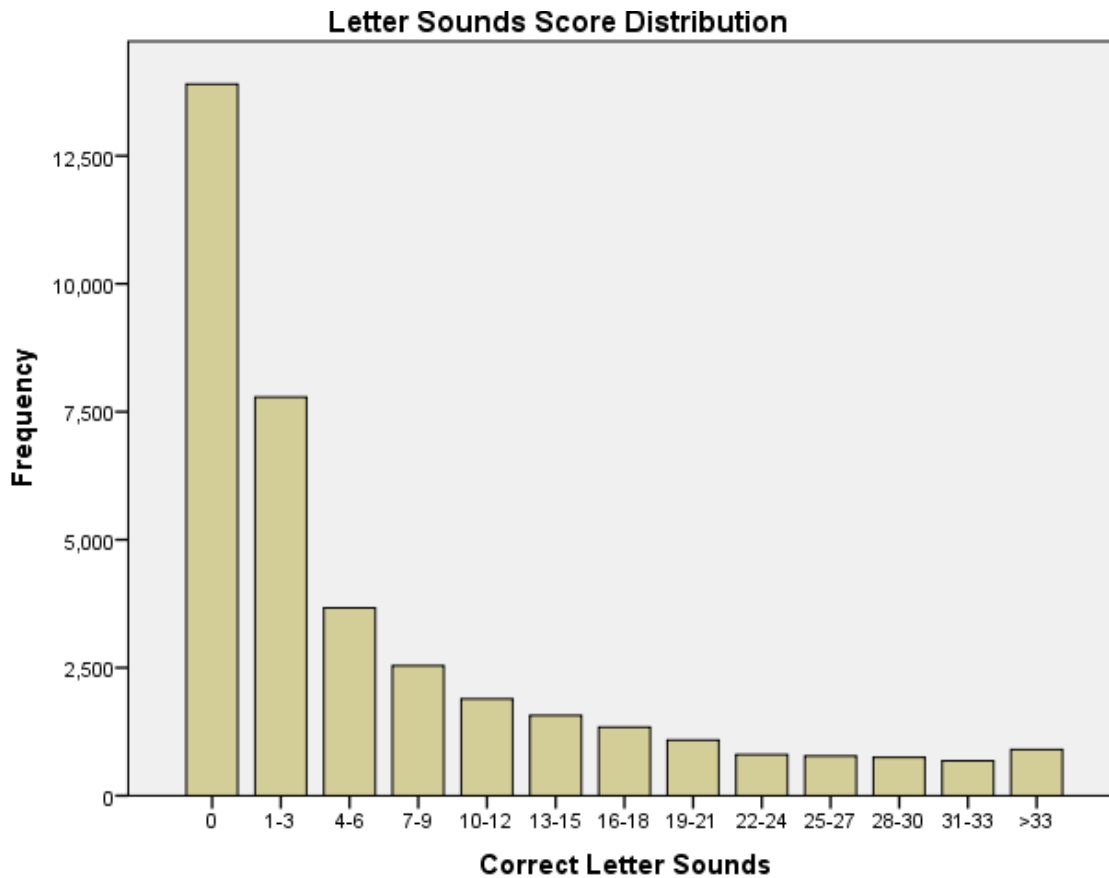
- Letter Sounds measure was difficult for many students

- Median score is 2 correct letter sounds in one minute

- Average is 7 correct in one minute

Child Behavior Rating Scale

- Teacher observations of 15 aspects of children's behavior in the classroom

- Five-point rating scale
  - 1: The child <u>never</u> exhibits the behavior described by the item
  - 2: The child <u>rarely</u> exhibits the behavior described by the item
  - 3: The child <u>sometimes</u> exhibits the behavior described by the item
  - 4: The child <u>frequently</u> or usually exhibits the behavior described by the item
  - 5: The child <u>always</u> exhibits the behavior described by the item

- Two sub-dimensions
  - Self-regulation (items 1-10)
  - Interpersonal skills (items 11-15)

Self-Regulation

Distribution of Self-Regulation Average Ratings
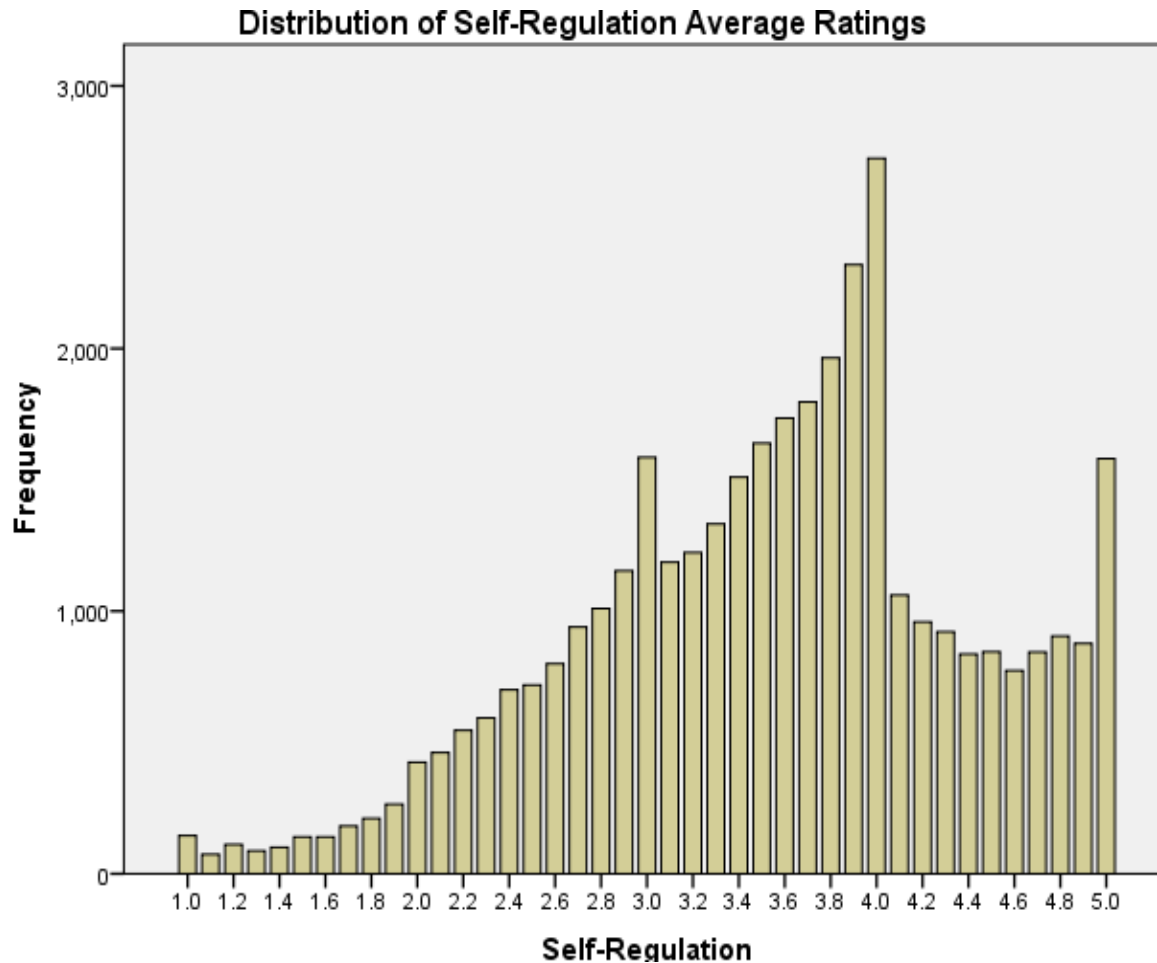
- Self-regulation is measured by items 1-10 on the CBRS

- Average is 3.5 (between "sometimes" and "frequently or usually").

- Nearly a quarter of students are rated below "sometimes."

Interpersonal Skills

Distribution of Interpersonal Skills Average Ratings
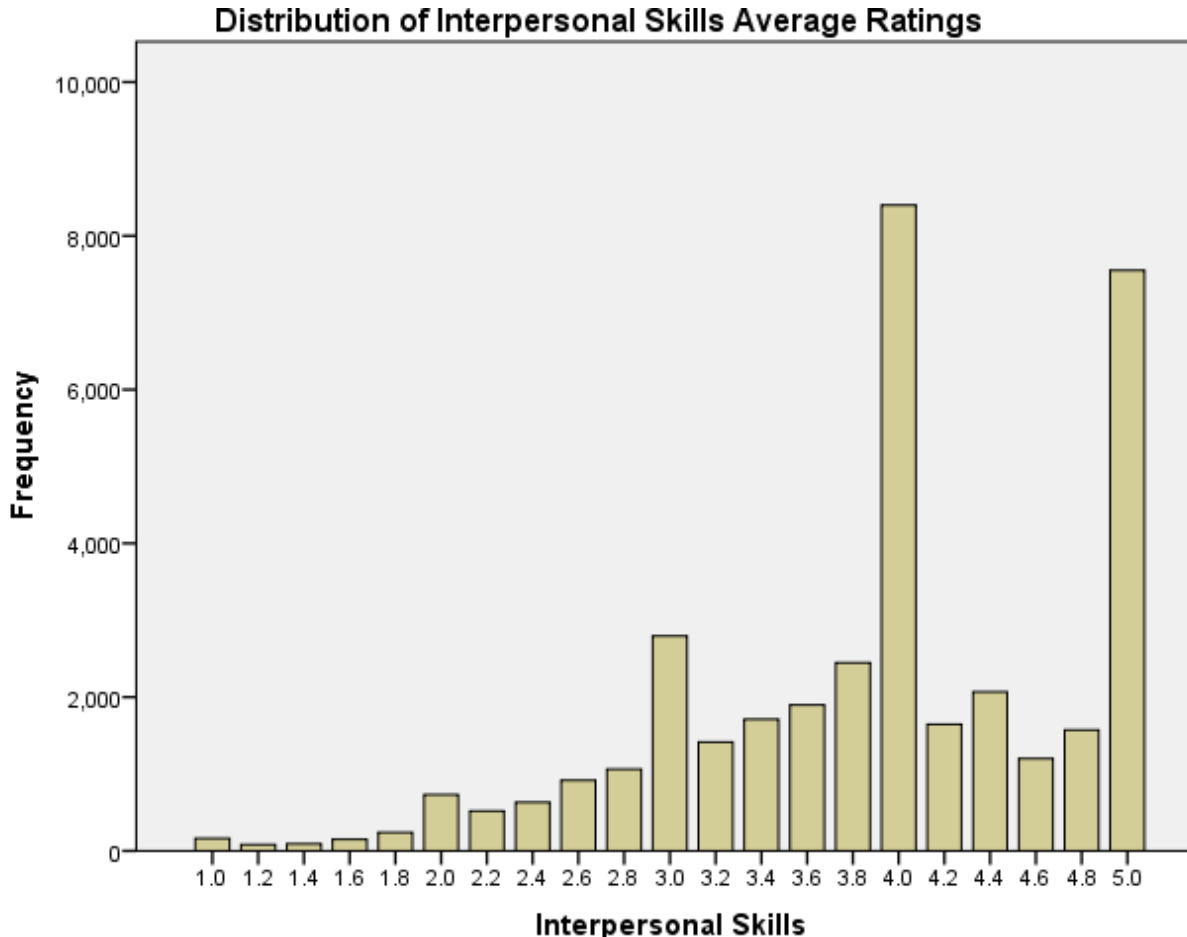
- Interpersonal Skills is measured by items 11-15 on the CBRS

- Average is 3.9 (near "frequently or usually"). Median is 4.0

- About 12 percent of students are rated below "sometimes."

Relationship between math and self-regulation

Mathematics Numbers and Operations Score by Average Self-Regulation Rating
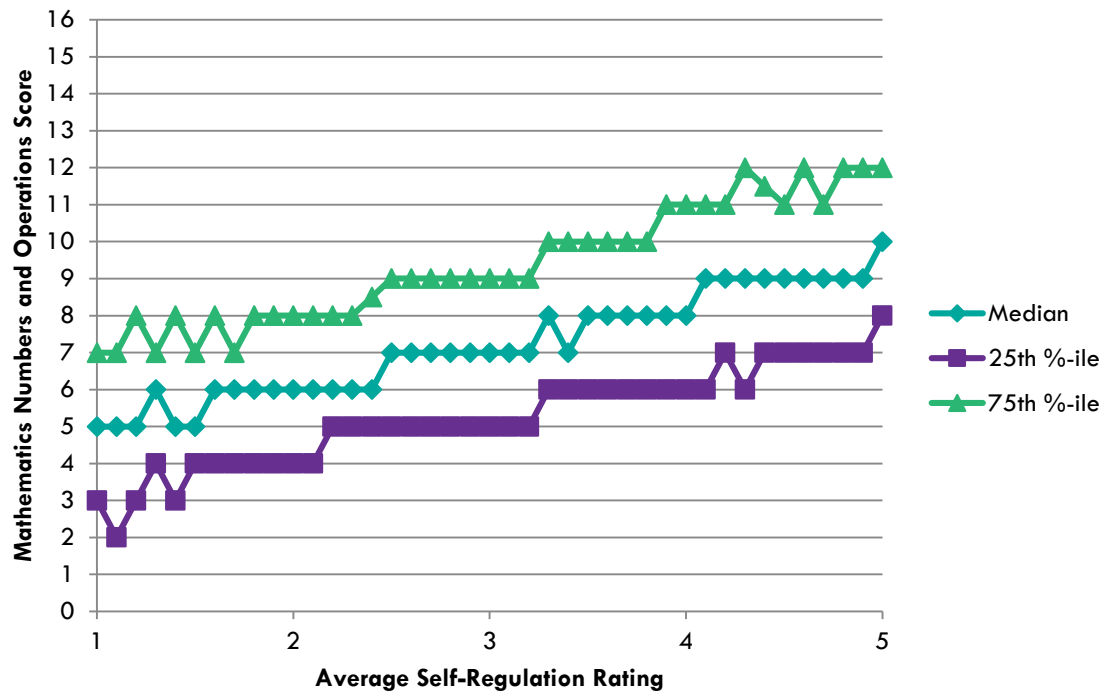
- Correlation (degree of relationship)between Mathematics and SR is 0.318

- Median Mathematics score ranges from 5 to 10 across the SR scale

- Inter-quartile range (middle 50%) is about four correct across the SR scale

Relationship between letter names and self-regulation

Letter Names Score by Self-Regulation Rating
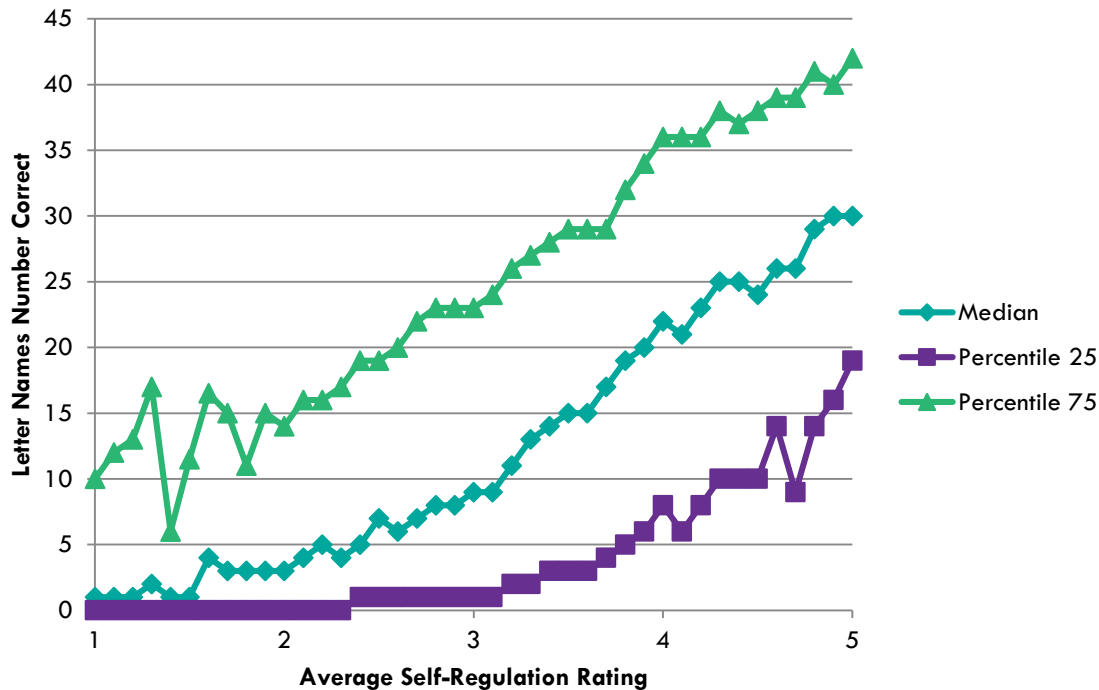
- Correlation between SR and LN is 0.341

- Median LN score ranges from 1 to 30 across the SR scale

- Inter-quartile range is 15 to 25 letter names across SR scale

Relationship between letter sounds and self-regulation

Letter Sounds Score by Average Self-Regulation Rating
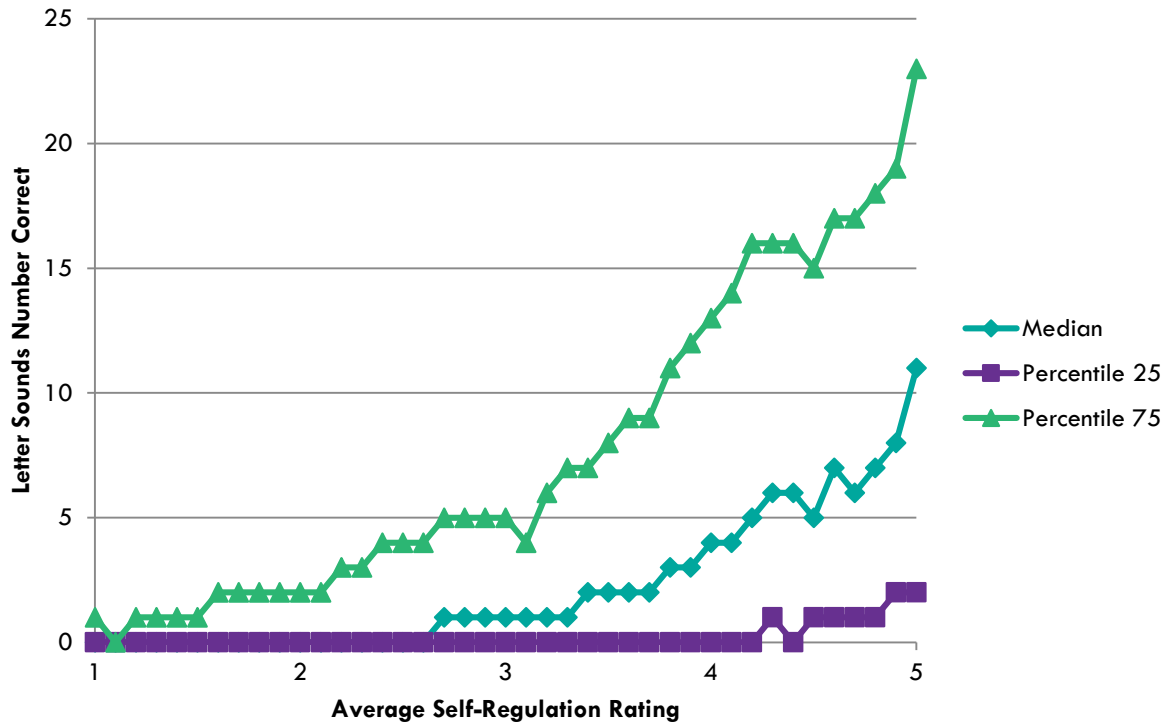
- Correlation between Letter Sounds and SR is 0.292

- Median Letter Sounds score ranges from 0 to 11 across the SR scale

- Inter-quartile range is 1 to 20 letter names across SR scale

Numbers & Operations by race/ethnicity

Average Mathematics Numbers and Operations Score by Race/Ethnicity
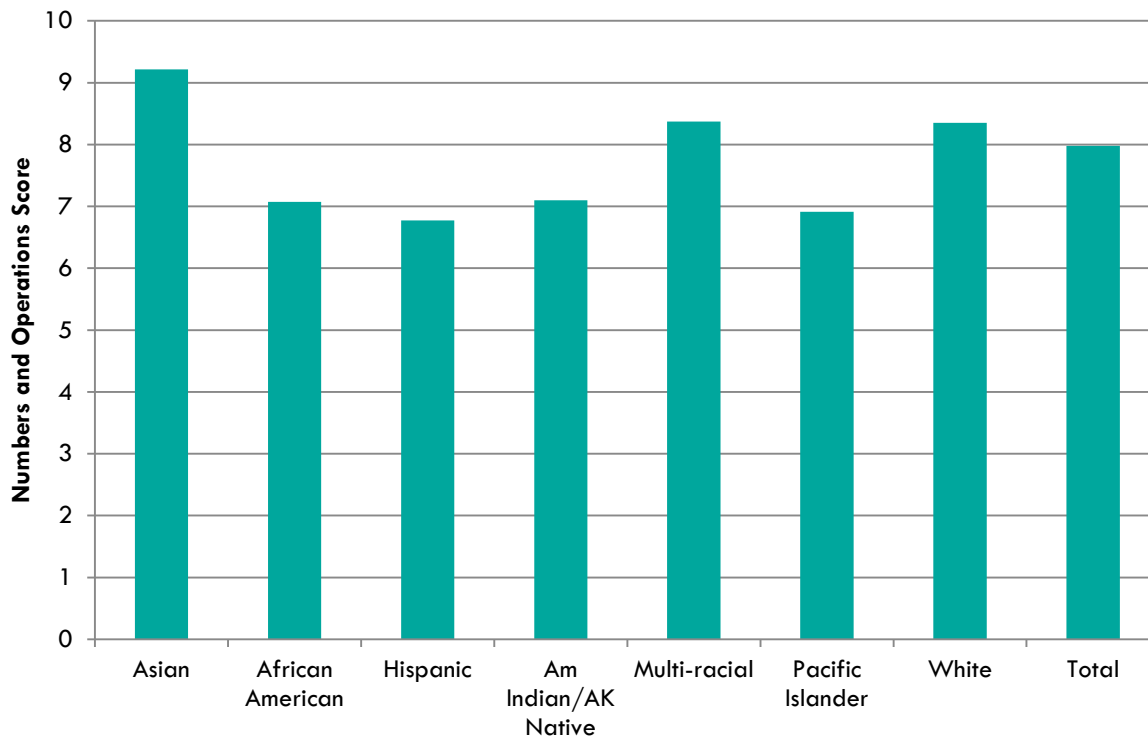
- Mathematics average scores range between 7 and 9 across racial/ethnic groups

Letter names by race/ethnicity

Average Letter Names Score by Race/Ethnicity
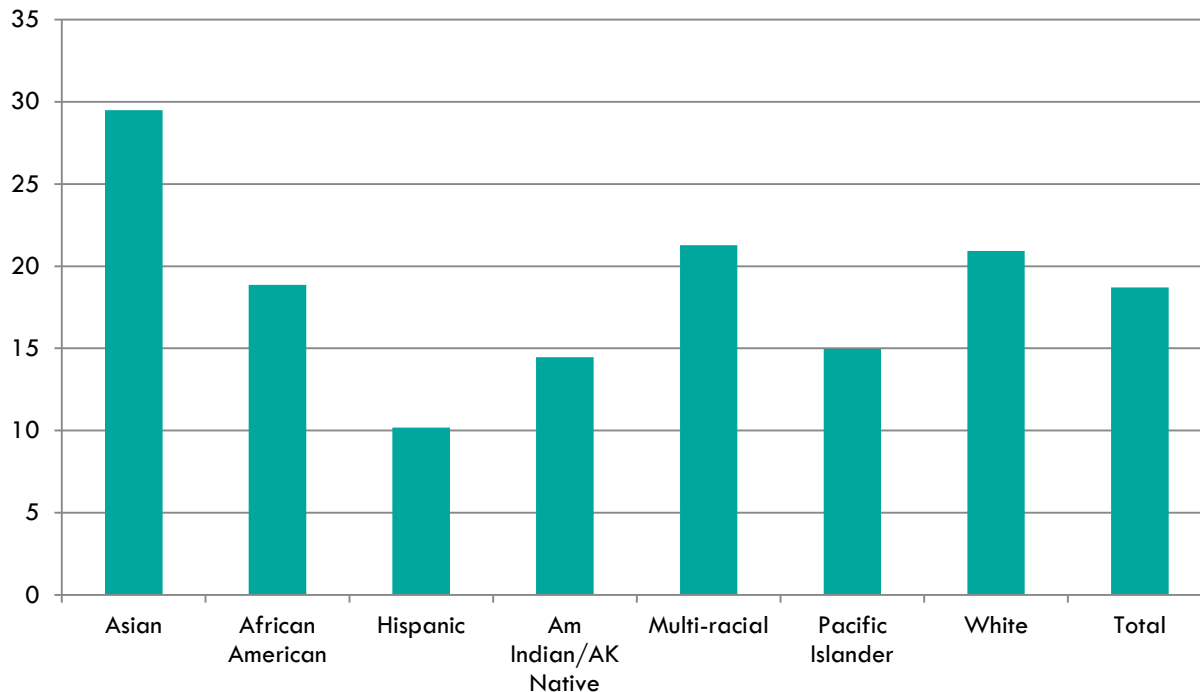
Letter Names average scores range from 10 (Hispanic) to 30 (Asian)

Letter Sounds by race/ethnicity

Average Letter Sounds Score by Race/Ethnicity
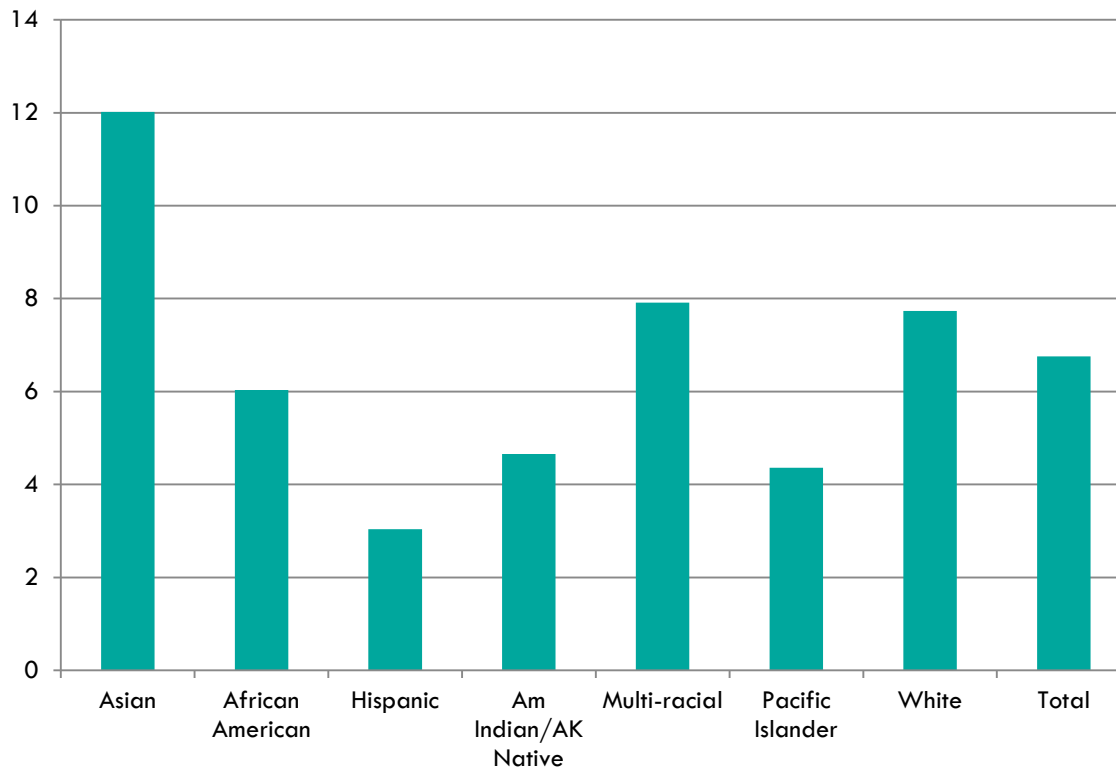
Letter Sounds average scores range from 3(Hispanic) to 12 (Asian)

Self-regulation by race/ethnicity

Self-Regulation Average Rating by Race/Ethnicity
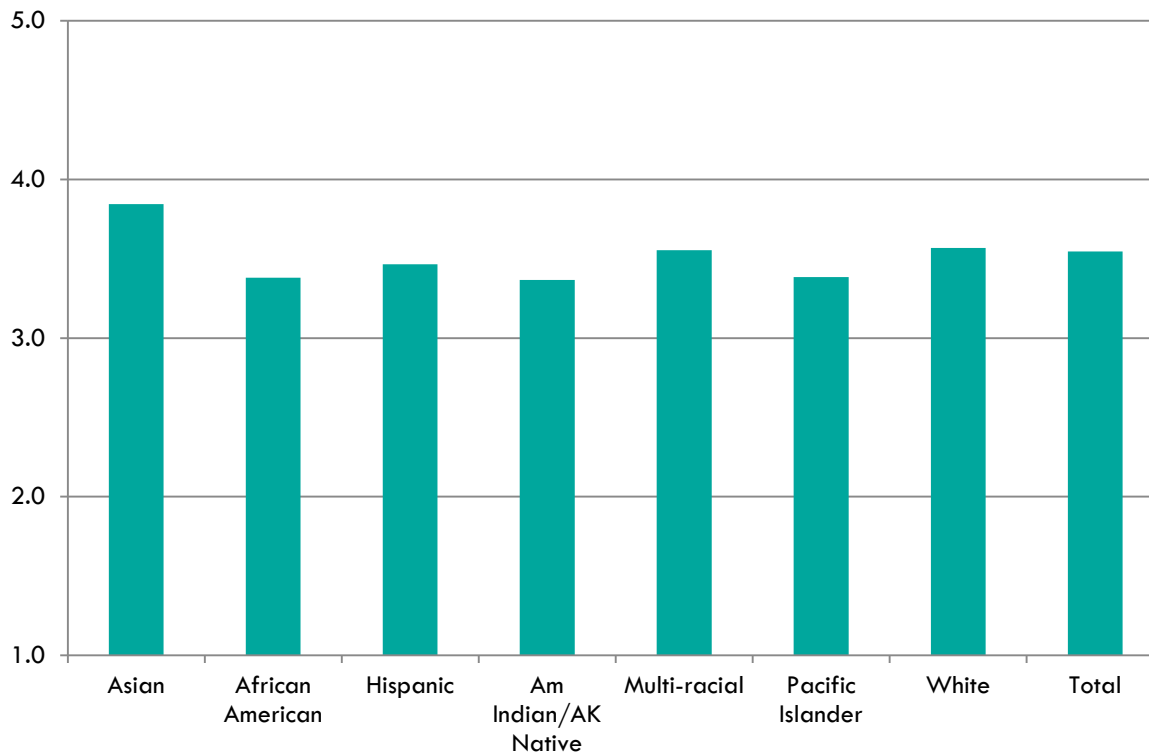
Average Self-Regulation ratings range between 3.3 (American Indian/Alaskan Native, Pacific Islander, African American) and 3.8 (Asian)
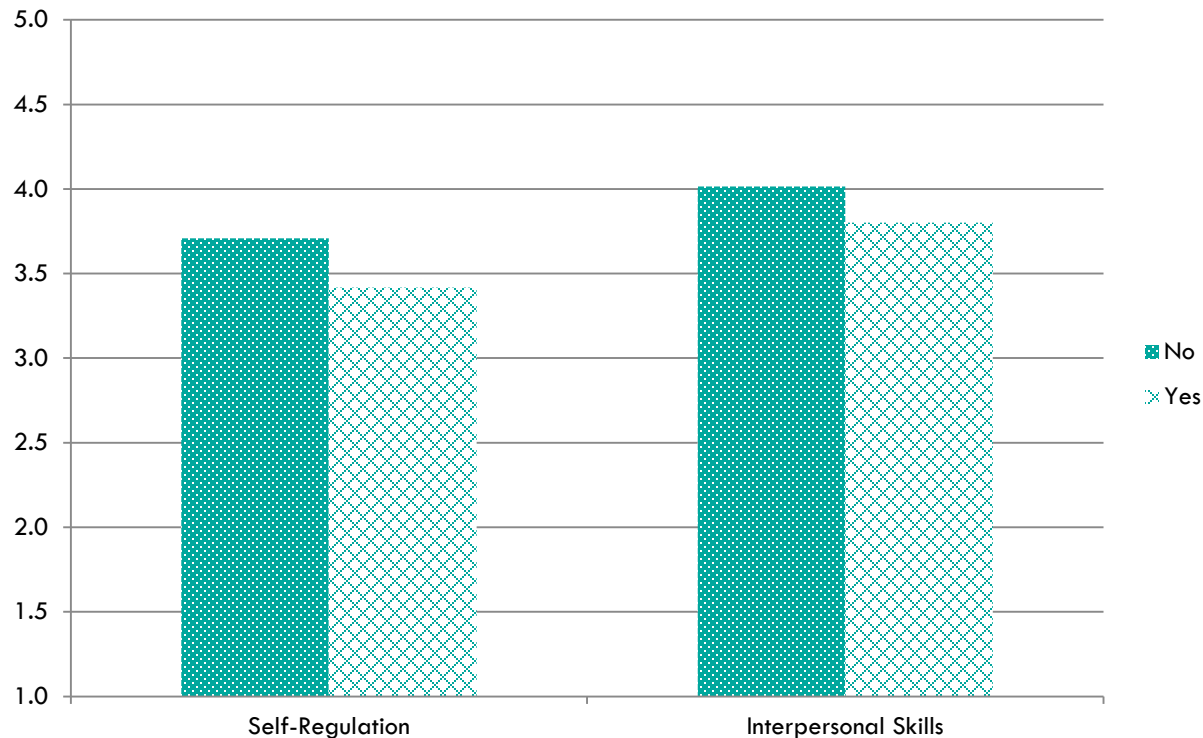
Interpersonal by race/ethnicity

Interpersonal Skills Average Rating by Race/Ethnicity
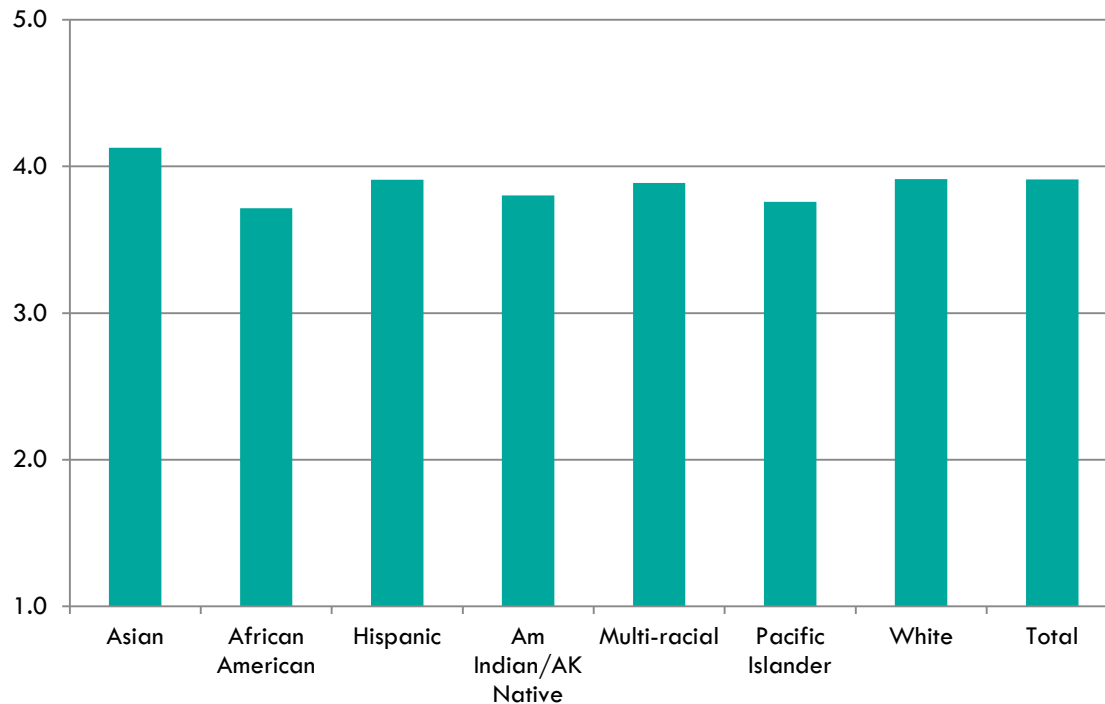
Average Interpersonal Skills ratings range between 3.7 (African American) and 4.1 (Asian)
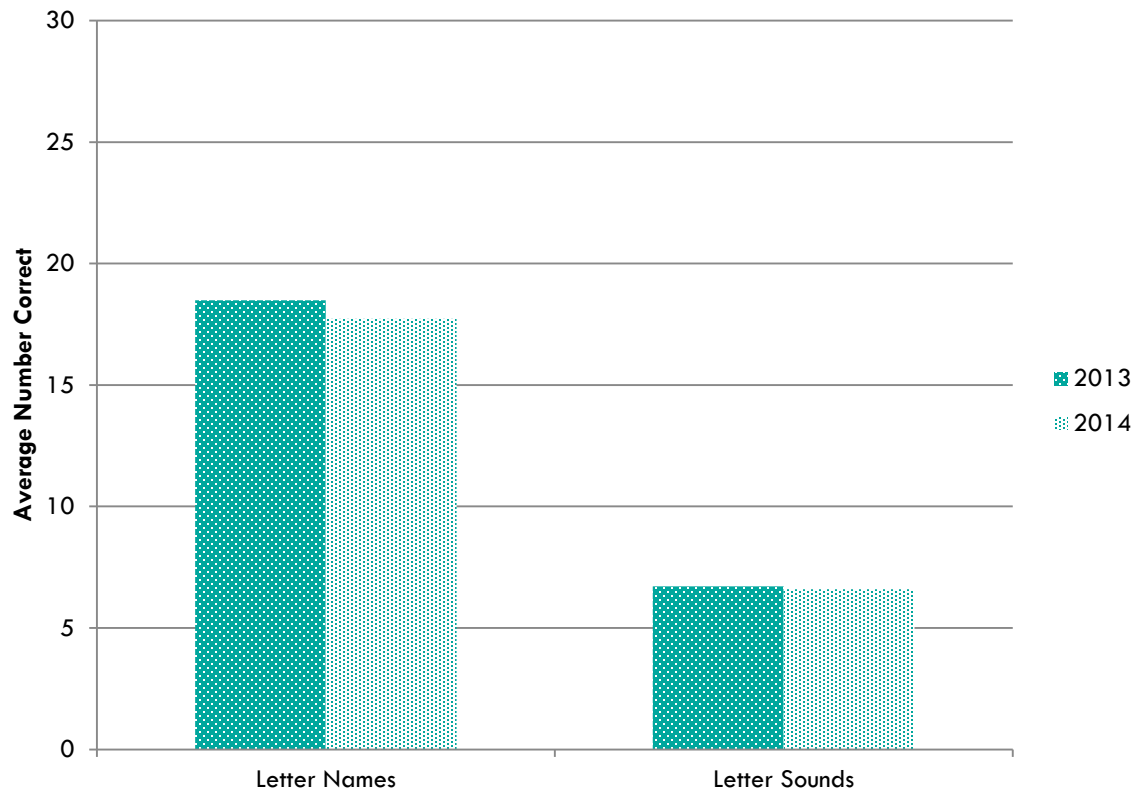
Free/Reduced Price Lunch

Approaches to Learning Scores by Eligibility for Free/Reduced Price Lunch

Self-Regulation and Interpersonal Skills measures are slightly related to eligibility for free/reduced price lunch

2013 & 2014 results are consistent

Early Literacy Average Scores by Year

- □ The average number of correct Letter Names declined 0.77, which is about five percent of a standard deviation (effect size is negligible).

- □ The Letter Sounds measure declined 0.12 (one percent of a standard deviation).

2013 & 2014 results are consistent

Appraoches to Learning Average Ratings by Year
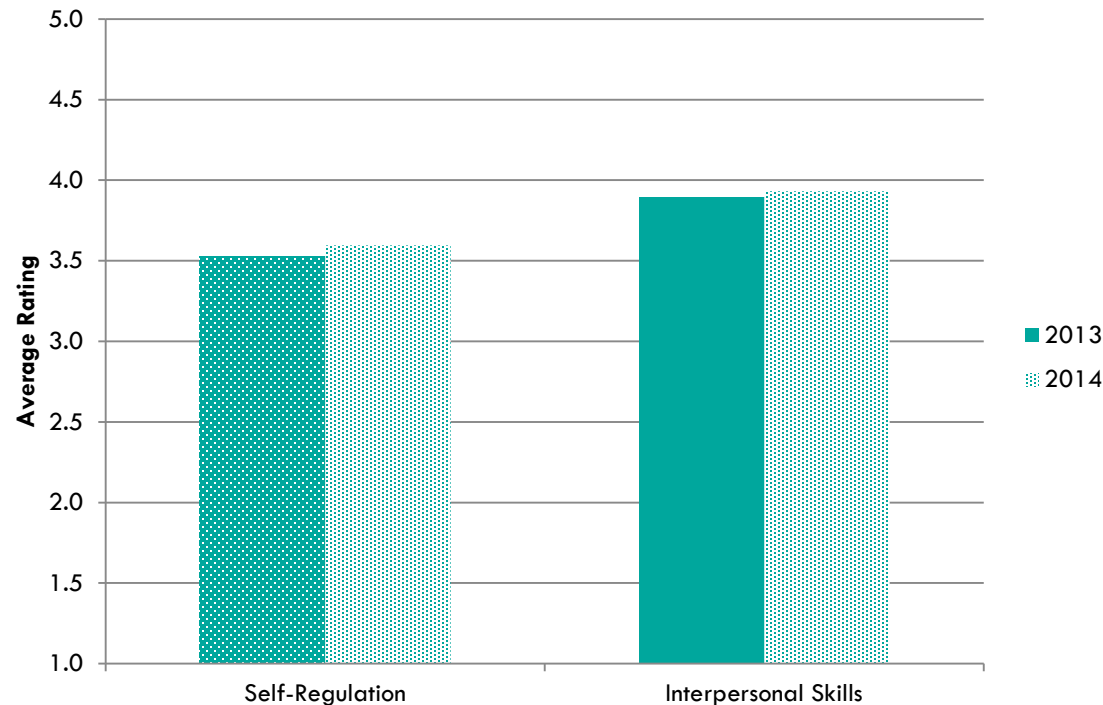
- That average Self-Regulation rating increased 0.07 points on the 1 to 5 scale, about 8 percent of a standard deviation (a negligible effect size).

- Interpersonal Skills increased 0.04 point, about 4 percent of a standard deviation (negligible effect size).

Geographic Variability

- At the school level*, we see a wide range of performance
  - Self-Regulation: 2.4 to 4.7
  - Interpersonal Skills: 2.7 to 4.9
  - Numbers & Operations: 5.0 to 12.1
  - Letter Names: 2.7 to 40.9
  - Letter Sounds: 0.5 to 22.5

- When disaggregated by subgroup, the range is larger, indicating wide differences in entry skills

*Minimum total population N = 20

Partnership & Innovation Grant Overview

- **Goals of the Grant**
  - Improve children's readiness for kindergarten
  - Pilot and expand scalable models for connecting early learning and K-3

- **16 grantees**
  - Includes early learning hubs, ESD's, school districts, and one non-profit organization

- **125 elementary schools**
  - Includes a mix of urban and rural communities, with a focus on school communities that serve children living in poverty, children of color, and English learners.

- **9000 children throughout Oregon**
  - Impacted by grant-related work between June and December of 2014.

Neah-Kah-Nie: District-Run Pre-K
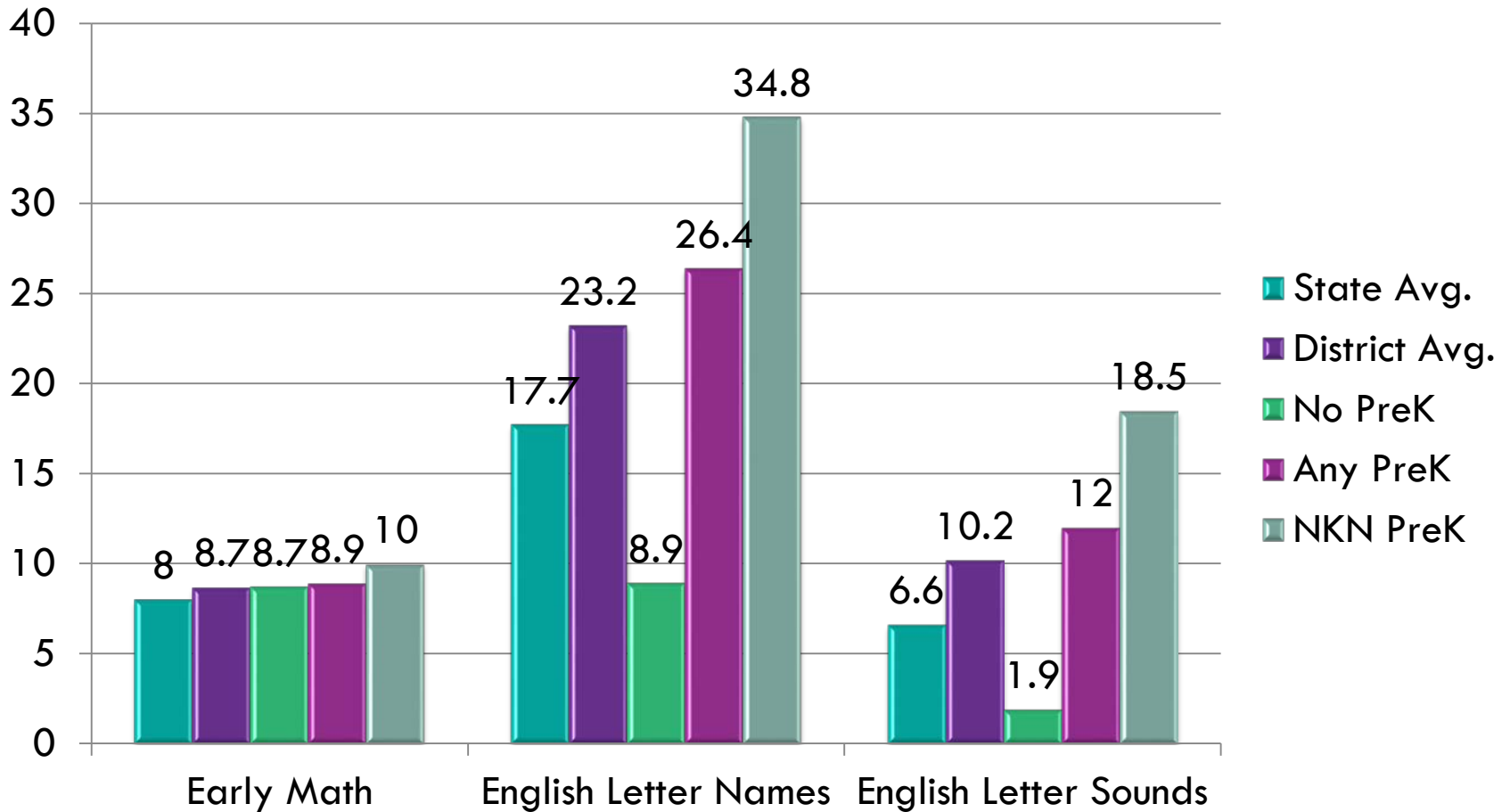
Eastern Oregon Early Learning Hub: Summer Kindergarten Transition Camp (Hispanic students)
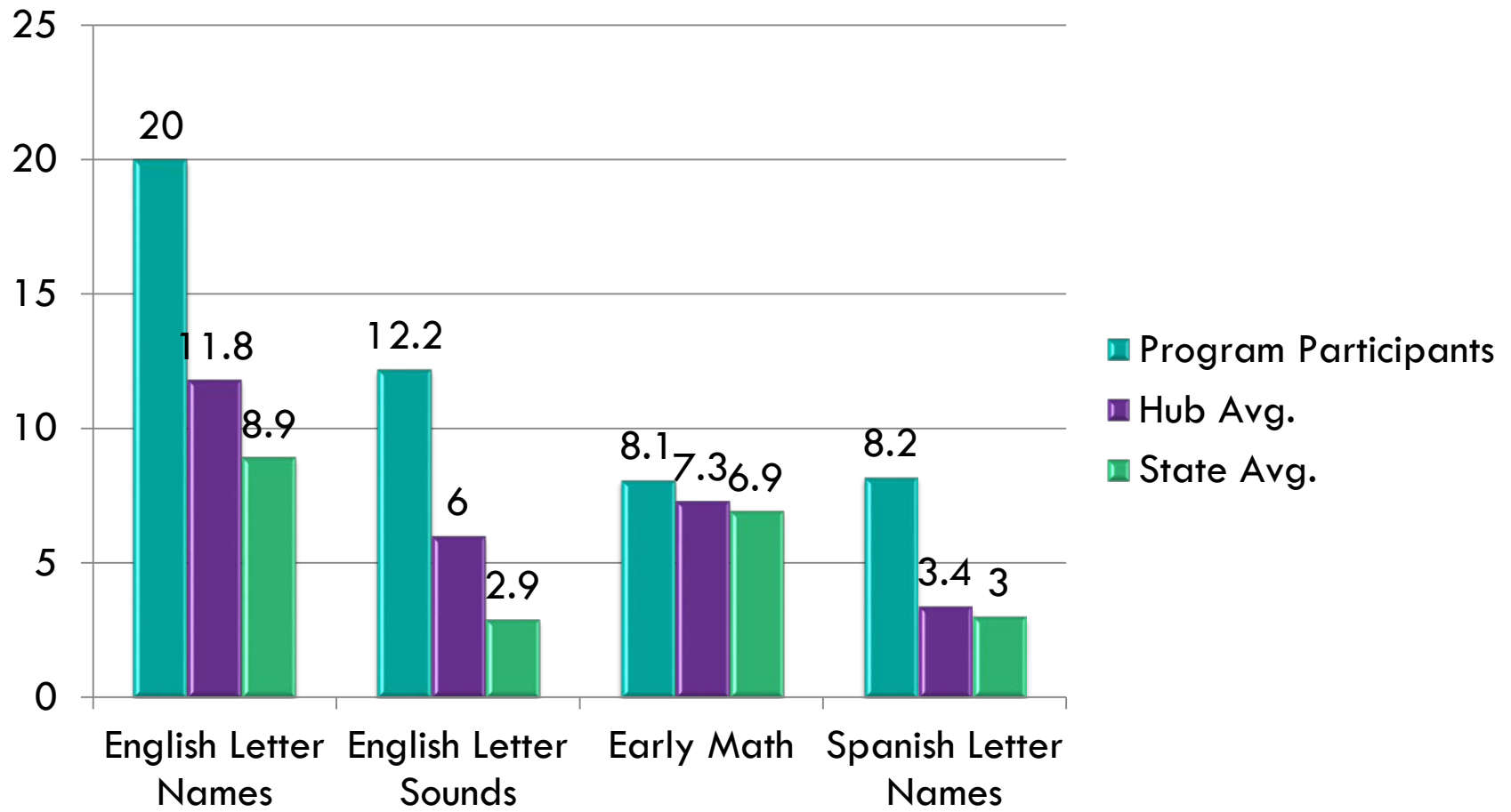
Fall 2015 Field Tests of KA Modifications

☐ <u>Goal</u>: make measures more friendly and accessible, while maintaining consistency with the original intent and design of the assessment.

☐ Four measures will be field tested – two alternative measures for letter name fluency and two for letter sound fluency.