

Early Learning Council

Wednesday, March 18, 2015

10:30 am – 2:30 pm

Oregon Department of Education
255 Capitol Street NE
Second floor, Room 251 A/B
Salem, OR 97310

*Members of the public wanting to give public testimony must sign in.
Each individual speaker or group spokesperson will have 2 minutes.*

PAM CURTIS

ELC Chair

HARRIET ADAIR

VIKKI BISHOP

MARTHA BROOKS

JANET

DOUGHERTY- SMITH

TIM FREEMAN

KALI THORNE-LADD

CHARLES McGEE

EVA RIPPETEAU

CHRISTA RUDE

LYNNE SAXTON

TERI THALHOFER

JIM TIERNEY

BOBBIE WEBER

KIM WILLIAMS

DICK WITHNELL

MARLENE YESQUEN

ROB SAXTON

MEGAN IRWIN

*Acting Early Learning
System Director*

AGENDA

- I. Board Welcome and Roll Call
Chair Pam Curtis
- II. Discussion and Adoption of Equity Subcommittee Report and Recommendations
Marlene Yesquen, Subcommittee Chair
Sarita Amaya, ELD Equity Director
- III. Chair's Report
Pam Curtis, Chair
 - a. Prenatal to Age 3 Subcommittee
Martha Brooks, ELC Member
- IV. Director's Report
Megan Irwin, Acting Early Learning System Director
- V. Communications Strategy
Aimee Craig, ELD Public Affairs Director
- VI. Subcommittee Reports
 - a. Acknowledge written receipt of reports
- VII. Public Testimony
- VIII. 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.

Equity Subcommittee Report & Recommendations

Board Action Summary

AGENDA ITEM: Discussion and Adoption of Equity Subcommittee Report and Recommendations

Summary of Recommended Board Action

ACTION: To approve the recommendations outlined in the ELC Equity Subcommittee Report & Toolkit.

ISSUE: The Early Learning Council has directed the Early Learning Council Equity Subcommittee to align all early learning policy and practice with the Oregon Equity Lens through the development of an early learning equity toolkit. Early learning policy and practice includes the Early Learning Council, Division, Hubs, and Providers. The ELC Equity subcommittee developed comprehensive recommendations that fall into three categories:

1. Culturally Responsive Practice
2. Early Learning Operating Systems
3. Data & Resource Allocation

BACKGROUND: Oregon has initiated a cradle to career educational transformation process. Senate Bill 909 calls for a unified, student-centered system of public education P20, prenatal to age 20. The opportunity to align Early Learning, K-12 and College and Career Readiness Systems will influence our ability to accomplish short and long-term educational outcomes. Senate Bill 253 sets the bar high for high school and college completion rates. It states that by 2025, 40% of adults have earned a bachelor's degree or higher, 40% have an associate's degree or post-secondary credential and that the remaining 20% have earned a high school diploma or its equivalent. The 40-40-20 goal positions Oregon for success in increasing both the educational and occupational attainment of all Oregonians. It positions Oregon for success in an increasingly diverse society and full participation in a global economy.

The Early Learning Council adopted the Oregon Equity Lens in July 2013 to guide policy recommendations and community engagement as we took on the ambitious task of concurrent state system transformations to better support each and every child. The purpose for the Oregon Equity Lens is to clearly articulate the shared goals of our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is no progress. The collection of core beliefs around equity, an essential part of the Equity Lens was created to recognize the institutional and systemic barriers and discriminatory practices that have limited access for many children in the Oregon educational system.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION: 8 ELC Equity subcommittee meetings, 6 work sessions, stakeholder input and a review of existing research and tools

BOARD MEMBER PRESENTING REPORT FOR ADOPTION: Marlene Yesquen

CONTACT: Marlene Yesquen, Early Learning Council Member & Sarita Amaya, Early Learning Equity Director

Addressing Issues of Inclusion and Equity

Resource Packet

Addressing Issues of Inclusion and Equity

Best Practices for Diversity and Inclusion Initiatives

Stage 1: Establish Organizational Values

- Leadership commitment and support is essential
- Diversity and Inclusion should be tied to the organizational mission and values
- Document organizational values in regards to diversity and inclusion – do not leave this to interpretation

Stage 2: Assess and Clarify Goals

- Conduct appropriate organizational assessments; identify baseline attitudes and demographics, establish organizational readiness
- Clarify goals and resources

Stage 3: Create a Plan

- Create an action plan (short-term), strategic plan (long-term)

Stage 4: Create/Revise Policies, Systems, and Structures

- Create the organizational structure, policies, systems, and support for ongoing diversity and inclusion efforts (i.e. diversity and inclusion workgroup, recruitment policies, affinity/resources groups, analysis and skills-based training)

Stage 5: Ongoing Reflection and Adjustment

- Full implementation of the plan with appropriate policies, systems, and structures in place
- Ongoing assessment, evaluation, adaptation

A Message to Leadership Staff and Board Members

- The most important quality that is found in leaders of organizations that are highly inclusive is that these leaders take a long-term, holistic approach to diversity and inclusion and integrate it into all of the work of the organization.
- Rather than considering diversity and inclusion to be one more thing that has to be done in a busy day, it is a fundamental part of the everyday work. It is neither perceived as a burden nor an additional responsibility.
- In highly inclusive organizations, leaders and the teams they assemble are constantly working with the external world to be responsive to diverse communities and their needs. They are intentional about working internally with their staff and board to create a welcoming environment and to expand people's knowledge and awareness of different cultures in a variety of ways.

Inside Inclusiveness: Race, Ethnicity, and Nonprofit Organizations, a report from the Denver Foundation Inclusiveness Project

Addressing Issues of Inclusion and Equity

Organizational Stages of Diversity and Inclusion

DIRECTIONS:

This next conversation will provide you with an opportunity to assess the culture of the Early Learning Council. The goal is not to agree, but to provide an opportunity for open discuss and dialogue.

1. Move to the section of the room that best represents your assessment of the culture on the Early Learning Council.
2. Share:
 - a. your **rationale** for choosing this stage; and
 - b. an **example** that supports your rationale.

Organizational Stages of Diversity and Inclusion

I. Exclusionary Organization

An organization that is openly exclusionary in its mission and organizational structures.

II. "The Club" Organization

Does not openly advocate against diversity and inclusion, but the organization is structured to maintain the status quo. White men make up most of the top leadership on staff and the Board. They set the tone for the organization's mission, policies, practices and cultural norms. These norms are seen as correct and are used to define and maintain the organization's culture. Others may participate but are required to assimilate and fit into the defined cultural norms.

III. Compliance/Token Organization

Committed to removing some of the rigidity inherent in "The Club" but does not want to make too many waves. Hires more women and people of color, especially in entry-level positions. May hire a person of color or woman in a management position as long as he/she does not challenge the organization's mission or practices and is seen as fully "qualified". In this organization, women and people of color are clear that there is a ceiling on how high they can go.

IV. Affirmative Action Organization

Committed to eliminating the rigidity in "The Club" organization. Women, people of color, and other targeted groups are actively recruited for employment at all levels of the organization. The organization actively supports the growth and development of traditionally targeted groups but only in ways that do not challenge the organizational culture or status quo. Encourages non-sexist, and non-racist thinking and behavior, however, norms and practices are still established by a White male culture and are expected to be maintained.

V. Re-defining/Self-renewing Organization

Is self-reflective, and in transition. Questioning organizational norms is not just tolerated, but encouraged. It openly examines all aspects of the organization's mission, policies, practices, and management styles to see how they may negatively affect the personal growth and success of all staff, especially historically excluded groups. Recognizes the organizational benefits to diversity and inclusion and includes a wide range of cultural perspectives in the organizational culture. Diversity is reflected throughout the organization.

VI. Inclusive Organization

Reflects the values of diversity and inclusion in its mission, policies, practices, and cultural norms. Diverse cultural and social perspectives are represented and supported throughout the organization. There is an awareness and respect given to diverse cultural groups whether or not they are represented in the organization. Diversity is reflected at all levels of the organization. The organization is committed to diversity and inclusion through and through.

Note: These are not stages that all organizations must go through. It may be helpful to see each "stage" as separate and distinct and not as a prerequisite to get to the next stage. An organization may start from any place - and move to any place.

Adapted from a model developed by Dr. Bailey Jackson and Evangelina Holvino.

Organizational Traps That Prevent Diversity and Inclusion

1. Expecting that short-term, "one-shot" training will be enough
2. Lack of long-term vision or plan for diversity and inclusion efforts
3. Individual perceptions and feelings are not valued
4. Waiting for one key person to change
5. Not wanting to upset anyone or feel uncomfortable
6. Expecting diversity and inclusion efforts to be handled by one department and not throughout the organization
7. Burnout from a few individuals who end up doing all or most of the organizational work
8. The myth of the happy ending

Strategies that Support Diversity and Inclusion

1. **Connect** issues of diversity and inclusion to the mission and values of the organization.
2. **Acknowledge** that individuals' perceptions and feelings are just as real as any form of quantitative data and begin to take action on that reality.
3. **Move** around, under, or between key people who seem stuck. Use whatever support they give you as an opportunity to help the change effort.
4. **Prepare** to respond to backlash as a sign of positive change.
5. **Develop** organization-wide support for the effort by involving a broad base of key individuals and groups within the organization.
6. **Support** targeted groups in identifying their individual and collective issues. Develop organizational networks and support groups that are homogeneous and heterogeneous.
7. **Look** for and acknowledge positive signs of change.
8. **Focus** on the effects of action.
9. **Recognize** that dealing with these issues is a process not a product. As you progress, new issues will emerge. Be prepared to see this as an ongoing effort in the life of the organization.
10. **Develop** a long-term vision that includes a total systems change with built in accountability.

Addressing Issues of Inclusion and Equity

VALUING DIVERSITY VS. MANAGING DIVERSITY

Valuing Diversity	Managing Diversity
Organization states that it values diversity	Involves a stated value and commitment to diversity and inclusion that is tied to an organizational mission or purpose
Senior leadership feels that diversity is inherently good	Senior leadership is committed to diversity and inclusion and models and leads from those values
Caring that diversity exists	Setting up organizational structures and systems that allow for an environment of equity and inclusion
Openness to diversity among people	Implements actual strategies and tools to increase and support the diversity of its members
Resists any disruption to the status quo	Takes into account that the organizational culture might be (will be) disrupted and plans accordingly
Is committed to organizational stability	Is committed to organizational change
Requires no action or tangible results	Requires action, accountability, and results
Utilizes disconnected short-term activities	Uses concerted, organized, strategic long-term efforts
Relatively easy position to take	Very difficult work to be done

Adapted from *Managing Cultural Diversity in Sports Organizations: A Theoretical Perspective*, Doherty and Chelladurai (1999)

Addressing Issues of Inclusion and Equity

TAKE HOME ASSIGNMENT:

Create ongoing opportunities to **continue these conversations with one another**, on the Early Learning Council, and in the broader community.

NOTES

NOTES

Prenatal – Age 3 Subcommittee

Board Action Summary, Proposed Charge,
Proposed Governing Rules

Board Action Summary

March 18, 2015

AGENDA ITEM: Prenatal – Age 3 Subcommittee

Summary of Recommended Board Action

ACTION:

Review and approve Prenatal-3 Subcommittee Charge and Governing Rules

ISSUE:

Development of a Prenatal – 3 Subcommittee and restructure of the Healthy Families Oregon Advisory Committee:

- The Early Learning Council has requested a subcommittee to focus on P-3 program and policy issues
- Healthy Families Oregon (HFO) is required by Healthy Families America (HFA) to have an Advisory Committee that guides and advises on policy statewide.
 - HFA allows for state systems to utilize an existing early childhood committee for this purpose if appropriate.
 - The current HFO Advisory Committee has had declining membership over the past 4 years, with a number of seats empty that have not been refilled.

The Council must now vote on whether to accept the P-3 Subcommittee Charge and the Governing Rules.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION:

The P-3 Charge and proposed Governing Rules are provided in this packet.

The P-3 Charge and proposed Governing Rules were both vetted and discussed by the Acting Early Learning System Director, Megan Irwin, HFO Advisory Chair/ELC member Martha Brooks and the HFO Statewide Coordinator, Erin Deahn.

BOARD MEMBER PRESENTING REPORT FOR ADOPTION:

Pam Curtis, Early Learning Council Chair
Martha Brooks, ELC Member

CONTACT: Megan Irwin, Acting Early Learning System Director

Prenatal to Age 3 Sub-Committee and Healthy Families Oregon Advisory Committee

ELC Charge to the Prenatal – Age 3 Subcommittee - 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 under the age of 3 years old. Areas of responsibility include, but not limited to:

Prenatal to Age 3 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 the MIECHV team and how future opportunities can be coordinated

Advise ELC on service access:

- Barriers to service eligibility screening
- Barriers to enrollment and accessing services
- Service to minority 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

Birth to Age 3 Priorities

- Priority A: Increasing access to home based services
(Strategic plan strategy 2.1-A)
- 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, focusing on priorities of the Early Learning Council. Subcommittee will serve as the Advisory Committee to the Healthy Families Oregon program, as required by 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

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 appoints Prenatal to Age 3 subcommittee.

Prenatal to Age 3
& HFO Advisory Committee
Early Learning Council Subcommittee
Governing Rules

Adopted: ~~xxxx~~, 2016
Revised:

ARTICLE I

NAME

SECTION 1 The name of this group is the Prenatal to Age 3 Subcommittee and was formed by the Early Learning Council.

ARTICLE II

PURPOSE

SECTION 1 The main purpose of the Prenatal to Age 3 Subcommittee is to advise the Early Learning Council (ELC) on policy and immerging issues regarding programs serving families prenatally to age 3 and to act as the Advisory Committee to Healthy Families Oregon, ensuring that it is administered and governed in accordance with principles of effective management and of ethical practice.

Healthy Families Advisory function of committee:

As a Statewide/Multi-Site Healthy Families America program, the Central Administration office (Early Learning Division) is required to adhere to additional Multi-Site Standards. Standard A-3 states: “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 Prenatal to Age 3 Subcommittee is to act in an advisory capacity to the Early Learning Council.

ARTICLE III

MEMBERSHIP

SECTION 1 The Prenatal to Age 3 Subcommittee may consist of ***up to*** fifteen (15) members. Appointments to Prenatal to Age 3 shall reflect Oregon’s diverse populations, recipients of early childhood support services, community advocates and agencies or organizations who have knowledge of the issues and needs of high risk program participants.

The following expertise will be sought to fill seats on the Prenatal to Age 3 and

Three (3) seats: Early Childhood Advocates/parents and members of the community

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

One (1) seat: A researcher with expertise in infant and toddler programs.

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

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

Two (5) seats: flexible

The committee will be chaired by a member of the Early Learning Council.

SECTION 2 Persons interested in membership will submit an application. This application will be reviewed by the Early Learning Council Executive Committee to appoint or deny membership.

SECTION 3 The term of membership shall be for three years and may be renewed once, serving a total of 2 terms (6 years). The Early Childhood Researcher seat shall have no limit to the number of terms served.

SECTION 4 When a vacancy exists, Prenatal to Age 3 and shall appoint an Ad Hoc Nominations Committee to establish a list of candidates for Prenatal to Age 3 Subcommittee approval.

SECTION 5 Prenatal to Age 3 Committee members anticipating absence from committee meetings shall notify and be excused by the Chair or her/his staff designee. After three absences the Chair will discuss the matter with the member in question. Chair will bring his/her findings and recommendation to the Prenatal to Age 3 Committee. A motion may be made declaring the position vacant due to a pattern of absenteeism. Upon a majority vote, the position will be declared vacant, and shall be filled according to the provisions of this article.

ARTICLE IV OFFICERS

SECTION 1

The Chair shall serve for a three-year term. At the completion of the first three-year term, the Chair can be re-appointed by ELC for one additional three-year term. Upon completion of the Chair's final term, the Chair may continue as a member of the Committee and a new Chair will be appointed.

The Chair shall call and preside at meetings, establish work groups and committees, and shall serve as an *ex-officio* member of all committees and task groups.

SECTION 2 The Prenatal to Age 3 Subcommittee Chair shall appoint a Vice Chair that will serve a three-year term. The Vice Chair shall perform the duties of Chair in his/her absence, and may serve as an *ex officio* member of all committees and work groups upon direction of the Chair.

ARTICLE V

COMMITTEES AND TASK GROUPS

SECTION I

SECTION I Other Committees.

Additional Prenatal to Age 3 Subcommittee work groups may be appointed at the discretion of the Chair, shall continue until their purpose is completed, and shall include at least one Prenatal to Age 3 Subcommittee member. The chair of each standing committee shall be a current Prenatal to Age 3 Subcommittee member.

ARTICLE VI

MEETINGS

SECTION 1 The Prenatal to Age 3 Subcommittee shall hold a minimum of six regular business meetings per year. All meetings of the Prenatal to Age 3 Subcommittee and advisory committees, shall be subject to the provisions of the Oregon Public meetings Law, ORS 192.610 to 192.690.

SECTION 2 Special meetings may be called by the Chair, or by any three members of the Prenatal to Age 3 Subcommittee.

SECTION 3 A quorum of the Prenatal to Age 3 Subcommittee shall consist of a majority of members present at the meeting either via phone or in person. A majority of present members is needed to take any action. No proxies shall be allowed. In the event an emergency vote is needed, a yes/no votes may be submitted via email and requires a quorum of all committee members.

SECTION 4 It is the policy of the Prenatal to Age 3 Subcommittee that members who have an actual conflict of interest are precluded from voting on or participating in the deliberation of funding allocations, or performance review of contract activities or actions. A declaration of potential or actual conflict of interest

will be noted in the minutes. Minutes shall include outcome of each vote or action in which a conflict of interest was declared.

Definitions:

1. Potential conflict of interest may arise when a Prenatal to Age 3 Subcommittee member takes official action that could financially impact the Prenatal to Age 3 Subcommittee member, the Prenatal to Age 3 Subcommittee relatives, or business with which the Prenatal to Age 3 Subcommittee member or relative is associated.
2. Actual Conflict of Interest may arise when a Prenatal to Age 3 Subcommittee member takes official action that would financially impact the Prenatal to Age 3 Subcommittee members, a relative or an associated business.
3. Deliberation is discussion leading to a vote on any issue that could result in disciplinary action with a program not adhering to their contract and HFA standards or discussion leading to or resulting in a vote that affects funding for local programs. Deliberations include those taking place separate from voting process.

ARTICLE VII PARLIAMENTARY PROCEDURE

- SECTION 1** The parliamentary procedure for meetings and operations of the Prenatal to Age 3 Subcommittee shall be the responsibility of and within the authority of the Chair. In the event there is a disagreement or objection to procedures pursued by the Chair, the disagreement or objection shall be brought in front of the Early Learning Council

ARTICLE VIII PRECEDENCE OF STATE LAW AND COUNTY ORDINANCE

- SECTION 1** In the event any provisions of these bylaws are in conflict with Oregon Revised Statutes, Oregon Administrative Rules, these bylaws shall be subordinate.

ARTICLE IX AMENDMENTS

- SECTION 1** These bylaws may be amended by majority vote of the Early Learning Council (ELC). ELC will be provided notice of the proposed amendment, including its full text, in accordance with the notice requirements in Article VI of these Governing Rules.

Rules Adjustment: Registered Family Child Care Rules

Board Action Summary, Rules Summary

Board Action Summary

March 18, 2015

AGENDA ITEM: Director's Update

Summary of Recommended Board Action

ACTION: Approve minor language change in Registered Family Child Care rules

ISSUE: The revised rules created a requirement that the registered family child care provider keep a copy of the letter confirming enrollment in the Central Background Registry on all the individuals associated with the registered family child care home (facility). The phrase that will be deleted under this correction results in a clarification that the provider must keep a copy of the letter on all enrolled individuals associated with the facility; not just those enrolled individuals who may have contact with child care children.

BACKGROUND: Registered family child care rules were approved by the Early Learning Council on January 29, 2015, and filed with the Secretary of State on February 3, 2015. Subsequently it came to the attention of the staff that a phrase was inserted in the rules that may cause confusion for providers about what documentation they must keep on file for individuals enrolled in the Central Background Registry.

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

BOARD MEMBER PRESENTING REPORT FOR ADOPTION:

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

Early Learning Council – Administrative Rule Revision Summary

Title/OAR #:

Date: March 18, 2015

Registered Family Child Care OAR 414-205-0040(4)

Staff/Office: Early Learning Division, Office of Child Care

☐ New Rule ☒ Amend Existing Rule ☐ Repeal Rule

Hearing Dates: N/A ☐ Hearings Officer Report Attached

Prompted by: ☐ State law changes ☐ Federal law changes ☒ Other

Action Requested:

☐ First Reading of Administrative Rule ☒ Approve for Filing

PROPOSED/AMENDED RULE SUMMARY:

Registered family child care rules were approved by the Early Learning Council on January 29, 2015, and filed with the Secretary of State on February 3, 2015. Subsequently it came to the attention of the staff that a phrase was inserted in the rules that may cause confusion for providers about what documentation they must keep on file for individuals enrolled in the Central Background Registry.

BACKGROUND:

The Early Learning Division was established through the passage of HB 3234 and came into existence July 1, 2013. The Early Learning Division of the Oregon Department of Education is directed under Oregon statute to establish minimum standards for child care facilities under the guidance of the Early Learning Council, which has responsibility for adopting rules and broadly overseeing the development of early learning system and programs for children age 0-6. The Council's child care regulatory responsibility came with the creation of the division effective July 1, 2013 and is the first time that this body or any other public body has had jurisdiction over the state's child care regulatory and programmatic responsibilities.

Anyone residing in a licensed child care home, visiting the home on a regular basis, substituting for or assisting the provider, must be enrolled in the Office of Child Care's (OCC) Central Background Registry. When an individual becomes enrolled, OCC sends a confirmation letter to the associated facility notifying them of the individual's enrollment.

The revised rules created a requirement that the registered family child care provider keep a copy of the confirmation letter on all the 'enrolled' individuals associated with the registered family child care home (facility). The phrase that will be deleted under this correction results in a clarification that the provider must keep a copy of the letter on all enrolled individuals associated with the facility; not just those enrolled individuals who may have contact with child care children.

Language as approved on January 29, 2015.

OAR 414-205-0040(4) ...The provider must keep a copy of the OCC's confirmation letter for all adults enrolled in the CBR that may have contact with child care children.

Proposed correction:

OAR 414-205-0040(4)...The provider must keep a copy of the OCC's confirmation letter for the individuals enrolled in the CBR. ~~that may have contact with child care children.~~

TIMELINE OF KEY ACTIVITIES

- January 29, 2015 Early Learning Council approved revisions to the registered family child rules
- Rule revisions filed with the Secretary of State on February 3, 2015
- Staff began implementation process for the newly revised rules: translation, revision of forms, communication with providers etc.
- Mid-February, staff noted that this language might cause confusion for providers and recommended a small change to provide clarification.

BENEFITS

- Clarifies the intent of the rule.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

- None

FISCAL IMPACT:

- None

STAFF RECOMMENDATION:

- ☒ Review and approve for filing
☐ First Reading
☐ No recommendation at this time

Comments: This is a very minor revision that is intended to provide clarity to licensed providers and does not change the intent or meaning of the rules as approved.

Communications Strategy

Board Action Summary, Presentation

Board Action Summary

March 18, 2015

AGENDA ITEM: Communications Strategy

Summary of Recommended Board Action

ACTION:

Provide input on the initial thinking around an early learning communications strategy.

ISSUE:

A communications strategy is needed to help ensure early learning objectives are met.

BACKGROUND:

In the last few years there has been a significant amount of change in the early learning landscape. The support of the current and former Governor, the creation of the Early Learning Hubs and increased knowledge of brain development has brought new focus to Oregon's early learning system. There is tremendous opportunity to turn this attention into outcomes for children and families.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION:

An evaluation of current communication practices and needs was conducted, followed by a survey of partners related to communications preferences. These resulted in the recommendations presented.

CONTACT: Aimee Craig, Early Learning Public Affairs Director



EARLY LEARNING COMMUNICATIONS STRATEGY MARCH 18, 2015

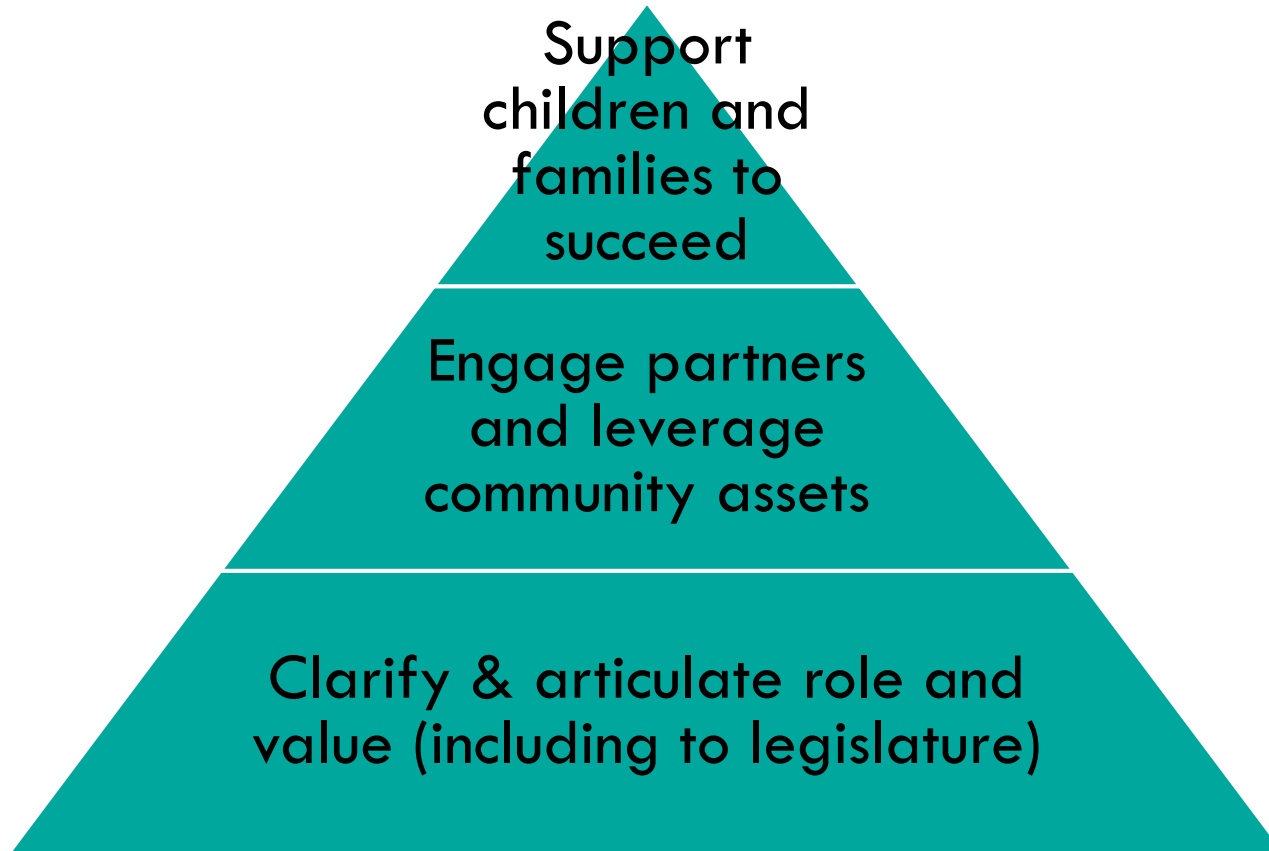
Aimee Craig, Early Learning Public Affairs Director

Early Learning Goals

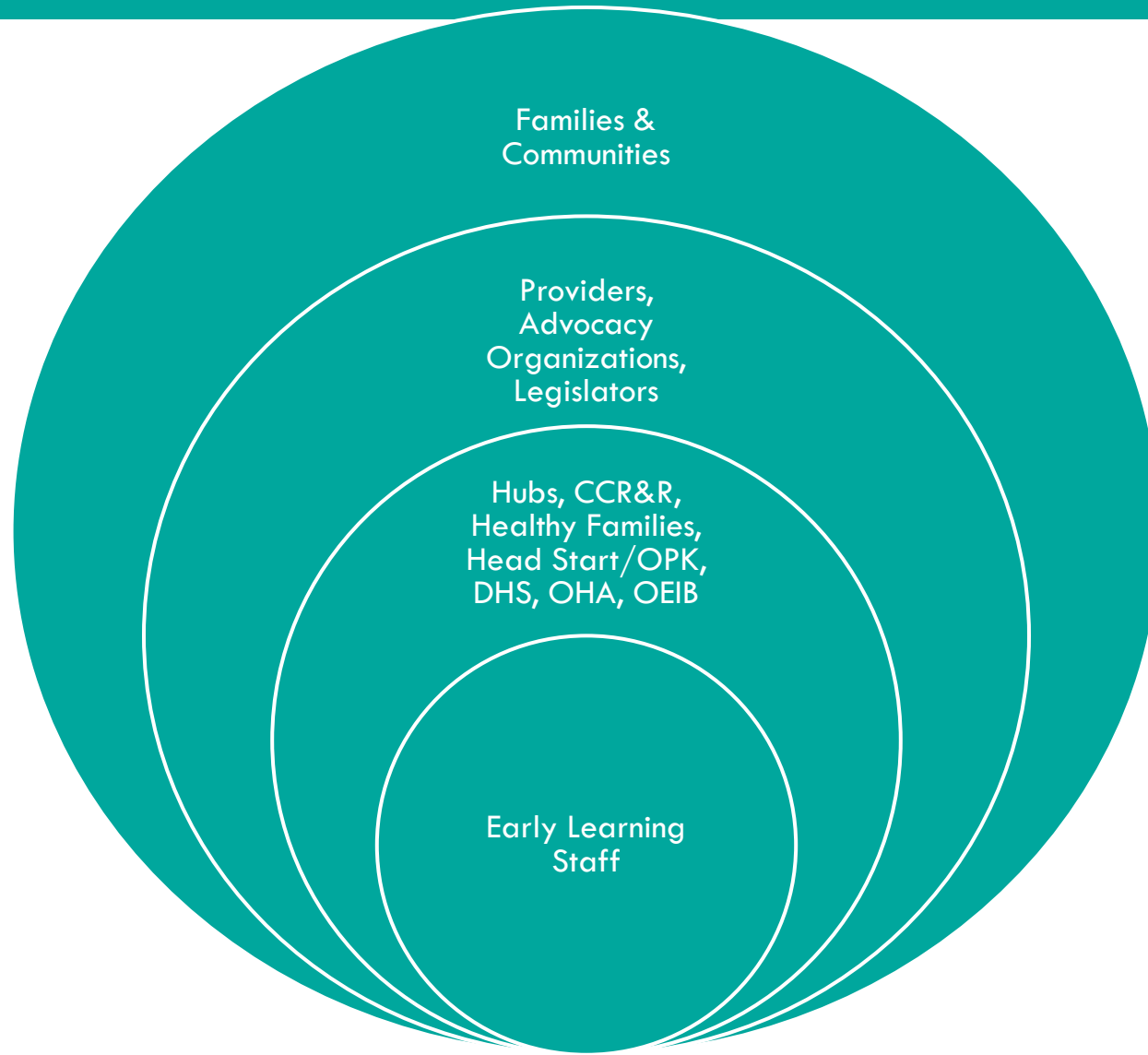
- Children arrive at kindergarten ready to succeed.
- Families are healthy, stable and attached.
- The Early Learning System is coordinated, aligned and family-centered.



Strategies Overview



Audiences



Internal Audiences

Needs

- Information
- Connection to big picture
- Clarity of role and responsibilities
- Empowered to act

Strategies and Tactics

- Consistent Division identity
- Regular updates
- Clear, concise, sharable materials
- Opportunities for 2-way conversation

Outputs/Outcomes

- Knowledgeable representatives
- Strong advocates
- Informed leadership

Hubs, Contractors & Other Agencies

Needs	Strategies and Tactics	Outputs/Outcomes
<ul style="list-style-type: none">• Relevant Information• Understanding of connections• Ability to provide feedback• Connections to resources and tools	<ul style="list-style-type: none">• Regular program/policy updates and highlights• Opportunities for input• Clear, concise, sharable materials and messages	<ul style="list-style-type: none">• Informed system coordinators• Strong advocates• Increased capacity to serve

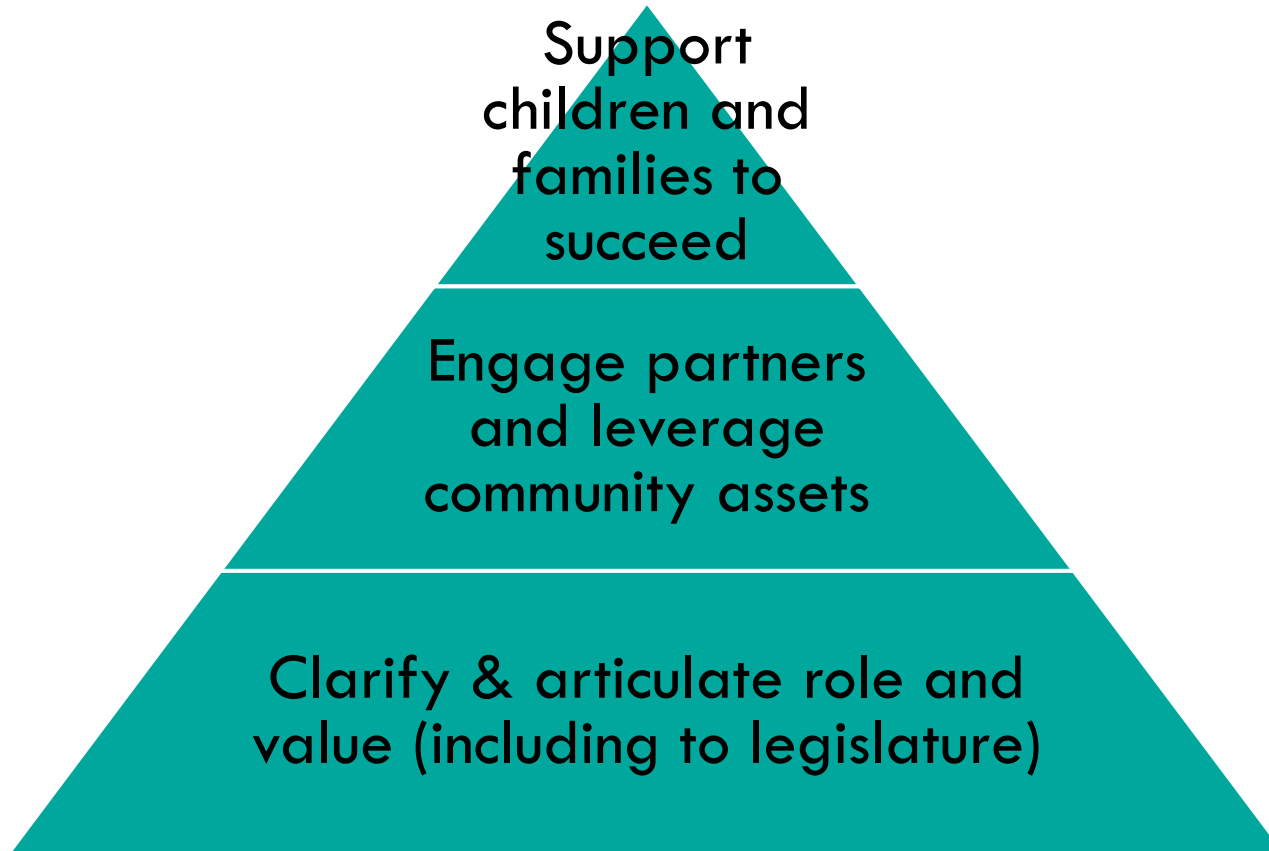
Early Learning and Development Programs

Needs	Strategies and Tactics	Outputs/Outcomes
<ul style="list-style-type: none">• Relevant, timely & accessible information• Connections to culturally and linguistically relevant resources and tools	<ul style="list-style-type: none">• Relevant and timely updates through multiple channels• Opportunities for 2-way communication• Focus on opportunities that benefit and strengthen providers	<ul style="list-style-type: none">• Informed and engaged providers• Increased capacity to serve families and children

Families & Communities

Needs	Strategies and Tactics	Outputs/Outcomes
<ul style="list-style-type: none">• Access to desired culturally and linguistically relevant services and supports• Dignity, Respect, Autonomy	<ul style="list-style-type: none">• Advocacy for availability of services• Accessible, family-centered materials and messages• Elevate the role of families and communities as partners	<ul style="list-style-type: none">• Informed partners• Engaged families and communities• Powerful advocates

Strategies Overview



Tactics Overview

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

Support Children and Families to Succeed



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

Engage Partners and Leverage Community Assets



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

Clarify & Articulate Role and Value



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

Progress



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

Progress



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

Progress



Council Role & Needs



- How does the Council want to be engaged with communications and engagement?
- Are there materials or messages you need to be successful advocates?

Subcommittee Reports

Early Learning Council & OEIB
Subcommittees

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

Subcommittee Charge:

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

Subcommittee Membership:

Pam Curtis (ELC)

Lynne Saxton (OHA)

Teri Thalhofer (ELC)

Leslie Clement (OHA)

Janet Dougherty-Smith (ELC)

Erinn Kelley-Siel (DHS)

Megan Irwin (ELD)

Jim Carlough (CCO/Hub)

Zeke Smith (OHPB)

Dana Hargunani (ELC/Staff)

Carla McKelvey (OHPB)

Report:

The Joint ELC/OHPB Subcommittee last met on February 3, 2014. The February meeting was focused on reviewing developmental screening work under the RTT-ELC and ECCS grants, as well as determining the Subcommittee's priorities for the next year.

Key Issues Discussed & Uncovered:

Issues that were discussed and reviewed at this meeting included:

- *Review of 2014 Mid-Year Performance Report on Health System Transformation and quality measurement*
- *Update on Hub metrics*
- *Update on developmental screening activities in Oregon*
- *Exploration of 2015 priorities for the Joint Subcommittee to address*

Upcoming Key Decisions:

- Finalization of 2015 priorities (April, 2015)
- Option to endorse recommendations from the Infant Mental Health Endorsement (IMH-E) Workgroup relating to workforce development targeting the social emotional development of young children in Oregon (April, 2015)
- Recommendations for shared, cross-sector measures from the Child and Family Well-being Measures Workgroup (spring/summer 2015)

Early Learning Council, Child Care and Education Workgroup Report

Subcommittee Charge: Advise the Early Learning Council on the issues, challenges, and priorities related to affordable, quality child care in Oregon, and recommend methods and policies to improve integration across the Early Learning System. The Child Care and Early Education Committee will focus on priorities of the Early Learning Council, components of the Race to the Top Early Learning Challenge plan, and assume the functions of the Oregon Commission for Child Care as requested by the Early Learning Council.

Subcommittee Membership: See attached.

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

- Recommendations to ELC on child care rules revisions. The Chair of the Early Learning Council (ELC) asked the Child Care and Education Workgroup (CCEW) to take responsibility for advising the ELC on rule revisions.
- The CCEW met on January 19th to review proposed revisions to Certified Center child care rules and identify additional policy issues related to rules. The workgroup has identified a number of issues related to Certified Center child care rules. On March 19th, the workgroup will prioritize policy related issues and request further information from staff to guide recommendations. Information requested from staff will include best practice, potential impact and cost, and an assessment about the will and readiness of the state. Following deliberation at our May meeting, the workgroup will provide preliminary recommendations to the ELC related to center child care rules.

Key Issues Discussed & Uncovered:

As the CCEW fulfills its emerging role as the Rule Advisory Committee, the CCEW Chair and ELD leadership have had several discussions about leading this new process on behalf of the ELC. As a result, the Rule Advisory Committee charge and process are under revision to ensure that the workgroup can provide substantive recommendations that further alignment of Oregon's early learning and development programs with the ELC's policy goals. This may include providing recommendations to the ELC for programs that are outside of the ELD's authority, but are within the ELC's oversight of the early learning system.

Upcoming Key Decisions:

The CCEW will prioritize policy related issues related to Certified Center child care rules, examine research and information, and will provide information and an update to the ELC in May.

OEIB Best Practices & Student Transitions Subcommittee Report

Subcommittee Charge:

To recommend a research and policy agenda that supports student success, with particular focus on transition points such as entry into Kindergarten, K-12 transitions, and high school to post-secondary and career.

Subcommittee Membership: Yvonne Curtis (Chair), Mark Mulvihill, Kay Toran, David Rives, Kim Williams (ELC), Lynne Saxton (ELC)

Report: The OEIB Best Practices and Student Transitions Subcommittee met on March 10, 2015 and received updates on chronic absenteeism, frameworks for the Regional Achievement Collaboratives and STEM Hubs, early learning, and educator quality.

Key Issues Discussed & Uncovered: OEIB's Chronic Absenteeism Study aims to reduce and eliminate barriers to school attendance so that all students reach benchmarks and graduation rates increase; increase family and community knowledge on the importance of students attending school; increase family and community engagement; improve reporting to ensure all students are identified and served; identify effective practices to combat chronic absenteeism from across the state and leverage them to formulate impactful policies and investments.

This committee heard an update and overview of the Early Learning Division and Department of Educations shared alignment work from birth to grade 3, as well as the work of the Kindergarten Assessment and upcoming presentation to the Early Learning Council regarding the ELC Equity Report.

This committee also reviewed a report on educator quality, noting that 94% of administrators would hire the teacher again and 91% of teachers would become a teacher again. Lastly, the committee heard an update on the Oregon Mentoring Project to support beginning teachers, principals and superintendents.

More information on this meeting, along with the materials shared, can be found here:

http://education.oregon.gov/Documents/archive/BPST3_10_15mats.pdf

Upcoming Key Decisions:

OEIB Equity & Partnerships Subcommittee Report

Subcommittee Charge: To ensure the work of the OEIB and the state education system is focused on meeting the diverse needs of every Oregon learner and supports a vision of education equity and excellence for all.

Subcommittee Membership: Nichole Maher (Chair), Julia Brim-Edwards, Matthew Donegan, Samuel Henry, Harriet Adair (ELC), Janet Dougherty-Smith (ELC), Ramon Ramirez (HECC)

Report: The OEIB Equity and Partnerships Subcommittee met on February 4, 2015 to hear a report on the race and ethnicity of special education in Oregon, as well as an update on an asset-based community engagement framework.

Key Issues Discussed & Uncovered: This subcommittee revisited the conversation about race and ethnicity of special education Oregon, this time with the ability to review data. The report concluded the following:

- Students who are Native American have a similar chance of being identified in EI/ECSE as students who are white, but a much greater chance of being identified in K-12
- Students who are Black have a slightly greater chance to be identified in EI/ECSE, but a much greater chance of being identified in K-12
- Students who are Asian/Pacific Islander are slightly less likely to be identified in EI/ECSE, but much more likely to be identified in K-12
- Throughout the continuum, students who are Hispanic and students who are white are equally likely to be identified.

The committee also heard a preliminary update on the ELC Equity Report and Toolkit that will be shared with the Early Learning Council, as well as a Community Engagement Framework proposal.

More information on this meeting, along with the materials shared, can be found here:

http://education.oregon.gov/Documents/archive/Equity2_4_15FINITE.pdf

Upcoming Key Decisions:

OEIB Outcomes and Investment Subcommittee Report

Subcommittee Charge:

To focus state and local investment on OEIB-adopted outcomes and to track the state's progress toward the 40-40-20 Goal. This committee is charged to:

- Develop framework for analyzing achievement compact at all levels
- Examine and understand the state's trajectory to 40-40-20
- Recommend a tool or methodology for analyzing return on investment
- Monitor implementation and results from strategic investments
- Recommend strategic investments for the 2015-17 biennium

Subcommittee Membership: Dick Withnell (chair), Ron Saxton, Hanna Vaandering, Pam Curtis, Duncan Wyse.

Report: The OEIB Outcomes and Investment Subcommittee met on February 19, 2015 and received updates on the work of OEIB's Research Team, the Systems-Level Research and Evaluation with Oregon's Regional Collaboratives, the Multi State Data Exchange, and upcoming K-12 district visits.

Key Issues Discussed & Uncovered: This committee was heard updates from OEIB's Research Team on all projects of OEIB, including stORytime, the Quality Education Model, STEM Hubs, Regional Achievement Collaboratives and Culturally Responsive Pedagogy Practices. The Research Team recommended continuous input from the field, allowing flexibility due to the complexity of systems change, and sharing the most informative potential outcomes at the systems-level, as considerations for past and future practice.

The committee was also briefed on the Multi State Longitudinal Data Exchange. Oregon expects to exchange data with at least 10 other states, including California and Texas. Oregon's state agency partners include the Department of Education, Higher Education Coordinating Commission and Oregon Employment Department.

More information on this meeting, along with the materials shared, can be found here:

<http://education.oregon.gov/Documents/archive/FebOImats.pdf>

Upcoming Key Decisions:

OEIB makes decisions for this committee.