Early Learning Council
Thursday, May 28, 2015
8:00am – 12:00pm

Somerville Building
775 Court St NE
Large Conference Room
Salem, OR 97301

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

AGENDA

PAM CURTIS
ELC 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

JIM TIERNEY

BOBBIE WEBER

KIM WILLIAMS

MARLENE YESQUEN

ROB SAXTON

MEGAN IRWIN
*Acting Early Learning
System Director*

I. Board Welcome and Roll Call
   Chair Pam Curtis

II. Chair's Report
    Pam Curtis, Chair
    a. Engagement Survey Results
    b. Lynne Angland Award
       Bobbie Weber, ELC Member

III. Director's Report
     Megan Irwin, Acting Early Learning System Director
     a. Proposed Committee Structure

IV. Legislative Update & Discussion
    Lindsey Capps, Education Policy Advisor – Office of Governor Kate Brown

V. Subcommittee Reports
   a. Acknowledge written receipt of reports
   b. Rules Process & Principles Discussion
   c. Equity Subcommittee Follow-up & Reflections
   d. Prenatal – Age 3 Follow-up

VI. Child Care Resource & Referral Report
    Dawn Woods, Director of Quality and Professional Development – ELD
    Heidi McGowan, Early Learning Consultant

VII. Communications Update & Discussion
     Aimee Craig, Early Learning Public Affairs Director – ELD

VIII. Public Testimony

IX. 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.

Chair Report

- Engagement Survey Results Summary
- Engagement Survey Results
- Lynne Angland Award Nomination

Early Learning Council Survey – Results and Analysis

Below is a brief analysis of responses received for the Early Learning Council Survey.

Q	Common Threads	Notes & Current Practices
	Survey Results	
8	Need consistent meetings times	Currently set calendar for the year, but locations/dates have shifted
8	Focus on team-building	
8	Feels like small group drives decisions	
9	Don't feel input is valued	
12	Need to communicate meeting logistics (i.e. parking)	Proposed connecting with ELC members in advance to mail out parking passes.
12	Staff are professional and responsive	

Question 7 Takeaways: What three things do you think the Council does very well that we need to continue doing and build upon?

-ELC has the right people together with a common goal and purpose
-Willingness to bring in new information and change course based on science and experience
-Emphasis on equity – it may not always be perfect, but it's a strength
-ELC strives to learn many points of view
-Dissecting issues focusing on data bringing equity into the foreground
-Building community relationships with Hubs
-Time constraints and ability to do good, thoughtful work in time allotted
-Increase public audience to include more business members, families, providers, individuals of color
-Enjoy small workgroups doing more intensive work on highly relevant topics and local forums
-Persistent, passionate people who care and understand the complexity of the work
-Strategic plan makes sense, but Council needs to take steps to revisit it annually
-Having trouble seeing what the Council does that's important, besides meeting with legislators. Community at large doesn't feel connected to Hubs.

Question 8 Takeaways: What three changes or improvements could the Council make in its work together that would help it to achieve its mission?

-Meeting dates at set time of the month, preferable starting at 11am to allow for travel time
-Team Building with new ELC members
-More frequent updates from ELD staff about "the work"
-Clarity on what the Council and members can/can't do
-More concise, visual documents and fewer reports and narratives
-Work on inclusion
-Set calendar at least 6 months in advance
-Feel decisions are made by a small group beforehand and input/suggestions accepted
-Communications process occurring that isn't transparent
-How are ex-officio/statutorily required positions coordinated and linked to strategic plan
-Stronger sense of trust and "team"
-Feels like small group make decisions and tell the rest of the Council how to vote
-Reduce the size to increase sense of obligation and input
-Seating assignments indicate importance

Question 9 Takeaways: For areas where you ranked yourself a 1, 2, or above, please share specific suggestions for improved practice: *Note – question didn't make sense in correlation with earlier questions*.

-Have too many other things going on
-Don't feel what I have to say is valued against beliefs of those with decision-making power
-We have done very little to change policy

Question 12 Takeaways: What else would you like staff to know?

-Heads up on logistics (i.e. parking passes)
-Staff are excellent to work with
-Communicate with local ELC members when working in rural communities
-ELC should be more visible and have more input from communities
-Staff is responsive
-Staff are amazing
-Clarity on link between the Council and staff
-Parking information
-Staff are reflective and responsive
-Need for 1:1 time with Director
-Make information accessible and easily understood by general public

Question 19: What policy opportunities or needs do you see on the horizon that you recommend the Council pay attention to and consider for adoption as a strategic priority?

-Encourage community program providers to work with Hubs
-Alignment between health and education policy to engage FFN care
-Inclusion or children with intellectual or developmental disabilities in our "equity" definition
-Stability for parents and caregivers
-Home visiting in too many departments
-Increasing number of bachelor-level degree attainment opportunities in early childhood education, focusing on infants and toddlers

Committee Interest:

Child Care and Education Committee		
Interested in serving	**Currently serve & staying**	**Currently serve & rotating off**
Kim Williams	**Bobbie Weber**	Kali Ladd
Christa Rude		
Janet Dougherty-Smith		

Equity Implementation Committee
Interested in serving
Kim Williams
Vikki Bishop
Janet Dougherty-Smith
Charles McGee *(added, based on ranked interest)*

Prenatal – Age 3 Committee
Interested in serving
Martha Brooks (Chair)
Charles McGee *(may be an error, based on ranked interest)*
Lynne Saxton
Christa Rude
Janet Dougherty-Smith

Joint ELC/OHPB Committee		
Interested in serving	**Currently serve & staying**	**Currently serve & rotating off**
Tim Freeman	**Pam Curtis**	
Kali Ladd	**Teri Thalhofer**	
Kim Williams	**Lynne Saxton**	
	Janet Dougherty-Smith	

Indicates ranked 1st choice

Early Learning Council Survey Results

May 7, 2015

Q1 **Name:**

Answered: 16   Skipped: 0

Q2 I understand the mission of the Early Learning Council.

Answered: 14   Skipped: 2
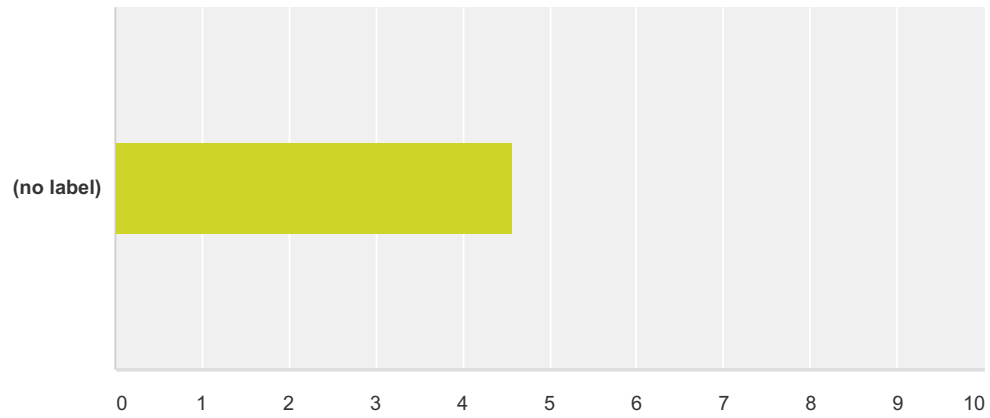
	Very well	Mostly	Somewhat	Vaguely	Not at all	Total	Weighted Average
(no label)	57.14% 8	42.86% 6	0.00% 0	0.00% 0	0.00% 0	14	4.57

Q3 I understand the statutory roles and responsibilities of the Early Learning Council.

Answered: 14   Skipped: 2
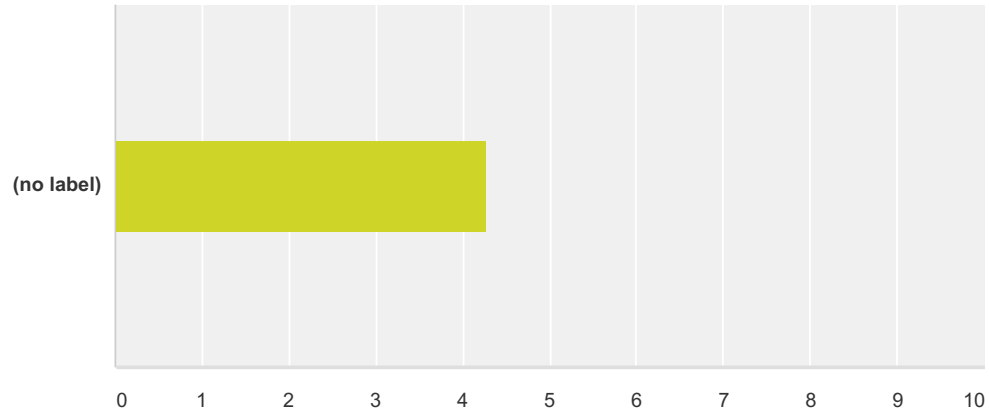
	Very well	Mostly	Somewhat	Vaguely	Not at all	Total	Weighted Average
(no label)	**28.57%** 4	**71.43%** 10	**0.00%** 0	**0.00%** 0	**0.00%** 0	14	4.29

Q4 I understand the Early Learning Council strategic plan and my role in helping achieve it.

Answered: 14   Skipped: 2
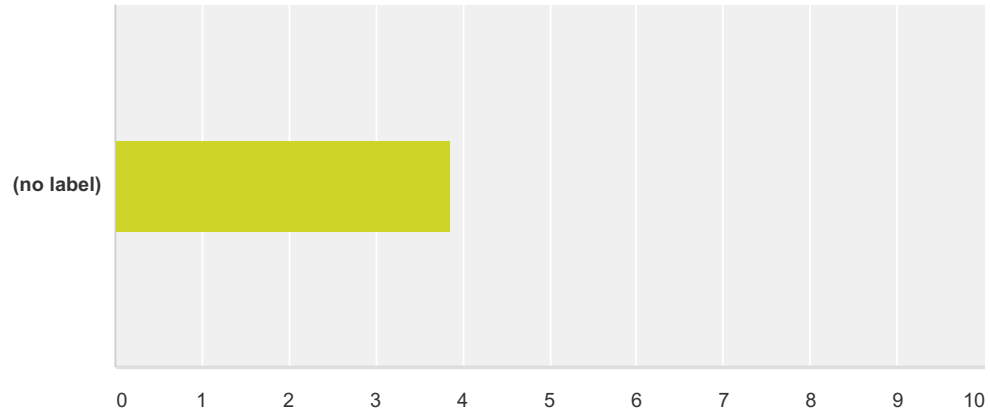
	Very well	Mostly	Somewhat	Vaguely	Not at all	Total	Weighted Average
(no label)	28.57% 4	35.71% 5	28.57% 4	7.14% 1	0.00% 0	14	3.86

Q5 I understand and feel engaged in how the Early Learning Council makes decisions.

Answered: 14 Skipped: 2
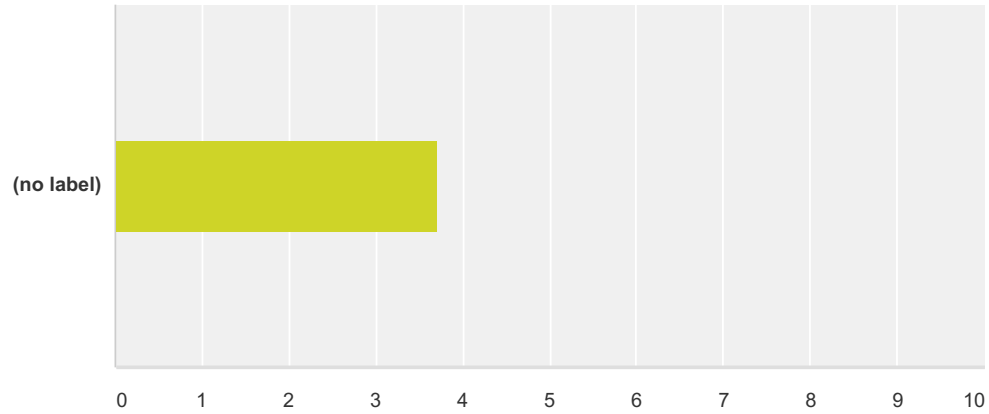
	Always	Mostly	Sometimes	Rarely	Never	Total	Weighted Average
(no label)	14.29% 2	50.00% 7	28.57% 4	7.14% 1	0.00% 0	14	3.71

Early Learning Council Member Survey

Q6 I feel my contributions are important to the work of the Early Learning Council.

Answered: 14   Skipped: 2
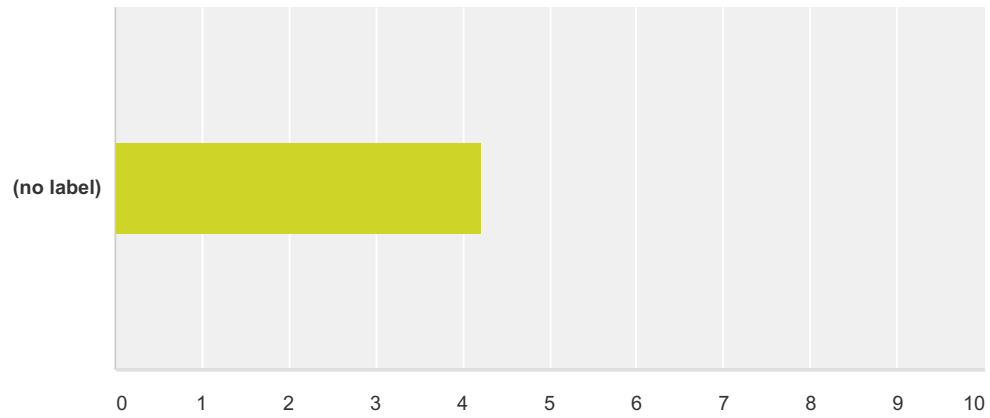
	Always	Mostly	Sometimes	Rarely	Never	Total	Weighted Average
(no label)	35.71% 5	35.71% 5	14.29% 2	14.29% 2	0.00% 0	14	4.21

6 / 20

Q7 What three things do you think the Council does very well that we need to continue doing and build upon?

Answered: 14   Skipped: 2

#	Responses
1	1.The council has strong membership who have a variety of real expertise in issues regarding early childhood. 2.Members speak their opinion, stay well informed, and keep children at the heart of decision making. 3. The council understands they have a role in policy through rule making.
2	1) I think the ELC brings the right people together. 2) We have a common goal and purpose 3) The ELC members work well together and respect each other
3	1. Stay focused on the goal(s)! 2.Create a unified and unifying vision for young children. 3. Continue the process of getting the work organized!
4	1) I think the Council is good at completing work quickly, but not so sure it is always the best work due to time constraints. 2) The Council is good at engaging the public and being open. However, I believe we should be trying to increase our public audience to one that is more diverse like including more business members, families, private providers, and individuals of color. 3) The Council meetings are very well organized and I believe our Chair gives all members an equal opportunity to speak regardless of their position. I think our last meeting was an example of just how supportive our chair is when she supported the use of an equity consultant at our meeting.
5	I think the willingness of the ELC to bring in new information and change course based on science and experience is a strength. Although not always perfect, I think the emphasis on the equity lens in a strength. I think the ELC strives to listen to many points of view.
6	I'm new so its hard to say. From the two meetings I've experienced I'd say- dissecting issues focusing on data bringing equity to the fore.
7	I believe I am too new on the council to give any real or important feedback. I would, however, based on the last few months like to ask that the ELC as they/we move forward on certain agenda items that include some disproportionate minority issues, that we consider some of the language and decisions very carefully. We have found through some of the HFO process that some of our language was not as acceptable to DOJ and our attorneys that we may have thought. Using language directly out of the "Equity Lens" had our attorney questioning if we were not going to subject ourselves to a law suit. Caution and help from legal council is important to me. Letting committees do their work instead of micro managing from the ELC is something I would like us to strive for. I am happy to explain further if explanation is needed.
8	*Focus investment *Targeted results * Spreading "our" message
9	Build community relationships with HUBS. Identify strategic opportunities with other state agencies Keep focus on the goal
10	Engaging communities through local forums. Moving agenda forward. Creating small work groups that do more intensive work on highly relevant topics.
11	I feel we accomplish a lot at the bi-monthly meetings, all members are engaged and committed during the meetings, commitment to the work
12	Engaging with communities around the state is a council strength, but I feel we need to do more. I think that the council has set a strategic plan that makes sense and will move the state forward, but we need to continue to revisit it annually. I feel that the council has good intentions and works on doing good.
13	We are persistent and passionate people who care and understand the complexity of this work. We listen to information that is presented and are thoughtful and contextual about it. We share a common interest in working together across our sectors. The strategic plan work was quite amazing; a work I hope we feel good about and demonstrative of good leadership.

14	1. Meeting around different parts of the state. 2. At this point I have trouble seeing what the council is doing that is important, except for advocating with the legislature - and I am not certain how successful that is. 3. I think the HUBS are important and yet I don't know that the community at large understands or appreciates them or feels connected. I do think the staff seem to be very skilled and committed. I am not certain what leadership/guidance the Council is providing.	4/15/2015 2:53 PM

Q8 What three changes or improvements could the Council make in its work together that would help it achieve its mission?

Answered: 14   Skipped: 2

#	Responses
1	1. Members could get to know one another better and understand the perspective each bring to decision making. 2. Members need to feel free to vote thier thinking and not be constrained by the direction desired by any individual or orgnization.
2	I can't think of even one thing we could do better?
3	1. Clarify expectations for council members (re: attendance, committee participation, policy vs. implementation, etc.) 2.
4	I think our Council needs to work more on talking about serious issues like race. We need to work together to assure our work does not continue to allow prejudices to flourish in the Early Learning system. The meeting dates should be at a set time of the month so Council members can always prepare their schedules. The more participation the better results we will have as a Council. Schedule meetings at or after 11a.m. so it allows for members who are driving from long distances to make it on time.
5	With new ELC members, team building could be helpful. It is difficult to get to know members who don't fully participate in the community sessions. I think those who are unwilling to travel outside the I-5 corridor should reconsider their commitment.. More frequent updates from staff about 'the work' would be helpful as members in rural communities are seen and knowing all the workings of the EL Division.
6	Also tough. I'm too new to comment much...I suppose more clarity on what it can/can't do, although it is difficult to ascertain whether my lack of clarity is due to it being an issue or my being new.
7	Again, I am too new to answer these questions. I still need time.
8	*Focused investments *Enhanced two way communications with stakeholders *Listening sessions
9	Less long documents and more concise recommendations for action Summarize progress in a visible, chart like manner Have the Acting Director become the Director
10	Based on our March meeting, it seems we have internal work on inclusion. More fully engage each member in work on a topic on which they bring knowledge, skills, and experience. Clarify expectations of council members such as meeting attendance and committee work.
11	It is hard to plan sometimes because the meeting place may change several times. It would be easier if things were scheduled at least 6 months prior.
12	I feel that the group has a disconnect (isolated) with each other and the work I believe that decision are made by a small group before hand and input or suggestions are ignored Communications is not transparent, as I have on several occasions emailed folks with no reply
13	More rigor and authentic data driven and contextually based conversation that leads to solutions for families. I think that the past few meetings have been a strong start toward more open conversation and welcome this kind of ongoing work. The Council is becoming a home for a number of different "mandated" regulatory bodies; Head Start Advisory, SAC, Child Care, and now HFO through the Pre-natal to 3year old sub-committee. I would like to see a stronger connection to how these entities are coordinated and linked to our broader strategic plan while at the same time clearly and intentionally meeting the intention of their mandates. A stronger sense of trust and "team".
14	1. Share responsibility and decision making with the whole Council. Right now it feels as if a very small group of members make the decisions and tell the rest of us how to vote/what to do. 2. Reduce the size. When we were smaller, each member seemed to feel a responsibility to be at meetings, take on tasks, and give thoughtful and measured input. 3. Have committee assignments, groups, etc. decision made by the Council. I am not comfortable with being told who the executive committee will be, who is assigned to which committee, and who is on or off the Council. The seating assignments at our meetings are very telling, to me, about member importance and who is a "decider.".

Q9 For areas where you ranked yourself a 1,2 or 3 above, please share your specific suggestions for improved practice below:

Answered: 8   Skipped: 8

#	Responses
1	I think my problem is I have too much going on. I would love to spend more time working on this issue. With starting a new job this year and all the things I have going on I feel like I am not living up to my expectations or commitments on this council. I hope as things get more familiar here I will be able to spend more time helping the ELC.
2	This is a confusing question since nothing above asks us to rank 1, 2, or 3.
3	Let's discuss...
4	This question may not be clear as the rankings are not numbered? I need to get this work aligned with my new job post legislative session
5	NA
6	I don't feel that what I have to say is valued if it goes against the beliefs of those with decision making power. The Hubs are a perfect example of how as a body we are cheering them on to success, and yet as someone who has boots on the ground I know a very different story. I also feel like while we espouse change for other, we have done very little to change policy or state practice which hinders the very change we need to make as a State.
7	As an ex officio member, I feel comfortable with my engagement in the Council to date. I believe as the council continues to develop there will be more opportunities for clarity and engagement and I will definitely be looking for ways to meaningfully participate.
8	I do not what this refers to.

Q10 How often are requests for information made to ELD staff responded to within 48 hours?

Answered: 14 Skipped: 2
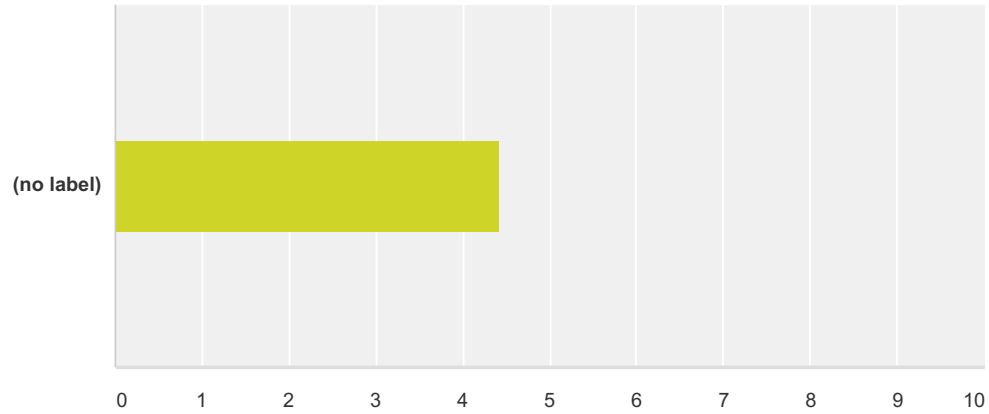
	Immediately	Mostly	Sometimes	Rarely	Never	N/A	Total	Weighted Average
(no label)	35.71%	50.00%	0.00%	0.00%	0.00%	14.29%		
	5	7	0	0	0	2	14	4.42

Q11 How satisfied are you with support and information you receive from ELD staff and leadership?

Answered: 14   Skipped: 2
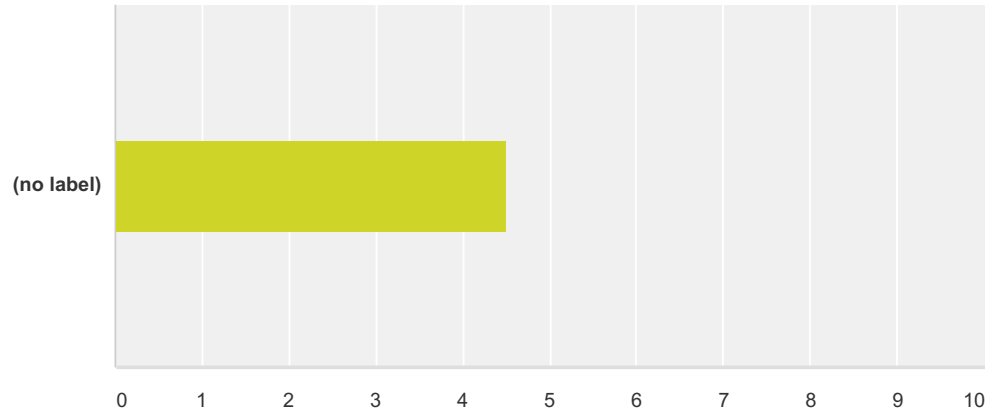
	Very	Mostly	Somewhat	Not very	Not at all	N/A	Total	Weighted Average
(no label)	64.29% 9	21.43% 3	14.29% 2	0.00% 0	0.00% 0	0.00% 0	14	4.50

Q12 What else would you like staff to know?

Answered: 14   Skipped: 2

#	Responses
1	Good job
2	The only can think of one idea (and it's a very small one), is to remember some of us are new. At the last meeting in Salem I had no idea about parking? It's not a big deal but I put a bunch of quarters in the meter then after I arrived at the meeting I found out there were parking passes? It's really no big deal, I just think maybe a mention about logistics in an email might be a good idea?
3	I understand how difficult it is to shift focus across previously separated programs and silos. I greatly appreciate the efforts to unify and focus on the work and to respect the ELC as navigator. The genuine and servant leader approach of the executive staff is amazing!
4	The ELD staff including Alyssa, Sarita, and Megan have been a pleasure to work with. These women are very professional, punctual, and always one step ahead.
5	It is important to let us know when you are working in our rural communities. Business is done differently in rural areas.
6	ELC has the opportunity to be force for early childhood reform in Oregon. I don't know that it is as visible and known as it should be to be said force. Given how critical the early years are to the future of Oregonians, the ELC should get more input from and have more access to the community.
7	Staff is very responsive. I would have put immediately for 10 except that is an unrealistic expectation. Staff tries to be so responsive to needs. Love you guys.
8	They are amazing!
9	Again, would like our information presented in more concise quantitative manner; less reports and narrative.
10	I think the link between the work of the Council and the staff may not always be clear to staff and council members. It seems that it should be clear.
11	Parking is always difficult in Salem or Portland. When given directions it would be helpful to have parking information also.
12	I feel that ELD is filled with professional, knowledgeable, passionate and committed staff. My interactions with ELD staff has been respectful. Leadership listens, is reflective, and as with all ELD staff very responsive.
13	Months ago, there were a series of one on one meetings with ELC members. I inquired about whether or not I would be included as an ex officio member and ELD staff person and was assured that I would, but the meeting never happened. I trust this is simply because of calendaring and myriad pressures brought on by many new scenarios. Still, if I am going to be a part of this Council, I would like to have the chance to discuss how it could be most meaningful and supportive of the collective goals of the work. I will continue to bring this intent to meetings and participation, and also would welcome the chance to further discuss how this role could intentionally support the work of the council.
14	I think the staff is very good ad "growing into roles." It is a big field and I have only experienced commitment and interest. In some cases, staff have not had enough time to have all needed information - but are certainly willing. I think Megan should be named Director - remove "acting," as it implies, to me, reservations about her skills and talents and ability to fill the role. I have no reservations. We need to have information provided at a lower reading/comprehension level. So much comes out in "legalese," or "legislative" or "highly educated" verbiage. Words like "metrics" are not what most Oregonians, in my opinion, understand. I think this limits average people's access to the ELC's work.

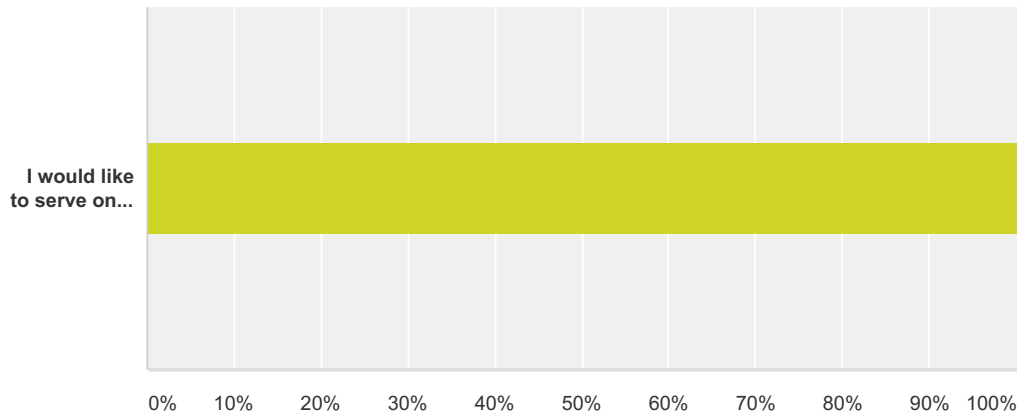## Q13 Please indicate your interest in the Child Care and Education Committee.

Answered: 5   Skipped: 11
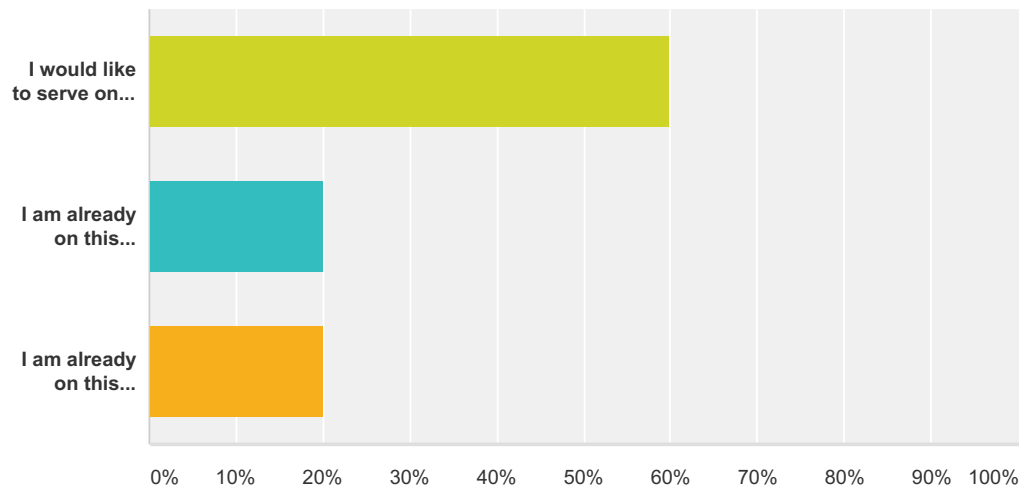
Answer Choices		Responses	
I would like to serve on this committee.		**60.00%**	3
I am already on this committee and would like to stay on it.		**20.00%**	1
I am already on this committee, but I would like to rotate off.		**20.00%**	1
Total			**5**

Q14 Please indicate your interest in the Equity Implementation committee.

Answered: 3 Skipped: 13

Answer Choices	Responses	
I would like to serve on this committee.	**100.00%**	3
Total		**3**

Q15 Please indicate your interest in Prenatal - Age 3 committee.

Answered: 6   Skipped: 10
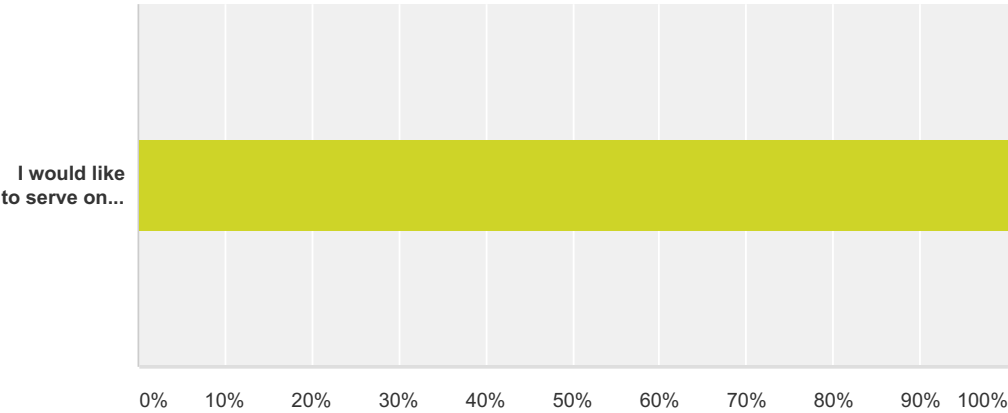
Answer Choices	Responses	
I would like to serve on this committee.	**100.00%**	6
Total		**6**

Q16 Please indicate your interest in the Joint ELC/OHPB committee.

Answered: 7   Skipped: 9
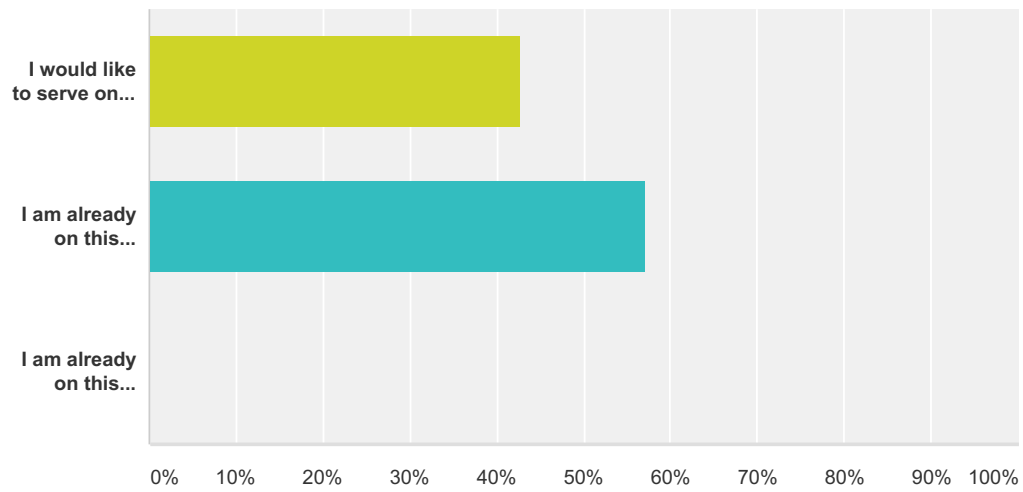
Answer Choices		Responses	
I would like to serve on this committee.		**42.86%**	3
I am already on this committee and would like to stay on it.		**57.14%**	4
I am already on this committee, but I would like to rotate off.		**0.00%**	0
Total			**7**

Q17 If you have an idea for a needed committee that isn't reflected here, please share in the comment box below:

Answered: 1   Skipped: 15

Responses
Guess I better say I would like to serve on the Prenatal to Age 3 Committee since I chair it. I think that is enough for right now.

Q18 For the committees that you are interested in, please rank your preferences in order of importance to you:

Answered: 14   Skipped: 2
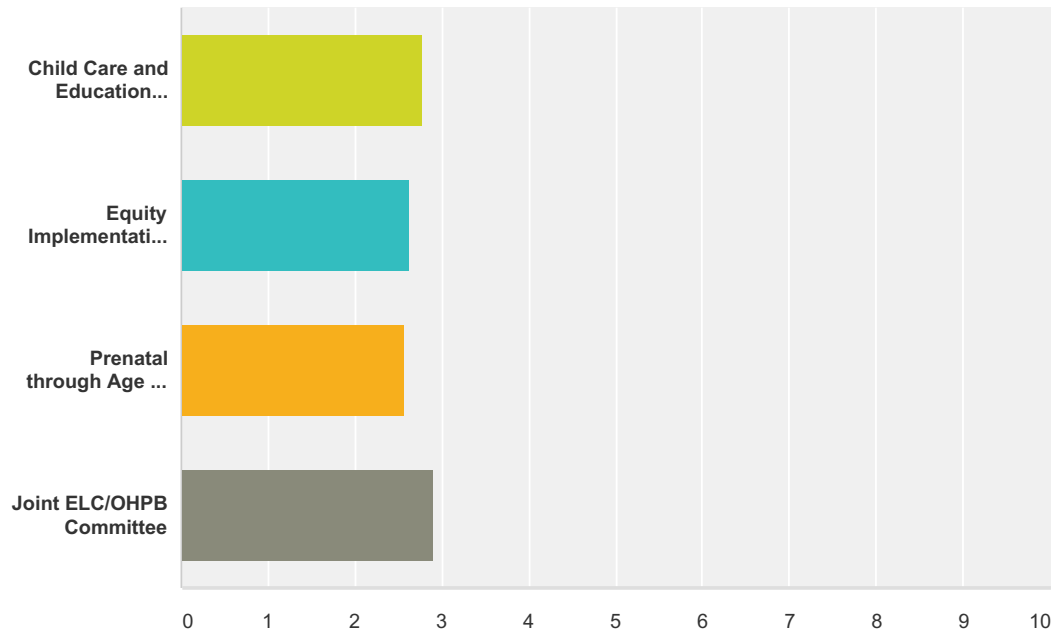
	1	2	3	4	N/A	Total	Score
Child Care and Education Committee	28.57% 4	7.14% 1	14.29% 2	14.29% 2	35.71% 5	14	2.78
Equity Implementation Committee	14.29% 2	35.71% 5	14.29% 2	14.29% 2	21.43% 3	14	2.64
Prenatal through Age 3 Committee	14.29% 2	21.43% 3	14.29% 2	14.29% 2	35.71% 5	14	2.56
Joint ELC/OHPB Committee	35.71% 5	14.29% 2	14.29% 2	14.29% 2	21.43% 3	14	2.91

Q19 What policy opportunities or needs do you see on the horizon that you recommend the Council pay attention to and consider for adoption as a strategic priority?

Answered: 10   Skipped: 6

#	Responses
1	At the hub (community) level there is always going to be a need for the ELC to support their work. We need to look for ways to encourage the community program providers to work together with the hubs. Many of the current programs see the hubs a just one more meeting they are required to attend. To the degree we can get the different local groups working together on the policy we at the ELC set, will be the success or failure of the ELC.
2	Strategic alignment between health and education policy Community Education Worker Model The Idea of networks to engage family/friend/neighbor care providers The Coordinator Care systems framework as a tool for early childhood services.
3	Not in priority order: 1. Inclusion of children with intellectual or developmental disabilities in our definition of "equity" or target population. 2. Increased focus on children 0-3, including supports that create stability for their parents/caregivers (housing, income stability, etc.) 3. Age 3-Grade 3 integration! 4. Increased participation in high quality preschool environments for children 3-6.
4	I think the intersection of health reform, early learning reform and human services transition must be thoughtfully done or we will continue to make families fit into systems that dont move them forward.
5	Would like to consider this for awhile. We are in the middle of session and I think once that is over, there may be a clearer picture. I am always interested in making sure we have more resources (funding). It has always concerned me that home visiting is in so many departments. Regardless of MIECHV, I think there is still disconnect and would like to see the ELC and OHP figure out how to do this better. Will leave other ideas until after session to see if they are still of concern. Again, I am new enough to the ELC that I need to learn more of what has already happened and what is on the agenda. I will not be shy of advancing ideas when I see them.
6	*Focused investments:)
7	Governor's new vision
8	I think a number of policy issues will emerge from the work that the CCEC is now doing. I agree that OARS are policy implementation and I do not believe that a policy body has viewed rules related to early learning in a systematic way. In addition I think implementation of the emerging rules associated with the CCDBG reauthorization seems a priority.
9	Increasing the number of Bachelor level degree attainment opportunities for Early Care and Education, with a particular emphasis on Infant and Toddler specialty. Capacity building through collaboration with K-3. Issues such as transportation, classrooms, teachers, licensing, and others are starting to be issues that we (p-3) would solve better together rather than apart. Reviewing ODE/ELD OAR's that have commonalities and shared interests with a long term goal of increased coordination and decreased duplication. Throughout our efforts to coordinate, ensuring the unique strengths and supports that both early learning professionals and K-3 professionals bring to the table is critical to successful collaboration. It's not an us/them proposition anymore... unless it is US (p-3 and beyond) for THEM (children and families). Thank you for this opportunity to share.
10	Not Policy: Who will read this? I need more time to think about this one. Again, I feel I am not a "decision maker" in this work - - - I get told what is happening.

OREGON EARLY LEARNING COUNCIL

The Lynne Angland Award:
Honoring contributions to Oregon's
Child Care & Early Education System

PAM CURTIS
ELC 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

JIM TIERNEY

BOBBIE WEBER

KIM WILLIAMS

MARLENE YESQUEN

ROB SAXTON

MEGAN IRWIN
*Acting Early Learning
System Director*

Lynne Angland was a passionate visionary dedicated to Oregon's families. She was Vice-Chair of the Commission for Child Care from 2004 to 2008, when her untimely death left a void that only her diligent advocacy could have filled. Lynne's service, passion, and leadership improved the lives of Oregon's children and families, and as a former owner of a child care center – opened to benefit her employees – Lynne personally understood that quality child care is dynamic as a workforce and early childhood education issue.

Honoring Lynne's commitment to strengthening Oregon's next generation, and the Commission for Childcare which established the Lynne Angland Award, the Early Learning Council continues Lynne's charge through honoring those contributing to improving child care and the lives of our children.

The Lynne Angland Award recognizes people and organizations who improve safety, quality, affordability, and access to child care at state and local levels. An annual award, it both memorializes Lynne and spotlights the incredible ongoing work dedicated to improving care.

To submit your nomination – a person, facility, or organization – please submit a 250-word essay to the Early Learning Council explaining the attached criteria. Deadline for submission is 5pm, June 22, 2015. The recipient will be announced at the July 23, 2015 Early Learning Council.

OREGON EARLY LEARNING COUNCIL

PAM CURTIS
ELC Chair

HARRIET ADAIR

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MARLENE YESQUEN

ROB SAXTON

MEGAN IRWIN
*Acting Early Learning
System Director*

The Lynne Angland Award:
Honoring contributions to Oregon's
Child Care & Early Education System

Nomination Form
Name of individual/organization nominated:
Address/County:
Contact Phone:

We may need to contact you if we have any questions during the review process.
Please also provide the following:

Your Name:
Address (include city and state):
Zip code:
Contact Phone:

What is your relationship with the individual/organization you have nominated?

Make your nomination by answering the following questions in 250 words or less.
(Please answer on a separate sheet of paper)

1. What service has the individual/organization provided?

2. How has their commitment and dedication made a difference to Oregon children and families?

3. How long has the person/organization been involved with childcare and in what capacity?

4. Please include any other information you would like us to consider.

Please submit your completed information by 5pm, June 22, 2015.

Early Learning Council
Lynne Angland Award
775 Summer Street NE
Suite 300
Salem, OR 97301

Or by Email: teresa.waite@state.or.us

Early Learning Division | 775 Summer St NE, Suite 300, Salem, OR 97301
Phone: 503-373-0066 | **Fax:** 503-947-1955

OREGON DEPARTMENT
OF EDUCATION
Kate Brown, Governor

Subcommittee Reports

- Joint ELC/OHPB
- Child Care and Education Committee
- Rules Process & Principles Discussion – Board Action Summary
- Equity Subcommittee Follow-up – Board Action Summary

Joint Early Learning Council (ELC)/Oregon Health Policy Board (OHPB) Subcommittee Report

Subcommittee Charge:
Identify opportunities for alignment and/or integration across health, human services and early learning system transformation efforts.

Subcommittee Membership:

Pam Curtis (ELC)

Teri Thalhofer (ELC)

Janet Dougherty-Smith (ELC)

Megan Irwin (ELD)

Zeke Smith (OHPB)

Carla McKelvey (OHPB)

Lynne Saxton (OHA)

Leslie Clement (OHA)

Erinn Kelley-Siel (DHS)

Jim Carlough (CCO/Hub)

Dana Hargunani (ELC/OHA/Staff)

ELC= Early Learning Council; ELD= Early Learning Division; OHPB= Oregon Health Policy Board; OHA= Oregon Health Authority; DHS= Department of Human Services; CCO= Coordinated Care Organization; Hub= Early Learning Hub

Report:
The Joint ELC/OHPB Subcommittee last met on April 23, 2015.

Key Issues Discussed & Uncovered in April:
Issues that were discussed and reviewed included:

- *Further exploration of future priorities and role of the Joint Subcommittee*
- *Status update on the work of the Child and Family Well-being (CFWB) Measures Workgroup, including deliberation on the workgroup's majority recommendation for a kindergarten readiness measure*
- *Infant Mental Health Endorsement Workgroup report, including recommendations to bring Endorsement to Oregon to children's support social emotional development*

Upcoming Key Decisions:

- Consideration of the CFWB Measures Workgroup's final recommendations for shared, cross-sector measures (fall, 2015)

Prepared for the 5/28/15 ELC meeting by Dana Hargunani

Early Learning Council, Child Care and Education Committee Report

Subcommittee Charge: The Child Care and Education Committee (CCEC) is chartered to advise the Early Learning Council (ELC) on the issues, challenges, successes and priorities related to affordable, quality child care and early education programs in Oregon, to provide outreach and act as a liaison between citizens and the ELC through community forums and surveys to engage parents, early care and education providers and union representatives and to prioritize outcome based policies for child care and early education issues related to quality, affordability and system coordination.

Subcommittee Membership: See attached.

The workgroup has worked on the following issues since our March report:

- Revised committee charge. The Chair of the CCEC, Early Learning Division leadership and staff revised the committee charge to align with the ELC strategic plan and incorporate the roles and responsibilities as rule advisory committee.
- Rule Review. The CCEC met on March 19th and conducted an initial overview of rules related to teen parents and alcohol and drug programs. The CCEC will review them again in July following adoption of the framework and principles.
- Framework and principles to guide rule promulgation. To support the CCEC and Early Learning Division staff, an overarching framework with guiding principles are needed to guide rule promulgation. The CCEC held two meetings on April 21st and 27th to begin development of an overarching framework with guiding priniciples to propose to the ELC at their May 28th meeting. The CCEC met again on May 21st and recommend the attached framework. Rule promulgation has been paused until a framework is adopted by the ELC.

Key Issues Discussed & Uncovered:

As the CCEC fulfills it's emerging role as the Rule Advisory Committee, the CCEC Chair and ELD leadership have revised the committee charge and developed an overarching framework and principles for the Early Learning Council's consideration. Due to the complexities of rule promulgation and the emerging new roles for Oregon's ELC and staff, the Early Learning Division will seek assistance from BUILD, a national technical assistance organization, to support implementation of roles and responsibilities under Oregon's policy framework.

Upcoming Key Decisions:

Following adoption of the framework and guiding principles, CCEC will address policy related issues for rule promulgation in July.

Early Learning Council: Child Care and Early Education Workgroup

Name	Representing	Address	E-Mail	Telephone number
Christy Cox	Philanthropy	1600 NW Stewart Parkway Roseburg OR 97471	ccox@tfff.org	(W) 541.957.5574 (Cell-emergency) 206.375.9034
Stacy Cowan	Child Care Unions			
Russ Crawmer*	Provider, Community based family child care and center		bendchildcare@gmail.com	
Randy Fishfader*	Higher Education	1650 John St S. Salem, OR 97302	rfishfader@gmail.com	503.362.5594
Nnenna Lewis	Parent	9211 N. Marcum Portland, OR 97203	nina9ross@hotmail.com	503.752.1333
Liesl Wendt	Local Government	501 SE Hawthorne, Suite 600 Portland, OR 97214	Liesl.Wendt@multco.us Liz.smith-currie@multco.us	503.988.5220
Deborah Murray*	Provider, Community based center	14978 NW Mill Rd. Portland, OR 97231	dmurray@spiritone.com	503.285.8349
Judy Newman	Provider , Early Intervention/Early Childhood Special Education	299 E. 18th Ave Eugene, OR 97401	jrtn@uoregon.edu	541.346.2639
Sue Norton	CCR&R and Higher Education	Family Connections 4000 E. 30th Ave Eugene, OR 97405	nortons@lanecc.edu	541.346.3301
Tim Rusk	Provider, Relief Nursery	Executive Director Mountain Star Family Relief Nursery 2125 NE Daggett Ln Bend, OR 97701	timr@mountainstarfamily.org	541.322.6820
Liesl Wendt	Local Government		liz.smith-currie@multco.us	503-988-4435 direct to Liz SC
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Bobbie Weber	Early Learning Council	304 Waldo Hall Oregon State University Corvallis, OR 97331	Bobbie.Weber@oregonstate.edu	(541) 737.9243
Heidi McGowan	Consultant, Early Learning Division	6245 SW Grand Oaks Drive Corvallis, OR 97333	heidi@hbsaa.com	541.929.7501
Nancy Johnson-Dorn	Early Intervention/Early Childhood Special Education, ODE	Department of Education Salem, OR 97310	nancy.johnson-dorn@state.or.us	503.947.5703
Rhonda Prodzinski	Child Care Unit, Department of Human Services	Department of Human Services Salem, OR 97301	rhonda.prodzinski@state.or.us	541.945.6108
Kelli Walker	Office of Child Care, Early Learning Division, ODE	Office for Child Care, Early Learning Division Salem, OR 97304	kelli.d.walker@state.or.us	503.947.1934

KEY: * = Member of former Commission for Child Care

Board Action Summary
May 28, 2015

<u>AGENDA ITEM:</u> **Rules Process and Principles Discussion**

Summary of Recommended Board Action

ACTION:
To adopt the proposed framework and principles to guide rule promulgation for the Early Learning Council, Child Care and Education Committee and Early Leaning Division.

ISSUE:
As the Child Care and Education Committee (CCEC) fulfills its emerging role as the Rule Advisory Committee, it has become clear that an overarching policy framework and principles are needed to guide rule promulgation. Due to the complexities of rule promulgation and the emerging new roles for the Early Learning Council and staff, a policy framework and principles will serve as a guide to ensure rule promulgation align with the Early Learning Council's policies and strategic plan.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION:
The Early Learning Council has designated the Child Care and Education Committee as its rule advisory committee for all rules related to early learning and development programs in Oregon under its authority. To fulfill this role, the first step is to develop an overarching policy framework with goals and principles to guide rule promulgation that is aligned with the Early Learning Council outcomes. The overarching goals are those provided by the Early Learning Council:
- create an early childhood system that is aligned, coordinated, and family-centered;
- ensure that children arrive at school ready to succeed; and
- ensure that Oregon's young children live in families that are healthy, stable, and attached.

To assist in the development and adoption of a policy framework, the CCEC held an initial meeting to brainstorm in April to establish a set of principles. A follow up survey was sent via email to the CCEC members to prioritize and provide additional input. The CCEC met on May 21st to finalize the framework and principles, which will be provided to the Early Learning Council for consideration.

BOARD MEMBER PRESENTING REPORT FOR ADOPTION: Bobbie Weber, Child Care and Education Committee Chair.

CONTACT: Kim Parker, Director of Business Operations and Heidi McGowan, Consultant.

Board Action Summary

AGENDA ITEM: Equity Subcommittee Follow-up & Reflections

Summary of Recommended Board Action

ACTION: Discuss how the ELC would like to use the Equity Report & Toolkit to guide implementation of new legislation, the creation of the Equity Implementation Subcommittee, future plans for the next legislative session and ongoing equity training and support for the ELC.

ISSUE: Long-Term Planning for Equity Efforts

BACKGROUND: The ELC adopted the Equity Report & Toolkit outlining recommendations for the creation of an equity-driven early learning system. An Equity Breakthrough Team has convened to develop a work plan for full implementation of the report.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION: No adoption required.

BOARD MEMBER PRESENTING REPORT FOR ADOPTION: No adoption required.
Marlene Yesquen, ELC and Sarita Amaya, Equity Director presenting.

CONTACT: Sarita Amaya, Equity Director

Child Care Resource and Referral Report

- Board Action Summary
- Final Workgroup Report
- Current State of CCR&R
- Oregon CCR&R Statutes

Board Action Summary
May 28, 2015

<u>**AGENDA ITEM:**</u> **Child Care Resource and Referral Report**

Summary of Recommended Board Action

ACTION:
To approve the recommendations outlined in the Parent Referral and Enrollment Services and Provider Support and Professional Development Workgroups: Development, process, and recommendations.

ISSUE:
The Early Learning System Director, Megan Irwin, sponsored two groups to come together to develop a model for addressing these two system needs with the following charge:
Parent Referral and Enrollment Services: Develop a comprehensive system for parent referral and service enrollment that parents can locate and access enabling them to find child care and early learning services.
Provider Support and Professional Development: Build a best-in-the-nation approach to systematically train, support and provide professional development to the Early Learning Workforce including culturally specific and racially/economically diverse providers that supports children to be successful in school.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION:
Since 2011, Oregon's early learning system has undergone significant restructuring at the state and local level in order to better coordinate and align early learning services and systems around the needs of families in Oregon. Throughout 2013 and 2014 Oregon's newly establish Early Learning Division has lead the development of local early learning hubs.

The ELD is statutorily mandated to provide child care resource and referral services of which is to provide parent referral services and professional development. Currently, ELD oversees a network of 12 child care resource and referral agencies in a shared contract with Department of Human Services and is charged to meet parent and child care providers needs through three core tasks:
- Support, training and professional development for child care providers.
- Support for families seeking child care.
- Data collection for the state.

Estimated costs of core tasks has been provided and available data is provided within the current state of the CCR&R along with a copy of Oregon Statute's that pertain to CCR&R.

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

CONTACT: Megan Irwin, Acting Early Learning System Director and Dawn Woods, Director of Quality and Professional Development

Parent Referral and Enrollment Services and Provider Support and Professional Development Workgroups: Development, process, and recommendations

Prepared for the Early Learning Council

May 28, 2015

Acknowledgements

The Early Learning Division (ELD) would like to recognize the individuals who participated in these workgroups and acknowledge their dedication, thoughtfulness and commitment to this important work. We especially would like to express appreciation to members of the workgroup who sought and obtained input from their respective parent groups and early learning providers. The willingness of the workgroup members to lead and engage in meaningful dialogue, and to share the voices of parents and those providing early learning services to Oregon's children and families, was uniquely valuable. Thank you for sharing your contribution and for sharing your expertise.

Parent Referral and Enrollment Services Committee

Velynn Brown, the Black Parent Initiative
Lee Po Cha, IRCO
Odilon Campos, Oregon Child Development Coalition Migrant Seasonal Head Start
Beth Gebstadt, Home Visiting
Megan Gorecki, Parent at Earl Boyles Preschool
Karen Henkemeyer, Child Care Resource and Referral (Washington/Columbia Counties)
David Mandell, Early Learning Division
Mary Louise McClintock, Oregon Community Foundation
Marina Merrill, Children's Institute
Heather Morrow-Almeida, Home Visiting

Judy Newman, Lane Early Alliance
Sue Norton, Child Care and Education Committee of the Early Learning Council
Kelly Poe, Eastern Oregon Early Learning Hub
Rhonda Prodzinski, Department of Human Services
Rhonda Rhodes, Oregon Child Development Coalition Migrant Seasonal Head Start
Ruthann Seim, Oregon Department of Human Services
Denise Swanson, Early Learning Division
Cassandra L. Trout, EI/ECSE

Provider Support and Professional Development Committee

Nancy Anderson, Early Intervention/Early Childhood Special Education, David Douglas School District
Leslee Barnes, Child Care Resource & Referral (Multnomah)
Erika Channy, Albina Head Start
Christy Cox, Ford Family Foundation
Pam Deardorff, Oregon Center for Career Development at PSU
Merrily Haas, Oregon Association for the Education of Young Children
Jen Irving, Department of Human Services
Nakeshia Knight-Coyle, Early Learning Division
Kali Ladd, Kairos PDX

Jeanne Lemieux, Child Care Resource & Referral (Multnomah County)
Rita Loop, Early Learning Division
Margie McNabb, Early Learning Division
Nancey Patten, Child Care Resource & Referral (Gillam, Sherman, Wheeler, Hood River, Wasco)
Denise Rennekamp, Oregon State University
Sandy Stevens, Albina Head Start
Lisa Sutter, Early Learning Division
Cheryl Terrusa, Early Learning Division
Helen Visarraga, The Center for Intercultural Innovation
Kelli Walker, Early Learning Division
Bobbie Weber, Oregon State University

Executive Summary

The Early Learning System Director, Megan Irwin, sponsored two workgroups to come together to develop a model to ensure families are able to find and get enrolled into services they may need and to create a professional development system to meet the needs of the diverse early learning workforce.

Each workgroup developed recommendations that identified short-term and long-term outcomes that serve to define how the systems and services need to operate. The workgroups also identified key strategies they felt were essential to make the needed improvements. Critical system drivers emerged within the recommendations framing key areas where improvements must be made.

System Drivers for the recommendations

Parent Referral and Enrollment Services

- Create a statewide resource where families and service providers can access the services they need, when they need them and in their preferred way.
- Services to families are offered and delivered in a respectful, culturally specific and responsive manner.

Provider Support and Professional Development

- Enhance Oregon's professional development system for the Early Learning Workforce to ensure they are comprehensively promoting children's optimal learning and development for school readiness.
- Provide comprehensive Professional Development to increase the knowledge, skills and competencies of the early learning workforce.

Since 2011, Oregon's early learning system has undergone significant restructuring at the state and local level in order to better coordinate and align early learning services and systems around the needs of families in Oregon. In 2012, a sunset was placed on the state and local commissions on children and families and throughout 2013 and 2014 Oregon's newly establish Early Learning Division has lead the development of local early learning hubs – community based entities charged with coordinating and aligning local early learning services across sectors and programs.

As the Early Learning system reform work has taken shape, the need for a more robust statewide approach to parent referral and enrollment services that align towards the outcome that children are prepared for success in school, has become a clear priority. On a parallel track, as the state has made investments in improving the quality of licensed child care, there is a critical need for a supports across the continuum that serves children wherever they are , that includes quality improvement coaching and professional development for early learning practitioners in diverse settings.

Currently, the State's primary parent referral services for early learning are operated through Department of Human Services subsidy process and the ELD contracted services through the Child Care Resource and Referral (CCR&R) System. The ELD oversees a network of 12 child care resource and referral agencies, currently charged with meeting some of these needs through three core tasks:

- Support, training and professional development for child care providers.
- Support for families seeking child care.
- Data collection for the state.

The network of CCR&R agencies is managed by Central Coordination of Child Care Resource and Referral currently run by the Teaching Research Institute at Western Oregon University.

While the CCR&R system has done everything the ELD has asked of it to date – it's clear that in our changing system a broader set of strategies is needed to achieve our goals, and a deeper conversation about how to maximize the CCR&R network is necessary.

Charge

The Early Learning System Director, Megan Irwin, sponsored two groups to come together to develop a model for addressing these two system needs with the following charge:

- Parent Referral and Enrollment Services: Develop a comprehensive system for parent referral and service enrollment that parents can locate and access enabling them to find child care and early learning services.
- Provider Support and Professional Development: Build a best-in-the-nation approach to systematically train, support and provide professional development to the Early

Learning Workforce including culturally specific and racially/economically diverse providers that supports children to be successful in school.

Recruitment

Each workgroup included early learning partners representing community based organizations and providers with experience serving culturally, linguistically and racially diverse families as well as providers across a variety of settings. Additionally there was representation from CCR&R and Early Learning Hubs from both urban and rural communities as well as, Early Learning Division staff for Programs, Policy, Early Learning Hubs, Office of Child Care and Professional Development, Department of Human Services, the private sector and philanthropic communities with a track record for investing in both of these populations. Parents of young children also participated in the Parent Referral and Enrollment Services Workgroup. A complete list of members and who they represent can be found in Appendix A.

Development Process

Each workgroup was facilitated by Heidi McGowan, an Early Learning Consultant, and Dawn Woods, Director of Quality and Professional Development at the Early Learning Division. Workgroups met five times over a three-month period and followed a common process to develop the recommendations from these two workgroups. This process included establishing guiding principles, asking several guided questions, and then participating in an interactive feedback loop to engage their constituents to refine recommendations based on identified themes. A draft set of recommendations emerged based on this workgroup process. Early Learning Division Management reviewed the draft recommendations, provided input, feedback, and identified ELD Staff who would be responsible to lead the implementation of each strategy.

Guiding Questions

Provider Support and Professional Development Workgroup: Members divided into five groups representing different aspects of child care during each meeting: Head Start/OPK/Early Head Start, Registered & Certified Family Child Care, License-Exempt Formal (i.e. preschools), License-Exempt – Informal (i.e. Family, Friends and Neighbors), and Certified Center Programs. They responded to the following questions during breakout sessions:
1. What would an ideal Professional Development system look like for each provider type, what would you want in order to support providers to serve children and families so that children will be prepared for kindergarten? How can this be delivered and where?
2. What is missing given our guiding principles: "What is missing? What are the gaps and how can they be filled?" Reflect upon the guiding principles and equity lens questions, which of these is really important?

Parent Referral and Enrollment Services Workgroup: Members divided into five groups representing Parent Education. Health/Mental Health/Special Needs. Preschool/Head Start/OPK, Child Care, and Home Visiting. The groups responded to the following questions in their breakout sessions:
1. In an ideal world, as a parent, how and where would I find parent referral and enrollment services? What would an ideal parenting services system look like for each service type?

2. What is missing given our guiding principles: "What is missing? What are the gaps and how can they be filled?" Reflect upon the guiding principles and equity lens questions, which of these is really important?

An additional activity was generated through this group, a Parent Conversation Guide which was developed for stakeholders to use with their parent groups to gather additional information and feedback from those who accessed the services. The results were shared with the workgroup.

Themes
Based on the responses received from the questions asked during the breakout sessions, themes were identified and initial recommendations were presented to the workgroups at the meetings that followed. These recommendations were reviewed again using the Equity Lens for refinement, and to encourage additional comments and revisions to ensure that they followed our guiding principles. The following questions were used for each recommendation:
- Does this recommendation meet the intent of the Equity Lens and Guiding Principles? List specific applicable questions from the Equity Lens.
- Who would carry out this recommendation? Is it within ELD's authority?
- Who from Oregon Communities of Color need to be at the discussion table?

Equity Lens Process
Helen Visarraga, Executive Director of The Center for Intercultural Innovation, led each workgroup through a training and exercise to deepen the understanding and application of the Equity Lens. Following this rich dialogue, the group applied the Equity Lens questions and definitions to the recommendations as described above. Additionally, members were asked a few questions to reflect upon prior to the next meeting. These questions allowed deeper personal exploration on how to infuse the Equity Lens across systems. The final meeting began with a related conversation and by sharing this quote: "To advocate equity but maintain structures, that by definition, create inequity is the ultimate contradiction" – Tim Wise

Recommendations
Final recommendations include both short term and long term outcomes for state system and service delivery drivers with key strategies needed to meet the short-term outcomes. ELD staff have been identified and are responsible to complete the work and ensure the spirit of the recommendations are upheld and will use the summary included in Appendix B to continue to guide the work. Additionally, the workgroups recognized the importance to align policy recommendations to existing efforts and identified areas where these recommendations align with the Early Learning Council's Strategic Plan, The Early Learning Council Equity Subcommittee Report, and the Quality Rating and Improvement System Equity Plan. It is the responsibility of lead staff to connect and ensure aligned efforts. A further developed project plan found in Appendix C has been drafted outlining critical tasks and timelines to implement these recommendations.

PARENT REFERRAL AND ENROLLMENT SERVICES RECOMMENDATIONS

Overarching Goal
The Overarching goal was to develop a comprehensive system for parent referral and service enrollment that includes both child care and other early learning services.

Workgroup's Guiding Principles:

- We are inclusive of all children and family needs, diversity, special needs/disabilities and cultures.
- Equity is embedded throughout the plan and recommendation developmental process.
- We intentionally apply the Equity Lens in across the spectrum of family cultures, socio-economic status, special needs, languages, locations.
- We encourage participation using a culturally and linguistically responsive approach and meet families where they are in their needs, strengths and resources.
- We incorporate informal and qualitative feedback from parents and community.
- We encompass the full spectrum of families' needs – from self-pay to subsidy.
- Parent voice is at the forefront of plan development and recommendations.
- Our development process includes consistent review to ensure we are reflecting the families' voices.
- Our process is community-driven and parent-focused.
- Defined data that incorporate qualitative and quantitative guide plan development and recommendations.
- We are respectful of all participating parties' time and strengths.
- Our development process and plan are user-friendly for both parents and providers.
- We ensure information and services are available, accessible in a variety of ways, up to date and accurate.
- We use a strengths-based approach by identifying community strengths and resources and include local champions for early childhood services. We encourage participation from the full spectrum of sectors.
- We honor the broader voice and incorporate an inclusive and open approach throughout the process.

State Level System Driver
The workgroup's state level system driver was as follows: Create a statewide resource where families and service providers can access the services they need, when they need them and in their preferred way.

Short Term Outcomes:
- Families have access to current information, 24 hour/7 days a week, in a variety of modalities on early learning services which include:
  - child care referral
  - home visiting
  - Oregon Head Start
  - Early Intervention/Early Childhood Special Education
  - Relief Nursery programs

- o DHS Self-Sufficiency services
    - o Parent education opportunities
- Families receive a menu of services that is understandable, comprehensive and includes options for services that have availability and families are eligible for
- Service providers address institutional barriers as they are identified.
- Service providers have access to current information on available resources for the families they serve.
- Launch community projects to partner with Community Based Organizations to support families in underserved populations.

Long Term Outcomes:
- Resource information is expanded to be inclusive of other early learning services to support families as identified within communities.
- Services are offered and provided in partnership with families in a culturally and linguistically responsive way.
- Community projects are expanded based on learnings from 2015-2017 projects in order to support families in underserved populations.

Strategies to Meet Short Term Outcomes	Alignment	Lead ELD Staff	Tentative Timeline
1. Create a centralized database for early learning services that is adequately staffed to support multiple modalities. (phone, web, mobile, in-person)	ELC Strategic Plan 1.3	Director of Quality and Professional Development	July 2016
2. Families can choose from a menu of services with a clear understanding of what they are eligible for and the realistic availability of services.	ELC Equity Subcommittee Report – Culturally Responsive Practice		July 2016
3. Create a venue for communities to share and evaluate services offered for families and young children.	ELC Strategic Plan 2.1 & 4.1	Director of Public Relations	July 2016
4. Develop a community campaign to empower families in accessing available resources.	ELC Equity Subcommittee Report – Culturally Responsive Practice		June2016

Service Delivery System Driver

Services are offered and delivered in a respectful, culturally specific and responsive manner.

Short Term Outcomes:
- Early learning services are delivered in a respectful, culturally specific and responsive way. Early Learning Services include:
  - child care referral
  - home visiting
  - Oregon Head Start
  - Early Intervention/Early Childhood Special Education
  - Relief Nursery programs
  - DHS Self-Sufficiency services
  - Parent education opportunities
- Families have a smooth and seamless entry and enrollment into early learning services.
- Families are empowered to engage in their children's early learning experiences.
- Families who receive referrals receive timely follow up to ensure family's needs are met.
- Service providers deliver services in a respectful, culturally specific and responsive manner.

Long Term Outcomes:
- Cross agency early learning services are delivered in a respectful, culturally specific and responsive way.
- Families have a smooth and seamless entry and enrollment into early learning services.
- Families accessing early learning services receive follow up to ensure families received the services needed.

Strategies to meet Short Term Outcomes	Alignment	Lead ELD Staff	Tentative Timeline
1. Service providers have the knowledge, skills and competencies to support and empower families in meeting their needs.	ELC Strategic Plan 1.3 & 2.1	Director of Quality and Professional Development	November 2015
2. Families receive follow-up after a referral by a trusted guide to ensure services are delivered and the family's needs are met.	ELC Equity Subcommittee Report – Culturally Responsive Practice	Director of Public Relations	July 2016

PROVIDER SUPPORT AND PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

Overarching Goal

The overarching goal is to build a best-in-the-nation approach to systematically train, support and provide professional development to the Early Learning Workforce including culturally specific and racially/economically diverse providers that supports children to be successful in school.

Guiding Principles

- We remember the end goal in what will be good for the children, families and practitioners.
- Best practices and effective strategies based on current research guide our process and are applied in our system.
- Identify a clear vision and keep it at the forefront and guides our decisions and recommendations.
- We acknowledge and include the comprehensive continuum of early learning professionals caring for children as part of the system.
- Our goals reflect each group representing the continuum of early learning professionals.
- Each community's unique and diverse needs are recognized and honored.
- We recognize that all cultures have a wealth of knowledge to share in terms of learning styles and expectations of the education systems.
- We apply the equity lens in all phases of development.
- We ensure that systems are accessible and available in culturally and linguistically responsive ways in all communities.
- Milestones are appropriate for the groups caring for children and outcomes are measurable and concrete.
- We recognize that there are many paths to quality.
- We invite and incorporate the parent and provider voice.
- We understand and promote intrinsic motivation to achieve the next step regardless of point of entry.
- We review and assess resources to support our strategic goals.

State Level System Driver

Enhance Oregon's professional development system for the Early Learning Workforce to ensure they are comprehensively promoting children's optimal learning and development for school readiness.

Short Term Outcomes:
- Professional Development materials are culturally and linguistically responsive and available with translation occurring in a timely manner.
- Professional Development systems meet the needs of underserved children and families in Oregon.

- The Early Learning Workforce is well-trained and reflective of the children and families served.
- Shared cross-sector professional development opportunities exist across Oregon.
- Professional Development opportunities for informal home child care providers are piloted in underserved communities.
- Early Learning Workforce data collection methods are consistent, accurate, complete and reliable to track progress of the overarching goal.

Long Term Outcomes:
- Children arrive at Kindergarten prepared for school and life success.
- The achievement gap is significantly reduced in communities of color and underserved populations.
- Easily accessible and supported professional development pathways exist for the early learning workforce.
- Professional Development opportunities are available to informal child care providers within underserved communities.

Strategies to Meet Short Term Outcomes	Alignment	Lead ELD Staff	Tentative Timeline
1. Develop, implement and evaluate policies within the Early Learning Division and its contractors requiring professional development materials be designed in a culturally responsive manner and proactively plan for the translation of all materials.	ELC Strategic Plan 1.4 & 3.1 ELC Equity Subcommittee Report – Culturally Responsive Practice QRIS Equity Plan	Director of Equity	June 2016
2. Regularly review and revise QRIS and Core Body of Knowledge standards and processes to ensure they support high quality care and education.	ELC Strategic Plan 1.1 ELC Equity Subcommittee Report – Culturally Responsive Practice	Director of Quality and Professional Development	March 2016
3. Create cross sector opportunities for state and local early learning service providers to offer shared professional development opportunities across the Early Learning Workforce. For example; Oregon Head	ELC Strategic Plan 1.5	Director of Quality and Professional Development	August 2016

Strategies to Meet Short Term Outcomes	Alignment	Lead ELD Staff	Tentative Timeline
Start, Home Visiting, Child Care, Migrant/Seasonal Head Start, EI/ECSE, Tribal)			
4. Establish a multi-method professional development approach to individuals providing informal child care.	ELC Strategic Plan 1.1 ELC Equity Subcommittee Report – Culturally Responsive Practice	Director of Public Affairs	July 2016
5. Improve collection of race and ethnicity data for the early learning workforce.	ELC Equity Subcommittee Report – Data & Resource Allocation QRIS Equity Plan	Director of Quality and Professional Development	December 2015

Service Delivery System Driver

Provide comprehensive Professional Development to increase the knowledge, skills and competencies of the early learning workforce.

Short Term Outcomes:
- Early Learning Programs and practitioners serving underserved populations have relationship-based support for enhanced professional development.
- Relationship-Based Professional Development is part of the Early Learning Hubs' coordinated and integrated early learning services.
- Early Learning Workforce Professional Development trainings incorporate the Equity Lens principles as an essential component.
- The Early Learning Workforce trainers include individuals who are culturally and linguistically diverse, and who represent Communities of Color and underserved populations.
- A variety of trainings for the early learning workforce are available, accessible and affordable through different platforms that address different learning styles.
- Pre-service requirements for licensed early learning programs strive to meet *Caring for our Children* standards in the areas of health, safety and quality practices.

Long Term Outcomes:
- Early Learning Programs and Practitioners statewide have relationship-based support for enhanced professional development.

- Trainers and trainings that represent cultural and linguistic diversity, communities of color and underserved populations are the norm.
- The achievement gap for underserved populations is significantly reduced.
- Introduction to Family Child Care training includes the opportunity to earn a foundational certificate through trainings that address all aspects of creating a quality child care program.
- Ongoing training requirements for licensed early learning programs are increased to more align with *Caring for our Children* standards.

Strategies to meet Short Term Outcomes	Alignment	Lead ELD Staff	Tentative Timeline
1. Support a Professional Development system that establishes trusted relationships to support Early Learning Programs and/or Practitioners (such as QI Specialists, mentors, coaches, or navigators) in all aspects of the early learning system.	ELC Strategic Plan 1.1 & 4.1 ELC Equity Subcommittee Report – Early Learning Operating Systems QRIS Equity Plan	Director of Quality and Professional Development	June 2016
2. Increase the number of cultural and language specific trainers in the early learning professional development system.			June 2016
3. Increase the number of skill-based professional development opportunities in a variety of formats to meet the needs of the early learning workforce.	ELC Strategic Plan 1.4	Director of Quality and Professional Development	June 2016
4. Infuse QRIS quality standards within professional development offerings including pre-service requirements.	ELC Strategic Plan 1.1 & 1.4	Director of Quality and Professional Development	June 2016

Appendix

A. Workgroup Members Representation
B. Workgroups Development Notes
C. Draft Project Plan

Workgroup Members Representation

Parent Referral and Enrollment Committee

Representing	Name(s)
Community based providers with experience serving culturally, linguistically and racially diverse families across a variety of settings	Lee Po Cha, IRCO Velynn Brown, the Black Parent Initiative
Parents	Megan Gorecki, Earl Boyles Preschool Marina Merrill, Children's Institute Cassandra L Trout, EI/ECSE
The Early Learning Division Director of Policy and Research	David Mandell, Early Learning Division
The Department of Human Services program manager for Child Care/Refugee Services	Rhonda Prodzinski, Department of Human Services
One of the Early Learning Division's Early Learning Hub managers	Denise Swanson, Early Learning Division Kelly Poe, Eastern Oregon Early Learning Hub
A representative of an Early Learning Hub	Judy Newman, Lane Early Alliance
A member of the ELC's Child Care Subcommittee	Sue Norton, Child Care and Education Committee of the Early Learning Council
A member of the philanthropic community with a track record of investing in parent referral and support services.	Mary Louise, Oregon Community Foundation
A representative of a CCR&R	Karen Henkemeyer, Child Care Resource and Referral (Washington/Columbia Counties)
A representative of Home Visiting	Heather Morrow-Almeida and Beth Gebstadt, Home Visiting
A representative of Health representative	Ruthann Seim
A representative of Head Start	Odilon Campos and Rhonda Rhodes, Oregon Child Development Coalition Migrant Seasonal Head Start
Community based providers with experience	Lee Po Cha, IRCO

Representing	Name(s)
serving culturally, linguistically and racially diverse families across a variety of settings	Velynn Brown, the Black Parent Initiative
Parents	Megan Gorecki, Earl Boyles Preschool Marina Merrill, Children's Institute Cassandra L Trout, EI/ECSE

Provider Support and Professional Development

Representing	Name(s)
Up to two community based providers with experience serving culturally, linguistically and racially diverse child care providers	Kali Ladd Designee, Kairos Leslee Barnes, Child Care Resource & Referral (Multnomah), Focused Child Care Network
The Early Learning Division Director of Programs and System Integration	Nakeshia Knight-Coyle, Early Learning Division
One of the Early Learning Division's Early Learning Hub managers	Lisa Sutter, Early Learning Division
A representative of one rural and one urban CCR&R	Jeanne Lemieux, Child Care Resource & Referral (Multnomah County) Nancey Patten, Child Care Resource & Referral (Gillam, Sherman, Wheeler, Hood River, Wasco)
A member of the ELD's professional development team	Rita Loop, Early Learning Division Margie McNabb, Early Learning Division
A member of the ELC's Child Care Subcommittee	Bobbie Weber, Oregon State University
A member of the philanthropic community with a track record of investing in the professional development of child care and early learning providers.	Christy Cox, Ford Family Foundation
Consider: A representative of the career lattice system	Pam Deardorff, Oregon Center for Career Development at PSU

Representing	Name(s)
EI/ECSE representative	Nancy Anderson, EI/ECSE
An independent training organization	Merrily Haas, Oregon Association for the Education of Young Children Helen Visarraga, The Center for Cultural Innovation
Early Learning Division licensing manager Early Learning Division licenser	Kelli Walker, Early Learning Division Cheryl Terrusa, Early Learning Division
Department of Human Services	Jen Irving, DHS
Head Start/OPK	Sandy Stevens, Albina Head Start Erika Channy, Albina Head Start
Oregon Parenting Education Collaborative	Denise Rennekamp, Oregon State University

<u>**Workgroups Development Notes**</u>

Parent Referral and Enrollment Services

Parent Services Type Break out group	Activity 1 Questions: 1. In an ideal world, as a parent, how and where would I find parent referral and enrollment services? 2. What would an ideal parenting services system look like for each type of service? Responses	Activity 2 Questions: 1. What is missing? 2. What are the gaps and how can they be filled? 3. Reflect upon the guiding principles and equity lens questions; which of these is really important? Responses	Related Themes and/or Recommendations
Parent Education	• ***Big Idea Lane*** – one place that has information about all the services instead of five buckets or 5 separate entry points. Educate family advocates, easy access, website, phone number. Repository where parents are directed and then can be triaged to other more detailed information. An example- LaneKids website which is compatible with smart phones – with a search feature to narrow down- location, age etc. and linkages to other areas- Programs update the information themselves with access approved. Also needs	• We have 211 in Oregon and many communities have access but it is very difficult to use and find information-needs resources dedicated to making it user friendly - a different platform (more like Google) • Nothing exists 24/7 or during nontraditional hours for parents to call. • There is no app for searching out resources- could develop a link from website to phone and not need an extra app. • We need local resources dedicated to keeping the on-	**System**: • Create a centralized database for early learning services that is adequately staffed to support multiple modalities (phone, web, mobile). • Families can choose from a menu of services with a clear understanding of what they are eligible for and the realistic availability of services. **Service Delivery**: • Service Providers have the knowledge, skills and

	to have a call-in feature for someone to help the parent search. • How do we get the word out?—Resource packets, magnets with website etc. Newborns – parents get information with the websites and phone numbers. Then different touch points such as physicians' offices, programs, community workshops- educate them how to access resources that are up-to date. • Programs would update information – perhaps look at 211. • Available 24/7; people have access, call in feature during traditional hours. Overall access points – parenting kiosks – call in, web compatible with phones. • Google search way to access services such as "restaurants near you" • Have a Parenting Ed App like Yelp for accessing local resources. • Hubs will designate the place to go up-to-date resources for	line information up to date and accurate. • We do not have a welcome packet or materials to give to parents and providers- this may be partly due to the lack of confidence in 211. • Do not do any media or outreach. • LaneKids is a good example of up-to-date parenting ed resource locally- providers can get access and do update it. There is some ability to sort by area and age. • Printed material do exist on many areas such as posters, books, fliers, brochures, but get out-of date quickly and are expensive and not universal. • Need to update and provide multi-language, universal printed materials	competencies to support and empower families in meeting their needs.

Workgroups Development Notes

	their area related. • Hubs will keep the information up-to-date and easy to access.		
Health/Mental Health/ Special Needs	• EI/ECSE • Nurse Home visits • Where families are touched by resources., i.e. hospitals at birth and then not again until school starts creates a gap. Ideal – nurse home visiting getting info out to families, families then word of mouth. • Pediatricians, employers, information on where to get ASQs, etc. – access points • Parent Network • Making sure we are in places where parents are – physical or virtual world. Parents learn from other parents – natural parent networks – natural touch points • Parent Group example – Earl Boyle model – parents empowered about resources; neighborhood concept – networking with childcare providers. Schools – build on	• Not enough or well-coordinated any services: more and coordinated • Child care providers have more knowledge and confidence in working with special needs • ER/clinics as a touch point – more knowledgeable about resources	**System**: • Create a centralized database for early learning services that is adequately staffed to support multiple modalities (phone, web, mobile). • Create a venue for communities to share and evaluate services offered for families and young children. • Develop a community campaign to empower families in accessing available resources. **Service Delivery**: • Service Providers have the knowledge, skills and competencies to support and empower families in meeting their needs. • Families receive follow

	and stretch to younger ages. • Public Service Announcements. Tweets, Facebook		up after a referral by a trusted guide to ensure services are delivered and the families' needs are met.
Preschool/Head Start/ OPK	• Similar themes as above – conceptualizing a website with other modalities – link back to one website with local links. Go into local area – eligibility requirements, transparency around fees, how to enroll/register, once eligibility is determined, see vacancies, waitlists, scenarios about how people could get in: navigate the system examples and case study vignettes. Be able to show the different ways to access the services. Upfront information about the different scenarios. • Start early exploring ways to access services; sharing information about importance of preschool in prenatal package, docs having awareness of services, schools – natural points of entry/contact.	• No one website with all of the services listed above. • Child care – on website, more information needed about child care – database and resources to keep updated and supported. • Eligibility for ERDC and Head Start is not able to be accessed at the CCR&R sites. • Unified place to determine eligibility	**System**: • Create a centralized database for early learning services that is adequately staffed to support multiple modalities (phone, web, mobile). • Families can choose from a menu of services with a clear understanding of what they are eligible for and the realistic availability of services. • Create a venue for communities to share and evaluate services offered for families and young children. **Service Delivery**: • Service Providers have the knowledge, skills and competencies to support and empower families in

Workgroups Development Notes

	• Keep community partners in the loop about services for holistic view. Polk county example – presentations about how to get into preschool with community partners. Eastern example – cards with family scenarios and community partners brainstorm on how they are able to help families.		meeting their needs. • Families receive follow up after a referral by a trusted guide to ensure services are delivered and the families' needs are met.
Child Care	• One website – like NACCRRAware - up to date vacancies, programs, eligibility for ERDC, Head Start, all in one place. • State childcare resource and referral system is currently working well. • Need to direct parents to this through the system we described above. The state system gives information about available programs and directs them to the local CCR&R for more detailed information. Ability to check eligibility for ERDC and Head Start (others?) to be done right at CCR&R office with the same call or inquiry. • Ideally available 24 / 7, but if	Same as above – groups joined during second activity: • No one website with all of the services listed above. • Child care – on website, more information needed about child care – database and resources to keep updated and supported. • Eligibility for ERDC and Head Start is not able to be accessed at the CCR&R sites. • Unified place to determine eligibility	**System**: • Create a centralized database for early learning services that is adequately staffed to support multiple modalities (phone, web, mobile). • Families can choose from a menu of services with a clear understanding of what they are eligible for and the realistic availability of services. • Create a venue for communities to share and evaluate services offered for families and young children. • Develop a community campaign to empower

	not make the call-in feature available during nontraditional times as designated by tracking when parents call-in. • Transparent about fees, schedule, programs, trainings, specials needs training, written in family friendly marketing. Child Care Providers need support to update sites – resources to assist in their marketing. Include which language is spoken, facility design to support special needs. Multilanguage in all resources and referral information.		families in accessing available resources. **Service Delivery**: • Service Providers have the knowledge, skills and competencies to support and empower families in meeting their needs. • Families receive follow up after a referral by a trusted guide to ensure services are delivered and the families' needs are met.
Home Visiting	• Communities have Home Visiting Networks, universal home visiting. i.e. MIECHV communities, there are home visiting networks attached to ELHs. Parents can access the network, connection between all the different systems that provide the home visiting, basic needs, child care, health care networks. Every parent leaves the hospital connected to home visiting network. Case managers that go into homes;	• Need universal across the state – menu of supports; voluntary to participate and choice of locations (i.e. parks, resource centers, homes) • Family literacy – all families have access to books – book mobiles/libraries • Remember home births, adoptive world, newly moved in families that may not connect via hospitals	**System**: • Create a centralized database for early learning services that is adequately staffed to support multiple modalities (phone, web, mobile). • Families can choose from a menu of services with a clear understanding of what they are eligible for and the realistic availability of services.

	confidential group; triage families so not lost. Early Intervention connected with home visiting. Network designed according to rural, urban, suburban needs. • Person connecting with family – relationship is created/rapport built – outreach person to connect with resources. Use of Parent Support, Parent Coach, Parent Trainer, Parent Education. Home visiting term may turn parents away. Universal model – Parent Educator. Worries about state reps coming into the home. Meeting somewhere, parent group. Anxiety with people coming into home, carving out the time. Voluntary and one choice in a menu of options – parent support, parent connections and can be in choice about where they would like to participate.		• Create a venue for communities to share and evaluate services offered for families and young children. • Develop a community campaign to empower families in accessing available resources. **Service Delivery**: • Service Providers have the knowledge, skills and competencies to support and empower families in meeting their needs. • Families receive follow up after a referral by a trusted guide to ensure services are delivered and the families' needs are met.

Provider Support and Professional Development Workgroup

Provider Type Break out groups	Activity 1 Questions: 1. What would an ideal PD system look like for each provider type? 2. What would you want that supports providers serve children and families so that children are prepared for kindergarten? 3. How can it be delivered and where? Responses	Activity 2 Questions: 1. What is missing? 2. What are the gaps and how can they be filled? 3. Reflect upon the guiding principles and Oregon Equity Lens questions, which of these is really important? Responses	Related Recommendations or Strategies
Head Start/OPK/Early Head Start	• Having ODE Equity vision infused • Implementing multi-cultural principles – cross walk with vision • Early Learning Standards compliment Head Start performance standards • Employers navigate and support PD system • Cross sector throughout Head Start funding regions – more coordinated system maximize opportunities across systems • Head start use equity lens • Cultural competency and improvement. Balance cultural competency with degree – look at ways cultural competencies are incorporated in career pathways and balanced with degree standards.	• Look at professional development navigators – who are they and how would we identify • Look at coaching/mentor models and how to expand/train • Training model: learning communities, coaching models, measured outcomes for our trainings, all trainings tied to standards. Engaged partnership with Head Start. • Identify the local regional identities to combine mapping, sharing of Head Starts, CCRRs, other sectors, requirement in Head Start	**System**: • Utilize the Head Start multi-cultural principles and Equity Lens to ensure standards are culturally responsive. • Create a cross sector team (EI/ECSE, home visitors, Head Start, OPK, Migrant Seasonal and Child Care to establish shared professional development

Workgroups Development Notes

	• Head start grows their own – be intentional about how we approach PD topic, set career ladders, • Using communities of practice, communities of learners for Head Start staff targeting diverse communities • No wrong door – point of entry • High tech/low tech – state, local, agency • Simplify – less complexity • Early childhood world shares crosswalk standards – i.e. early learning standards – broadly known and understood throughout	• Collaboration standards • Leveraging and maximizing funds – braiding, blending i.e. Medicaid funds • Child Care and Early Head Start Partnerships as learning opportunities for connections, collaborations • Focus on busting siloes • Unity shared vision of OEIB, ELD, global look at state – incorporate.	opportunities across the early learning workforce. • Regularly review and revise QRIS and Core Body of Knowledge standards and processes to ensure they support high quality care and education. **Service Delivery**: • Support a PD system that establishes trusted relationships to support Early Learning Programs and/or Practitioners (such as QIS Specialists, coaches or navigators) in all aspects of the Early Learning

			System.
Registered Family Child Care	• Entry way for where they start – philosophies, language of early child care, overview is charged and investment that they are joining a workforce; outside of overview – core set of training that covers all the different components and language of child care at the very start; this is an entry pathway that aligns with QRIS standards – it is a certificate. • Trainings at foundation in different languages – right away. Start immediately as entry way (as opposed to translating – not comprehensive). • Baseline of training for centers is now 15 hours should be the same for all types of providers. Same across all types of care. Incentivize – higher reimbursement; hit where it makes sense to them. • Business practices – hiring staff, overview of sorts on business practices, handbook.	• Changing expectations of what child care providers have when starting – privacy of own home to shift thinking. Strong introduction to child care; allow providers to really be intentional and in choice • Cohort trainings that would give them in-depth what they should know in child caregiving – turn into a Step 7. Core knowledge in the first year. Hybrid – online, face to face, network with cohort • Hours all be the same – 15 across the board – legislation change • Translation is integral – expectation, embedded	**System:** • Implement policies within the Early Learning Division and its contractors requiring professional development materials be designed in a culturally responsive manner and proactively plan for the translation of all materials. • Improve collection of race and ethnicity data for the early learning workforce. **Service Delivery**: • Offer more skill-based profession

			development opportunities in a variety of formats to meet the needs of the early learning workforce. • Increase the number of cultural and language specific trainers in the early learning professional development system. • Infuse QRIS quality standards within professional development opportunities as appropriate.
Certified Family Child Care	• Comprehensive overview – core knowledge of child care • Online overview in other languages; trainings online, hybrid, set two trainings easy access online • All trainings incorporate and include cultural, special needs, diversity and	Same as above (groups combined during second activity) • Changing expectations of what child care providers have when starting – privacy of own home to shift thinking. Strong introduction to child care;	**System:** • Implement policies within the Early Learning Division and its contractors requiring

Workgroups Development Notes

	language responsiveness. • Documents, trainings, forms – all are in a variety of languages and culturally and linguistically responsive at implementation. Embedded racial inequities are acknowledged and addressed asap.	allow providers to really be intentional and in choice • Cohort trainings that would give them in-depth what they should know in child caregiving – turn into a Step 7. Core knowledge in the first year. Hybrid – online, face to face, network with cohort • Hours all be the same – 15 across the board – legislation change • Translation is integral – expectation, embedded	professional development materials be designed in a culturally responsive manner and proactively plan for the translation of all materials. • Improve collection of the race and ethnicity data for the early learning workforce. **Service Delivery**: • Offer more skill-based profession development opportunities in a variety of formats to meet the needs of the early learning workforce. • Increase the number of cultural and language specific

			trainers in the early learning professional development system. • Infuse QRIS quality standards within professional development opportunities as appropriate.

License-exempt Preschools & School Age Care	• Teeth in the recorded requirement; basic requirements, all of the safety set – initially and ongoing.
	• Mix of trainings – face to face, online, hybrid, requirement to get a mix.
	• Trainings are free; incentives
	• Relationships are key – contact, encourage, engage to increase participation
	• Rural communities have access to travel. Mileage and timing of trainings that allow for them to attend.
	• Incorporate existing systems of training and resources:
	    o Head Start
	    o Church-based preschools
	    o Organization
	    o School district
	    o Child Care Resource & Referral
		• Teeth in recorded requirement – legislative action is needed
		• Need coordination and funds for increasing mixed training opportunities
		• Keep free classes – orientations for subsidies
		• Travel support for rural and urban (bus passes)
		• Relationship is key – staff who represent diversity – expansion of staff
		• Need more funds for additional flexible trainings
		• Need map and coordination of trainings to bring into system – make available & expansion of existing resources
		• No universal system that holds
			System:
			• Establish a task force to pilot multi-method approach to the various "types" of license-exempt providers that care for children in underserved populations.
			
			Service Delivery:
			• Support a PD system that establishes trusted relationships to support Early

Workgroups Development Notes

	• What gets them there? Incentives, stipends, sponsoring organizations, i.e. preschools – Montessori, etc. relationships to encourage engagement, identify linkages that would get them there.	it together	Learning Programs and/or Practitioners (such as QIS Specialists, coaches or navigators) in all aspects of the Early Learning System. • Offer more skill-based profession development opportunities in a variety of formats to meet the needs of the early learning workforce. • Increase the number of cultural and language specific trainers in the early learning professional development system.

Workgroups Development Notes

License-exempt Child Care - Informal	- A couple of different groups; stay at home moms, kin to help out family - Delivery of trainings: - Parent education models, - Play and learn groups – elementary school models culturally specific - Library programs – family centered - Home visiting models – parent educator based; common approach to child development - On line content - Elementary education – delivering at schools – use as a center-based option for informal care providers to attend - Non-traditional outreach – grocery stores, housing, apartment communities, trainings at senior centers, laundromats, work with housing programs, energy supports, play grounds – multiple access points - Family fun nights - Faith based organizations - Easily accessible on foot - Offering a meal - Resources to engage informal providers	- No dedicated resources - No system approach - No one approach will work - No infrastructure to support group - Many are underground and hidden - No community based service system - Need analysis of effective approach that is systemic, sustainable and reasonably resourced - Lack of data on universe of informal care giver - No one owns this one….. - We shouldn't presume we know what they need since we do not know them. How to invite them in and spend time in finding out what would be useful and helpful to make a difference. - Parent education is key to get to this population – invite parents to bring family, friend, neighbor. - Multi-method approach for this audience - Do you take care of children is a key question that gets	**System**: - Establish a task force to pilot multi-method approach to the various "types" of license-exempt providers that care for children in underserved populations. **Service Delivery**: - Support a PD system that establishes trusted relationships to support Early Learning Programs and/or Practitioners (such as QIS Specialists, coaches or navigators) in all aspects of the Early Learning System. - Offer more skill-based profession

Workgroups Development Notes

	• Having voice and connection with providers – communicate in effective and successful ways and a variety of access points. • Navigator idea to support this group of providers – relationship/connection/ communication	parents and non-parents? • How to build relationship with communities? Respect for where they are in what they are doing and their comfort level. • Trusting relationship is built over time starting with play and learn, sense of community with other parents – effective strategies. Like a pyramid – narrowing down from massive to evidence based more intensive • Home visiting and play and learn approaches work • Need funding to guide research based approaches that exist – how do we prioritize our funding for this group?	development opportunities in a variety of formats to meet the needs of the early learning workforce. • Increase the number of cultural and language specific trainers in the early learning professional development system.
Certified Child Care Centers	• Easy access to diverse and advanced quality trainings, PD opportunities that come to centers or in a community center that belongs to child care providers; staff are compensated and offered during work time (retreat, time away with subs, etc.) Offered in multiple languages and cultures at the onset.	• Culturally and linguistically responsive people capacity is a huge gap; difficult to find people power with the skills – need to have succession plan similar to Head Start model • Resurrect the Health Consultation model for social– emotional, mental health,	**System**: • Implement policies within the Early Learning Division and its contractors requiring professional development

Workgroups Development Notes

	• Availability of qualified coach/mentor/navigator assigned to specific centers (has a caseload of providers) to continue to guide PD, application of theories learned, quality improvement. • Expectation and support for comprehensive family engagement – state standards –every center has strategy and implements family engagement • Compensation = K-12 compensation and benefits • Mental Health, Health & Well-being, social emotional supports – consultations, expertise available within programs – committed to them • Program/classrooms/child outcome assessment supports – alignment with K-3 • Regional entity that contains expertise to provide above supports – one-stop shop • Language policy that supports a planned language approach	health & well-being, assessments. • Support - training and ongoing training for assessments. • Alignment with K-3 • Build PD pathway for coaches/mentors/navigators – culturally & linguistically responsive, specific standards, qualifications • Compensation: Small Business Development Centers, Dept. of Ed cost per child (sliding scale), Private Business Networks for Child Care	materials to be designed in a culturally responsive manner and proactively plan for the translation of all materials. • Create a cross sector team (EI/ECSE, home visitors, Head Start, OPK, Migrant Seasonal and Child Care to establish shared professional development opportunities across the early learning workforce. **Service Delivery**: • Support a PD system that establishes trusted relationships to support Early Learning

Workgroups Development Notes

			Programs and/or Practitioners (such as QIS Specialists, coaches or navigators) in all aspects of the Early Learning System. Increase the number of cultural and language specific trainers in the early learning professional development system.

Parent Referral and Enrollment Services
Draft Project Plan

System Driver	Strategies	2015						2016											
		July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December
Create a statewide resource where families and service providers can access the services they need, when they need them and in their preferred way.	Create a centralized database for early learning services that is adequately staffed to support multiple modalities. (phone, web, mobile, in-person) Lead: Director of Quality and Professional Development — Families can choose from a menu of services with a clear understanding of what they are eligible for and the realistic availability of services. Lead: Director of Quality and Professional Development	Research and identify needs	Draft RFP for centralized referral system			RFP on the street		Score , Negotiate and Initiate Contract		System is designed populated with data.				System lauched to public	→				
	Create a venue for communities to share and evaluate services offered for families and young children. Lead: Director of Public Relations										Pilot the system in both urban and rural communities		Develop tools and feedback loops		→				
	Develop a community campaign to empower families in accessing available resources. Lead: Director of Public Relations		Framework for messaging and outreach is developed					Develop campaign messaging and messengers						→					
Services are offered and delivered in a respectful and culturally specific and responsive manner.	Service providers have the knowledge, skills and competencies to support and empower families in meeting their needs. Lead: Director of Quality and Professional Development	Assess Training Needs		Develop Training Resources		Provide Training and TA	→				Pilot the system in both urban and rural communities								
	Families receive follow up after a referral by a trusted guide to ensure services are delivered and the family's needs are met. Lead: Director of Public Relations	Research and identify needs	Draft RFP for centralized referral system			RFP on the street		Score , Negotiate and Initiate Contract		System is designed populated with data.				System lauched to public	→				

Provider Support and Professional Development Systems and Services
DRAFT PROJECT PLAN

System Driver	Strategies	2015						2016											
		July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December
Enhance Oregon's professional development system for the Early Learning Workforce to ensure they are comprehensively promoting children's optimal learning and development for school readiness.	Develop, implement and evaluate policies within the Early Learning Division and its contractors requiring professional development materials be designed in a culturally responsive manner and proactively plan for the translation of all materials. Lead: Director of Equity	Establish standards that define best practices related to the development of materials in culturally responsive and relevant ways.			Create a policy that defines the threshold of materials to be translated			Develop professional development opportunities that are culturally responsive to diverse populations in Oregon.						→					
	Regularly review and revise QRIS and Core Body of Knowledge standards and processes to ensure they support high quality care and education. Lead: Director of Quality and Professional Development	Utilize emerging research, the Head Start multi-cultural principles and Equity Lens to ensure standards are culturally responsive.			Conduct focus groups and best practice informed surveys to understand the barriers, needs, benefits and cultural relevancy of the QRIS.						→								
	Create cross sector opportunities for state and local early learning service providers to offer shared professional development opportunities across the Early Learning Workforce. For example; Oregon Head Start, Home Visiting, Child Care, Migrant/Seasonal Head Start, EI/ECSE, Tribal) Lead: Director of Quality and Professional Development				Convene a team of decision-makers to sponsor shared professional development.		Map existing efforts and opportunties	Identify models to delivery shared professional development		Plan and deliver shared professional development						→			
	Establish a multi-method professional development approach to individuals providing informal child care. Lead: Director of Public Affairs			Engage with communities to identify and learn the needs of informal care providers.			Identify outreach activities within several communities to reach parents and caregivers.		Launch targetted efforts within identiifed communities		→		Launch targetted efforts within identiifed communities			→			
	Improve collection of race and ethnicity data for the early learning workforce. Lead: Director of Quality and Professional Development	Engage with the Equity Subcommittee and Childhood Care and Education Workgroup to define the categories for collecting race and	Design and implement a plan to improve data collection methods of the early learning workforce in a respectful and supportive manner.					→											

Goal	Strategy	Timeline Activities
Service Delivery: Provide comprehensive Professional Development to increase the knowledge, skills and competencies of the early learning workforce.	Support a Professional Development system that establishes trusted relationships to support Early Learning Programs and/or Practitioners (such as QI Specialists, mentors, coaches, or navigators) in all aspects of the early learning system. Lead: Director of Quality and Professional Development	Contractor's Year 1 work plans incorporate staffing and practices that actively engages under served communities. CCRR Training Plan identifies trainings and trainers that reflect the cultural and linguistic needs of targetted communities. — Review CCRR Quartely Reports and training plan for progress on strategy — Review CCRR Quartely Reports and training plan for progress on strategy — Contractor's Year 2 work plans incorporate staffing and practices that actively engages under served communities. CCRR Training Plan identifies trainings and trainers that reflect the cultural and linguistic needs of targetted communities.
	Increase the number of cultural and language specific trainers in the early learning professional development system. Lead: Director of Quality and Professional Development	Create communities of practice representing their cultural and linguistic diversity that support the delivery of professional development to the early learning workforce. — Review PSU Quarterly Report for progress on strategy
	Increase the number of skill-based professional development opportunities in a variety of formats to meet the needs of the early learning workforce. Lead: Director of Quality and Professional Development	Develop supports to trainers in developing skill-based professional development. — Explore the development of a shared online and hybrid professional development options that are guided by distance education best practices and standards. — Establish a plan and timeline for a supported shared platform.
	Infuse QRIS quality standards within professional development offerings including pre-service requirements. Lead: Director of Quality and Professional Development	Trainings are developed that incorporate quality standards. — Update required training to become a Registered Family Child Care Provider that reflects updated rules and quality supports and standards. — Create an overview for Certified Facilities for developing their business practices and QRIS quality standards.

Child Care Resource & Referral Core Services

Oregon's Child Care Resource & Referral (CCR&R) System consists of 12 agencies that provide professional development, technical assistance and child care referrals to parents across Oregon. The chart below reflects the various types of professional development and child care referrals CCR&R's offer along with the annual data and costs associated with these activities. CCR&R is funded through shared contracts between the Department of Human Services and Early Learning Division using Child Care Development Funds.

Core Services	Annual # of participants	Additional efforts	Total Costs
Professional Development			
Training and technical assistance to support <u>license-exempt providers</u> receiving subsidy (DHS Orientations, First Aid/CPR, child abuse and neglect, food handlers, enhanced trainings)	3,167	Provide TA to child care providers on licensing and quality improvements. Educate and engage with community to address the child care needs. Support providers to list with DHS and accept children with subsidy.	$221,321 *(DHS Funded)*
Training and technical assistance to support <u>licensing requirements</u> (Overview, First Aid/CPR, child abuse and neglect, food handlers)	8,340		$2,286,507 *(ELD Funded)*
Training and technical assistance to support <u>ongoing licensing needs</u> and <u>quality improvement</u>	21,828		

Child Care Referrals and Data Collection	Annual # of referrals	Average time per referral	Total Costs
Website visitors to the "Find Child Care" webpage www.**findchildcareoregon**.org/	~13,500		
Basic Referral to Self-paying parents Basic referral consists of providing at least 3 child care provider options to parents. Parent education occurs with every call explaining such things as the type of care available, tips on what to look for and how to find out more information.	3,494	A standard referral, regardless of DHS status, will take about 10-15 minutes. In-depth referrals average 20-30 minutes with some taking up to 50-60 minutes when looking at a variety of issues — needing infant care, odd-hour care, extreme special needs, care needed based on location and not having facilities with available slots	$489,188 *(ELD Funded)*
Referrals to current or potential DHS client Consists of providing at least 3 child care provider options to parents along with additional information and support to ensure child care providers referred have availability and meets the needs of the families. There is often several points of contact to help a family find the child care they need.	5,427		$825,965 *(DHS Funded)*

Oregon Statutes - Chapter 657A - Child Care - Section 657A.110 - Policy.

The Legislative Assembly believes that:

(1) Child care resource and referral programs involving a statewide network of local resource and referral agencies coordinated centrally are essential to long-range solutions to the child care crisis. Services may be both public and private ventures, which meet the needs of diverse audiences including, but not limited to:

(a) Parents for consumer education to find, select and maintain quality child care;

(b) Providers for access to training and consultation;

(c) Employers for cost-effective solutions to meet the needs of their workforce;

(d) Communities to plan effectively for improvements to the system; and

(e) The state for the need of a productive workforce.

(2) The state has an essential role in solving the child care crisis by becoming a stable partner with parents, local communities, employers and private contributors in developing solid child care resource and referral agencies for all citizens. [Formerly 418.344]

Services offered by resource and referral agencies shall include but are not limited to assistance for:

(1) Parents in locating available and appropriate child care, including counseling on how to choose a quality arrangement and sources of subsidies for low income families;

(2) Parents in locating child care during nontraditional work hours;

(3) Parents of children with disabilities in locating available and appropriate child care and respite care services;

(4) Parents in locating child care for ill children;

(5) Providers of child care programs in acquiring clients for their services;

(6) Providers of child care programs in upgrading the quality of services offered and business operation;

(7) Communities in assessing and recruiting for underserved needs; and

(8) Employers in providing assistance to employees in locating or providing child care. [Formerly 418.346; 1995 c.278 §4; 2007 c.70 §287]

Oregon Statutes - Chapter 657A - Child Care - Section 657A.120 - Services by resource and referral agencies.

Services offered by resource and referral agencies shall include but are not limited to assistance for:

(1) Parents in locating available and appropriate child care, including counseling on how to choose a quality arrangement and sources of subsidies for low income families;

(2) Parents in locating child care during nontraditional work hours;

(3) Parents of children with disabilities in locating available and appropriate child care and respite care services;

(4) Parents in locating child care for ill children;

(5) Providers of child care programs in acquiring clients for their services;

(6) Providers of child care programs in upgrading the quality of services offered and business operation;

(7) Communities in assessing and recruiting for underserved needs; and

(8) Employers in providing assistance to employees in locating or providing child care. [Formerly 418.346; 1995 c.278 §4; 2007 c.70 §287]

Oregon Statutes - Chapter 657A - Child Care - Section 657A.130 - Resource and referral agency requirements.

Each resource and referral agency shall establish a referral process, maintain a record file of existing child care facilities in the designated area, maintain documentation of requests, provide consultation to parents and provide technical assistance to providers of child care. [Formerly 418.348]

Oregon Statutes - Chapter 657A - Child Care - Section 657A.140 - Referrals to certified child care facilities; access requirements.

(1) Resource and referral agencies shall make referrals to certified child care facilities. Referrals shall be made to uncertified child care facilities only if there is no requirement that the facility be certified.

(2) The referral process shall:

(a) Afford parents maximum access to all referral information. Access shall include, but is not limited to, telephone referrals to be made available for at least 20 hours per week of operation, including nontraditional hours.

(b) Make every effort to be accessible to all parents within the defined geographic area, including but not limited to any of the following:

(A) Toll-free telephone lines;

(B) Office space convenient to parents and providers; and

(C) Referrals in languages which are spoken in the community.

(3) Each child care resource and referral agency shall publicize its services through available sources, agencies and other appropriate methods. [Formerly 418.350]

Oregon Statutes - Chapter 657A - Child Care - Section 657A.150 - Resource files; content.

(1) A resource file shall be maintained by resource and referral agencies to identify the full range of existing child care services through information provided by all relevant public and private agencies in the areas of service and through the development of a resource file of those services which shall be maintained and updated at least annually.

(2) The resource file shall include, but not be limited to, the following information:

(a) Type of program;

(b) Hours of service;

(c) Ages of children served;

(d) Fees and eligibility for services; and

(e) Significant program information. [Formerly 418.352]

Oregon Statutes - Chapter 657A - Child Care - Section 657A.160 - Documentation of requests for service.

(1) Resource and referral agencies shall maintain documentation of requests for service. The following documentation of requests shall be maintained by resource and referral agencies:

(a) Number and time of calls and contacts to the child care resource and referral agency;

(b) Ages of children for whom care is requested;

(c) Time category of child care requested for each child;

(d) Special time category, such as nights, weekends and swing shift; and

(e) The reason child care is needed.

(2) The information shall be maintained in such a manner that it is easily accessible for dissemination and evaluation purposes. [Formerly 418.354]

Oregon Statutes - Chapter 657A - Child Care - Section 657A.170 - Technical assistance to providers of child care services.

(1) Resource and referral agencies shall provide technical assistance, with input from providers, to existing and potential providers of all types of child care services. Assistance shall include, but not be limited to, the following:

(a) Information on initiating new child care services, including but not limited to licensing, zoning, program and budget development and assistance in finding information from other such sources;

(b) Information and resources which shall help existing child care services providers to maximize their ability to serve the children and parents of the community; and

(c) Facilitation of communication between existing child care and child-related services providers in the community served.

(2) Services prescribed by this section shall be provided in order to maximize parental choice in the selection of child care and to facilitate the maintenance and development of child care services and resources. [Formerly 418.356]

Oregon Statutes - Chapter 657A - Child Care - Section 657A.180 - Advisory committee; members; duties of committee and Child Care Division.

(1) There is created an advisory committee to advise the Child Care Division on the development and administration of child care resource and referral policies and practices. The advisory committee shall include but not be limited to three members of the Commission for Child Care. The Child Care Division shall, in consultation with the advisory committee, establish criteria for proposals, prepare requests for proposals, receive proposals and award grants for the establishment of resource and referral programs.

(2) The Child Care Division shall collect and report data concerning resource and referral programs.

(3) The local resource and referral agencies shall match grant funds in an amount not less than 10 percent of grant funds received. Matching financial support includes, but is not limited to, in-kind contributions.

(4) As used in this section, �in-kind contributions� means nonmonetary contributions that include but are not limited to:

(a) Provision of rent-free program space;

(b) Provision of utilities;

(c) Provision of custodial services;

(d) Provision of secretarial services;

(e) Provision of liability insurance or health insurance benefits;

(f) Administrative services; and

(g) Transportation services. [Formerly 418.358; 1995 c.278 §5; 2003 c.293 §7]

Oregon Statutes - Chapter 657A - Child Care - Section 657A.190 - Criteria for renewal of program; reallocation of funds.

(1) The criteria for the renewal of a resource and referral program shall include the following:

(a) Current and continuous satisfactory performance as a resource and referral agency providing the full range of services required by ORS 657A.100 to 657A.190.

(b) Full fiscal and program compliance with contract requirements established by the Child Care Division.

(c) Cost effectiveness.

(d) Extent and quality of service to the community.

(2) The division shall reallocate any funds made available through nonrenewal of a contract for resource and referral programs.

(3) Satisfactory contract performance by a resource and referral agency shall be a condition for the renewal of that contract in the subsequent fiscal year. [Formerly 418.363; 1995 c.278 §6]

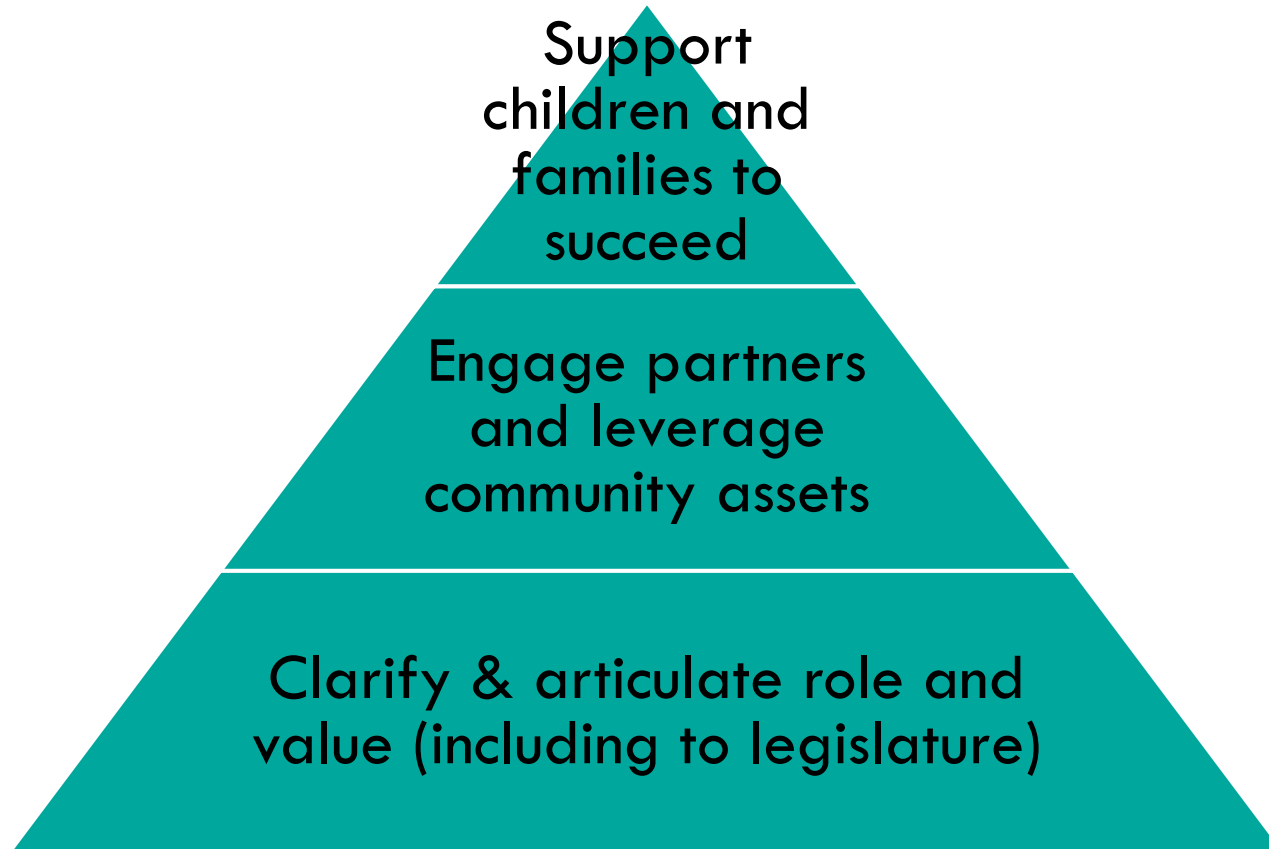# EARLY LEARNING COMMUNICATIONS STRATEGY MAY 2015

Aimee Craig, Early Learning Public Affairs Director
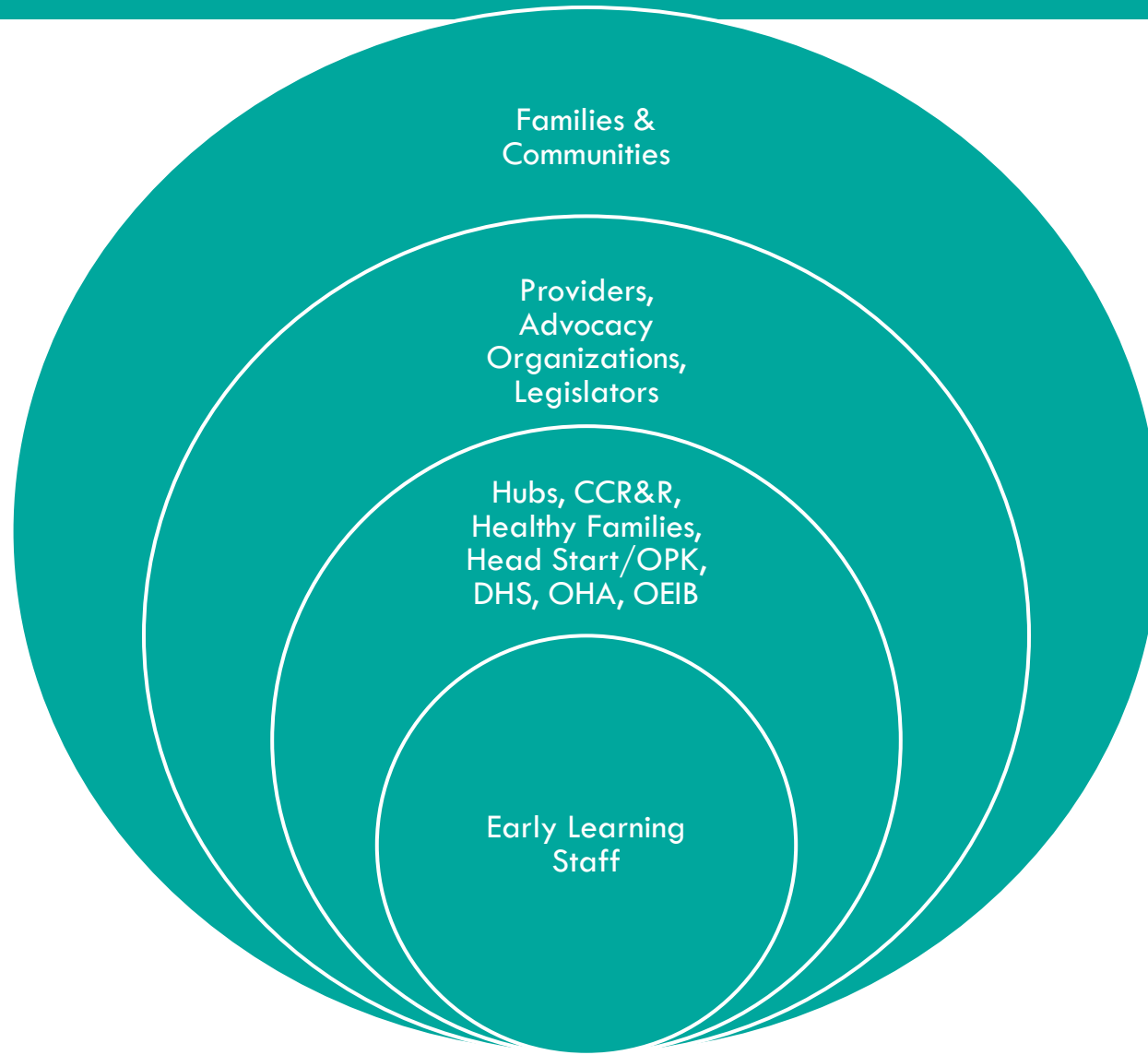
Early Learning Goals

- Children arrive at kindergarten ready to succeed.

- Families are healthy, stable and attached.

- The Early Learning System is coordinated, aligned and family-centered.

Strategies Overview

Support children and families to succeed

Engage partners and leverage community assets

Clarify & articulate role and value (including to legislature)

Audiences

Internal Audiences

Needs	Strategies and Tactics	Outputs/Outcomes
• Information • Connection to big picture • Clarity of role and responsibilities • Empowered to act	• Consistent Division identity • Regular updates • Clear, concise, sharable materials • Opportunities for 2-way conversation	• Knowledgeable representatives • Strong advocates • Informed leadership

Hubs, Contractors & Other Agencies

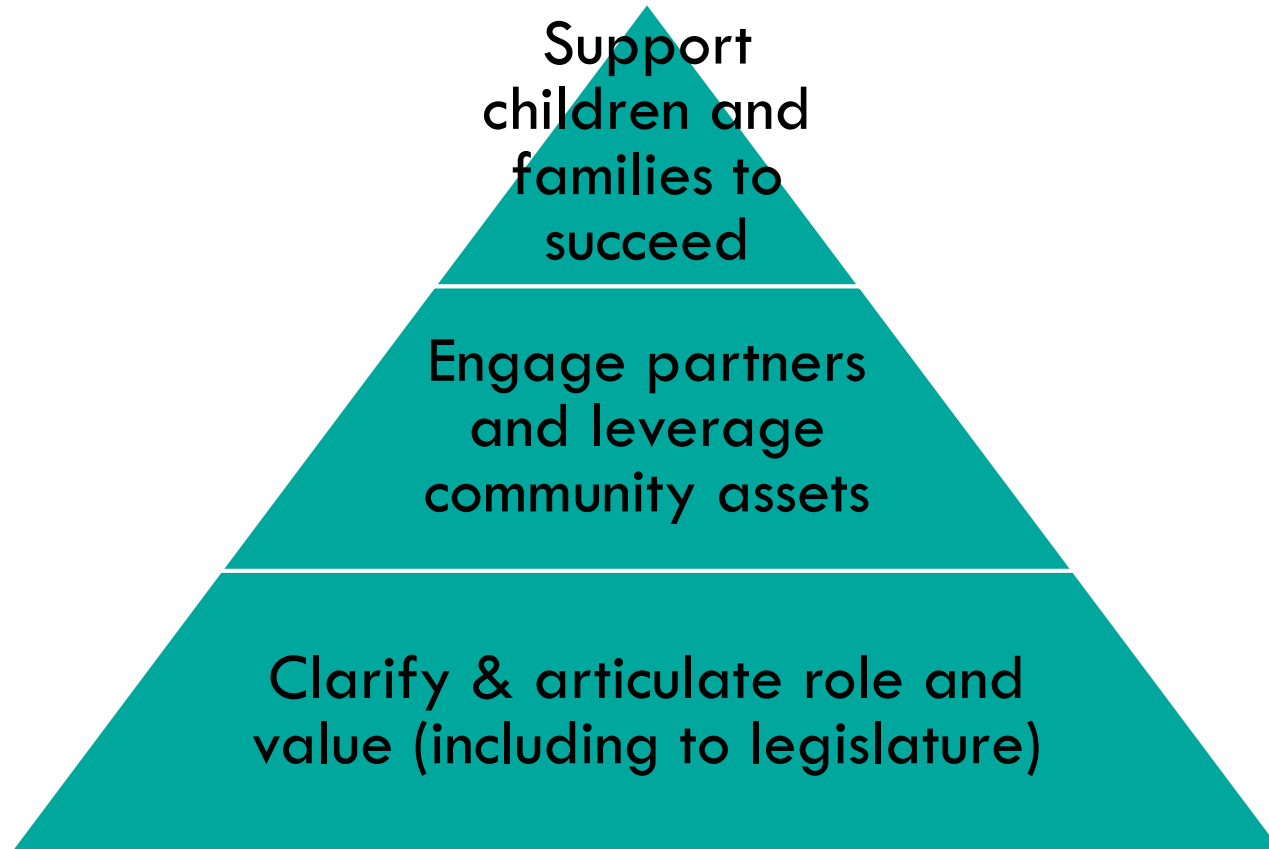| Needs	Strategies and Tactics	Outputs/Outcomes
• Relevant Information • Understanding of connections • Ability to provide feedback • Connections to resources and tools	• Regular program/policy updates and highlights • Opportunities for input • Clear, concise, sharable materials and messages	• Informed system coordinators • Strong advocates • Increased capacity to serve

Early Learning and Development Programs

Needs	Strategies and Tactics	Outputs/Outcomes
• Relevant, timely & accessible information • Connections to culturally and linguistically relevant resources and tools	• Relevant and timely updates through multiple channels • Opportunities for 2-way communication • Focus on opportunities that benefit and strengthen providers	• Informed and engaged providers • Increased capacity to serve families and children

Families & Communities

Needs	Strategies and Tactics	Outputs/Outcomes
• Access to desired culturally and linguistically relevant services and supports • Dignity, Respect, Autonomy	• Advocacy for availability of services • Accessible, family-centered materials and messages • Elevate the role of families and communities as partners	• Informed partners • Engaged families and communities • Powerful advocates

Strategies Overview

Support children and families to succeed

Engage partners and leverage community assets

Clarify & articulate role and value (including to legislature)

Tactics Overview

- Elevate the role of families
- Support access to services and supports through family-centered materials and messages
- Build community will to advocate for investments in early learning

Support Children and Families to Succeed

- Systematize two-way communication channels
- Elevate community voices
- Provide regular, timely information

Engage Partners and Leverage Community Assets

- Operationalize Division mission, values, goals, style guide
- Ensure audience-specific materials and messages
- Elevate outcomes, tell stories of impact

Clarify & Articulate Role and Value

- Organizing a public access campaign focused on connecting families to early learning supports and services
- Using asset-based, family-centric language throughout materials (ex. Kindergarten Assessment Press Release)

Progress

- Hired engagement coordinator
- Building engagement into Division processes
- Creating newsletter plan
- Capturing stories of community success.

Progress

- Mission, values & style guide disseminated- greater consistency in Division tone and materials
- Messaging frameworks for Hubs and Legislative priorities
- Collected Hub stories of impact
- In process of web redesign

Progress

Parent Voice: Summary of Themes

Reoccurring themes which emerged included:

Cultural Competence:
- Language barriers
- Cultural Values
- Rural v. Urban
- Fear of Government /Strangers
- Finding Informal Networks
- Diversity of Families

Access:
- Parent-to-Parent sharing
- Finding community connectors
- Connecting Families to resources
- Scheduling for availability
- Messaging Challenges

Basic Needs:
- Housing
- Food
- Legal
- Job training
- Parenting skills
- Child care
- Health care
- Assistance Navigating systems

Impact of Trauma:
- Depression
- Violence
- Domestic Violence
- Social Isolation

Public Access Outcomes

- **Supporting families where they are with what they have**
  - Underserved families have the tools and resources they need to support childhood learning and development.

- **Family-centric systems**
  - Culturally relevant engagement approaches are used to provide access to services and supports that meet the needs of Oregon's diverse communities.

- **Comprehensive Awareness**
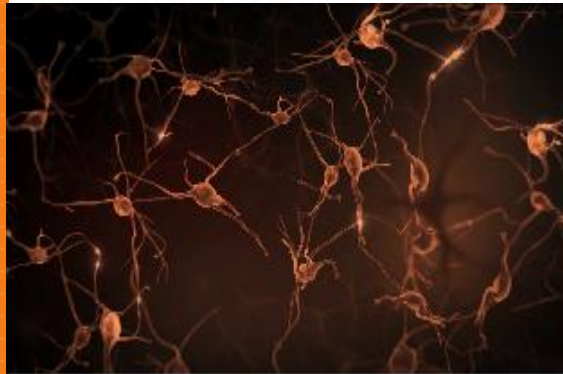 - Early learning is prioritized in policy and budget decisions.

"If you change the beginning
of the story,
you change the whole story."

–Dr. Dimitri Christakis

Children are born with tremendous potential. But a gap begins to emerge in infancy.

In the first five years, trillions of neural connections are made—forming the foundation for future learning.

All caregivers have what it takes to be brain builders.

Vroom Pilot

- **Three recently announced pilot sites**: Early Learning Hub, Inc; Southern Oregon Early Learning Services; North Central Education Service District

- Pilot sites receive materials and a grant to support outreach.

Questions