Early Learning Council
Tuesday, October 28, 2014
9:00am – 4:00pm

Youth Villages Clackamas River Campus
Lodge
15544 S. Clackamas River Dr., Oregon City, OR 97045

This meeting will serve as a retreat for the Early Learning Council. Members of the Public are welcome to join, but Public Testimony will not be accepted at this meeting.

The next Early Learning Council meeting will take place on November 18th in Eugene. Public Testimony will be accepted at that meeting.

PAM CURTIS
ELC Chair

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

MEGAN IRWIN
*Acting Early Learning
System Director*

AGENDA
Day facilitated by Chair Pam Curtis

1. Overall Vision by 2018

2. Goal Area Discussions

3. Break & Working Lunch – Discussing Big Picture

4. Defining Work Plan

5. Defining Council's Role &Responsibility in Implementing Work Plan

6. Next Steps & Meeting Evaluation

*Times are approximate & breaks may be added as needed

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

ELC Retreat Guiding Principles/Mission

By 2018 we will make measurable progress and implement the strategies necessary to ensure

1. All Oregon children enter kindergarten ready to succeed, and are
2. Raised in stable families with caregivers who to whom they are attached
3. Services and systems are coordinated and aligned to support achieving 1 and 2 above

In doing so, we will

- Apply strategies for children who are over-represented in the achievement gap and underrepresented in accessing supports
- Listen to stakeholders across the state
- Focus on results and use data to drive decisions
- Have courage to make change(s)
- Hold a sense of urgency
- Focus our communication and broaden our message

Pathway to Kindergarten Readiness and 3rd Grade Reading

- Too many students, especially students of color, are not reading proficiently by 3rd grade.
- Students ready for kindergarten are much more likely to reach 3rd grade reading proficiency.
- Students who achieve reading proficiency in 3rd grade are 4 times less likely to drop out. School districts that do not need to spend as much on reading remediation can offer a more diverse program, which includes the electives that help keep many students engaged in school.
- Improvements in professional practice and more engaging learning environments will increase achievement and help eliminate opportunity gaps.
- Interventions in low performing K-12 districts, especially ones that focus on improving instructional leadership, will increase the number of students reading proficiently.

Outcome Measures

	Percentage of students ready for Kindergarten	Percentage of students reading proficiently by 3rd grade
Current		68% all students
2-year		88% all students 80% disadvantaged students
4-year		95% all students 95% disadvantaged students

Key Strategies

Key Strategies	Scope	P-20 Essential Skills	Educator Effectiveness	Quality Learning Env	Type(s)
1. Birth to 3	Focus: 66,000 children			✓	System Redesign
2. Quality Early Childcare	Focus: 85,000 children		✓	✓	Scale-up
3. Early Years to Kindergarten	All: 190,000 children	✓			Collective Impact
4. 3rd Grade Reading	All: 180,000 children	✓	✓		Scale-up/Collective Impact
5. Dual Language Progress Monitoring	All: 6,000 children	✓			System Redesign
6. Full Access to K-12 Mentoring	All: 3,500 educators		✓		Scale-up
7. Culturally Responsive Teaching Practices	All: 65,000 K-12 staff		✓	✓	Scale-up
8. Support for Low Performing Schools/Districts	Focus: 143 schools		✓		Scale-up
9. Expansion of School District Collaboration	All students	✓	✓		System Redesign

Scope - All: Strategy affects all students or staff. **Focused:** Strategy focused on particular students or staff.
P-20 Essential Skills: Relevant curriculum and instruction that ensures every student achieves high standards.
Educator Effectiveness: Improving educators ability to serve all students especially those most affected by opportunity gaps.
Quality Learning Environments: Creating culturally responsive conditions that achieve high attendance and student engagement.
System Redesign: Changing existing structures and programs within and between agencies to remove barriers and opportunity gaps.
Collective Impact: Communities coming together to mutually achieve student success.
Scale-up: Expand a existing research/evidence based strategy to affect more students or staff.
Note: Each strategy, by number, is described and analyzed in a companion document entitled "OEIB Strategy Analysis Tool 2014"

Early Literacy Grants

Grantee	Service Area	Grant Amount
Baker County Community Literacy Coalition	Baker County	$49,122
Child Care Partners	Hood River, Gilliam, Sherman, Wasco, and Wheeler Counties	$50,000
Coastal Families Together	Lincoln County	$50,000
Early Learning, Inc.	**Marion County**	**$100,000**
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	$46,211
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**
North Central Education Service District	Gilliam, Sherman, Wheeler Counties	$49,669
Oregon Child Development Coalition	Malheur County	$50,000
Oregon Coast Community Action	Coos, Curry Counties	$50,000
Oregon Children's Foundation (SMART)	Klamath	$25,778
Portland State University	Statewide	$49,769
South Central Early Learning Hub	**Douglas, Lake Counties**	**$99,986**
Strengthening Rural Families	Benton County	$45,549
Umatilla-Morrow Head Start	Morrow, Umatilla Counties	$50,000
Wallowa County Library	Wallowa County	$50,000
Yamhill Early Learning Hub	**Yamhill County**	**$90,118**
	Total	**$1,251,176**

Grants to early learning hubs are noted in bold. Remaining Early Literacy Grant funds will be distributed through round two early learning hubs.

This grant is reaching 60,000 children and families, targeted towards children who meet the definition of 'at risk' and is designed to close access, opportunity, and achievement gaps. Target populations include:

o   English learners and their families
o   Immigrant communities
o   African-American children/families
o   Hispanic children/families
o   Native American children/families

o   Children of migrant/seasonal workers
o   Children/families living in poverty
o   Children/families living in rural/remote communities

Early Learning Kindergarten Readiness Partnership & Innovation Grants

Grantee	Service Area	Grant Amount
David Douglas School District	East Portland	$335,330
Early Learning, Inc.	**Marion County**	**$412,918**
Early Learning Multnomah	**North & Outer NE Portland**	**$522,692**
Echo School District	Echo	$29,500
Forest Grove School District	Forest Grove	$298,394
Frontier Services Early Learning Hub	**Grant, Harney Counties**	**$49,100**
High Desert ESD	Bend, LaPine, Redmond, Warm Springs	$244,357
Intermountain ESD	Baker, Morrow, Umatilla, Union Counties	$143,700
Lane Early Learning Alliance	**Lane County**	**$290,000**
Malheur ESD	Baker, Malheur, Wallowa Counties	$162,640
Neah-Kah-Nie School District	Neah-Kah-Nie	$72,010
Northwest Family Services	Gladstone, Oregon City	$176,074
Oregon City School District	Gladstone, Oregon City	$244,912
South Central Early Learning Hub	**Douglas, Lake Counties**	**$486,029**
Southern Oregon ESD	Jackson, Josephine Counties	$120,000
Yamhill Early Learning Hub	**Yamhill County**	**$296,974**
	Total	**$3,885,096**

Grants to early learning hubs are noted in bold. The Early Learning Division will be contracting with Portland State University to conduct a mixed-methods program evaluation of this initiative

This grant is reaching 20,000 children and families, targeted towards children who meet the definition of 'at risk' and is designed to close access, opportunity, and achievement gaps. Target populations include:

o   English learners and their families
o   Immigrant communities
o   African-American children/families
o   Hispanic children/families
o   Native American children/families

o   Children of migrant/seasonal workers
o   Children/families living in poverty
o   Children/families living in rural/remote communities.

Focused Child Care Network Grants

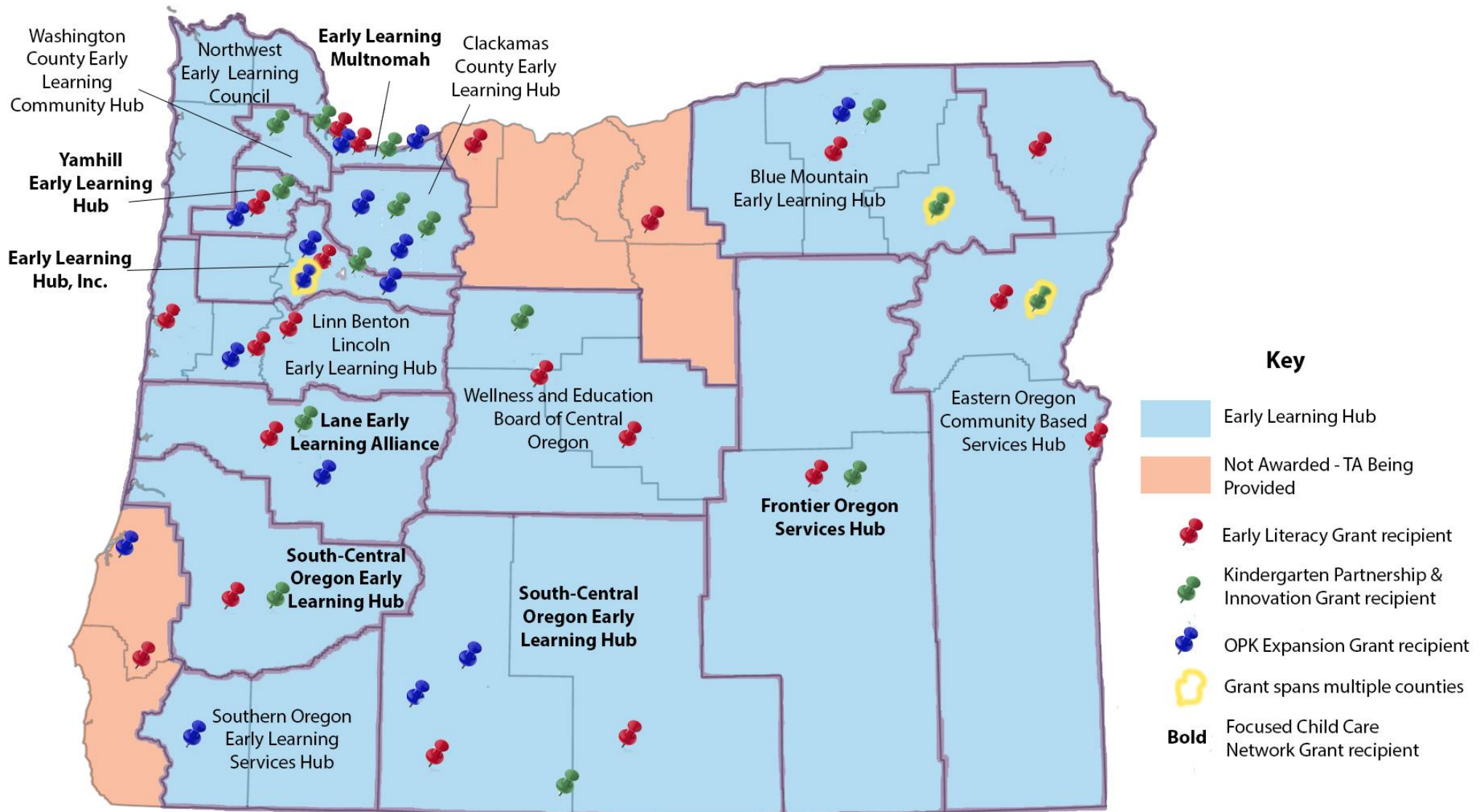| Grantee	Service Area	Grant Amount
Early Learning, Inc.	Marion County	$56,117
Early Learning Multnomah	North & Outer NE Portland	$54,538
Frontier Services Early Learning Hub	Grant, Harney Counties	$38,170
Lane Early Learning Alliance	Lane County	$59,889
South Central Early Learning Hub	Douglas, Lake Counties	$61,727.40
Yamhill Early Learning Hub	Yamhill County	$39,025

Oregon Pre-K Expansion Grants

Program	# slots awarded	Funds for Slots Awarded	Demographics (from 2012-13 Program Information Reports)	Expansion Area
Mt. Hood Community College Head Start	60	$ 523,920.00	HL 49%; B 9%; NA 1%; M 14%; ELL 54%	East Multnomah Co
Umatilla-Morrow Head Start, Inc.	52	$ 467,584.00	HL 52%; B 2%; NA 1%; M 1%; ELL 29%	Pendleton, Hermiston
Southern Oregon Child & Family Council	31	$ 281,5245.00	HL 27%; B 2%; NA 1%; M 9%; ELL 15%	Cave Junction
South Coast Head Start	19	$ 171,836.00	HL 13%; B 0%; NA 4%; M 9%; ELL 5%	North Bend
Clackamas County Children's Commission	34	$ 289,374.00	HL 40%; B 2%; NA 2%; M 12%; ELL 28%	Milwaukie
Community Action Head Start - Marion & Polk	20	$ 170,220.00	HL 65%; B 2%; NA 2%; M 8%; ELL 45%	Salem
OCDC	79	$ 672,369.00	HL 66%; B 1%; NA 5%; M 1%; ELL 58%	40 - Chiloquin 19 - Hillsboro 20 - Woodburn
OSU Child Development Center	1	$ 8,511.00	HL 39%; B 3%; NA 3%; M 8%; ELL 34%	Corvallis
Klamath Family Head Start	10	$ 85,110.00	HL 24%; B 2%; NA 8%; M 17%; ELL 10%	Klamath Falls
Clackamas ESD Prekindergarten	8	$ 68,088.00	HL 62%; B 1%; NA 0%; M 3%; ELL 54%	West Linn
Head Start of Lane County	20	$ 170,220.00	HL 31%; B 3%; NA 3%; M 16%; ELL 16%	Springfield
NeighborImpact	3	$ 27,057.00	HL29%; B 1%; NA 5%; M 15%; ELL 16%	East Bend
Salem-Keizer Prekindergarten Head Start	20	$ 170,220.00	HL 51%; B 1%; NA 1%; M 3%; ELL 36%	Fruitland
Head Start of Yamhill County	3	$ 25,533.00	HL 43%; B 1%; NA 1%; M 7%; ELL 27%	McMinnville
Portland Public Schools Head Start	12	$ 102,132.00	HL 39%; B 15%; NA 4%; M 15%; ELL 43%	North Portland

Increased OPK funding will:

- Provide 2% per slot funding increases to all 28 programs in the state,
- Address equity in funding by bringing 14 of these programs up to the "state only" rate, and
- Expand services in 2014-15 to an additional 372 low-income children, including communities of color, English language learners and those living in remote, rural. who will be served in 15 programs throughout the state.

HL: Hispanic/Latino; B: Black; NA: Native American; M: bi/mult-racial; ELL: English Language Learner

Early Learning Investments Across Oregon

Washington County Early Learning Community Hub

Northwest Early Learning Council

Early Learning Multnomah

Clackamas County Early Learning Hub

Yamhill Early Learning Hub

Early Learning Hub, Inc.

Blue Mountain Early Learning Hub

Linn Benton Lincoln Early Learning Hub

Wellness and Education Board of Central Oregon

Eastern Oregon Community Based Services Hub

Lane Early Learning Alliance

South-Central Oregon Early Learning Hub

Frontier Oregon Services Hub

South-Central Oregon Early Learning Hub

Southern Oregon Early Learning Services Hub

Key

Early Learning Hub

Not Awarded - TA Being Provided

Early Literacy Grant recipient

Kindergarten Partnership & Innovation Grant recipient

OPK Expansion Grant recipient

Grant spans multiple counties

Bold Focused Child Care Network Grant recipient

Oregon's Early Learning System

Quality Rating and Improvement System

Oregon's Quality Rating and Improvement System (QRIS) is a system designed to raise the quality and consistency of early learning programs across the state. There are **currently 28,782 Oregon children** in child care programs that have demonstrated a commitment to offering quality care. There are **862 child care facilities** participating in the Quality Rating and Improvement System with additional providers joining each month.

Oregon PreKindergarten

Children in OPK Closing the Developmental Gap

Outcome Area	2011-12	2012-13	2013-15 Target
Literacy	86.4%	86%	87%
Math	69.7%	66%	70%

Note: The data show the percentage of children that closed the achievement gap in literacy and math from fall 2012 to spring 2013. The data represent 4,800 children assessed in literacy and 4,769 children assessed in mathematics at both checkpoints. While OPK programs have collected and analyzed child-level assessment data for many years, this is the first time a large number of programs have used the same assessment. This allows the data to be aggregated across programs. It is anticipated targets will be set using this baseline data.

2013-14 Head Start/OPK cumulative enrollment demographic totals - race, ethnicity	
Hispanic	5957
Non-hispanic	8174
AIAN	544
Asian	295
Black	886
Nat Haw/Pac Isl	113
White	9492
Bi/multi racial	1254
Other	1082
Unspecified	471

Of the 24,766 children eligible for OHS PreK (at least three years of age but not yet five years of age by September 1, 2013 and from families living at or below the federal poverty level) **12,473** (50.36%) are currently unserved.

Child Care Subsidy

Employment Related Day Care (ERDC) helps approximately 20,000 Oregon families every year pay for child care for approximately 35,000 children. As of July 2014, the 21% of children in the program were Infants or Toddlers; 36% were Preschool age; and 43% were School age.

ERDC July 2014 Totals for Child ages 0-5

Race	Total	Percent
Asian	48	1%
African American	384	9%
Multi-Race	37	1%
Native American	41	1%
Pac. Islander	33	1%
Caucasian	2588	60%
Hispanic	1180	27%
Grand Total	4311	

ERDC July 2014 Child 0-5 counts Special Needs Childs (SNR)

Race	Total	Percent
Asian	0	0%
African American	7	12%
Multi-Race	0	0%
Native American	1	2%
Pac. Islander	0	0%
Caucasian	36	63%
Hispanic	13	23%
Grand Total	57	

Counts do not include SNR child

Special Populations: Parents identified for **Special Populations services** include: parents engaged in migrant and seasonal farm work; teen parents enrolled in high school completion or GED programs; parents participating in state-approved women-specific substance abuse treatment programs; and children with disabilities who need access to child care. As of March 2014, there were 1,345 families currently receiving child care support through this program.

Kindergarten Assessment 2013-2014 Results

Early Literacy
- The early literacy assessment includes measures of letter names and letter sounds.
- On average, students could identify **18.5 letter names** in one minute, but **Hispanic students averaged just 9.5**.
- **33%** of entering kindergarteners could name **5 or fewer letters**, and **14% couldn't name a single letter**.
- At the other end of the spectrum, there were students were able to identify all letters of the alphabet.
- For letter sounds, students were spread across a wide range of performance.   **37% could not identify a single letter sound**.

Early Math
- The early math assessment includes counting, simple addition and subtraction, and number patterns.
- **53%%** of entering kindergarteners **answered at least half** of the questions correctly.
- **43% of African American** students **answered at least half** of the questions correctly.
- **43% of Native American** students **answered at least half** of the questions correctly.
- **38% of Hispanic** students **answered at least half** of the questions correctly.

Approaches to Learning

- This part of the assessment is based on teacher observation of students' self-regulation and interpersonal skills.
- Research indicates that children's ability to self-regulate is predictive of future reading and math achievement.
- Based on teacher observation, approximately **25%** of entering kindergarteners **did not regularly demonstrate skills** such as completing tasks and following directions.
- About **60%** of kindergarteners **regularly demonstrated** interpersonal skills such as sharing and cooperating with classmates.

Healthy Families Oregon Statistics

NUMBER SERVED AND COST PER FAMILY	07-08	09-10	10-11	11-12	12-13
Number of high risk families receiving intensive home visiting services	3,235	3,267	3,523	3,181	2,958
Cost per family (Total allocation divided by # served with intensive home visits)	$ 4,247	$ 3,419	$ 3,171	$3,057	$ 3,287
Number of First Birth Families Screened to determine risk/ eligibility	9,750	9,695	9,443	9,052	8,814

FAMILY OUTCOME INDICATORS	EXCEEDS IF:	ADEQUATE IF:	BELOW IF:	07-08	09-10	10-11	11-12	12-13
Percentage of screenings prenatally or within 2 weeks of birth	80% or higher	70-79%	Less than 70%	89%	92%	93%	93%	94%
Percentage of Children with Primary Care Provider	80% or higher	70-79%	Less than 70%	98%	98%	99%	99%	99%
Up to date Immunizations	80% or higher	70-79%	Less than 70%	90%	88%	89%	90%	89%
Reading to Child 3x per week	85% or higher	70-84%	Less than 70%	88%	93%	93%	93%	93%
Positive Parent-Child	85% or	70-84%	Less than	85%	96%	96%	96%	96%

Interaction	higher		70%					
Reduced Parent Stress	65% or higher	50-64%	Less than 50%	61%	61%	60%	61%	63%
Healthy Families Oregon helped Social Support	85% or higher	70-84%	Less than 70%	81%	89%	92%	92%	92%

Relief Nurseries

The families served by the Relief Nurseries are among the highest risk, averaging 16 risk factors associated with child abuse and neglect. In 2008-2010, 98.6% of the children served by Relief Nurseries avoided entry into DHS's child welfare system, which saved the state millions of dollars in unused foster care services.

	2010-11	2011-12	2012-13	2013-14
Number of Children receiving classroom (core) services	603	671	1,217	1,423
Total number of Children receiving classroom (core) or home visiting/outreach services	2,654	2,573	3,143	3,319

Relief Nurseries substantially reduce family risk factors associated with child abuse and neglect. In a 2011 study, the average number of mutable risk factors dropped from 9 to 7 in the 12 months after intake.

Early Intervention / Early Childhood Special Education

The Oregon Department of Education contracts with local agencies to provide a statewide system of free services for young children with developmental delays and disabilities and their families, including:

- Early Intervention (EI)--Individually designed services for children birth to three and support for parents to enhance children's physical, cognitive, communication, social or emotional and/or adaptive development;
- Early Childhood Special Education (ECSE)--Specially designed instruction for children ages 3 to the age of public school eligibility including physical, speech/language, mobility, social or emotional, and others.

2013-14 Count of Special Education Students Ages 0 - 5 by Ethnicity

	Asian	Black	Hispanic	Indian	Pacific Islander	White	Multi	Total Count
EI (0-2)	95	74	726	41	22	2231	113	3302
ECSE (3-4+)	191	216	1827	96	35	4746	228	7339
Grand Total	286	290	2553	137	57	6977	341	10641

Data Source: 2013 Special Education Child Count

3rd Grade Reading
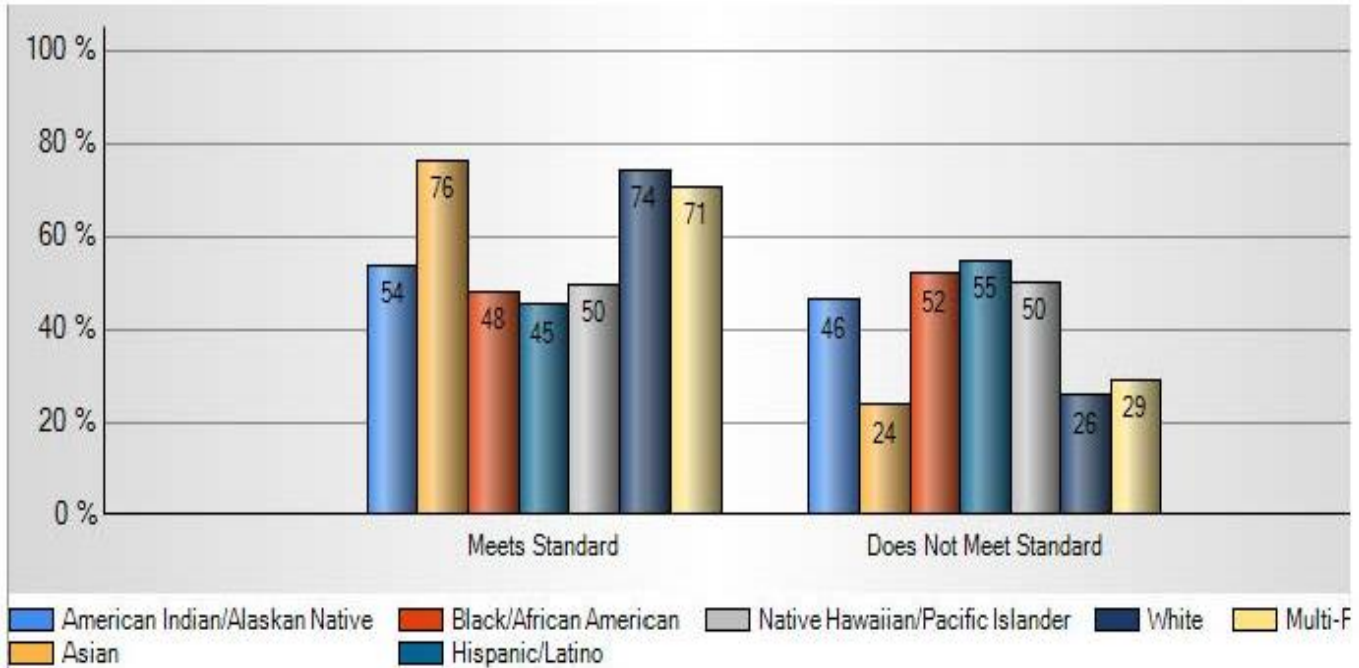
Subgroup	Summary	Percent	Number of Students
American Indian/Alaskan Native	Meets Standard	53.6%	319
American Indian/Alaskan Native	Does Not Meet Standard	46.4%	276
Asian	Meets Standard	76.2%	1,210
Asian	Does Not Meet Standard	23.8%	378
Black/African American	Meets Standard	48.0%	450
Black/African American	Does Not Meet Standard	52.0%	487
Hispanic/Latino	Meets Standard	45.3%	4,449
Hispanic/Latino	Does Not Meet Standard	54.7%	5,373
Native Hawaiian/Pacific Islander	Meets Standard	49.8%	152
Native Hawaiian/Pacific Islander	Does Not Meet Standard	50.2%	153
White	Meets Standard	74.1%	19,418
White	Does Not Meet	25.9%	6,788

	Standard		
Multi-Racial	Meets Standard	70.7%	1,679
Multi-Racial	Does Not Meet Standard	29.3%	695

State Demographics for Children Under 5

Hub Name	Counties	Race/Ethnicity	All Children 0-5 (%)
Early Learning Hub Inc.	Marion, Polk	American Indian or Alaska Native	1%
Early Learning Hub Inc.	Marion, Polk	Asian or Pacific Islander	3%
Early Learning Hub Inc.	Marion, Polk	Hispanic	39%
Early Learning Hub Inc.	Marion, Polk	Non-Hispanic Black	2%
Early Learning Hub Inc.	Marion, Polk	Non-Hispanic White	55%
Early Learning Multnomah	Multnomah	American Indian or Alaska Native	1%
Early Learning Multnomah	Multnomah	Asian or Pacific Islander	7%
Early Learning Multnomah	Multnomah	Hispanic	20%
Early Learning Multnomah	Multnomah	Non-Hispanic Black	7%
Early Learning Multnomah	Multnomah	Non-Hispanic White	57%
Early Learning Multnomah	Multnomah	Two or More Races	9%
Frontier Oregon Services Hub	Harney, Grant	American Indian or Alaska Native	3%
Frontier Oregon Services Hub	Harney, Grant	Asian or Pacific Islander	0%
Frontier Oregon Services Hub	Harney, Grant	Hispanic	8%
Frontier Oregon Services Hub	Harney, Grant	Non-Hispanic Black	1%
Frontier Oregon Services Hub	Harney, Grant	Non-Hispanic White	88%

Lane Early Learning Alliance	Lane	American Indian or Alaska Native	1%
Lane Early Learning Alliance	Lane	Asian or Pacific Islander	2%
Lane Early Learning Alliance	Lane	Hispanic	17%
Lane Early Learning Alliance	Lane	Non-Hispanic Black	1%
Lane Early Learning Alliance	Lane	Non-Hispanic White	73%
Lane Early Learning Alliance	Lane	Two or More Races	7%
South-Central Oregon Early Learning Hub	Klamath, Douglas, Lake	American Indian or Alaska Native	4%
South-Central Oregon Early Learning Hub	Klamath, Douglas, Lake	Asian or Pacific Islander	1%
South-Central Oregon Early Learning Hub	Klamath, Douglas, Lake	Hispanic	14%
South-Central Oregon Early Learning Hub	Klamath, Douglas, Lake	Non-Hispanic Black	2%
South-Central Oregon Early Learning Hub	Klamath, Douglas, Lake	Non-Hispanic White	79%
Yamhill Early Learning Hub	Yamhill	American Indian or Alaska Native	2%
Yamhill Early Learning Hub	Yamhill	Asian or Pacific Islander	2%
Yamhill Early Learning Hub	Yamhill	Hispanic	26%
Yamhill Early Learning Hub	Yamhill	Non-Hispanic Black	2%
Yamhill Early Learning Hub	Yamhill	Non-Hispanic White	69%
Blue Mountain Early Learning Hub	Morrow, Umatilla, Union	American Indian or Alaska Native	3%
Blue Mountain Early Learning Hub	Morrow, Umatilla, Union	Asian or Pacific Islander	1%
Blue Mountain Early Learning Hub	Morrow, Umatilla, Union	Hispanic	35%
Blue Mountain Early Learning Hub	Morrow, Umatilla, Union	Non-Hispanic Black	1%
Blue Mountain Early Learning Hub	Morrow, Umatilla, Union	Non-Hispanic White	60%

Four Rivers Early Learning Hub	Sherman, Gilliam, Wasco, Wheeler, Hood River	American Indian or Alaska Native	3%
Four Rivers Early Learning Hub	Sherman, Gilliam, Wasco, Wheeler, Hood River	Asian or Pacific Islander	2%
Four Rivers Early Learning Hub	Sherman, Gilliam, Wasco, Wheeler, Hood River	Hispanic	37%
Four Rivers Early Learning Hub	Sherman, Gilliam, Wasco, Wheeler, Hood River	Non-Hispanic Black	1%
Four Rivers Early Learning Hub	Sherman, Gilliam, Wasco, Wheeler, Hood River	Non-Hispanic White	58%
The Early Learning Hub of Central Oregon	Crook, Deschutes, Jefferson	American Indian or Alaska Native	4%
The Early Learning Hub of Central Oregon	Crook, Deschutes, Jefferson	Asian or Pacific Islander	1%
The Early Learning Hub of Central Oregon	Crook, Deschutes, Jefferson	Hispanic	18%
The Early Learning Hub of Central Oregon	Crook, Deschutes, Jefferson	Non-Hispanic Black	1%
The Early Learning Hub of Central Oregon	Crook, Deschutes, Jefferson	Non-Hispanic White	76%
Eastern Oregon Community Based Services Hub	Baker, Malheur, Wallowa	American Indian or Alaska Native	1%
Eastern Oregon Community Based Services Hub	Baker, Malheur, Wallowa	Asian or Pacific Islander	1%
Eastern Oregon Community Based Services Hub	Baker, Malheur, Wallowa	Hispanic	37%
Eastern Oregon Community Based Services Hub	Baker, Malheur, Wallowa	Non-Hispanic Black	1%
Eastern Oregon Community Based Services Hub	Baker, Malheur, Wallowa	Non-Hispanic White	60%
Southern Oregon Early Learning Services	Jackson, Josephine	American Indian or Alaska Native	1%
Southern Oregon Early Learning Services	Jackson, Josephine	Asian or Pacific Islander	2%
Southern Oregon Early Learning Services	Jackson, Josephine	Hispanic	20%
Southern Oregon Early Learning Services	Jackson, Josephine	Non-Hispanic Black	2%
Southern Oregon Early Learning Services	Jackson, Josephine	Non-Hispanic White	75%
South Coast Regional Early Learning Hub	Coos, Curry	American Indian or Alaska Native	5%

South Coast Regional Early Learning Hub	Coos, Curry	Asian or Pacific Islander	2%
South Coast Regional Early Learning Hub	Coos, Curry	Hispanic	13%
South Coast Regional Early Learning Hub	Coos, Curry	Non-Hispanic Black	1%
South Coast Regional Early Learning Hub	Coos, Curry	Non-Hispanic White	80%
Northwest Regional Early Learning Hub	Columbia, Clatsop, Tillamook	American Indian or Alaska Native	2%
Northwest Regional Early Learning Hub	Columbia, Clatsop, Tillamook	Asian or Pacific Islander	2%
Northwest Regional Early Learning Hub	Columbia, Clatsop, Tillamook	Hispanic	15%
Northwest Regional Early Learning Hub	Columbia, Clatsop, Tillamook	Non-Hispanic Black	1%
Northwest Regional Early Learning Hub	Columbia, Clatsop, Tillamook	Non-Hispanic White	80%
Clackamas Early Learning Hub	Clackamas	American Indian or Alaska Native	0%
Clackamas Early Learning Hub	Clackamas	Asian or Pacific Islander	3%
Clackamas Early Learning Hub	Clackamas	Hispanic	15%
Clackamas Early Learning Hub	Clackamas	Non-Hispanic Black	0%
Clackamas Early Learning Hub	Clackamas	Non-Hispanic White	75%
Clackamas Early Learning Hub	Clackamas	Two or More Races	7%
Washington County Early Learning Hub	Washington	American Indian or Alaska Native	0%
Washington County Early Learning Hub	Washington	Asian or Pacific Islander	9%
Washington County Early Learning Hub	Washington	Hispanic	26%
Washington County Early Learning Hub	Washington	Non-Hispanic Black	3%
Washington County Early Learning Hub	Washington	Non-Hispanic White	55%
Washington County Early Learning Hub	Washington	Two or More Races	7%

Linn Benton Lincoln Early Learning Hub	Linn, Benton, Lincoln	American Indian or Alaska Native	2%
Linn Benton Lincoln Early Learning Hub	Linn, Benton, Lincoln	Asian or Pacific Islander	2%
Linn Benton Lincoln Early Learning Hub	Linn, Benton, Lincoln	Hispanic	16%
Linn Benton Lincoln Early Learning Hub	Linn, Benton, Lincoln	Non-Hispanic Black	2%
Linn Benton Lincoln Early Learning Hub	Linn, Benton, Lincoln	Non-Hispanic White	78%

Proposed Early Learning Council Committee Structure and Meeting Dates for 2015

In order to increase Early Learning Council member communication between meetings and engagement in meeting planning and governance, the ELC Chairwoman and the Acting Early Learning System Director propose developing an executive committee structure to help guide the Council's work.

Proposal:

Develop an ELC Executive Committee chaired by the current ELC Chair and guided by the chairs of current subcommittees.

The Executive Committee is charged with:

- Guiding ELC policy and governance work through the subcommittee structure.
- Preparing policy and governance recommendations for the consideration of the full Council, working through the subcommittee structure.
- 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.

Meeting frequency:

The Executive Committee shall meet every other month – in months when the full Council is not meeting. (See schedule below.)

Committee Membership:

The Chair of the Council, plus current subcommittee chairs. Within six months of adopting this subcommittee structure a Vice Chair for the Council shall be selected. The Executive Committee will develop the process for selection.

Under this structure, current Executive Committee membership would include:

- Pam Curtis, ELC Chair
- Bobbie Weber, Child Care Subcommittee Chair
- Marlene Yesquin, Equity Subcommittee Chair
- Dick Withnell, OEIB Outcomes and Investment Subcommittee Chair

A note on subcommittees: During its formative year, the Early Learning Council decided not to establish permanent subcommittees but rather to a committee in order to help the Council develop specific policy or overcome specific challenges and barriers to the work. This proposal assumes this policy will continue. As such subcommittee chairs will rotate on and off the Executive Committee. The exceptions

to this rule are the Child Care Subcommittee which was established by statute in House Bill 4165 in 2012 and the Oregon Education Investment Board's Outcomes and Investment Subcommittee which is a permanent OEIB committee with ELC representation.

Proposed 2015 schedule:

Date	Membership	Proposed Location	Conflict
January 21 and 22	Full Council	Willamette Valley – TBD	
February 19	Executive Committee	Salem or Portland	
March 18 and 19	Full Council	Coast – TBD	
April 23	Executive Committee	Salem or Portland	
May 20 and 21	Full Council	Columbia River Gorge – TBD	State Board of Ed. (May 20)
June 18	Executive Committee	Salem or Portland	
July 15 and 16	Full Council	Southern Oregon – TBD	
August 20	Executive Committee	Salem or Portland	
September 16 and 17	Full Council	Eastern Oregon – TBD	
October 15	Executive Committee	Salem or Portland	
November 18 and 19	Full Council	Central Oregon – TBD	
December 17	Executive Committee	Salem or Portland	

Goal 1: Ready children - All children enter kindergarten with the skills, experiences and supports to succeed.				
Strategy	Tactic(s)	Key Action(s)/operational guidance	Already under-way	New work
Strategy 1.1 Ensure access to high quality early learning programs	Implementation of the quality rating improvement system	Ensure that low income and diverse families have access to quality settings.	x (Race to the Top)	
		Ensure that diverse providers are recruited into and supported by the QRIS.		
		Connect subsidy policy to QRIS so that low income families can afford quality care.		
	Develop a "mixed delivery" model for preschool to expand access to pre-K for children up to 200% of the federal poverty level	Apply for pre school development grant from federal government		x
Strategy 1.2 Increase alignment between early childhood education and K-3 education.	Align early childhood standards with K-3 standards		x(HB 4165)	
	Statewide implementation of the kindergarten assessment - continue to use data to guide decisions.		x (HB4165)	
	Coordinate kindergarten transition activities/summer before kindergarten activities	Kindergarten partnership and innovation fund	x (HB 2013)	
	Coordinated/shared professional development	Kindergarten partnership and innovation fund	x (HB 2013)	
Strategy 1.3 Provide support, education, and high quality professional development for early learning providers	Increase the pathways for early learning providers to access higher education			
	Increase supports for informal care providers		x (HB 2013)	
	Increase cultural proficiency of the early learning work force.		x (CCDF)	

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

Strategy	Tactic(s)	Key Action(s)/operational guidance	Already under-way	New work
Strategy 1.4 Regularly assess children's developmental progress and connect them to needed services	Implement statewide developmental screening tool used at all natural touch points for children		x (RTTT)	
	Ensure families are connected to services that meet the developmental needs of children based on the results of screening			

Goal 2: Stable and attached families - Families have the information and support to nurture and prepare their children for school.

Strategy	Tactic(s)	Key action(s)/operational guidance	Already underway	New work
Strategy 2.1 Strengthen community supports for family health and well being	Connect families to high quality, culturally relevant support services		x (Hubs)	
	Connect subsidy policy to quality improvement policy to ensure families can access/afford high quality care.		x (CCDF/Race to the Top)	
	Implement a family well being screening tool to identify family needs		x (screening work group)	
	Strengthen family service referral systems to ensure families can connect to the services they need when they need them.			x
	Develop concrete partnerships with DHS self sufficiency and child welfare			x
	Increase access to home based services through better home visiting system coordination.			x
Strategy 2.2 Engage communities in supporting children's health, development and learning	Raise public awareness about the value of early learning for all children and publicize ways to connect with programs and services.			x
	Partner with community organizations that parents trust to meaningfully engage families in "brain building"			x

Goal 3: Services and systems are coordinated and aligned

Strategy	Tactic(s)	Key action(s)/operational guidance	Already underway	New work
Strategy 3.1 Strengthen birth through 3rd grade policy, planning and service coordination	Support and continually improve local system building work through Hubs	Operationalize Family Resource Manager	x	
		Operationalize children's comprehensive budget and ensure its implementation locally.	x (HB 4165)	
		Identify barriers and develop the playbook for local communities to overcome them with state support and guidance.		x
		Define a set of core metrics and incentive metrics Hubs can be responsible for moving	x (Metrics work group)	
	Define the focus/target population for statewide system building work.		x (HB 4165; HB 2013)	
	Ensure full implementation of equity lens in system building and policy development.		x (Equity subcommittee)	
	Develop shared metrics across health, human services, early learning and K-12 at state level (just like we're asking for locally.)			x
	Develop set of shared metrics for programs ELD runs directly to ensure alignment with Hubs.			x
	Conduct regular needs assessment of early learning system.	Focus on needs of families and focus population vs. needs of programs or needs of the system.		x (HB 4165)
Strategy 3.2 Strengthen systems that support cost-effective, results driven	Identify and remove state barriers to effective service coordination and delivery.			x

Goal 3: Services and systems are coordinated and aligned				
Strategy	Tactic(s)	Key action(s)/operational guidance	Already underway	New work
services	Data system	Identify core questions data system needs to answer		x (HB 4165 and Data Steering Committee)
		Identify a starting point (smaller than the full universe)		

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

Strategy	Tactic(s)	Key action(s)/Operational guidance	Already underway	New work
4.1 Ensure implementation of the equity lens across the ELC's work.	Clearly define focus population.		x (HB 4165)	
	Identify/analyze service disparities for focus population statewide and by hub region			x
4.2 Engage the public in the ELC's system building and policy work	Develop consistent approach for listening to communities/incorporating feedback/vetting resulting action.			x
	Develop community engagement campaigns.			x
	Build and leverage public/private partnerships			x
	Broaden our leadership table			x