

Early Learning Council

September 23-24, 2015

McMenamins Edgefield
2126 SW Halsey St.
Troutdale, OR 97060

Agenda

PAM CURTIS
*Early Learning Council
Chair*

HARRIET ADAIR

MARTHA BROOKS

JANET
DOUGHERTY- SMITH

TIM FREEMAN

KALI THORNE-LADD

CHARLES McGEE

EVA RIPPETEAU

LYNNE SAXTON

TERI THALHOFFER

JERRY WAYBRANT

BOBBIE WEBER

KIM WILLIAMS

MARLENE YESQUEN

SALAM NOOR

MEGAN IRWIN
*Early Learning
System Director*

Wednesday, September 23rd – Barley Room

9:00am-4:00pm

Internal Processes

Skill-building

Organizational Development

Thursday, September 24th – Ballroom

9:00-10:30am

Welcome & Framing

10:30-1:00

Working Sessions: Committee Focus Areas

1:00-3:30

Strategic Planning

3:30– 5:00pm

Council Business – Public Meeting

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.

- I. Board Welcome and Roll Call
Pam Curtis, Chair
- II. Mixed-Delivery Preschool Funding Options
Eva Rippeteau, Mixed-Delivery Preschool Implementation Ad-hoc Advisory Committee Chair
David Mandell, Director of Policy & Research, ELD
- III. Healthy Families Oregon Recommendations
Martha Brooks, Best Beginnings Committee Chair
Nakeshia Knight-Coyle, Director of Programs & Cross Systems Integration, ELD
Erin Deahn, Healthy Families Oregon Statewide Coordinator, ELD

IV. **Consent Agenda**

- a. Rules Principles
Bobbie Weber, Child Care and Education Committee Chair
- b. Policy Manual
Alyssa Chatterjee, Early Learning Council Administrator, ELD

V. Public Testimony

VI. Adjournment

All meetings of the Early Learning Council are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Alyssa Chatterjee at 503-373-0066 or by email at Alyssa.Chatterjee@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

Board Action Summary

September 24, 2015

AGENDA ITEM: Child Care and Education Committee Rules Principles

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 Learning 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:

- 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; and
- create an early childhood system that is aligned, coordinated, and family-centered.

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 is provided to the Early Learning Council for consideration.

On July 23, the Early Learning Council reviewed the proposed Rules Principles and recommended that they be collapsed into 3-5 overarching principles. The Child Care and Education Committee approved these revised principles at their August 20th meeting.

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.

Proposed Rule Promulgation Framework and Principles

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 that guide all of the work of the Early Learning Council:

- (1) Ensure that children arrive at school ready to succeed;
- (2) Ensure that Oregon's young children live in families that are healthy, stable, and attached; and
- (3) Ensure an early childhood system that is aligned, coordinated, and family-centered.

The following principles will guide the Early Learning Council (ELC) as it promulgates or revises the administrative rules governing early learning:

1. Standards and rules aim to ensure that children are in safe environments that promote healthy physical, social, emotional and cognitive development and support high quality interactions among families and providers.
2. Standards and rules support and encourage diversity and equity; promoting equal access, especially for children from targeted populations.
3. Standards and rules are based on research, knowledge of child development, and best practices.
4. Standards and rules provide a foundation for high quality early learning and licensing rules serve as the first step of Oregon's Quality Rating and Improvement System.
5. In conducting its responsibilities for rule promulgation and revision, ELC is moving beyond a culture of compliance to one of continuous improvement.
6. ELC believes parents and children are primary stakeholders for all of its rules and will actively engage families and other impacted persons and organizations in rule promulgation and/or revision to ensure community/cultural norms are taken into consideration/reflected in rule.
7. ELC will aim for consistency across sets of rules over which it has authority, and will align rules with broader state goals and those of related agencies to the extent possible.

Board Action Summary

AGENDA ITEM: ELC Policy & Procedures Manual

Summary of Recommended Board Action

ACTION: To adopt the Early Learning Council Policy & Procedures Manual outlines the roles, responsibilities and operating guidelines of the Council.

ISSUE: Since the Early Learning Council was created in 2011, there has been no formal assembly of the roles, responsibilities and operation guidelines of the Council. This manual contains all of the statutory requirements of the Early Learning Council, as well as the operation processes for the full Council and its standing committees.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION: The ELC Executive Committee has reviewed and recommended edits to the manual prior to sending to the Early Learning Council.

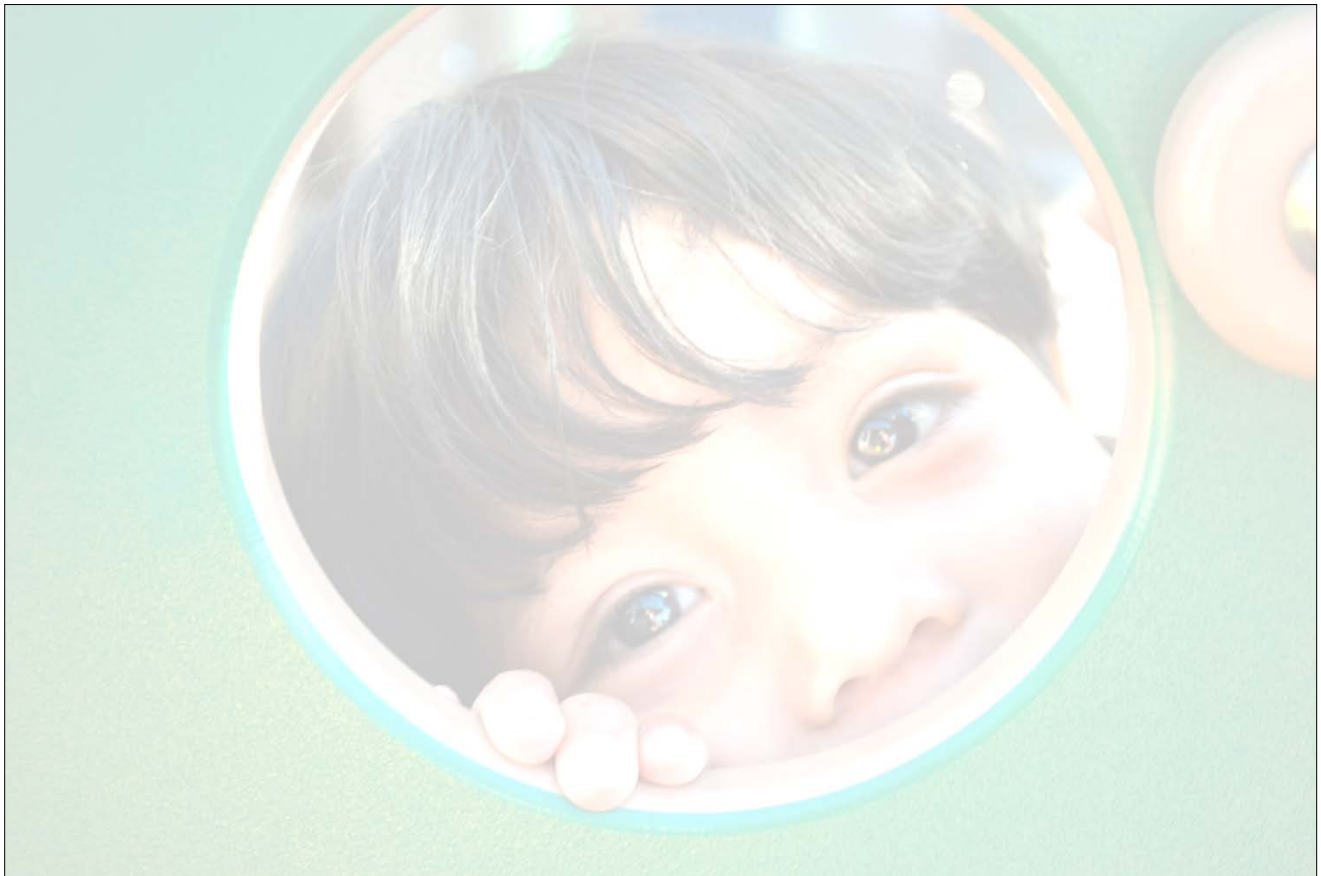
BOARD MEMBER PRESENTING REPORT FOR ADOPTION: Pam Curtis

CONTACT:

Megan Irwin, Early Learning System Director

Alyssa Chatterjee, Early Learning Council Administrator

EARLY LEARNING COUNCIL



Early Learning Council Policy & Procedures Manual

Prepared for: Early Learning Council

Prepared by: Alyssa Chatterjee, Early Learning Council Administrator

September 24, 2015

EARLY LEARNING COUNCIL

EARLY LEARNING COUNCIL**EARLY LEARNING COUNCIL POLICY & PROCEDURES MANUAL**

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EARLY LEARNING COUNCIL**2015 COUNCIL ROSTER**

Pam Curtis, Chair Director, Center for Evidence-based Policy, OHSU
Harriet Adair Regional Administrator, Portland Public Schools
Martha Brooks Western States Regional Director, Fight Crime: Invest in Kids and ReadyNation
Janet Dougherty-Smith Early Childhood Education Consultant
Tim Freeman Douglas County Commissioner
Kali Thorne Ladd Executive Director and Co-Founder, KairosPDX
Charles McGee Executive Director, The Black Parent Initiative
Eva Rippeteau Political Coordinator, Oregon AFSCME CN 75
Lynne Saxton Director, Oregon Health Authority
Salam Noor Deputy Superintendent of Public Instruction, Oregon Department of Education
Teri Thalhofer Public Health Director/Administrator, Wasco County
Bobbie Weber Faculty Research Associate, Hallie Ford Center for Healthy Children and Families, Oregon State University College of Public Health and Human Services
Marlene Yesquen Associate, Black Chapman Webber & Stevens

COUNCIL STAFF

Megan Irwin, Early Learning System Director
Alyssa Chatterjee, Early Learning Council Administrator

COUNCIL CHARGE

COUNCIL CHARGE

The Early Learning Council (ELC) was established by SB 909 in 2011 and HB 4165 in 2012 to oversee a unified system of early learning services, known as the Early Learning System, for the purpose of ensuring that children enter school ready to learn. The work of the Council can be summarized by these three goals:

CHILDREN ARRIVE AT KINDERGARTEN READY TO SUCCEED

FAMILIES ARE HEALTHY, STABLE AND ATTACHED

THE EARLY LEARNING SYSTEM IS COORDINATED, ALIGNED AND FAMILY-CENTERED

1. Children arrive at kindergarten ready to succeed

The Early Learning Council strives to support a system to ensure that children arrive at kindergarten with the social-emotional, language and cognitive skills necessary to support their success in school. The Council will work to ensure that families are supported as their child's first and most important teachers, early care and education programs and providers are equipped to promote positive child development, and children and families experience aligned instructional practices and seamless transitions to kindergarten. Throughout this work, the Council has placed an emphasis on equity, aiming to reduce disparities in outcomes for children of color and low-income families.

2. Families are healthy, stable and attached

In an effort to better prepare children for success in school, the Early Learning Council endeavors to ensure that parents and families have the confidence, knowledge and skills to support healthy attachment and the positive development of their children. The Council will work to guarantee that working families have access to safe and affordable child care that promotes positive child development, and that families have adequate resources to meet their needs to help promote positive physical and mental health supported by high-quality health services.

COUNCIL CHARGE**3. The Early Learning System is aligned, coordinated and family-centered**

As the policy body overseeing the Early Learning System, the Early Learning Council aims to ensure that there is a common vision and agenda for focus populations of children across five sectors (health, human services, K-12 education, early learning programs, and businesses). A successful System will demonstrate catalytic and transformative leadership, with all five sectors demonstrating alignment of agendas, strategies, resources, data sharing, and coordination of activities. Services and supports are culturally responsive and disparities in access to services are reduced.

RESPONSIBILITIES & OVERSIGHT

RESPONSIBILITIES & OVERSIGHT

The Early Learning Council is established to oversee a unified system of early learning services for the purpose of ensuring that children enter school ready to learn. The Early Learning Council shall ensure that children enter school ready to learn by¹:

- (a) Serving as the state advisory council for purposes of the federal Head Start Act ([see Appendix A](#))
- (b) Implementing and overseeing a system that coordinates the delivery of early learning services.
- (c) Overseeing the Oregon Early Learning System created by ORS 417.727. The goals of the system are to:
 - (1) Prevent child abuse and neglect;
 - (2) Improve the health and development of young children;
 - (3) Promote bonding and attachment in the early years of a child's life;
 - (4) Support parents in providing the optimum environment for their young children;
 - (5) Link and integrate services and supports in the voluntary statewide early learning system
 - (6) Link and integrate services and supports in the voluntary local early childhood system
 - (7) Ensure that children are entering school ready to learn; and
 - (8) Ensure that parents have access to affordable, quality child care

To accomplish this work, the Early Learning Council is authorized to set statewide guidelines for the planning, coordination and delivery of services for children and families in conjunction with other state agencies and other planning bodies. It is charged with leading a joint effort with other state and local early childhood partners to establish the policies necessary for a voluntary statewide early learning system, including:

¹ House Bill 4165, <https://olis.leg.state.or.us/liz/2012R1/Downloads/MeasureDocument/HB4165>, § 8, (2012).

RESPONSIBILITIES & OVERSIGHT

- (a) A process to identify as early as possible children and families who would benefit from early learning services;
- (b) A plan to support the identified needs of the child and family that coordinates case management personnel and the delivery of services to the child and family; and
- (c) Services to support children who are prenatal through six years of age and their families who give their express written consent, including:
 - 1. Screening, assessment and home visiting services pursuant to ORS 417.795;
 - 2. Specialized or targeted home visiting services;
 - 3. Community-based services such as relief nurseries, family support programs and parent education programs;
 - 4. Affordable, quality child care, as defined by the [Commission for Child Care] Early Learning Council;
 - 5. Preschool and other early education services;
 - 6. Health services for children and pregnant women;
 - 7. Mental health services;
 - 8. Alcohol and drug treatment programs that meet the standards promulgated by the Oregon Health Authority pursuant to ORS 430.357;
 - 9. Developmental disability services; and
 - 10. Other state and local services

STRATEGIC PLAN

STRATEGIC PLAN

Oregon's Early Learning System

Positive early experiences. A lifetime of learning. Results for Oregon.

The Oregon Early Learning Council was created in 2011 by the Legislature to build a coordinated, connected and outcomes focused statewide early learning system. The Council guides efforts to streamline state programs, provides policy direction to meet early learning goals statewide and provides oversight of services supporting children and families across Oregon.

The Council is committed to making measurable progress to ensure that all Oregon children enter kindergarten ready to succeed and are raised in stable families with caregivers to whom they are attached. The Council is also committed to ensuring services and systems are coordinated and aligned to support achieving these goals.

In doing its work, the Early Learning Council is committed to:

- Focusing strategies on children who are over-represented in the academic achievement gap and under-represented in accessing strong services and supports.
- Listening to stakeholders across the state and acting on what we hear and learn from them.
- Focusing on results and using data to drive decisions.
- Having the courage necessary to make change.
- Holding onto a sense of urgency.
- Focusing its message and broadening its communication.

This strategic plan acts as a guide for this important work. It is intended to work as a living document to which additional activities and strategies may be added in response to changes in the early childhood landscape. Once adopted, the Council will review progress on key strategies at each business meeting and review/update the plan in its entirety annually.

The members of the Oregon Early Learning Council are:

Pam Curtis (Chair), Harriet Adair, Martha Brooks, Janet Dougherty-Smith, Tim Freeman, Charles McGee, Eva Rippeteau, Lynne Saxton, Teri Thalhofer, Kali Thorne Ladd, Salam Noor, Bobbie Weber and Marlene Yesquen.

STRATEGIC PLAN

Each member of the Council contributed to the creation of this plan. Former Early Learning Council members Vikki Bishop, Dana Hargunani, Christa Rude, Rob Saxton, Norm Smith, Jim Tierney, Kim Williams and Dick Withnell also played a role in its development.

Strategic Plan Updated: May, 2015

Goal 1: Ready children - All children enter kindergarten with the skills, experiences and supports to succeed

Success Metrics

- Standards are completed.
- 40% of providers licensed; 30% at C2Q; 15% at 3 star, 10% at 4 star, 5% at 5 star in the quality rating improvement system.
- Increase #/% of children in focus population on subsidy in 3,4, and 5 star programs.
- Increase # of license exempt early learning providers participating in training and professional supports by 25%.
- Increase “career ready” workforce by 25%, increase AA holding work force by 15% and increase BA holding workforce by 10%. (“Career ready” is defined here as obtaining at least a certificate in the state’s career lattice system.)
- Providers of color are proportionally represented in "career ready" workforce.
- Increase by 33% the number of children grades K-3 who are in schools that have
 - a. aligned curricula.
 - b. aligned professional development standards.
 - c. seamless, connected services and transition to kindergarten.

Strategy	Tactic(s)	Key Partners	Executive Sponsor	Timeline
Strategy 1.1 Develop a supply of high quality, community based early learning programs that support the diversity of family values and experiences in our state, across a variety of settings.	1A. Implement a Quality Rating Improvement System for licensed/regulated early learning and development programs in Oregon.	WOU, CCR&R, CBOs who work with child care providers, Head Start Association, AFSCME	Child care and education committee	Full implementation by June 2017; ongoing improvement
	1B. Develop quality community-based early learning development programs using support systems recognized by focus communities.	CBOs who work with these providers; CCR&R	Child care and education committee	Full implementation by June 2017

	1C. Strengthen and support "family friends and neighbor" providers through enhanced training and professional development.	DHS, SEIU, CBOs who work with these providers.	Child care and education committee	June 2016
	1D. Develop and implement one unified set of Early Learning Standards for all early learning and development programs.	Oregon Center for Career Development, OAEYC, Head Start Association, ODE, WOU.	Child care and education committee	Jan. 2016
Strategy 1.2 Ensure equitable access for children and families to quality early learning and development programs, overcoming traditional barriers of race, culture, income and geography.	1E. Develop and implement a range of mixed use preschool models that includes but not limited to family and center-based care, OPK programs, community-based organizations and public/private schools.	Hubs, CCR&R, CBOs	ELC Executive Committee; Child care and education committee	Dec. 2016 (with ongoing improvement)
	1F. Develop an increased supply of high quality ELDPs in areas of the state that are currently "child care and pre-school deserts" and/or where educational outcomes at kindergarten entry and third grade reading are lagging for our focus population.	Hubs	Child care and education committee	June 2017 (for full implementation - pilot in fall 2015 if we get federal funds)
	1G. Connect Oregon's "Employment Related Day Care" child care subsidy program to quality early learning and develop a tiered reimbursement approach to ERDC and expand access to children/families.	DHS	Child care and education committee	Jan. 2016
	1H. Fully implement contracted slots program.	DHS	Child care and education committee	Jan. 2016
	1I. Develop a statewide early learning services referral system to ensure that families can connect with the services they need when they need them.	DHS, CCR&R, Hubs, OHA, Parenting hubs	Child care and education committee	July 2016

Strategy 1.4 Develop robust educational and certification pathways for early learning providers	1J. Create and sustain "portable" "stackable" and transferable degrees/pathways to degrees for early learning programs at community colleges and 4-year colleges/universities, accessible regardless of geography.	HECC, community colleges, private colleges & universities, Oregon Center for Career Development.	Child care and education committee	Dec. 2020
	1K. Ensure pathways are accessible, affordable and supportive of non-traditional students through strategies such as coaching, mentoring, etc.	HECC, community colleges, private colleges & universities, Oregon Center for Career Development.		
	1L. Establish a statewide apprenticeship program for early childhood professionals, early childhood teachers and program or center directors.	HECC, community colleges, Oregon Center for Career Development, AFSCME		
Strategy 1.5 Build a consistent approach and aligned pathway between early childhood services (beginning at age 3) and K-3 education.	1M. Continue to improve the implementation of the statewide KA.	ODE	ELC Executive Committee	Ongoing
	1N. Develop best practice strategies among early learning and development programs, Early Learning Hubs and elementary schools for strong kindergarten transition.	ODE, OEIB, Hubs, CBOs	ELC Executive Committee	June 2016
	1O. Develop shared plans between early learning and development programs and elementary schools/school districts for aligned professional development.	ODE, OEIB, Hubs, CBOs	ELC Executive Committee	June 2016
	1P. Connect and align standards and instructional practices from early learning and development programs through the early grades of elementary school.	ODE, OEIB, Hubs, CBOs	ELC Executive Committee	June 2016

STRATEGIC PLAN

Goal 2: Stable and Attached Families - Families have the information and support they need to nurture and prepare their children for school

Success Metrics

- Policy agenda adopted.
- Family Stability included as a lens in policy making.
- FRM is consistently operationalized across the state.
- 50% increase in high risk families served.
- 35% decrease in substantiated child abuse and neglect in focus population.
- 50% of families and caregivers who receive information about family role in child development report behavior changes.
- 80% of children/families receiving developmental screening before age 3.

Strategy	Tactic(s)	Key partners	Executive Sponsor	Timeline
Strategy 2.1 Strengthen community supports for family health and well being	2A. Increase access to home based services through child-driven home based services coordination so that children and families have access to the best program for their needs.	OHA	Prenatal-Age 3 committee	July 2016
	2B. Identify state level policy changes that support family well-being and stability.	Family Forward Oregon, SEIU, AFSCME	Prenatal-Age 3 committee	Dec. 2020
	2C. Increase focus on critical aspects of development and attachment for children age 0 - 3 and their families.	DHS, OHA, Hubs	Joint ELC/OHPB subcommittee; Prenatal-Age 3 committee	Jan. 2018
	2D. Support/advocate for implementation of a statewide pay-for-prevention model for child welfare	DHS	ELC Executive Committee	Dec. 2015
	2E. Launch ongoing messaging campaign for families related to key actions that each stage of development as well as critical importance of health and well-being pre-conception to age 8.	Hubs, OHA, DHS Vroom Parenting Hubs, DOHAD	ELC executive committee	June 2015
	2F. Develop a "family stability lens" and systematically include "family stability" in all policy and resource allocation decisions.	DHS, OHA	Joint ELC/OHPB subcommittee	Dec. 2015
	2G. Operationalize the family resource manager function fully.	DHS, OHA, Hubs	ELC Executive Committee	July 2017

	2H. Develop a financial incentive set-aside for Hubs to collaborate with CCOs, DHS and community partners, challenging state partners to establish similar set aside for collaboration in their own budgets as well.	DHS, OHA	ELC Executive Committee	Dec. 2015
	2I. Finalize and implement statewide screening tool and assessment protocol.	DHS, OHA	Joint ELC/OHPB Subcommittee; Prenatal-Age 3 committee	Dec. 2015
	2J. Develop best practice referral pathways statewide.	DHS, Housing & Community Services, ODE, OHA	Joint ELC/OHPB Subcommittee; Prenatal-Age 3 committee	Dec. 2015

STRATEGIC PLAN

Goal 3: Early Learning Services and Services are Coordinated and Aligned

Success Metrics

- Hubs making meaningful progress on accountability metrics.
- Contracts and state dollars aligned to both statewide and local goals.
- MOUs implemented and working.
- Statewide screening and referral protocols are established.
- Early Learning Passport exists and is operational.
- Comprehensive Children’s Budget exists and is driving policy and at state and local level.
- Data system exists and is operational.

Strategy	Tactic(s)	Key Partners	Executive Sponsor	Timeline
Strategy 3.1 Strengthen birth through 3rd grade policy, planning and service coordination.	3A. Support and continually improve local system building work through the Early Learning Hubs.	Hubs, DHS, OHA	Executive Committee	Ongoing
	3B. Develop an approach to contracting and contract administration for programs assigned to ELD that advances equity and system coordination goals.	ELD, contractors in network	Equity Committee	July 2015
	3C. Develop MOUs that articulate coordination and referral and accountability across state agencies.	Hubs, DHS, OHA, Housing & Community Services	Executive Committee	Dec. 2015
	3D. Solidify screening connection/referral process between EI/ECSE and early learning programs.	ODE, SICC	Executive Committee	July 2017
	3E. Create a developmental passport that shows the progressive path of positive child & family development tasks/outcomes beginning pre-birth through 3rd grade with 3rd grade culminating in on-track 3 rd grade reading score.	ODE (data team), OEIB, OHA, DHS, DOHAD	Executive Committee	July 2020
	See also Tactic 1P			
Strategy 3.2 Strengthen systems that support cost-effective results driven services.	3F. Biennial development of comprehensive children's budget.	ODE fiscal, OHA, DHS, DAS	Executive Committee	Ongoing
	3G. Develop early learning data system.	ODE data team; OEIB , DHS, DAS	Executive Committee	July 2017

STRATEGIC PLAN

Goal 4: The Early Learning Council is accountable/accessible to its constituents

Success Metrics

- 25% increase in stakeholder opportunities to give feedback and inform early learning policy through Early Learning Council.
- Increase Hub and Provider understanding of focus populations, as measured by:
 - Implementation of recommendations resulting from evaluation of equity strategies in programs and Hubs; and
 - Self-reported use of equity toolkit by 100% of Hubs.

Strategy	Tactic(s)	Key Partners	Executive Sponsor	Timeline
Strategy 4.1 Ensure implementation of the equity lens across the ELC's work.	4A. Identify and analyze service disparities for focus populations by hub region	ODE, DHS, OHA, Hubs	Equity Implementation Committee	August 2015
	4B. Create positive, anti-racism, anti-bias and anti-privilege environments within the Early Learning Council, Early Learning Division, Early Learning Hubs and provider organizations that promote knowledge, acceptance, inclusion and respect.		Equity Implementation Committee	
	4C. Provide training and support for individuals throughout the Early Learning System on how racism and privilege play out in the workplace, early learning spaces, and community.		Equity Implementation Committee	
	4D. Create a specific plan identifying the work that needs to be done as well as establish metrics to measure progress.		Equity Implementation Committee	
	4E.Policies created and adopted to ensure individuals are protected from retaliation if they bring up issues of racism, bigotry or prejudice.		Equity Implementation Committee	
	4F. Develop disaggregated data collection standards for a) Early Learning Hub Grantees b) Early Learning Hub Leadership c) The Early Learning Hub Provider Workforce d) The Early Learning Division Workforce e) The Early Learning Council		Equity Implementation Committee	
	4G. Establish metrics to measure progress toward becoming a culturally responsive organization in nine domains 1) Organizational Commitment, Leadership & Governance 2) Racial Equity Policies & Implementation Practices 3) Organizational Climate, Culture & Communications 4) Service-Based Equity 5) Service-User Voice & Influence 6) Workforce Composition & Quality 7)		Equity Implementation Committee	

	Community Collaboration 8) Resource Allocation & Contracting Practice 9) Data, Metrics & Continuous Improvement			
	Any budgetary system for the ELC, ELD, and Hubs shall be modified to include priority funding for early learning services to underserved populations. This includes modifying eligibility requirements for the monies available in the Early Learning System so that underserved populations are served and prioritized.		Equity Implementation Committee	
	4H. Develop consistent approach for listening to communities/incorporating feedback/vetting resulting action, and ensure perspectives from underserved communities are regularly heard at ELC meetings.	Hubs, CBOs	Equity Committee	Ongoing
	4I. Develop a community engagement campaign to elevate early learning resources	Hubs, CBOs	ELC Executive Committee	December 2016 for initial engagement
	4J. Sharpen ELC messages and broaden communications	Hubs, CBOs	ELC Executive Committee	Ongoing
	4K. Develop toolkit to support communities and programs in implementing equity lens.		Equity Committee	March 2015

OPERATING GUIDELINES

OPERATING GUIDELINES

A. NUMBER & TERMS OF OFFICE ²

The Early Learning Council consists of nine members appointed by the Governor for a term of four years and serve at the pleasure of the Governor. A person appointed under this subsection may not be appointed to serve more than two consecutive terms as a Council member. In addition to these nine members, the Governor shall appoint **voting ex-officio** members who represent the state agencies and other entities that are required to be represented on a state advisory council for purposes of the federal Head Start Act and who represent the tribes of this state.

The Early Learning Council currently has 20 members, including unfilled vacancies. See [Appendix B](#) for a full list of current Council members and vacant positions.

B. ELIGIBILITY FOR COUNCIL MEMBERSHIP ³

In making appointments to the Early Learning Council, the Governor selects one member of each congressional district. The Governor must ensure that the member meets the following qualifications:

- Demonstrates leadership skills in civics or the member's profession;
- Contributes to the Council's representation of the geographic, ethnic, gender, racial and economic diversity of this state; and
- Contributes to the Council's expertise, knowledge and experience in early childhood development, early childhood care, early childhood education, family financial stability, populations disproportionately burdened by poor education outcomes and outcome-based best practices.

² Ibid.

³ Ibid.

C. BEING AN EFFECTIVE COUNCIL MEMBER⁴

The most important factor to ensure the decisions your council makes are fair and meaningful is regular attendance by all members. In addition, it is important that you prepare for meetings by reading reports, proposals and other documents prepared or distributed by staff. There is an **expectation of approximately 10-15 hours of work per month**. If you are unsure about something, seek advice and information before and during each meeting that enables you to make a knowledgeable recommendation or decision.

State law also places an important emphasis on regular attendance. In ORS 182.010, it says that **a member who has two successive, unexcused absences “shall forfeit his or her office unless prevented from attending”** for reasonable cause.

To summarize, effective council members:

- Attend all Council meetings.
- Prepare for meetings.
- Recognize that serving the public interest is the top priority.
- Recognize the Council must operate in a public and open manner.
- Learn about issues affecting the Council.
- Examine all available evidence before making judgment.
- Are aware that authority to act is granted to the Council as a whole, not to individual members.

D. COUNCIL STRUCTURE, RESPONSIBILITIES & SCHEDULE

The Early Learning Council is the policy board that oversees the Early Learning Division. As such, the Council has the authority to make policy decisions around all programs within the Early Learning Division and in coordination with the Oregon Health Authority and Department of Human Services for any additional programs within the Early Learning System, as defined in [statute](#). The Council does not have budgetary authority over the Early Learning Division and is not responsible for hiring decisions within the Division.

⁴ Oregon State Board Book, Office of the Governor, <http://www.oregon.gov/gov/admin/Documents/Board%20Book.pdf> (2015)

OPERATING GUIDELINES

1. Chair and Vice Chair Appointments

The Early Learning Council Chair is recommended by the Early Learning System Director and Education Policy Advisor to the Governor. The official appointment is made by the Governor. Recommendations for the Early Learning Council Vice Chair are made in coordination between the Council Chair, Early Learning System Director and Education Policy Advisor for approval by the Governor.

2. Committees

The Early Learning Council has three area-specific standing Committees in addition to the full policy board. These committees have been established to ensure that the work necessary to make progress on the stated strategic plan goals is completed and that the Council's meeting time is used most efficiently. The three committees are:

- Best Beginnings Committee

The Best Beginnings Committee is charged with advising the ELC on the issues, challenges, successes and priorities related to serving at-risk families who are pregnant and/or have children aged 3 years old or under. Areas of responsibility include, but not limited to defining a set of core prenatal through age 3 priorities for the ELC in accordance with the strategies and tactics adopted in the 2015-2020 strategic plan. The subcommittee will serve as the Advisory Committee to the Healthy Families Oregon program, as required by Healthy Families America and the standards for this program.

- Child Care and Education Committee

The Child Care and Education Committee (CCEC) is chartered to advise the 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.

- Equity Implementation Committee

The Equity Implementation Committee is chartered to advise the ELC on the issues, challenges, successes and priorities related to underrepresented and at-risk children and families, as defined in the [Early Learning Council Equity Subcommittee Report \(2015\)](#). The subcommittee is responsible for identifying the implementation process for the recommendations provided by the ELC Equity Subcommittee and Subcommittee Report.

OPERATING GUIDELINES

In addition to these three standing content-specific committees, the Early Learning Council convenes the:

- **Executive Committee**

The chairs of each standing Committee meet bi-monthly with the Council Chair to help Early Learning Division staff prepare the agenda and Community Day events, and to monitor the progress of each other committee in working toward strategic plan goals. This group is convened as the ELC Executive Committee.

- **Early Learning Council and Oregon Health Policy Board (ELC/OHPB) Joint Subcommittee**

The Early Learning Council is also part of the ELC/OHPB Joint Subcommittee. The Joint Subcommittee is responsible for developing strategies, a policy framework and a timeline to ensure alignment and/or integration between health care and early learning system transformation.

The Early Learning Council meets every odd-numbered month throughout the year. The Council conducts its meetings throughout the state of Oregon, unless Legislative Session is underway in which case meetings are held in Salem.

Each Early Learning Council Committee must meet at least bi-monthly, but more frequent meetings may be scheduled when necessary in order to accomplish stated Council goals. (See [Operating Guidelines](#) for meeting attendance requirements).

E. CONVENING COMMITTEES, SUBCOMMITTEES AND WORKGROUPS

1. Committees

(a) **Definition**

The term “Committee” only applies to the standing groups that are required by statute, programs, or that convene long-term work for the Early Learning Council and Early Learning Division.

(b) **Membership**

The Early Learning Council will open nominations to the public for membership on each committee. To the extent possible, ELC committees will be composed of community representatives and Council members. The knowledge, expertise, and perspectives of state

OPERATING GUIDELINES

agency staff will be invited as the committees do their work. Each committee must be chaired by a Council member and all Council members must sit on at least one committee outside of the full Council. Council members serving on committees will keep the Council apprised of the committee's activities through a written ELC Committee Report submitted for each Council meeting.

Members are selected based on their responses to the specific committee requirements. Applicants are also asked to indicate their race/ethnicity and gender in an optional question. This information is taken into consideration when conducting a composition analysis of all Council committees.

The ELC Executive Team reviews the applications, responses and committee composition analysis and make their recommendations to the Council. The Council reviews and, ultimately, adopts the recommendations presented to them and committee members will be notified of their decision.

(c) **Charter**

Each committee of the Early Learning Council is required to have a charter that establishes the goals and outcomes of the committee in alignment with the ELC's strategic plan. The committee should also establish the governing rules that they will abide by, including their purpose, membership, parliamentary procedure, and plans for convening additional workgroups.

2. Subcommittees and Workgroups

(a) **Definitions**

The term "Subcommittee" applies to a group of stakeholders that are convened for a limited period of time, particularly to help create a report or inform best practices for the Council and Division.

"Workgroups" are convened for very short periods of time (typically 1-2 months), to weigh in on best practices or review work for the Council or Division.

(b) **Membership**

Subcommittees are comprised of relevant stakeholders throughout the state of Oregon. One Council member must serve as the chair, with at least one additional Council member serving as a member of the committee. The Early Learning Council and Division work with partners, including Early Learning Hubs and other relevant stakeholders, to convene the appropriate group of

OPERATING GUIDELINES

people. Council members serving on these subcommittees will keep the Council apprised of the subcommittee's activities.

Workgroups are comprised of relevant stakeholders throughout the state of Oregon. Each workgroup is typically convened by a member of the Early Learning Division. Division staff are then responsible for capturing the input and feedback to update the Council and make recommendations.

(c) Charter

Each subcommittee of the Early Learning Council is required to establish a charter outlining their work, membership, and projected timeline to complete the project or report they are tasked with completing.

Each ELC workgroup should establish a charter outlining the scope of work, membership, and projected timeline for finishing the assigned work.

F. VOTING

Except where otherwise noted, the Council will be guided by, but not required to follow, *Robert's Rules of Order Newly Revised, 11th Ed.* The Council administrator will serve as parliamentarian.

1. Quorum Requirements

The Early Learning Council requires a simple majority of Council members to be present in order to pass a vote. Those present and voting in favor of a particular action is not sufficient to authorize that action unless that majority is more than one-half of the total members of the Council. In the case of the Early Learning Council, a 20-member council, if only 17 members are present, nine votes for a proposition would be insufficient to authorize any action because nine votes would not constitute a majority of the members of that council even though it would constitute a majority of those present.

Quorum for the Early Learning Council is 11 members. This quorum can change based on membership vacancies.

2. Parliamentary Procedure

(a) Introduction of Business

It is not usual to make motions to receive reports of committees or communications to the assembly, but should any member object, a regular motion becomes necessary, or the chair may put the question without waiting for a motion.

OPERATING GUIDELINES

(b) **Motions**

Before any subject is open to debate and discussion, a motion must be made by a Council member, be seconded by another Council member, and then stated by the chair or presiding officer. A motion is a proposal that the assembly take certain action, or that it express itself as holding certain views. Any member may make a motion by saying, "I move that" and then stating the action s/he proposes to have taken. The Chair will repeat the motion for clarity. Once a motion is stated, it belongs to the assembly, not the maker of the motion. Motions may be modified or withdrawn if a majority of the Council agrees. A motion must be seconded by another member to be considered by the Council.

(c) **Discussion and Debate**

The Chair will direct discussion, determining who may question a witness and the length of the questioning. Members wishing to question witnesses must seek recognition from the Chair before proceeding. The Chair may participate in the discussion. Members may not speak a second time until all members have had the opportunity to speak.

(d) **Discussion on the Motion**

Members may discuss the merits and demerits of the motion, including the Chair. The Chair will recognize those members wishing to speak at least once.

(e) **Voting**

All members are expected to participate in voting unless an actual conflict of interest exists. Four "aye" votes are required for action. Votes may be taken either by individually calling member names, by a group voice vote, or by "unanimous consent." The chair may say, "If there is no objection . . ." If an objection is lodged, a roll call vote must then be taken. Following the vote, the chair will announce vote and whether the motion has failed or passed. All votes must be recorded in the minutes indicating how each member voted.

When a potential conflict of interest exists, the member will announce that conflict and be allowed to vote. When an actual conflict exists, the member will announce the conflict and refrain from participating in the debate or vote unless necessary for a [quorum \(ORS 244.120\)](#). The conflict will be recorded in the minutes (ORS 244.130).

OPERATING GUIDELINES

A vote by proxy is a vote cast by a substitute on behalf of a member who is not present at the meeting. **Proxy voting is not authorized** since no member of the Council is empowered to delegate his or her vote to others⁵.

G. TRAVEL AND REIMBURSEMENT

The Early Learning Council does not receive a monthly stipend and is therefore entitled to reimbursement for mileage as well as meals at the local per diem rate⁶ when staying overnight. The Early Learning Division will coordinate lodging for all travel and, to the extent possible, meals as well, but Council members will be responsible for any incidental or other expenses beyond standard room rate + tax costs.

Division staff will supply all Council members with reimbursement forms at each meeting. Reimbursements should be received within the next month, unless the request is urgent.

⁵ Attorney General's Public Records and Meetings Manual, http://www.doj.state.or.us/pdf/public_records_and_meetings_manual.pdf, Appendix L, § E, Page L-6 (2014)

⁶ U.S. General Services Administration, <http://www.gsa.gov/portal/category/100120>, Per Diem Rates Look-Up

RULE MAKING PROCESSES

RULE MAKING PROCESSES

Per HB 4165, the “council may adopt rules necessary for the administration of laws that the council is charged with administering.” 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.

These programs and sets of rules fall into three categories: rules that govern child care settings, rules that govern programs funded by the state’s Early Learning Division to serve children, and rules that govern the early learning system.

A. DEFINITION

Under Oregon law, an administrative rule means any agency directive, standard, regulation or statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of any agency. The term includes the amendment or repeal of a prior rule, but does not include:

- Unless a hearing is required by statute, internal management directives, regulations or statements which do not substantially affect the interests of the public:
 - Between agencies, or their officers or their employees; or
 - Within an agency, between its officers or between employees.
- Action by agencies directed to other agencies or other units of government which do not substantially affect the interests of the public.
- Declaratory rulings issued pursuant to ORS 183.410 or 305.105.
- Intra-agency memoranda.
- Executive orders of the Governor.
- Rules of conduct for persons committed to the physical and legal custody of the Department of Corrections, the violation of which will not result in:

RULE MAKING PROCESSES

- Placement in segregation or isolation status in excess of seven days.
- Institutional transfer or other transfer to secure confinement status for disciplinary reasons.
- Disciplinary procedures adopted pursuant to ORS 421.180. (ORS 183.310)

(See [Appendix D](#) for full Secretary of State requirements)

B. ROLES

- Early Learning Council

The role of the ELC is to vote on and formally promulgate rules recommended for adoption by the Child Care and Education Committee.

- Child Care and Education Committee

The role of the CCEC is to recommend rules and changes to rules for programs, taking into consideration the overarching policy goals of the ELC and the rule making policy vision, goals and principles developed by the CCEC.

- Early Learning Division Staff

The role of ELD staff is to provide requested input and information to the CCEC as it fulfills its duties, to conduct the technical drafting and review of rules in line with the CCEC's policy recommendations and to solicit public input on proposed rules, in line with direction on/input into the stakeholder engagement plan from the CCEC. Once rules are adopted by the Council, ELD staff will follow the necessary administrative steps to ensure filing and implementation of new rules.

C. PRINCIPLES

The following principles will guide the Early Learning Council (ELC) as it promulgates or revises the administrative rules governing early learning pending their adoption at the September 24, 2015 meeting:

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

RULE MAKING PROCESSES

2. Standards and rules support and encourage diversity and equity; promoting equal access, especially for children from targeted populations.
3. Standards and rules are based on research, knowledge of child development, and best practices.
4. Standards and rules provide a foundation for high quality early learning and licensing rules serve as the first step of Oregon's Quality Rating and Improvement System.
5. In conducting its responsibilities for rule promulgation and revision, ELC is moving beyond a culture of compliance to one of continuous improvement.
6. ELC believes parents and children are primary stakeholders for all of its rules and will actively engage families and other impacted persons and organizations in rule promulgation and/or revision to ensure community/cultural norms are taken into consideration/reflected in rule.
7. ELC will aim for consistency across sets of rules over which it has authority, and will align rules with broader state goals and those of related agencies to the extent possible.

D. PROCESS

Early Learning Division staff have compiled a set of rules in accordance with the Secretary of State filing requirements.

Requirements for New Rules

1. ELD staff notify CCEC that a new statute has passed that requires rules to be adopted for implementation.
2. CCEC invites stakeholders and advocates who worked on the legislation creating the new program for a discussion on intent of the policy and to discover what matters most to the people who have worked on the policy to date. At the discretion of the CCEC Chair and the Early Learning System Director, citizens who were instrumental in the passage of a new policy/creation of a new program may be invited to serve temporarily as part of the rule advisory.
3. CCEC analyzes rule through the policy framework and rule principles.
4. Following analysis/fact finding stage, CCEC makes formal recommendations for rule changes along with recommendations for community engagement and stakeholder input.

RULE MAKING PROCESSES

5. ELD staff draft rule revision per CCEC recommendations and guidance.
6. ELD staff complete fiscal impact statement.
7. ELD staff bring draft rule revision and fiscal impact statement to CCEC for review to ensure it aligns with policy intent.
8. ELD staff conduct stakeholder input and review process.
9. ELD staff analyze feedback received during stakeholder input sessions and bring back to CCEC for consideration.
10. CCEC determines whether or not to make changes to proposed rule based on stakeholder feedback.
 - a. If no changes are needed, move to the next step.
 - b. If changes are needed, ELD staff draft changes for consideration, discussion and approval by CCEC.
11. CCEC recommends rules move forward to the full ELC for discussion.
12. CCEC chair presents rules to ELC for discussion.
 - a. If the ELC requests additional information or requests changes, ELD staff work to provide information and draft changes prior to submitting for filing.
 - b. If no requested changes from ELC move to the next step.
13. Staff provides a proposed final version to the agency Rules Coordinator for filing with Secretary of State.
14. Formal public hearings are held. Comments are also taken via email.
15. Following the public hearings, the CCEC chair brings final rule to ELC.
16. Final rules are voted on and adopted by the ELC. Adopted rules filed with Secretary of State.

Requirements for Existing Rules

1. ELD staff notify CCEC of rules that are out of date (have not been revised within the past 5 years) and need to be revised.

RULE MAKING PROCESSES

2. CCEC analyzes rule through the policy framework and rule principles and notes where it recommends changes. (During this fact finding stage, ELD staff also supply the CCEC with information and input regarding changes staff would like to see made to rules.)
 3. Following analysis/fact finding stage, CCEC makes formal recommendations for rule changes along with recommendations for community engagement and stakeholder input.
 4. ELD staff draft rule revision per CCEC recommendations and guidance.
 5. ELD staff prepare fiscal impact statement.
 6. ELD staff bring draft rule revision and fiscal impact statement to CCEC for review to ensure it aligns with policy intent.
 7. ELD staff conduct stakeholder input and review process identified by CCEC.
 8. ELD staff analyze feedback received during stakeholder input sessions and bring back to CCEC for consideration.
 9. CCEC determines whether or not to make changes to proposed rule based on stakeholder feedback.
 - a. If no changes are needed, move to the next step.
 - b. If changes are needed, ELD staff draft changes for consideration, discussion and approval by CCEC.
 10. CCEC recommends rules move forward to the full ELC for discussion.
 11. CCEC chair presents rules to ELC for discussion.
 - a. If the ELC requests additional information or requests changes, ELD staff work to provide information and draft changes prior to submitting for filing.
 - b. If no requested changes from ELC move to the next step.
 12. Staff provides a proposed final version to the agency Rules Coordinator for filing with Secretary of State.
 13. Formal public hearings are held. Comments are also taken via email.
 14. Following the public hearings, the CCEC chair brings final rule to ELC.
 15. Final rules are voted on and adopted by the ELC. Adopted rules filed with Secretary of State.
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ETHICS

ETHICS⁷

A. CODE OF ETHICS

Council members are public officials under state law. Public office is a public trust, and as one safeguard of that trust, the people require all public officials to adhere to the code of ethics set forth in ORS 244.040. Council members should not make private promises that are binding upon the duties of a Council member, because a Council member has no private word that can be binding on public duty (ORS 244.010-.020). Members should familiarize themselves with Oregon's ethics laws; this policy highlights some key features but is not comprehensive. In the event of any conflict between this policy and Oregon ethics laws, the law supersedes the policy.

B. FINANCIAL GAIN

No Council member may use, or attempt to use, their official position or office to obtain financial gain or avoidance of financial detriment for the Council member, a relative or household member of the Council member, or any business with which the Council member or a relative, or member of the household of the Council member is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the member's holding of the official position. Permitted is official salary, honoraria, (except as prohibited below), reimbursement of expenses or an unsolicited award for professional achievement for the Council member, the Council member's relative, or for a household member of the Council member (ORS 244.040).

A Council member may not solicit or receive, whether directly or indirectly, honoraria for himself or for any member of the member's household with a value of \$50 or more if the honoraria is solicited or received in connection with the official duties of the Council member. Honoraria does not include a certificate, plaque, commemorative token or other item with a value of \$50 or less, or honoraria for services performed in relation to the private profession, occupation, avocation or expertise of the Council member. Any person that provides a Council member or household member of the Council member with an honorarium as allowed under ORS 244.042 with a value of \$15 shall notify the member in writing of the value of the item within ten days after the event for which the item was received (ORS 244.042, ORS 244.100).

⁷ Oregon Government Ethics Law – A Guide for Public Officials,
http://www.oregon.gov/OGEC/docs/public_official_guide/2010-10_po_guide_october_final_adopted.pdf, (2010)

ETHICS

No Council member may solicit or receive, either directly or indirectly, and no person shall offer or give to any Council member any pledge or promise of future employment, based on any understanding that such Council member's vote, official action or judgment would be influenced by such a pledge or promise (ORS 244.040). No Council member or former Council member may attempt to further or further the personal gain of the Council member through the use of confidential information gained in the course of or by reason of the official position or activities of the Council member in any way (ORS 244.040).

No Council member may attempt to represent or represent a client for a fee before the Early Learning Council. This subsection does not apply to the person's employer, business partner or other associate (ORS 244.040).

C. GIFTS

No person shall offer during any calendar year any gifts with an aggregate value in excess of \$50 from any single source to any Council member or their relative or household member, if the person offering the gift could reasonably be known to have a legislative or administrative interest in the Oregon Department of Education or Department of Community Colleges and Workforce Development (ORS 244.025). No Council member, their relative, or household member shall solicit or receive, whether directly or indirectly, during any calendar year, any gift or gifts with an aggregate value in excess of \$50 from any single source who could reasonably be known to have a legislative or administrative interest in the Council member. "Legislative or administrative interest" means an economic interest, distinct from that of the general public in any matter subject to the decision or vote of the Council member acting in the Council member's capacity as a public official. (ORS 244.020, ORS 244.025).

Gifts do not mean:

- (b) Gifts from relatives or members of the Council member's household.
- (c) Unsolicited tokens of appreciation with a resale value of less than \$25.
- (d) Informational material, publications, or subscriptions related to the performance of the Council member's public duties.
- (e) Admission/cost of food consumed by a Council member, or a member of the household when accompanying the Council member at a reception, meal, or meeting held by an organization when the Council member represents state government.
- (f) Reasonable expenses paid by any local, state, or federal government; a state or nationally recognized Native American tribe; a membership organization to which a public body pays membership dues; or a not-for-profit corporation for attendance at a convention, fact-finding mission or trip, or other meeting if the

ETHICS

public official is scheduled to deliver a speech, make a presentation, participate on a panel or represent state government.

- (g) Reasonable food, travel, or lodging expenses provided to a public official, or a relative/household member/staff member of the Council member accompanying the Council member when the Council member is representing state government.
- (h) Food or beverage consumed while the Council member is acting in an official capacity.
- (i) Food or beverage consumed by a Council member at a reception where the food or beverage is provided as an incidental part of the reception and no cost is placed on the food or beverage.
- (j) Entertainment provided to a Council member/relative/member of the household that is incidental to the main purpose of another event.
- (k) Entertainment provided to a Council member/relative/member of the household where the Council member is acting in an official capacity while representing state government.
- (l) Anything of economic value that is part of the usual and customary practice of the person's private business, employment, or volunteer activities and bears no relationship to the Council member's official position.

Any organization, unit of government, tribe, or corporation that provides a Council member with expenses with an aggregate value exceeding \$50 for an event (convention, trip, certain meetings) shall notify the Council member in writing of the amount of the expense. The notice shall be sent to the Council member within 10 days from the date such expenses are incurred (ORS 244.100).

D. CONFLICTS OF INTEREST

An “**actual conflict of interest**,” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which would be to the private pecuniary benefit or detriment of the person or the person's relative or any business with which the person or a relative of the person is associated (ORS 244.020).

A “**potential conflict of interest**” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private pecuniary benefit or detriment of the person or the person's relative, or a business with which the person or the person's relative is associated, unless the pecuniary benefit or detriment arises out of the following:

ETHICS

- (a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- (b) Any action in the person's official capacity which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.
- (c) Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.

When confronted with a <u>potential</u> conflict of interest, a Council member shall:	When confronted with an <u>actual</u> conflict of interest, a Council member shall:
<ul style="list-style-type: none"> Announce publicly the nature of the potential conflict prior to taking any action thereon in the capacity of a public official. 	<ul style="list-style-type: none"> Announce publicly the nature of the actual conflict. Refrain from participating as a public official in any discussion or debate on the issue of which the actual conflict arises or from voting on the issue, <i>unless the member's vote is necessary to meet the quorum requirement</i>

Conflicts and potential conflicts and their disposition shall be recorded in the minutes and may be reported to the Oregon Government Ethics Commission at the discretion of the Council (ORS 244.130).

The Oregon Government Ethics Commission may impose civil penalties not to exceed \$1000 for violating any provision of this chapter or any resolution adopted under ORS chapter 244 (ORS 244.350). Council members who have financially benefited by a conflict of interest may be required to forfeit twice the amount of the gain realized (ORS 244.360).

E. BRIBERY

A person commits the crime of bribe-giving if the person offers, confers or agrees to confer any pecuniary benefit upon a public servant with the intent to influence the public servant's vote, opinion, judgment, action, decision or exercise of discretion in an official capacity. (ORS 162.015). Bribe giving is a Class B felony, punishable with up to 10 years in jail and a \$250,000 fine (ORS 161.625, ORS 161.605).

A public servant commits the crime of bribe-receiving if the public servant: (a) solicits any pecuniary benefit with the intent that the vote, opinion, judgment, action, decision or exercise of discretion as a public servant will thereby be influenced; or (b) accepts or agrees to accept any pecuniary benefit upon an agreement or

ETHICS

understanding that the vote, opinion, judgment, action, decision or exercise of discretion as a public servant will thereby be influenced (ORS 162.025). Bribe receiving is a Class B felony punishable with up to 10 years in jail and a \$250,000 fine (ORS 161.625, ORS 161.605).

F. OFFICIAL MISCONDUCT

A Council member commits the crime of official misconduct in the second degree if the person knowingly violates any statute relating to the office of the person (ORS 162.405). Official misconduct in the second degree is a Class C misdemeanor, punishable with up to 30 days in jail and a \$1250 fine (ORS 161.615, ORS 161.635).

A Council member commits the crime of official misconduct in the first degree if with intent to obtain a benefit or to harm another: (a) the public servant knowingly fails to perform a duty imposed upon the public servant by law or one clearly inherent in the nature of office; or (b) the public servant knowingly performs an act constituting an unauthorized exercise in official duties (ORS 162.415). Official misconduct in the first degree is a Class A misdemeanor, punishable with up to one year in jail or a \$6250 fine (ORS 161.635, ORS 161.615).

G. ECONOMIC INTEREST FORM

Members of the Early Learning Council are required to file with the Oregon Government Ethics Commission a verified statement of economic interest by April 15 of each year (ORS 244.050). The statement of economic interest filed under ORS 244.050, shall be on a form prescribed by the Oregon Government Ethics Commission (ORS 244.060). Failure to file the statement may result in a civil penalty (ORS 244.050, ORS 244.060).

The Oregon Government Ethics Commission shall notify the Council member if it has not received the statement within five days of its due date and give the Council member no fewer than 15 days to comply prior to imposing a penalty. Failure to file the statement may result in the commission imposing a fine of \$10 for each of the 14 days the statement is late and \$50 for each day thereafter (ORS 244.350).

PUBLIC RECORDS REQUIREMENTS

PUBLIC RECORDS REQUIREMENTS

A. DEFINITION

For retention purposes, a “public record” includes, but is not limited to, a document, book, paper, photograph, file, sound recording or machine readable electronic record, regardless of physical form or characteristics, made, received, filed or recorded in pursuance of law or in connection with the transaction of public business, whether or not confidential or restricted in use (ORS 192.005).

For public access purposes, a “public record” is any writing containing information relating to the conduct of the public’s business, including but not limited to, court records, mortgages and deed records, prepared, owned, used or retained by a public body regardless of physical form or characteristics” (ORS 192.410(4)).

Council agenda items, handouts, administrator files, Council e-mails, correspondence, and minutes are all public records required to be retained and accessible by the public (ORS 192.005, [OAR 166-350-0010](#)).

Purely personal messages, as well as unsolicited messages and advertisements (spam), are not public records under the retention/disposition aspect of the law but may be accessible to the public under the access portion of the law (ORS 192.502). Confidential records, such as those protected by lawyer-client privilege are not public records.

B. ACCESS

All Council materials are public documents and available to the public upon request. An exception is confidential lawyer-client materials. In addition, work done on private e-mail accounts as well as personally purchased computers and hand held devices might be considered a public record for both access and retention/disposition (ORS 192.502).

C. RETENTION

The Early Learning Council will follow the retention schedule suggested by the Secretary of State’s Archivist (ORS 192.105; OAR 166-350-0010). Tampering with a public record is punishable by a year in prison and a \$5000 fine (ORS 162.305).

- **Audio Tapes** Retention: 1 year following transcription; destroy
- **Minutes** Retention: Permanent; transfer to State Archives after 10 years

PUBLIC RECORDS REQUIREMENTS

- **Other meeting records** Retention: 5 years; destroy
- **Council Records** (correspondence, budgets, committee reports, reports, reference material) - Retention: 4 years, destroy
- **Member Personnel Records** (appointment letters, employee data sheets) - Retention: 10 years after final term expires, destroy
- **Organizational Records** (bylaws, mission/goal statements, work plans, policy) - Retention: Permanent, transfer to State Archives after 10 years
- **Council Lobbyist Records** (registration, correspondence, reports) - Retention: Expenditure reports: 5 years, destroy; Other: 5 years after last activity

APPENDICES

APPENDICES

APPENDIX A – HEAD START ACT

APPENDIX A – HEAD START ACT

Head Start Act

(1) As the state advisory council for purposes of the federal Head Start Act, the Early Learning Council shall:

(a) Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school age, including an assessment of the availability of high-quality prekindergarten services for low income children in this state.

(b) Identify opportunities for, and barriers to, collaboration and coordination among federally funded and state-funded child care and early childhood education and development programs and services, including collaboration and coordination among state agencies responsible for administering those programs and services.

(c) Develop recommendations for increasing the overall participation of children in existing federal, state and local early childhood education and development programs and services, including outreach to underrepresented and special populations.

(d) Develop recommendations for establishing a unified data collection system for public early childhood education and development programs and services throughout this state.

(e) Develop recommendations regarding statewide professional development and career advancement plans for providers of early childhood education and development programs and services in this state.

(f) Assess the capacity and effectiveness of two-year and four-year public and private institutions of higher education in this state in supporting the development of early childhood educators, including the extent to which the institutions have articulation agreements, professional development and career advancement plans, and internships or other training opportunities that allow students to spend time with children enrolled in the federal Head Start program or another prekindergarten

APPENDIX B – COUNCIL POSITION LIST

APPENDIX B – COUNCIL POSITION LIST

Position	Member	Term Ends
Congressional District 1	Janet Dougherty-Smith	9/15/2011-9/14/2014 9/15/2014-9/14/2018
Congressional District 2	Teri Thalhofer	9/15/2011-9/14/2014 9/15/2014-9/14/2018
Congressional District 3	Pam Curtis	9/15/2011-9/14/2014 9/15/2014-9/14/2018
Congressional District 4	Tim Freeman	1/22/2015-1/21/2019
Congressional District 5	Bobbie Weber	9/15/2011-9/14/2014 9/15/2014-9/14/2018
At Large	Charles McGee	9/15/2011-9/14/2015
At Large	Marlene Yesquen	12/15/2011-12/14/2015
At Large	Kali Thorne Ladd	1/5/2015-1/4/2019
At Large	Martha Brooks	1/22/2015-1/21/2019
State Agency responsible for child care	Megan Irwin (ex-officio)	N/A – position is a state employee, rotates in/out based on who is filling the role
State Education Agency responsible for programs under Parts B and C of IDEA	Salam Noor (ex-officio)	N/A – position is a state employee, rotates in/out based on who is filling the role
Local education agency	Harriet Adair (ex-officio)	10/10/2012-10/09/2016
State Agency responsible for health or mental health	Lynne Saxton (ex-officio)	N/A – position is a state employee, rotates in/out based on who is filling the role

APPENDIX B

Position	Member	Term Ends
State Agency responsible for health or mental health	Jerry Waybrant (ex-officio)	N/A – position is a state employee, rotates in/out based on who is filling the role
State director of Head Start Collaboration	VACANCY (ex-officio)	N/A – position is a state employee, rotates in/out based on who is filling the role
Institutions of higher education	Bobbie Weber	09/15/2011-09/14/2014 09/15/2014 09/14/2018
Local providers of early learning services	Kim Williams (ex-officio)	10/10/2012-10/09/2016
Local providers of early learning services	Eva Rippeteau (ex-officio)	10/10/2012-10/09/2016
Local providers of early learning services	VACANCY	
Tribal Representation	VACANCY	

APPENDIX C – COMMITTEE CHARTERS & ROSTERS

APPENDIX C – COMMITTEE CHARTERS & ROSTERS

APPENDIX C – BEST BEGINNINGS COMMITTEE

Best Beginnings ELC Committee *and Healthy Families Oregon Advisory Committee*

ELC Charge to the Best Beginnings Committee - Advise the Early Learning Council on the issues, challenges, successes and priorities related to serving at risk families who are pregnant and/or have children age of 3 years old or under. Areas of responsibility include, but not limited to:

Policy and Collaborative work

Defining a set of core prenatal through age 3 priorities for the ELC in accordance with the strategies and tactics adopted in the 2015-2020 strategic plan.

Advise ELC on home based services:

- Major policy changes or service delivery changes in home visiting programs
- Coordination with other state and federal agencies for collaborative partnerships for present and future opportunities.

Advise ELC on service access:

- Barriers to service eligibility screening
- Barriers to enrollment and accessing services
- Barriers and successes to serving culturally, linguistically, socio-economically and geographically diverse and underserved populations

Advise ELC on collaborative work between Prenatal to 3 services and local HUBS:

- Family well-being tool
- Risk screening
- Data tracking

Inform ELC of major research initiatives:

- ACES and other trauma informed research
- Program outcomes
- Statewide home visiting database
- Emerging practices and research

Priorities

- Priority A: Increasing access to home based services
(Strategic plan strategy 2.1-A)

APPENDIX C – BEST BEGINNINGS COMMITTEE

- Priority B: Identifying state level policy changes that support family well-being and stability. (Strategic plan strategy 2.1-B)
- Priority C: Increasing the focus on critical aspects of development and attachment for children ages 0-3 and their families. (Strategic plan strategy 2.1-C)
- Priority D: Finalizing and implementing a statewide screening tool and assessment protocol for family risk factors. (Strategic plan strategy 2.1-I)
- Priority E: Developing best practice referral pathways for 0-3 services statewide. (Strategic plan strategy 2.1-J)
- Priority F: Develop a family stability lens and systematically include family stability in all policy and resource allocation decisions. (Strategic plan strategy 2.1-F.)

In addition to recommending methods and policies to improve integration of services across the Early Learning System, the committee will focus on priorities of the Early Learning Council.

The subcommittee will serve as the Advisory Committee to the Healthy Families Oregon program, as required by Healthy Families America and the standards for this program. Responsibilities to that end include:

Advisory to Healthy Families Oregon (HFO)

- In accordance with the Healthy Families America (HFA) State/Multi-Site System Central Administration Standard A-3:
 - The multi-site system has a broadly-based group (not limited to representatives of member sites/host agencies) which serves in an advisory capacity in the planning and coordination of services and system activities.
 - The central administration's advisory group is an effectively organized, active body advising the functions specified in A-3
 - The advisory group is comprised of state/system-level stakeholders with diverse professional and cultural representation, including individuals from within and outside the multi-site system and with capacity to advocate and promote the integration of HFA within a broader network of supports and services, on behalf of the needs of families throughout the state/multi-site system.
 - The Central Administration staff and the advisory group work as an effective team to monitor the multi-site system's goals and objectives and to recommend strategies for improvement.
- Will work to guide HFO on key issues such as (but not limited to):
 - Increasing access to services for high risk families
 - Strategic plan for improving specific areas for growth identified by program evaluators, noted in the yearly status reports
 - Guidance for new and/or revised HFO state policies
 - Education to key community and state leaders around effectiveness of the HFO program
 - Increased awareness and marketing of HFO

APPENDIX C – BEST BEGINNINGS COMMITTEE

Healthy Families Oregon Goals:

Goal A: Increasing School readiness

Goal B: Improving health outcomes for children and families

Goal C: reducing the incidence of child abuse and neglect

Goal D: Building trusting, nurturing relationships with parents

Goal E: Teaching parents to identify strengths and utilize problem-solve skills

Goal F: Improving the family's support system through linkages and appropriate referrals to community services

Healthy Families Oregon Advisory Priorities will be determined and set by the newly appointed Best Beginnings Committee.

APPENDIX C – BEST BEGINNINGS COMMITTEE

Best Beginnings Committee Membership Recommendations

The following expertise will be sought to fill seats on the Best Beginnings Committee:

Three (3) seats: Early childhood advocates

Two (2) seats: HFO and home based services program knowledge

One (1) seat: A researcher with expertise evaluating early childhood programs.

Two (2) seats: Foundations/Community Leaders & Partners

Two (2) seats: A representative from the health sector and a representative from human services.

One (1) seat: ELC Representative

Four (4) seats: Flexible

Membership

The Best Beginnings Committee of the Early Learning Council is comprised of the following members:

Early Childhood Advocates (Three Seats):

James Barta, Legislative Director, Children First for Oregon

Donalda Dodson, Executive Director, Oregon Child Development Coalition

HFO/Home-based Services Program – *Required for HFA Accreditation* (Two Seats):

Marguerite Kenagy, HFO Program Manager - Marion Polk Counties

Jessica Britt, HFO Program Manager - Umatilla & Union Counties

Early Learning Researcher (One Seat):

Beth Green, Director of Early Childhood and Family Support Research, PSU

Foundations/Community Leaders & Partners (Two Seats):

Theresa Martinez, Early Learning Coordinator, Eastern Oregon Early Learning Hub

APPENDIX C – BEST BEGINNINGS COMMITTEE

Christy Cox, Early Childhood Development Program Officer, The Ford Family Foundation

Health Sector (One Seat):

Vacancy

Human Services Sector (One Seat):

Vacancy

Flexible (Four Seats):

Salam Noor, Early Learning Council Member

Janet Dougherty-Smith, Early Learning Council Member

Vacancy (2)

Early Learning Council Members:

Martha Brooks, Early Learning Council Member – *Committee Chair*

The Early Learning Council will continue to accept application on a rolling basis until all vacancies are filled. Once the Best Beginnings Committee is full, applications may be submitted and kept on file to fill future vacancies.

APPENDIX C – CHILD CARE AND EDUCATION COMMITTEE

Child Care and Education Committee

ELC Charge to Child Care and Education Committee:

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.

Core areas of responsibility include:

Early Learning Council Strategic Plan Priorities

Advise the ELC on the following policy areas, in accordance with the strategies and tactics adopted in the 2015-2020 strategic plan:

1.1 Advise ELC on developing a supply of high quality, community based early learning programs that support the diversity of family values and experiences in our state, across a variety of settings:

- Implement a Quality Rating Improvement System for licensed/regulated early learning and development programs in Oregon.
- Develop policy related to the implementation of a mixed delivery pre-school system for the state of Oregon.
- Develop quality community-based early learning development programs using support systems recognized by focus communities.
- Strengthen and support “family friends and neighbor” providers through enhanced training and professional development.
- Develop and implement one unified set of Early Learning Standards for all early learning and development programs.

1.2 Advise ELC on ensuring equitable access for child and families to quality early learning and development programs, overcoming traditional barriers of race, culture, income and geography:

- Offer expertise regarding affordability, quality and accessibility for child care – all types of child care such as licensed family, center, school-age, friend, family, and neighbor care.
- Develop an increased supply of high quality ELDPs in areas of the state that are currently “child care and pre-school deserts” and/or where educational outcomes at kindergarten entry and third grade reading are lagging for our focus population.
- Connect Oregon’s “Employment Related Day Care” child care subsidy program to quality early learning and develop a tiered reimbursement approach to ERDC and expand access to children/families.
- Increase providers willing to accept subsidy by implementing a contracted slots program.

APPENDIX C – CHILD CARE AND EDUCATION COMMITTEE

1.3 Advise ELC on providing parents with the information and support they need to meet the developmental and educational needs of their child and the child care needs of their families:

- Develop a statewide early learning services referral system to ensure that families can connect with the services they need where they need them.

1.4 Advise ELC on developing robust educational and certification pathways for early learning providers:

- Create and sustain “portable” “stackable” and transferable degrees/pathways to degrees for early learning programs at community colleges and 4-year colleges/universities, accessible regardless of geography.
- Ensure pathways are accessible, affordable and supportive of non-traditional students through strategies such as coaching, mentoring, etc.
- Establish a statewide apprenticeship program for early childhood professionals, early childhood teachers and program or center directors.

Rule Advisory Committee

Pursuant to Oregon Revised Statutes 2013, Chapter 326, the Early Learning Council is charged with oversight for the early learning system and “in accordance with applicable provisions of ORS chapter 183 the council may adopt rules necessary for the administration of the laws that the council is charged with administering.”

Pursuant to Oregon Revised Statutes 183.333 (1) “it is the policy of the state that whenever possible the public be involved in the development of public policy by agencies and in the drafting of rules. The Legislative Assembly encourages agencies to seek public input to the maximum extent possible before giving notice of intent to adopt a rule. The agency may appoint an advisory committee that will represent the interests of persons likely to be affected by the rule, or use any other means of obtaining public views that will assist the agency in drafting the rule.” Further, this ORS states that “if an agency appoints an advisory committee for consideration of a rule, the agency shall seek the committee’s recommendation on whether the rule will have a fiscal impact, what the extent of that impact will be and whether the rule will have a significant adverse impact on small businesses.”

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.

Child Care and Education Committee Membership

The following expertise will be sought to fill seats on the Committee:

- Four (4) seats: Parents
- Two (2) seats: Community-based early childhood providers
- Three (3) seats: Representatives from a publicly-funded early education program (i.e. Oregon Head Start, OPK, EI/ECSE)
- One (1) seat: A representative from for-profit child care
- One (1) seat: A representative from Child Care Resource & Referral
- One (1) seat: A representative from philanthropic organization
- One (1) seat: A representative from higher education/trainer
- One (1) seat: A representative from child care union SEIU
- Two (2) seats: Representatives from the Early Learning Council
- One (1) seat: Child care and education or health partner
- One (1) Seat: K-12 representative

Membership

The Child Care and Education Committee of the Early Learning Council is comprised of the following members:

Parent (One Seat):

Vacancy

Community-based provider (Two Seats):

Michelle Gury, Registered Family Child Care Provider

Jodi Blackman, Certified Center Child Care Provider

Publicly-funded early education program (One Seat)

Sabrina Escobedo, Education, Mental Health and Disability Supervisor, OCDC

For-profit child care (One Seat):

Kamala Wymore, District Manager, Knowledge Universe

Child Care Resource & Referral (One Seat):

Sue Norton, Lane County, Child Care Resource & Referral

Kamala Wymore, District Manager, Knowledge Universe

Philanthropic Organization (One Seat):

Abby Bush, Associate Program Officer, Early Childhood, Oregon Community Foundation

Higher Education/Trainer (One Seat):

Leslee Barnes, Early Childhood Consultant/Multnomah CCR&R

Child Care Union SEIU (One Seat):

Stacy Cowan, Political Organizer, SEIU

Child care or health partner (One Seat):

Zeena Junkeer, Project Lead, Maternal & Child Health, Oregon Public Health Institute

K-12 Representative

Rob Saxton, Superintendent, Northwest Regional ESD

Early Learning Council Members:

Bobbie Weber – *Committee Chair*

Kim Williams

Harriet Adair

The Early Learning Council will continue to accept application on a rolling basis until all vacancies are filled. Once the Child Care and Education Committee is full, applications may be submitted and kept on file to fill future vacancies.

APPENDIX C – EQUITY IMPLEMENTATION COMMITTEE

Early Learning Council Equity Implementation Committee

ELC Charge to Equity Implementation Committee

The Equity Implementation Committee is chartered to advise the Early Learning Council (ELC) on the issues, challenges, successes and priorities related to implementing the [equity recommendations](#) adopted by the Council on March 18, 2015 relating to aligning early learning policy and practice with the equity lens, with a focus on culturally responsive practice, operating systems and data/resource allocation.

Core areas of responsibility include:

Early Learning Council Strategic Plan Priorities

Advise the ELC on the following policy areas, in accordance with the strategies and tactics adopted in the 2015-2020 strategic plan:

4.1 Advise ELC on ensuring implementation of the equity lens across the ELC's work.

- Identify and analyze service disparities for focus populations by hub region.
- Advise the ELC/ELD to create positive anti-bias environments within the Early Learning Council, Early Learning Division, Early Learning Hubs and provider organizations that promote knowledge, acceptance, inclusion and respect.
- Advise the ELC/ELD on how to provide training and support for individuals throughout the early learning system on how racism, privilege and equity play out in early learning spaces and the community.
- Establish metrics and monitor progress against measures of progress toward becoming a culturally responsive organization and policy body in nine domains:
 - Organizational commitment, leadership and governance.
 - Racial equity policies and implementation practices
 - Organizational climate, culture and communication
 - Service based equity
 - Service user voice and influence
 - Workforce composition and quality
 - Community collaboration
 - Resource allocation and contracting practice
 - Data, metrics and continuous improvement
- Advise the ELC/ELD on developing disaggregated data collection standards for early learning grantees, contractors, the early learning workforce, ELD staff and ELC members.

APPENDIX C – EQUITY IMPLEMENTATION COMMITTEE

- Advise the ELC/ELD on developing a consistent approach for listening to communities/incorporating feedback/vetting resulting action and ensuring perspectives from underserved communities are regularly heard at ELC meetings.

Review of Grant Making and Requests for Proposals

Serve as an advisory to the ELC/ELD in the creation and structure of grants and requests for proposals to avoid unintended barriers for diverse communities in accessing funding opportunities.

Responsibilities include:

- Working with program staff to craft a set of RFP/Grant application questions for use in all ELC/ELD funding opportunities.
- Review specific RFPs/Grant applications as they are written.
- A member of the Equity Implementation Committee shall serve on each RFP or grant award committee and as reviewers of proposals when they come in.

APPENDIX C – EQUITY IMPLEMENTATION COMMITTEE

Equity Implementation Committee Membership Recommendations

The following expertise will be sought to fill seats on the Committee:

Three (3) seats: Parents of children between the ages of 0 and 6.

Three (3) seats: Leadership of culturally specific organizations that serve populations of children and families experiencing disparities in early education or health.

One (1) seat: A researcher with expertise in early learning and/or equity and inclusion.

Two (2) seats: Early learning providers who work with populations of children who typically experience disparities early in life.

Two (2) seats: A representative from the health sector and a representative from human services.

One (1) seat: A representative of the tribal Government-to-Government Education Cluster.

Two (2) seats: K-12 professionals.

Three (3) seats: Representatives of the Early Learning Council.

Membership

The Equity Implementation Committee of the Early Learning Council is comprised of the following members:

Parents (Three Seats):

Vacancy

Leaders of Culturally-Specific Organizations (Four Seats):

Erin Moore, Executive Director, Oregon CASA Network

Francisca Perez, Early Childhood Coordinator, Adelante Mujeres

Joyce Harris, Community Engagement Manager, Education Northwest

Sadie Feibel Holmes, Director of Early Childhood Programs, Latino Network

APPENDIX C – EQUITY IMPLEMENTATION COMMITTEE

Early Learning Researcher (One Seat):

Richard Hines Norwood, Urban League of Portland

Early Learning Providers (Four Seats):

Cade Burnette, Child & Family Services Director/Hub Coordinator, Head Start

Carmen Ellis, Training Coordinator, Multnomah CCR&R

Nicole Briggs, Family & Health Services Supervisor, OCDC

Rashelle Hibbard, QRIS Coordinator, Peninsula Children’s Learning Center

Health Sector (One Seat):

Vacancy

Human Services Sector (One Seat):

Vacancy

Tribal Government Cluster (One Seat):

Vacancy

K-12 Professional (Two Seats):

Lennie Bjornsen, Director of Student and Family Supports, Gladstone School District

Vacancy

Early Learning Council Members:

Marlene Yesquen – *Interim Committee Chair*

Charles McGee

Lynne Saxton

Eva Rippeteau

The Early Learning Council will continue to accept application on a rolling basis until all vacancies are filled. Once the Best Beginnings Committee is full, applications may be submitted and kept on file to fill future vacancies.

APPENDIX C – EXECUTIVE COMMITTEE

Early Learning Council Executive Committee

ELC Charge to the Executive Committee- Advise the Early Learning Council as the body charged with guiding policy and governance work of the Council through the committee structure.

Governance responsibilities:

- Preparing policy and governance recommendations for the consideration of the full Council, working through the subcommittee structure, including recommendations for legislative policy option packages.
- Working with the Chair and the Director to ensure strong and transparent communication to all ELC members between meetings.
- Developing agendas and presentations for full ELC meetings and work sessions on important policy topics.

Strategic priorities

Advise the Early Learning Council on the following strategic plan priorities per the adopted 2015-2020 strategic plan:

Strategy 1.5 Advise the Council on building a consistent approach and aligned pathway between early childhood services and K-3 education:

- Continue to improve the implementation of the statewide KA.
- Develop best practice strategies among early learning and development programs, Early Learning Hubs and elementary schools for strong kindergarten transition.
- Develop shared plans between early learning and development programs and elementary schools/school districts for aligned professional development.
- Connect and align standards and instructional practices.

Strategy 2.1 Advise the Council on strengthening community supports for family health and well being.

- Launch ongoing messaging campaign for families related to key actions at each stage of development as well as critical importance of health and well being pre-conception through age 8.
- Operationalize the family resource manager function.
- Develop a financial incentive set-aside for Hubs to collaborate with CCOs, DHS and community partners, challenging state partners to establish similar set aside for collaboration

APPENDIX C – EXECUTIVE COMMITTEE

in their own budgets.

Strategy 3.1 Advise the Council on strengthening birth through 3rd grade policy, planning and service coordination.

- Support and improve local system building work through Early Learning Hubs.
- Develop an approach to contracting and contract administration for programs assigned to ELD that advances equity and system coordination goals.
- Develop MOUs that articulate coordination, referral and accountability across state agencies.
- Solidify screening connection/referral process between EI/ECSE and early learning programs.
- Create a developmental passport that shows the progressive path of positive child and family developmental tasks/outcomes beginning prenatally through 3rd grade.

Strategy 3.2 Advise the Council on strengthening systems that support cost-effective, results driven services

- Biennial development of comprehensive children's budget.
- Develop early learning data system.

Strategy 4.1 Advise the Council on ensuring the implementation of the equity lens across the ELC's work

- Develop a community engagement campaign to elevate early learning resources.
- Sharpen ELC messages and broaden communications.

APPENDIX C – ELC/OHPB JOINT SUBCOMMITTEE**Early Learning Council / Oregon Health Policy Board Joint Subcommittee****AUTHORITY**

HB 2009 established the Oregon Health Policy Board (OHPB), a nine-member board appointed by the Governor and confirmed by the Senate. The Board serves as the policy-making and oversight body for the Oregon Health Authority (OHA) and is responsible for implementing the health policy reform provisions of HB 2009. Since the Board's establishment, the passage of HB 3650 (2011) and HB 1580 (2012) have provided the framework for transitioning to an integrated and coordinated health care delivery system through Coordinated Care Organizations (CCOs).

SB 909 (2011) established the Oregon Education Investment Board (OEIB) and the Early Learning Council (ELC), a nine-member Governor-appointed committee. The Council is responsible for assisting the OEIB in overseeing a unified system of early learning services for the purpose of ensuring that children enter school ready to learn by kindergarten. HB 4165 (2012) expanded the Early Learning Council to serve as the state advisory council for the purpose of the federal Head Start Act. To fulfill this role, the Council was expanded to nineteen members. HB (2013) directs the Early Learning Council to establish up to 16 Early Learning Hubs over the biennium to serve as early learning and family resource coordinating entities.

Subcommittee membership & Governance**Executive Sponsors:**

Jada Rupley, Early Learning Director

Tina Edlund, Chief of Policy, Oregon Health Authority (OHA)

Staff:

Dana Hargunani

Subcommittee Members:

Pam Curtis, ELC

Teri Thalhofer, ELC

Janet Dougherty-Smith, ELC

Mike Bonetto, OHPB

Carla McKelvey, OHPB

Erinn Kelley-Siel, DHS

Jim Carlough, Yamhill CCO/Hub

APPENDIX C – ELC/OHPB JOINT SUBCOMMITTEE**Scope**

The subcommittee is responsible for overseeing implementation of the Joint Subcommittee Strawperson Proposal recommendations (adopted, September 2013) that describe next steps for alignment of health and early learning system transformation. The scope of this phase of work includes: 1) implementing the shared measurement strategy, 2) implementing shared learning and spread of best practices related to care coordination, 3) executing next steps for secure information exchange across health and early learning, and 4) identifying mechanisms for shared incentives. The subcommittee will convene and oversee a technical advisory committee to support the development of the measurement strategy as outlined in the Strawperson proposal.

Major Deliverables

- A detailed, shared measurement plan
- Strategies for secure information exchange across health and early learning
- Proposal for shared incentives
- Summary of best practices and implementation status for cross-systems care coordination

Exclusions or Boundaries

Policy implementation will not be carried out by this subcommittee. Recommendations will be brought forth to the Oregon Health Policy Board and Early Learning Council for decision-making. Prior legislative responsibilities and/or requirements placed on the Oregon Health Policy Board or Early Learning Council are excluded from this charter.

Dependencies

- Oregon Health Policy Board: health policy
- Oregon Education Investment Board: P-20 education policy
- Early Learning Council: early learning policy
- Metrics and Scoring Committee: CCO metrics
- Federal privacy policies: FERPA, HIPAA

APPENDIX C – ELC/OHPB JOINT SUBCOMMITTEE**Schedule**

The joint subcommittee will meet quarterly. The frequency of meetings may be altered to fit legislative timelines and/or other needs that arise. The technical advisory will meet monthly but may be altered to fit needs as that arise. The subcommittee charter will end by December 2014 or when the ELC and OHPB accept their charter as completed.

Deliverable Timeline:

- 12/2013- Technical advisory committee convened
- 5/2014- Update on deliverables presented
- 9/2014- Proposal/plan presented
- 12/2014- Final proposal delivered

APPENDIX D - SECRETARY OF STATE RULES OVERVIEW

APPENDIX D – SECRETARY OF STATE RULES OVERVIEW

APPENDIX D – PERMANENT RULEMAKING OVERVIEW

Overview is compiled from the requirements set forth in the Attorney General's Administrative Law Manual.

- **The Administrative Rules Unit** files and publishes the Administrative Rules.
- **The Attorney General's office** has the authority to interpret Administrative Rules and give legal advice concerning Administrative Rules.
- **Legislative Counsel** reviews Administrative Rules with regard to constitutionality and scope and intent of enabling legislation.
- Notify individuals, organizations and agencies listed on the agency rulemaking mailing list. Notices must be mailed at least 28 days before the effective date of the rule. Also provide draft text or text access information.
- Notify public in accordance with agency notice rule.
- Email a copy of the Notice to legislators as provided by ORS 183.335(15). Notices must be mailed at least 49 days before the effective date of the rule.

Rulemaking Steps:

Appoint an advisory committee and obtain public input on the content of the proposed rules or rule modifications.

Notify the public of proposed rulemaking actions in the following ways:

- Publish a Notice of Proposed Rulemaking or Notice of Proposed Rulemaking Hearing in the *Oregon Bulletin*. A Notice of Proposed Rulemaking Hearing is accompanied by a Statement of Need and Fiscal Impact and must be published in the *Oregon Bulletin* at least 14 days prior to the hearing date and 21 days prior to the effective date of the rule. A Notice of Proposed Rulemaking is also accompanied by a Statement of Need and Fiscal Impact and must be published in the *Oregon Bulletin* at least 21 days prior to the effective date of the rule. The *Oregon Bulletin* is posted on or around the 1st of each month. The Administrative Rules Unit accepts rulemaking notices and filings through its on-line filing system accessible on the OAR web site: <http://arcweb.sos.state.or.us/pages/rules/resources/fileonline.html>

The filing deadline is the 15th of each month.

Agencies listed in ORS 183.530 must also include a housing cost impact statement as described in ORS 183.534.

Conduct a hearing, if scheduled or requested, which complies with OAR 137-001-0030 and the "Attorney General's Public Records and Meetings Manual."

Complete and file a permanent administrative rule filing using the Administrative Rules Unit's on-line filing system available on the OAR website: <http://arcweb.sos.state.or.us/pages/rules/resources/fileonline.html>

The filing receipt, e-mailed to the rules coordinator when the filing is submitted, is stamped with the date filed with the Secretary of State's office. Print a copy of this receipt to facilitate filing with Legislative Counsel.

File a paper copy of the Certificate and Order for Filing Permanent Administrative Rules and the rule text with Legislative Counsel within 10 days after filing with the Administrative Rules Unit, Archives Division, Secretary of State. Agencies must strike through deleted rule text and underline new text (or use any method clearly showing changes) on paper copies submitted to Legislative Counsel.

Note: *File Hearing and Rulemaking Notices, with their Statements of Need & Fiscal Impact, through the online system at <<http://arcweb.sos.state.or.us/pages/rules/index.html>>. Permanent Rulemaking forms are also available for download at this site, as is access to the online Oregon Bulletin and OAR Compilation. For further inquiries about rule filing or OAR publications, contact the Administrative Rules Unit, Archives Division, Secretary of State, 800 Summer Street NE, Salem, Oregon 97310. (503) 373-0701 ext. 2.*

APPENDIX D – TEMPORARY RULEMAKING OVERVIEW

Overview is compiled from the requirements set forth in the Attorney General's Administrative Law Manual.

- **The Administrative Rules Unit** files and publishes the Administrative Rules.
- **The Attorney General's office** has the authority to interpret Administrative Rules and give legal advice concerning Administrative Rules.
- **Legislative Counsel** reviews Administrative Rules with regard to constitutionality and scope and intent of enabling legislation.

The filing receipt, e-mailed to the rules coordinator when the filing is submitted, is stamped with the date filed with the Secretary of State's office. Print a copy of this receipt to facilitate filing with Legislative Counsel.

File a paper copy of the Certificate and Order for Filing Temporary Administrative Rules and the rule text with Legislative Counsel within 10 days after filing with the Administrative Rules Unit, Archives Division, Secretary of State. Agencies must strike through deleted rule text and underline new text (or use any method clearly showing changes) on paper copies submitted to Legislative Counsel.

Rulemaking Steps:

ORS 183.355(2)(b) requires that an agency "take appropriate measures to make the temporary rules known to persons who may be affected by them." This includes interested parties, organizations and agencies on the agency's interested party mailing list, as well as and others who may be affected.

Complete and file a temporary administrative rule filing using the Administrative Rules Unit's on-line filing system available on the OAR website: <http://arcweb.sos.state.or.us/pages/rules/resources/fileonline.html>

Note: *Temporary Rulemaking and Statement of Need & Justification forms are available for download at <<http://arcweb.sos.state.or.us/pages/rules/index.html>>. For further inquiries about rule filing or OAR publications, contact the Administrative Rules Unit, Archives Division, Secretary of State, 800 Summer Street NE, Salem, Oregon 97310. (503) 373-0701 ext. 2.*