

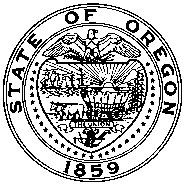


Early Learning Council Meeting

April 16, 2014

Call Line: 1-888-251-2909

Participant Code: 9089304



EARLY LEARNING COUNCIL

Wednesday, April 16, 2014

7:30am

1-888-251-2909

Code: 9089304

*Members of the public must provide testimony electronically to
EarlyLearning.OEIB@state.or.us*

PAM CURTIS
ELC Chair

AGENDA

HARRIET ADAIR

VIKKI BISHOP

JANET
DOUGHERTY- SMITH

DANA HARGUNANI

CHARLES McGEE

EVA RIPPETEAU

CHRISTA RUDE

LYNNE SAXTON

NORM SMITH

TERI THALHOFER

JIM TIERNEY

ROBERTA WEBER

KIM WILLIAMS

DICK WITHNELL

MARLENE YESQUEN

ROB SAXTON

JADA RUPLEY
*Early Learning
System Director*

1. Board Welcome and Roll Call
2. Early Literacy Grant Award Recommendations
3. Oregon Response to National Report on Suspensions
4. Council Business
5. Public Testimony
Received via Email
6. Adjournment

****Times are approximate***

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.

**Early Literacy Grant Award
Recommendations**

Including Recommendations and
Distribution Map

Early Literacy Grant Award Committee Recommendations

Background

The Early Literacy Grant is a component of the Oregon Early Reading Program, established by HB 3232 in 2013. The purpose of the grant is to improve children's early literacy skills in order to increase readiness for kindergarten, close opportunity and achievement gaps, and to ensure that all children are reading on grade level by the end of third grade. The total allocation for this grant fund is \$1.8 million.

The Request for Applications (RFA) was developed with significant stakeholder input and direction from the Early Learning Council (ELC), and reflects the Council's commitment to equity, accountability, and reaching and serving children who are most at risk for entering kindergarten unprepared for school. Early Learning Hubs were eligible to apply for up to \$100,000. All other applicants were eligible to apply for up to \$50,000. Following a six week open RFA period, the Early Learning Division received forty applications from a diverse group of applicants, including Hubs, providers of early learning services, schools, and non-profit organizations from throughout the state.

Award Recommendation Process

The process for recommending awards to the ELC consisted of multiple steps. First, ELD staff assembled a group of preliminary readers to review, comment on, and score each application using the evaluation criteria and rubric included in the RFA. The group of readers consisted of approximately 20 people with early literacy expertise, including ELD staff, other staff from the Oregon Department of Education, as well as external stakeholders representing higher education and the non-profit community. Each application underwent a preliminary review by three readers, all of whom were trained on the evaluation criteria. Scores and comments were then compiled and presented as initial guidance to the Award Committee, which served as ad hoc subcommittee of the ELC. This committee was chaired Lynne Saxton, included ELC members Bobbie Weber and Dick Withnell, and was staffed by Brett Walker.

The award committee thoroughly reviewed the applications, along with the input provided by the preliminary readers, and reached agreement on a recommended status for each application. The Award Committee identified several key factors, aligned with the evaluation criteria in the RFA, on which they based their recommendations. These included:

- The quality of the **outcomes and results** described in the application;
- A **commitment to equity** and the extent to which the target population described in the application reflected reaching underserved populations of children;
- The quality and **evidence-base** of the program or strategy described in the application, and the extent to which the application described a **proven model** for improving children's literacy;
- A **sustainable cost structure**; and
- Avoiding start-up funding for non-profit organizations.

The Award Committee's recommendations to the ELC fall into three categories: *Applications recommended for full funding; applications provisionally recommended pending further negotiation; and applications not recommended for funding.*

Award Recommendations

The Award Committee recommends the following applications for full funding based on the strength of their proposals:

Lead Applicant	Service Area	Funding Request
Baker County Community Literacy Coalition	Baker County	\$49,122
Coastal Families Together	Lincoln County	\$50,000
Early Learning, Inc.	Marion County	\$96,000
Frontier Services Early Learning Hub	Grant, Harney Counties	\$100,000
Greater Albany Public Schools	Albany	\$44,976
Lane Early Learning Alliance	Lane County	\$100,000
Oregon Child Development Coalition	Malheur County	\$50,000
Oregon Coast Community Action	Coos, Curry Counties	\$50,000
Portland State University	Statewide	\$49,769
South Central Early Learning Hub	Douglas, Lake Counties	\$99,986
Wallowa County Library	Wallowa County	\$50,000
Yamhill Early Learning Hub	Yamhill County	\$90,118
Sub-Total		\$829,971

The Award Committee provisionally recommends the following applications for funding pending further negotiation:

Lead Applicant	Service Area	Funding Request
Child Care Partners	Hood River, Gilliam, Sherman, Wasco, and Wheeler Counties	\$50,000
Deschutes Public Library	Crook, Deschutes, Jefferson Counties; Warm Springs Reservation	\$49,998
Early Learning Multnomah	Multnomah County	\$100,000
Friends of the Children	NE Portland	\$35,600
North Central Education Service District	Gilliam, Sherman, Wheeler Counties	\$49,669
Oregon Children's Foundation (SMART)	Klamath	\$28,074
Strengthening Rural Families	Benton County	\$45,549
Umatilla-Morrow Head Start	Morrow, Umatilla Counties	\$50,000
Sub-Total		\$408,890

Taken together, these applicants propose to reach over 60,000 children ages 0-6 throughout the state, including English Language Learners, children in poverty, children in rural and remote communities, children not currently enrolled in formal early learning settings, and others who are at risk for entering kindergarten not fully prepared for school. They also represent a mix of urban and rural communities from throughout the state. Most importantly, they maximize resources efficiently, present strong plans

for applying evidence-based early literacy models, and reflect a shared commitment to achieving measurable outcomes for children.

Applications Not Recommended for Funding

The Award Committee recommends that the following applications not be awarded Early Literacy Grant funds:

Cedar Creek Child Care Center & Preschool, Children’s Book Bank, Children’s Reading Foundation, Clatsop Community Action Team’s Child & Family Development Programs, Community Action Organization, Coquille School District, Corbett School District, Dufur School District, Libraries in Clackamas County, Old Mill Center, Pendleton School District, Prospect School District, Oregon PTA, Reach out and Read, Seashore Family Literacy, Salem Keizer Coalition for Equality, Southern Oregon ESD, Tillamook Bay Child Care Center, Vale School District, and Volunteers of America.

While areas of strength were present in many of these applications, the Award Committee concluded that each did not meet the threshold for presenting a high quality, evidence-based early literacy model that would achieve outcomes for children within a sustainable cost structure.

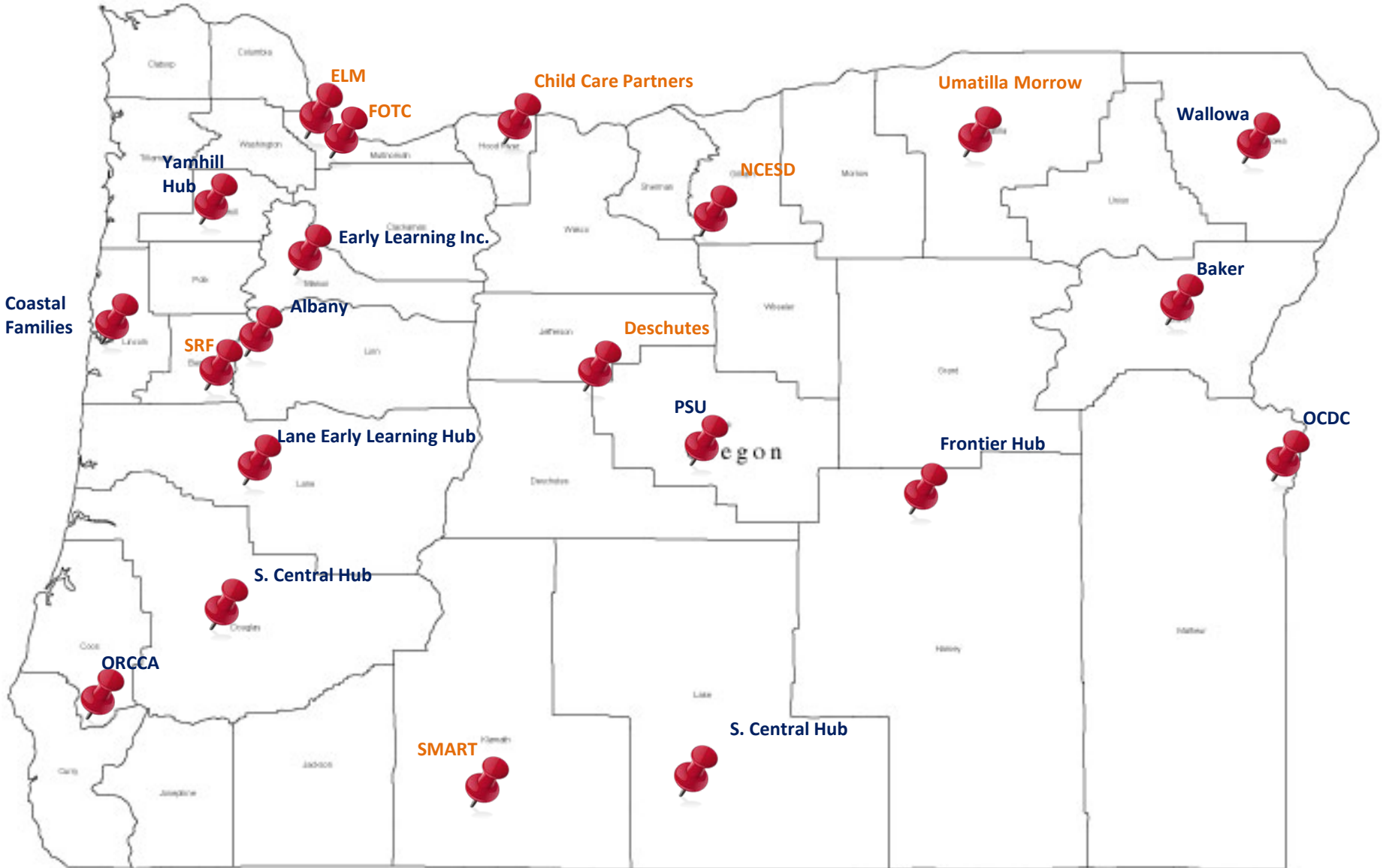
Recommendation for Allocating Remaining Funds

The Award Committee was encouraged by some of the programmatic components and approaches to early literacy that were included in some of the applications that are not being recommended for funding at this time. The majority of these applications came from communities that are participating in the second round of the Early Learning Hub Request for Applications. With this in mind, the Award Committee recommends that the remaining \$561,139 of the \$1.8 million allocation for this grant be set aside and allocated to the successful round two Early Learning Hub applicants through a process that will both capitalize on the strengths that appeared in some of the applications that are not being recommended for funding, and which will hold the round two Early Learning Hubs to same high expectations for achieving early literacy outcomes as those applications that have been recommended for funding.

Proposed Next Steps

- ELD staff will prepare grant agreements for all successful applicants in order to facilitate funds being released to the field as quickly as possible.
- ELD staff will follow up with the applicants that have been provisionally recommended for funding pending further negotiation to create grant agreements that will ensure accountability for outcomes.
- ELD staff will follow up with unsuccessful applicants to provide feedback and advise on next steps.
- ELD staff will establish an initial reporting cycle and will prepare to report back to the ELC on grantee activities and outputs within the first 90 of the grant cycle.

Early Literacy Grant Distribution



Oregon Response to National Report on Suspensions

Read the national report at
[http://blogs.edweek.org/edweek/rulesfor
engagement/CRDC%20School%20Discip
line%20Snapshot.pdf](http://blogs.edweek.org/edweek/rulesforengagement/CRDC%20School%20Discipline%20Snapshot.pdf)

MEMORANDUM

RE: State response to National Report on racial and ethnic disparities in access to quality education
To: Jada Rupley, Early Learning System Director
FROM: Christa Rude, Head Start Collaboration Director
CC: Oregon Early Learning Council

National Report Highlights Inequities

On Friday March 21, the U.S. Department of Education's Office for Civil Rights (OCR) released the first comprehensive look at civil rights data from every public school in the country in nearly 15 years.

The data was compiled from all 97,000 of the nation's public schools and its 16,500 school districts – representing 49 million students. For the first time ever, state, district and school-level information is accessible to the public in a searchable online database at www.crdc.ed.gov.

The report uses data to measure whether all students have equal educational opportunities. Among the key findings in the report is information about preschools. The 2011-2012 release shows that access to preschool programs is not a reality for much of the country. The report cited that about 40% of public school districts do not offer preschool; where it is available it is mostly part-day only and available to barely half of all students within the district.

Further, the 2011-2012 release of data show that access to preschool programs is not a reality for much of the country and that students of color are suspended more often than white students. The data also revealed that black and Latino students are significantly more likely to have teachers with less experience who aren't paid as much as their colleagues in other schools.

Finally, for the first time data about preschool suspension and expulsion was requested in the survey and the results were startling and appalling. Black students represent 18% of national preschool enrollment but 42% of students suspended once and 48% of students suspended more than once.

As the press-release for this report, the Office for Civil Rights noted:

"... the opportunity gap among Americans hurts life-transforming opportunities for children that strengthen and build a thriving middle class."

Taking a Closer Look: Oregon Data

The inequities in practice and access noted in this national report represent a potential threat to achieving Oregon's vision of school ready children entering kindergarten who go on to achieve 100% high school graduation by 2025. These issues raise further concern about the implementation of the Oregon Education Investment Board (OEIB) Equity Lens as a standard for investments and work in Oregon's Early Learning System.

To get a closer look, the Oregon Early Learning Division conducted a review of state level data used in the US Department of Education (US DOE) Office for Civil Rights report. Data in the report represents thirty-four elementary schools in Oregon who operate preschools serving 3,740 children. The demographic profile of these children is represented in the table belowⁱⁱ:

American Indian or Alaska Native	Asian	Hawaiian/Pacific Islander	Hispanic	Black	White	Two or more races	Total
70	238	29	984	359	1,947	113	3,740
2%	6%	1%	26%	10%	52%	3%	100%

Additionally, 1,948 of the children served by these programs are Individuals with Disabilities Education Act (IDEA) eligible and 572 are Limited English Proficient (LEP).

According to survey data received by the US DOE Office for Civil Rights, none of the 34 preschools run by school districts in Oregon reported suspensions or expulsions of preschool children.

Further Review

Because the programs specifically looked at in the US DOE report represent such a small sampling of our young children in formal early learning and care settings, the Early Learning Division also researched demographic representation and suspension/expulsion policies and procedures for additional preschool programs in the state. This data is represented below by program.

Oregon Head Start Pre-Kindergarten Programs

Oregon Pre-Kindergarten Head Start serves 12,604ⁱⁱⁱ children across 28 programs. The demographics of these children are as follows^{iv}:

Ethnicity

Hispanic or Latino Origin	4,986	39.56%
Non-Hispanic/Non-Latino Origin	7,618	60.44%

Race

American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Biracial or multi-racial	Other Race	Unspecified Race
509	290	819	115	7,921	1,203	1,122	625
4.04%	2.3%	6.5%	0.91%	62.85%	9.5%	8.9%	5%

These programs adhere to federal Head Start Performance Standards that do not allow for program suspensions or expulsions. Programs track transition data for children who leave the program. Children with behavior referrals are supported within the program by qualified program staff and/or are referred for additional support to community resources.

State level Head Start data for mental health organizations and program transitions are provided in the following table^v:

Mental Health Services	Answer	Percentage
Children with Staff Consultations	2,577	17.94%
Children with Three or More Consultations	1,069	41.48%
Children with Parent Consultations	1,268	8.83%
Children with Three or More Parent Consultations	392	30.91%
Children with Individual Mental Health Assessments	566	3.94%
Children Referrals Facilitated for Mental Health	582	4.05%

Referrals	Answer	Percentage
Children Referred for Mental Health Services Outside Head Start	806	5.61%
Children Referred for Mental Health Services Outside Head Start that received Services	562	69.73%

Licensed Child Care Facilities

The child care regulatory data system does not keep child level data so information on demographics of children in care is not available. Rules are not specific about expulsion but require compliance with related state and federal ADA and civil rights laws. An estimated 140,000 children are served in licensed child care.

Early Intervention/ Early Childhood Special Education

The Early Intervention/ Early Childhood Special Education program follows all school age special education laws addressing expulsion and suspension. However, because of the nature of the ECSE program children are never expelled (data for 2012 supports no suspensions). Their placement for services may change but the children always continue to receive their special education services. Demographics for this population are as follows^{vi}:

Asian	Black	Hispanic	Pacific Islander	White	Biracial or Multiracial	Indian
299	288	2,579	53	7,025	211	130
3%	3%	24%	<1%	66%	2%	1%

State laws addressing expulsion and suspension are outlined in the following OAR's (click top citation for link to narrative):

OAR 581-015-2400	Discipline: Definitions
OAR 581-015-2405	Disciplinary Removals for Up to 10 School Days for Children with Disabilities
OAR 581-015-2410	Disciplinary Removal for up to 10 school days each (no pattern)
OAR 581-015-2415	Disciplinary removals for more than 10 school days (pattern or consecutive)

Relief Nurseries

All of the children in therapeutic classrooms receive individualized services and supports tailored to the specific child and his/her family. Relief Nurseries recruit and help the most challenging and traumatized children, using a strengths-based model where expulsion isn't part of the service delivery model. Relief nurseries focus on supporting families and children in getting to school on a consistent basis. The work of relief nurseries revolves ensuring child attendance preschool/school, not expulsion.

Anecdotally, relief nurseries receive children who have been "unsuccessful" in other preschool settings. The belief is that preschool hasn't worked for the child because the child/family has a high number of risk factors and needs more individualized attention and services than can be/are provided in a typical preschool setting.

Demographics for children being served in Relief Nurseries are^{vii}:

Hispanic	Native American	Asian	Black/African American	Native Hawaiian /Pacific Islander	Biracial or Multiracial	White	Unspecified	Totals
799	70	13	100	15	157	1792	190	3136
25.48%	2.23%	0.41%	3.19%	0.48%	5.01%	57.14%	6.06%	100%

Kindergarten programs

While not specifically under the purview of the Early Learning Division, we also looked at demographic and suspension/expulsion data for kindergarten students to identify trends that might be addressed at earlier stages of engagement with children and families.

Demographic data for Kindergarteners in Oregon^{viii}:

American Indian/Alaska Native	Asian	Native Hawaiian/Pacific Islander	Black/African American	Hispanic /Latino	White	Multi-Racial	Total
604	1,429	330	1,048	10,318	26,647	2,352	42,728
1.41%	3.34%	0.77%	2.45%	24.15%	62.36%	5.50%	100%

The following are data regarding expulsion and suspension of kindergarten students in Oregon for 2012-2013. It is important to note the following regarding these data:

- The data is combined to represent expulsions *and* suspensions because the numbers of expulsions in previous years have been too low to report.
- For the time period these data represent (2012-2013) there were no kindergarten expulsions.
- The [Discipline Collection Manual](#) (hyperlinked to PDF) defines expulsion and suspension as follows:
 - Expulsion – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days. - (page 4)
 - Out-of-School Suspension – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is less than 10 days cumulatively, as well as removals in which the child continues to receive services according to his/her IEP. - (page 4)

○

Kindergarten 2012-2013 ^{ix}	Asian	Black	Hispanic	Indian	Multiracial	Pacific Islander	White	Total
Total kindergarteners by race	1,429	1,048	10,318	604	2,352	330	26,647	42,728
Total Expulsions/Suspensions by race: Kindergartners 2012/2013	*	39	96	12	33	*	278	467
Expulsions/Suspensions as Percentage of population by race	n/a	3.72%	0.93%	1.99%	1.40%	n/a	1.04%	

Proposed Action

As indicated in the brief review of data above, we don't know enough about expulsion and suspension practices for our early learners. Now more than ever, we are poised to openly and systemically review our policies and beliefs around child behavior and access to preschool. We must learn more to ensure that all of our students have equal educational opportunities in order to achieve our shared goals for attached families and school ready kindergarteners.

To that end, the Early Learning Division respectfully submits these recommendations for the Early Learning Council to consider:

- In the absence of substantive data, conduct an independent survey of parents of preschoolers, child care providers, and preschool programs from across the state regarding experiences related to access, suspension, expulsion and behavioral supports for children.
- Using the Oregon Education Investment Board Equity Lens as a guide, review and update existing policies and practices relating to challenging child behaviors, suspension and expulsion across Oregon's Early Learning System.
- Conduct a targeted search and subsequent sharing of best practice models that embody equity, and appropriate practice to guide positive child behavior with specific focus on:
 - Parent support and engagement
 - Policies and procedures that support strategies other than suspension and exclusion.
- Systemic, programmatic, and individual reflection about the unspoken and often embedded biases and unintentional practices that lead to disproportionate treatment of children. These reflections must be supported by equity based principles and practices that result in changed beliefs and behaviors on all levels to support EACH and EVERY student's intrinsic desire to learn and be successful representatives of their family, culture, and community.
- Include in further discussion and analysis on the work done by EcoNorthwest on education indicators, including chronic absences, for children enrolled in Oregon's nine federally recognized tribes

ⁱ Press Release, U.S. Department of Education, Office of Communications & Outreach, Press Office, Washington DC, *Expansive Survey of America's Public Schools Reveals Troubling Racial Disparities, Lack of Access to Pre-School, Greater Suspensions Cited*, March 21, 2014.

ⁱⁱ [U.S. Department of Education, Office of Civil Rights Data Collection](#) (title is hyperlinked to URL)

ⁱⁱⁱ Cumulative enrollment includes programs that are funded by both federal and state funds.

^{iv} Head Start Enterprise System, Program Information Report, Enrollment Summary, Region X, All Programs, Oregon, April 8, 2014.

^v Head Start Enterprise System, Program Information Report, Health Services Summary, Region X, All Programs, Oregon, April 8, 2014.

^{vi} Oregon Department of Education, Early Intervention/Early Childhood Special Education, 2012-13 data.

^{vii} Oregon Association of Relief Nurseries, 2013 Data

^{viii} Oregon Department of Education, 2012-2013 Fall Membership Count

^{ix} Oregon Department of Education, 2012-2013 Discipline Incidents Collection