



Early Learning Council Meeting

January 13, 2014

WebEx & Somerville Large Conference Room

775 Court St NE

Salem, OR 97301

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EARLY LEARNING COUNCIL

Agenda

Monday, January 13, 2014

1:00 PM

**E-Meeting & Somerville Large Conference Room
775 Court St NE, Salem, OR**

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

JADA RUPLEY
*Early Learning
System Director*

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Times approximate
Items may be taken out of order

1:00

1.0 Preliminary Business

- | | | |
|-----|--------------------------------|--------------|
| 1.1 | Call to Order, Roll Call | Chair Curtis |
| 1.2 | Adopt November meeting minutes | Council |
| 1.3 | Council Comments | Council |

2.0 Informational

- | | | |
|-----|--|---------------|
| 2.1 | Early Learning Procedural Rules | Lisa Harnisch |
| 2.2 | Early Learning Hub Rules | Lisa Harnisch |
| 2.3 | Early Literacy Grant Rules | Brett Walker |
| 2.4 | Kindergarten Partnership & Innovation Fund Grant Rules | Brett Walker |

3.0 Action Items

- | | |
|-----|--|
| 3.1 | Adopt Procedural Rules |
| 3.2 | Adopt Early Learning Hub Rules |
| 3.3 | Adopt temporary Early Literacy Grant Rules
Adopt temporary Kindergarten Partnership & |
| 3.4 | Innovation Fund Grant Rules |

4.0 Testimony

5.0 Adjourn

Upcoming Meeting:

February 13 – Salem, OR March 19-20 – TBD

Staff respectfully requests that you submit 20 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact committee staff 24 hours prior to the meeting.



EARLY LEARNING COUNCIL

10-4pm

November 12, 2013

Portland State University

Smith Memorial Student Union

3rd floor, 338 – Vanport Room

1825 SW Broadway, Portland OR 97201

ELC Members Present

Pam Curtis, Chair; Dana Hargunani; Norm Smith; Roberta Weber; Kim Williams; Jim Tierney; Harriet Adair (late); Christa Rude; Vikki Bishop; Charles McGee; Eva Rippeteau (late); Dick Withnell (excused to OEIB after the joint meeting) ; Rob Saxton; Teri Thalhofer (left early)

Members Excused:

Janet Dougherty-Smith; Lynne Saxton; Marlene Yesquen

Staff/Other Participants

Jada Rupley, Early Learning System Director

Megan Irwin, ELD Staff

Lisa Harnisch, ELD Staff

Alyssa Chatterjee, ELD Staff

Brett Walker, ELD Staff

Christa Shively, ELD Staff

Seth Allen, ELC Staff

[Video of meeting](#)

[Meeting materials](#)

1. Preliminary Business

1.1 Call to Order

Chair Pam Curtis convenes meeting at 10:05am.

Chair Curtis gives overview of the agenda items.

1.2 Adoption of October Meeting Minutes

[October Meeting Minutes](#)

- Norm Smith should be marked EXCUSED.
- Teri Thalhofer should be marked EXCUSED.
- Eva Rippeteau was PRESENT.

MOTION: Kim Williams moves to approve the October meeting minutes with corrections.

Dana Hargunani seconds the motion. The motion passes unanimously.

1.3 Council Comments

1.4 OEIB Update

Dick Withnell

- Dick Withnell announces rosters of the OEIB subcommittees.
- Kim Williams, the ELC representative to the OEIB Best Practices and Student Transition subcommittee says that they have met twice and that there is nothing to share at this point.
- Dick Withnell, the chair of the Outcomes and Investments subcommittee announces that there is nothing to report at this moment.

2. Informational

2.1 Recognition and celebration of Quality Programs:

- Chair Curtis acknowledges representatives from the Childcare Resource and Referral and the Teaching Research Institute at Western Oregon.

Quality Programs:

- * Overlook Collaborative Preschool, Erin Nichole Sekulic, 3 star, Portland
- * Shannon's Child Care & Preschool, Shannon Leanne Aden, 3 star, Portland
- * Alameda Beaumont Child Care Inc., Shannon Weir & Julie Marie Horner, 3 star, Portland
- Ms Teapots Tiny Tots, Teri Rae Fisher, 3 star, Portland
- Happy Hearts Kids Care, Christine Elizabeth Friedemann, 3 star, Eugene
- Little Explorer Preschool & Daycare, Nilmini Deepthika Hoyt, 3 star, Eugene
- * The Children's Garden, Janel Dorothea McPherson, 3 star, Coburg
- * Ellie's Preschool & Daycare, Ellen Y Vaughn, 3 star, Creswell
- Mrs. Z's Childcare, Jody Marie Zahniser, 3 star, Bend
- Shelby Shaw Daycare, Shelby Mendiguren Shaw, 3 star, Roseburg
- Farr Out Child Care Center, Dorene Vladimiroff Farr, 4 star, Springfield
- * Wildflower Day Care, Rionna Dvonne Ruley, 4 star, Myrtle Creek
- Wildflowers Preschool, Heidi Jane Donahue, 5 star, Portland

**In attendance*

2.2 Early Literacy Initiative

Explanation of the Early Literacy Grant from HB 3232.

David Mandell, Special Advisor on Early Childhood, Speaker of the House

Brett Walker, Staff

[PowerPoint Presentation](#)

[Letter from Black, Chapman, Webber & Stevens](#)

[Early Literacy Grant Brief](#)

Three points of direction:

- 1) Would like to target children that do not have an early learning experience. Family friends, neighbors and childcare providers are an avenue for reaching that population. For non-Hub applicants, there needs to be coordination.
- 2) Need to communicate at least three things:
 - a. The best practices that are woven through these programs.
 - b. Clear expectation for what the metric or measurable yardstick is as a result of these resources.
 - c. The willingness to invite innovation that would extend best practices to unreached populations.
 - d. Addition of the why it is good for a community for have children succeed.
- 3) Request for outreach to specific communities of interest, especially those that are representing underserved kids.

MOTION: Dick Withnell motions to proceed with the direction summarized above, adjustments included, and with the timeline presented. Bobbi Weber seconds the motion. Motion passes unanimously.

Volunteers to sit on the award committee:

- Vikki Bishop
- Kim Williams
- Bobbi Weber

Director's Report

Jada Rupley, Early Learning System Director, ELD

- Council to look at names proposed to the Governor to sit on the State Interagency Coordinating Council (SICC)
- SICC ELC member representatives: Christa Rude and Janet Dougherty-Smith.
- Council to look at a QRIS brief.
- Other state applicants for the Race to the Top grant.
- Governor has been briefed on many of the Early Learning Division initiatives moving forward.
- Call for volunteer to sit in on the final interviews for the branding contract:
- HB 3139 Committee: Dawn Woods and Lisa Harnisch sitting in as special advisors.
- Jada Rupley invited to sit on Full-Day Kindergarten Committee sponsored by Confederation of Oregon School Administrators (COSA).
- Jada Rupley and Nancy Golden going on site visit to the Gladstone Early Childhood Center.

15 Minute Break

2.3 Hub Rule Timeline

Lisa Harnisch, Staff

[Hub Rule Timeline](#)

3.0 Joint meeting with the Oregon Education Investment Board

The Early Learning Council joined the Oregon Education Investment Board in their meeting room. Joint Action and Discussion by the OEIB and ELC regarding special joint subcommittee. Hanna Vaandering, OEIB member

[Kindergarten Partnership and Innovation Grant](#)

[Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten Power Point Presentation](#)

MOTION: Yvonne Curtis motions to accept the proposal as presented. Pam Curtis seconds the motion.

3.2 Ceremonial Signing of HB 2013

4.0 Early Learning Council reconvenes meeting

Chair Curtis reconvenes council meeting.

4.1 Discussion of Hub Intent to Award

Chair Curtis, Early Learning Council

Norm Smith, Early Learning Council

Sarah Miller, Deputy COO, Dept. of Administrative Services

[Early Learning Hub Round One Award](#)

MOTION: Norm Smith motions to approve the recommendation of the Hubs Award Committee. The recommendation is to notice six intent to award with the belief that they have met the conditions of the application process. Early Learning Hub Inc. to be awarded now and the other five (United Way of Lane County, South Central Oregon Early Learning Hub, Frontier Oregon Services Hub, Early Learning Multnomah and Yamhill Early Learning Hub) to receive intents to award with the Council's understanding that each applicant has specific conditions that will have to be met to demonstrate actual readiness. Evidence of that readiness will need to be reported back to the Council at a subsequent council meeting before actual contracts for those five entities will be awarded. Dana Hargunani seconds the motion
The motion passes unanimously.

6.0 Public Testimony:

Hilary Smith, President, Oregon Montessori Association

Chair Pam Curtis adjourns the meeting at 3:30pm

Early Learning Council Procedural Rules

Early Learning Council – Administrative Rule Summary

Title/OAR #: Early Learning Council Procedural Rule	Date: December 20, 2013
Staff/Office: Megan Irwin, Community Collaboration and System Transformation	
<input checked="" type="checkbox"/> Permanent Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule	
Hearing Dates: November 12 th , 19 th , 25 th and December 2 nd and 5 th	
<input checked="" type="checkbox"/> Hearings Officer Report Attached	
Prompted by: <input checked="" type="checkbox"/> State law changes <input type="checkbox"/> Federal law changes <input type="checkbox"/> Other	
Action Requested:	
<input checked="" type="checkbox"/> Adoption	

PROPOSED/AMENDED RULE SUMMARY:

The purpose of these rules is to set forth the procedures the Early Learning Council will use to promulgate administrative rules. They incorporate the Attorney General’s Model Rules of Procedure. These rules were promulgated as temporary rules in August 2013. The proposed final rules have not been amended and remain the same as the temporary rules.

BACKGROUND:

Timeline of Key Activities

Temporary rules adopted prior to promulgation of Early Learning Council administrative rules.

Benefits

Rules set forth the process for promulgation of administrative rules.

ISSUES/CONCERNS THAT SURFACED DURING HEARING:

None

FISCAL IMPACT:

None

Council action needed:

- Adopt permanent administrative rules
-
-

Comments:

Oregon Department of Education
Early Learning Division

PROCEDURAL RULES

414-002-0005

Notice of Proposed Rule

(1) Before permanently adopting, amending or repealing any rule, the Early Learning Council shall give notice of the proposed adoption, amendment or repeal:

(a) In the Secretary of State's Bulletin referred to in ORS 183.360 at least 21 days prior to the effective date of the rule to be adopted;

(b) By mailing or e-mailing, at least 28 days before the effective date of the rule, a copy of the notice to persons on the Council's mailing list established pursuant to ORS 183.335(8);

(c) By mailing or e-mailing a copy of the notice to the legislators specified in ORS 183.335(15) at least 49 days before the effective day of the rule; and,

(d) By mailing or e-mailing a copy of the notice to persons, organizations and publications identified by the Council and established educational, student and parent organizations that have submitted mailing or e-mailing addresses to the Council.

(2) Persons who wish to be placed on the Council's mailing or e-mailing list may request in writing or by e-mail that the Council send to the person copies of its notice of proposed rulemaking.

(3) The Council may update the mailing and e-mailing lists described in this rule annually by requesting persons to confirm that they wish to remain on the lists. If a person does not respond to a request for confirmation within 28 days of the date the Council sends the request, the Council will remove the person from the mailing and e-mailing lists. Any person removed from the mailing or e-mailing lists will be returned to the mailing or e-mailing list upon request, provided that the person provides a mailing address or e-mailing address to which notice may be sent.

Stat. Auth.: ORS 183.335 & 183.341(4)
Stats. Implemented: ORS 183.335

414-002-0010

Model Rules of Procedure

Pursuant to the provisions of ORS 183.341, the Early Learning Council adopts the Attorney General's Model Rules of Procedure under the Administrative Procedure Act in effect on January 1, 2012.

[ED. NOTE: The full text of the Attorney General's Model Rules of Procedure is available from the office of the Attorney General or the Oregon Education Investment Council.]

Stat. Auth.: ORS 183.341
Stats. Implemented: ORS 183.341

Early Learning Hub Rules

Early Learning Council – Administrative Rule Summary

Title/OAR #: Hub Rules	Date: December 20, 2013
Staff/Office: Megan Irwin, Community Collaboration and System Transformation	
<input type="checkbox"/> New Rule <input checked="" type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule	
Hearing Dates: November 12 th , 19 th , 25 th and December 2 nd and 5 th	
<input checked="" type="checkbox"/> Hearings Officer Report Attached	
Prompted by: <input checked="" type="checkbox"/> State law changes <input type="checkbox"/> Federal law changes <input type="checkbox"/> Other	
Action Requested:	
<input checked="" type="checkbox"/> Adoption	

PROPOSED/AMENDED RULE SUMMARY:

As part of the Oregon Early Reading Program created by Oregon House Bill 3232, the early literacy grant will provide \$1.8 million in competitive funding to communities throughout the state to implement early literacy programs for the purposes of improving kindergarten readiness and third grade reading proficiency.

BACKGROUND:

HB 2013 required the Early Learning Council to adopt rules to define:

- What an early learning hub is responsible for doing, and
- The process for how the Early Learning Council will select early learning hubs.

In crafting the rule, we looked at two years of design team, Early Learning Council and legislative conversations and reports, as well as the final language of the enabling legislation. The rules are intended to provide administrative clarity to communities without being too prescriptive, i.e. allowing local communities the flexibility and responsibility to craft locally relevant early learning strategies.

The amendments to the temporary rules include clarification that the selection criteria for Hub contracts is not limited to FY 2013-2014 and, clarification of the definitions of:

- “At Risk”
- “Poverty”
- “Early Childhood Services”

Key Activities

- Temporary rules adopted prior to distribution of the Early Learning Hub RFA
- Hearings held on temporary rules and revisions made in response to testimony

Benefits

Provides information and clarity on the purpose and function of the Early Learning Hubs and the selection criteria and process for the Hubs.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

Several clarifications were made to temporary rules as stated above and as reported in Hearing Officer’s report.

FISCAL IMPACT:

Funding provided to local Early Learning Hubs to coordinate the provision of early learning services across five functional sectors to the community served by the Hub through a governance model or community advisory body that was transparently selected

Council action needed:

Adopt permanent administrative rules

Comments:

Created by CH on 10/14/13

EARLY LEARNING HUBS

414-900-0005 **Applicability of Rules**

(1) OAR 414-900-0005 through 414-900-0020 set forth the purpose and functions of Early Learning Hubs (Hubs).

(2) OAR 414-900-0005 through 414-900-0020 set forth the criteria used by the Early Learning Council (ELC) to select Hubs.

Stat. Auth.: Section 4, chapter 519, Oregon Laws 2011

Stat. Implemented: Section 16, chapter ____, Oregon Laws 2013 (Enrolled House Bill 2013)

414-900-0010 **Definitions**

(1) “Administrative Overhead” means the cost of the business operations within the Hub and its subcontractors and may include staff duties such as payroll processing and data entry and non-program related costs including space, supplies and phones. Administrative overhead does not include program costs including services for children, preparing for delivery of services to children or evaluating services for children.

(2) “At Poverty Level” means at 100% of federal poverty guidelines as adopted by the United States Department of Health and Human Service .

(3) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:

(a) Living in a household that is at or near poverty, as determined under federal poverty guidelines;

(b) Living in inadequate or unsafe housing; having inadequate nutrition;

(c) Living in a household where there is significant or documented domestic conflict, disruption or violence;

(d) Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;

(e) Living in circumstances under which there is neglectful or abusive care-giving; or

(f) Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in

academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.

(4) “Community of interest” means a special population not constrained by geography.

(5) “Early Childhood Services” means programs and services for children ages 0 through 6 years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development.

(6) “Early Learning Hub” means an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon’s 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes.

Stat. Auth.: Section 4, chapter 519, Oregon Laws 2011

Stat. Implemented: Section 16, chapter ____, Oregon Laws 2013 (Enrolled House Bill 2013)

414-900-0015 Early Learning Hubs Purpose and Functions

Hubs are established to coordinate services to children ages 0 through 6 in a specific geographic area or community of interest, i.e. a special population not constrained by geography in order to produce better outcomes for children. Hubs are vested with the authority to distribute state and federal funds, coordinate services for children and purchase services for children and families. Hubs can leverage public and private funds in their efforts to attain results.

Because Hubs are established to coordinate services with current service providers and, or purchase new services to support specific child centered outcomes, including kindergarten readiness, a Hub that provides direct services must meet additional criteria set forth in OAR 414-900-0020(1)(g)(F).

(1) Hubs must:

(a) Account for outcomes that benefit children within the Hub geographic area or community of interest by:

(A) Aligning service delivery focused on outcomes across five functional sectors and be able to prove that entities that represent the following five functional sectors are participating in the Hub:

(i) health care services,

(ii) human and social services,

(iii) education services,

(iv) early childhood services, and

(v) business

(B) Ensuring that service providers which the Hub coordinates and contracts with are also accountable to the Hub for client-level outcomes supporting Oregon's 40-40-20 Educational Goal.

(b) Complete a community readiness assessment to determine the readiness to effectively coordinate services to achieve outcomes by:

(A) Working with providers the Hub plans to contract with to ensure readiness to provider efficient, outcome focused services, and

(B) Using the community readiness assessment to connect services to outcomes and resources.

(c) Map and coordinate funding to maximize the return of the investment by

(A) Creating a comprehensive children's budget for the Hub territory modeled on the state level comprehensive children's budget,

(B) Mapping all local, state, federal and philanthropic dollars currently available or committed to the proposed service area and ensuring funders are willing to collaborate toward a set of shared outcomes advancing Oregon's 40-40-20 Educational Goal,

(C) Ensuring that contracted service providers are accountable for providing services in a cost efficient manner, and

(D) Ensuring that no more than 15% of the total funds received from the ELC go toward administrative overhead by the end of the contract period.

(i) If individuals spend more than 15% of their time on administrative functions, their salaries and expenses must be prorated between program and administrative overhead.

(d) Reporting to the ELC on making progress towards the following outcomes:

(A) Kindergarten readiness, in support of Oregon's 40-40-20 Educational Goal,

(B) Stable and attached families, and

(C) System coordination and efficiency.

(2) Reports shall be submitted by the Hub to appropriate interim legislative committee and the ELC by January 1, 2014.

Stat. Auth.: Section 4, chapter 519, Oregon Laws 2011

Stat. Implemented: Section 16, chapter ____, Oregon Laws 2013 (Enrolled House Bill 2013)

414-900-0020

Selection Criteria for Hub Contracts

The ELC will select Hubs through a competitive request for applications process. A Hub may provide services to a geographic area or a community of interest.

(1) The ELC will award Hub Demonstration Project contracts based on the degree to which any individual Hub demonstrates the following application criteria:

(a) Representation of the five functional sectors: health care services, human and social services, education services, early childhood services, and business in its governance

(b) A defined service area and cross-sector coordination, including identifying a target population and high quality services for at-risk children and their families,

(c) Accountability for outcomes and return on investment, including improving the results for at-risk children by the ability to identify, evaluate and implement coordinated strategies for ensuring that a child is ready to succeed at school,

(d) Ability to coordinate the provision of early learning services across five functional sectors to the community served by the Hub through a governance model or community advisory body that was transparently selected and includes:

(A) Formal partnership agreements from the following sectors: early childhood education, K-12 education, coordinated care organizations and other public health entities, human services, the private sector and local governments within the proposed service area.

(i) Ability of governance body to initiate audits, recommend terms of contracts for service providers and provide outcome reports to the public and to the ELC.

(e) Ability to demonstrate that parents of at-risk children have meaningfully participated in the creation of Hub strategies and plans and will serve an ongoing role as part of the entity's governing structure and will be the foundation of Hub service design, reflecting the principle that children are best raised and supported in families.

(f) Commitment and ability to serve at least 40% of the population of at-risk children in the entity's proposed service area by the end of year 2.

(A) Commitment to collect and track system and client level data using a unique identifier for each child served.

(g) Demonstration of business acumen and operational stability, including:

(A) Use of coordinated and transparent budgeting for all providers funded directly by the Hub,

(B) Documentation of previous financial audits and cash reserves, as well as liability insurance as required by state law,

(C) Ability to provide a match of 25% of funds distributed to the entity by the ELC,

(D) Ability to keep administrative overhead at or below 15% across the Early Learning System, and

(E) Ability to provide monthly financial reports to Early Learning Division staff

(F) Ability to identify with which federal, state or other funding streams if the lead applicant provides direct services to children covered by the Hub.

(i) Identify any financial, role or function conflict of interest

(ii) Provide a plan for how those conflicts will be managed

(iii) Provide evidence of financial and functional separation and risk independence of the lead applicant's direct service delivery function from the Hub function.

(2) Any application that does not meet the criteria is not eligible for the award of a Hub contract.

Stat. Auth.: Section 4, chapter 519, Oregon Laws 2011

Stat. Implemented: Section 16, chapter ____, Oregon Laws 2013 (Enrolled House Bill 2013)

Early Literacy Grant Rules

Early Learning Council – Administrative Rule Summary

Title/OAR #: Early Literacy Grant

Date: January 13, 2014

Staff/Office: Brett Walker, Early Learning Division

New Rule Amend Existing Rule Repeal Rule

Hearing Date: _____ Hearings Officer Report Attached

Prompted by: State law changes Federal law changes Other

Action Requested:

Adoption

PROPOSED/AMENDED RULE SUMMARY:

As part of the Oregon Early Reading Program created by Oregon House Bill 3232, the early literacy grant will provide funding through a competitive request for application (RFA) to communities throughout the state to implement early literacy programs for the purposes of improving kindergarten readiness and third grade reading proficiency.

BACKGROUND:

House Bill 3232 SECTION 2 (abridged)

(1) The Oregon Education Investment Board shall establish the Oregon Early Reading Program to:

- (a) Improve the readiness of children preparing to enter into kindergarten; and
- (b) Improve the reading proficiency of students by the time the students complete the third grade.

(2) To accomplish the purposes of the Oregon Early Reading Program, moneys shall be distributed for strategic investments that advance at least one of the following missions:

- (a) Encouraging early reading and involving parents, child care providers and the community in ensuring that children have an early start at reading.
- (b) Expanding the amount of time spent reading, adult support, the availability of reading materials, cultural relevance and the level of enjoyment that literacy brings.

(3) Strategic investment moneys distributed as provided by this section shall be as follows:

- (a) To the Early Learning Council for the purposes of:
 - (A) Creating materials and curriculum that promote early literacy; and
 - (B) Distributing moneys to libraries, providers of early childhood services, nonprofit organizations, school districts and public schools to provide families and child care providers with the resources necessary to encourage reading at home or to expand access to libraries.

Overview

- Eligible applicants include Early Learning Hubs, libraries, providers of early childhood services, nonprofit organizations, school districts, and public schools.
- Funding may be used to expand the reach of existing early literacy programs or introduce new early literacy programs that are based on documented effective practices in the early literacy field.
- Examples of documented effective practices in early literacy include, but are not limited to:
 - Increasing the frequency with which parents and other caregivers read with children
 - Increasing the quality of reading interactions between adults and children
 - Increasing access to books in the home
 - Increasing access to libraries
 - Increasing access to reading materials in children’s native languages
- Applicants will complete a brief proposal form consisting of a series of short answer responses along with budget and budget narrative. Applicants will be asked to identify the number of children and adults they intend

to reach, the early literacy program(s) they plan to implement or expand, and address strategies for reaching children who meet the definition for being at risk of entering kindergarten with limited literacy skills.

- Maximum awards will be \$100,000 for Early Learning Hubs and \$50,000 for other applicants. Funding is for the 2013-15 biennium.
- Preference for funding will be given to Early Learning Hubs. Where Hubs do not currently exist, it is expected that applicants will address how they will align and collaborate with the appropriate Early Learning Hub once statewide coverage is achieved.
- It is anticipated that approximately 25 grants will be awarded.

Timeline of Key Activities

- Sept-Oct 2013: Convened work group of early literacy experts and practitioners to make recommendations to Early Learning Council (ELC)
- Nov 2013: ELC adopted work group's recommendations and provided guidance for completing the RFA
- Jan 2014: ELC members and Early Learning Division (ELD) hosted and conducted three community input sessions
- Jan 2014: RFA launch following ELC approval of temporary rules
- Jan-Feb 2014: Anticipated open RFA period, during which time ELD staff will provide technical assistance to potential applicants
- Mar 2014: Awards announced (anticipated)

Benefits

Projects funded through the early literacy grant will:

- Expand the reach of evidence-based literacy programs to include children and families who are not currently being reached.
- Target English language Learners, children from communities disproportionately represented in the third grade reading proficiency achievement gap, and children who participate in friends/family/neighbor care.
- Build the capacity of parents and other adults to read with children.
- Increase the frequency and quality of reading that occurs in the home and in child care settings.
- Increase access to books and/or libraries.
- Strengthen connections between early learning and K-3.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

Feedback received during community input sessions encouraged ELC to retain clear focus on equity and fostering community collaboration.

FISCAL IMPACT:

\$1.8 million has been allocated through the general fund for the early literacy grant.

COUNCIL ACTION NEEDED:

- Adopt temporary administrative rule prior to RFA being released
-
-

Comments:

Temporary Rules

Oregon Early Reading Program Strategic Investment Early Literacy Grant Program

414-800-0005 Definitions

The following definitions apply to OAR 414-800-0005 to 414-016-0030:

1. “Achievement gap” means the research-based gap in achievement that often exists between students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.
2. (2) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:
 - a. Living in a household that is at or near poverty, as determined under federal poverty guidelines;
 - b. Living in inadequate or unsafe housing; having inadequate nutrition;
 - c. Living in a household where there is significant or documented domestic conflict, disruption or violence;
 - d. Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
 - e. Living in circumstances under which there is neglectful or abusive care-giving; or
 - f. Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.
3. “Early childhood services” means programs and services for children ages birth through six years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development. Providers of early childhood services include Early Learning Hubs, relief nurseries, home visiting programs, child care providers, preschools, Head Start, Oregon Pre-K, and others who provide programs and services for children ages birth through six.
4. “Early Learning Hub” means an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain

Oregon's 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes.

5. "English Language Learners" means children whose native language is other than English or who speak a language other than English in their home.
6. "Non-profit organization" means:
 - a. An organization established as a nonprofit organization under the laws of Oregon; and
 - b. Qualifies as an exempt organization under section 501 (c)(3) of the Internal Revenue Code as defined in ORS 314.011.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

414-800-0010 Establishment and Purpose

- (1) The early literacy grant is established as part of the Oregon Early Reading Program Strategic Investment.
- (2) The purpose of the early literacy grant is to:
 - (a) Improve the readiness of children preparing to enter kindergarten;
 - (b) Improve the reading proficiency of students by the time students complete the third grade;
 - (c) Encourage early reading by involving parents, child care providers, and the community to ensure that children have an early start in reading;
 - (d) Expand the amount of time spent reading, adult support of reading, the availability of reading materials, cultural relevance and promote the level of enjoyment that literacy brings; and
 - (e) Create materials and curriculum that promote early literacy.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

414-800-0015 Eligibility

- (1) The following types of organizations may apply for funding:
 - a. Non-profit organizations
 - b. Public libraries
 - c. Public schools or school districts
 - d. Providers of early childhood services
- (2) The Early Learning Division shall give preference to receive funding to providers of early childhood services that are Early Learning Hubs.
- (3) A single grant proposal may include more than one eligible provider but the fiscal agent must be one of the eligible applicants identified in subsections (1) or (2) of this rule.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

414-800-0020 Criteria

- (1) The Early Learning Division shall establish a request for application with a solicitation and approval process to be conducted each biennium for which early literacy grant funds under the Oregon Early Reading Program are available. The Division shall notify eligible applicants of the proposal process and due dates, and make available necessary guidelines and application forms.
- (2) Grants shall be awarded based on the following generally applicable criteria:
 - (a) The extent to which the applicant demonstrates its ability to lead the implementation of the early literacy program, ~~and~~ foster collaboration with other community partners, and leverage the early literacy program as a key strategy for promoting alignment between early learning and K-3.
 - (b) The extent to which the grant application addresses equity and strategies for targeting specific sub-populations of children, including those who are economically disadvantaged, students learning English as a second language, and students who are African American, Hispanic or Native American; those who are not currently enrolled in formal Pre-K or child care programs, including those participating in license exempt and relative care; and/or those who meet criteria for being at risk of entering kindergarten with limited literacy skills.
 - (c) The extent to which the application identifies clear strategies for building the capacity of adults to engage in high quality reading experiences with children, expanding reading opportunities for children, increasing the frequency with which children are read to in the home, and expanding access to books, libraries, and/or materials and curriculum that promote early literacy.

- (d) The extent to which the project budget is appropriate for the number of children and adults that are proposed to be reached through the proposed early literacy program.
 - (e) The extent to which the application demonstrates how outcomes will be measured and sustainability will be achieved.
- (3) The Early Learning Division shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:
- (a) Geographic location of applicants to insure geographic diversity within the recipients of grant program funds throughout the state;
 - (b) Preference to entities that have demonstrated success in improving outcomes for children and families.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

414-800-0025 Funding

- (1) The Early Learning Division shall determine for each fiscal year the portion of the funds available for the early literacy grant.
- (2) Funds received under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

414-800-0030 Reporting

- (1) Recipients of early literacy grant funds must report on their grant funded program outcomes and expenditures to the Early Learning Council on an annual basis through a written report to the Early Learning Division. The report must include:
 - (a) Description of outputs and activities resulting from the early literacy partnership strategy, including, but not limited to trainings delivered to parents and/or providers or early learning services, books or other materials provided to families and/or providers of early learning services, and number of adults and children reached.
 - (b) Impact on changes in adult behavior related to reading to children, including but not limited to frequency and quality of reading.
 - (c) Impact on changes in child behavior related to reading with adults, including but not limited to frequency and quality of reading.

- (d) Impact on adult and child attitudes toward reading, including, but not limited to, self-reports related to increased enjoyment of reading.
- (e) Impact on closing early literacy opportunity gaps for children who are economically disadvantaged, English language learners, African American, Hispanic, or Native American.

Stat. Auth. Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

Stat. Implemented: Section 2, Chapter 660, Oregon Laws 2013 (Enrolled House Bill 3232)

DRAFT

**Early Learning Kindergarten
Partnership & Innovation Fund Rules**

Early Learning Council – Administrative Rule Summary

Title/OAR #: Early Learning Kindergarten Readiness Partnership and Innovation Program

Date: January 13, 2014

Staff/Office: Brett Walker, Early Learning Division

New Rule **Amend Existing Rule** **Repeal Rule**

Hearing Date: _____ **Hearings Officer Report Attached**

Prompted by: **State law changes** **Federal law changes** **Other**

Action Requested:

Adoption

PROPOSED/AMENDED RULE SUMMARY:

The Early Learning Readiness Kindergarten Partnership & Innovation Program provides funding to communities for the purposes of improving the readiness of children for kindergarten. This fund creates the opportunity to increase the connection between early learning and K-12 by investing in innovative and promising models for early learning/K-12 integration across the state and to build a body of evidence that Oregon can use to create stronger alignment between its early learning and K-12 education systems. The goal of this fund to promote community and school partnerships and innovations that result in measurable increase in children's readiness for kindergarten.

BACKGROUND:

House Bill 2013 SECTION 26.

(1) The Early Learning Kindergarten Readiness Partnership and Innovation Program is established for the purpose of improving the readiness of children for kindergarten. The program shall be administered by the Early Learning Council as provided by this section.

(2) The Early Learning Council shall provide grants under this section based on criteria established by the council by rule. Criteria may include requirements that an applicant must meet one or more of the following criteria:

- (a) Form a partnership with at least one provider of early learning services, childcare provider or elementary school;
- (b) Form partnerships with community-based providers of early childhood services to provide preschool and other early-learning strategies;
- (c) Establish ambitious but meaningful targets for kindergarten readiness;
- (d) Invest resources in students who meet criteria established by the council by rule;
- (e) Align with, and supplement, federal programs to provide moneys for educational purposes; and
- (f) Agree to report to, and partner with, any Early Learning Hubs serving the region.

(3) Priority for grants provided under this section may be for programs that:

- (a) Assist children in becoming ready for kindergarten or being successful in kindergarten; or
- (b) Share professional development strategies and resources with providers of early learning services, child care providers and kindergarten teachers.

Overview

- Eligible applicants include Early Learning Hubs, Education Service Districts, K-12 school districts, non-profit organizations, post-secondary institutions, or a collaboration of any of the above.
- In addition to the criteria and priorities address in the statute, the Oregon Education Investment Board (OEIB) and Early Learning Council (ELC) adopted additional criteria and priorities for this program, which are reflected in the rules.

- Applicants will complete a narrative proposal that details the applicant’s demonstration of readiness and proposed plan for linking early learning and K-3. Applicants that submit the strongest applications will participate in a site visit as a second stage in the application process.
- There is no minimum or maximum award amount specified. Funds may not be used for capital expenses or to supplant existing federal or state funds.

Timeline of Key Activities

- Sept-Oct 2013: A joint subcommittee of the OEIB/ELC convened to develop criteria and priorities.
- Nov 2013: The OEIB and ELC jointly adopted the subcommittee’s recommendations.
- Dec 2013: Early Learning Division (ELD) staff developed a draft RFA and temporary rules.
- Jan 2014: ELC members and ELD staff hosted and conducted community input sessions on the temporary rules.
- Jan-Feb 2014: Anticipated open RFA period, following ELC adoption of temporary rules, during which time ELD staff will conduct technical assistance to potential applicants.
- Mar-Apr 2014: Site visits conducted and awards announced (anticipated).

Benefits

The Early Learning Kindergarten Readiness Partnership and Innovation Program will:

- Increase the connection between early learning and K-12;
- Investing in innovative and promising models for early learning/K-12 integration;
- Build a body of evidence that Oregon can use to create stronger alignment between its early learning and K-12 education systems; and
- Promote community and school partnerships and innovations that result in measurable increase in children’s readiness for kindergarten, as measured by the Oregon Kindergarten Assessment.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

- Based on feedback received during community input sessions, the following language could be considered for section 414-800-0125 Funding part (3): *“Funds may not be used for capital expenses, such as facilities, or to supplant existing federal or state funds. Capital expenses do not include operating supplies such as books, curriculum, materials, manipulatives, or furniture that is developmentally appropriate for young children.”*
- Clarify additional appropriate uses of funding, particularly related to staffing.

FISCAL IMPACT:

\$4.0 million has been allocated through the general fund for the the Early Learning Kindergarten Readiness Partnership and Innovation Program.

COUNCIL ACTION NEEDED:

- Adopt temporary administrative rule prior to RFA being released
-
-

Comments:

Temporary Rules

The Early Learning Kindergarten Readiness Partnership and Innovation Program

414-800-0105 Definitions

The following definitions apply to OAR 414-800-0105 to 414-800-0130:

- (1) “Achievement gap” means the research-based gap in achievement that often exists between students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.
- (2) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:
 - a. Living in a household that is at or near poverty, as determined under federal poverty guidelines;
 - b. Living in inadequate or unsafe housing; having inadequate nutrition;
 - c. Living in a household where there is significant or documented domestic conflict, disruption or violence;
 - d. Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
 - e. Living in circumstances under which there is neglectful or abusive care-giving; or
 - f. Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.
- (3) “Early childhood services” means programs and services for children ages 0 through 6 years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development. Providers of early childhood services include Early Learning Hubs, relief nurseries, home visiting programs, child care providers, preschools, Head Start, Oregon Pre-K, and others who provide programs and services for children ages 0-6.
- (4) “Early Learning Hub” means an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon’s 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities,

private educational institutions, faith based organizations, nonprofit service providers, and tribes.

- (5) “Elementary school” means any public school that has at least kindergarten, first, second, and third grade classes.
- (6) “English Language Learners” means children whose native language is other than English or who speak a language other than English in their home.
- (7) “Non-profit organization” means:
 - a. An organization established as a nonprofit organization under the laws of Oregon; and
 - b. Qualifies as an exempt organization under section 501 (c)(3) of the Internal Revenue Code as defined in ORS 314.011.
- (8) “Postsecondary Institution” means a:
 - (a) A community college operated under ORS chapter 341.
 - (b) The following public universities within the Oregon University System:
 - (A) University of Oregon.
 - (B) Oregon State University.
 - (C) Portland State University.
 - (D) Oregon Institute of Technology.
 - (E) Western Oregon University.
 - (F) Southern Oregon University.
 - (G) Eastern Oregon University.
 - (c) Oregon Health and Science University.
 - (d) An Oregon-based, generally accredited, not-for-profit institution of higher education.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

414-800-0110 Establishment and Purpose

- (1) The Early Learning Kindergarten Readiness Partnership and Innovation Program is established by House Bill 2013, Section 26.
- (2) This program creates the opportunity to increase the connection between early learning and K-12 by investing in innovative and promising models for early learning/K-12 integration across the state and to build a body of evidence that Oregon can use to create stronger alignment between its early learning and K-12 education systems. The goal of this program is to promote community and school partnerships and innovations that result in measurable increase in children’s readiness for kindergarten.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

414-800-0115 Eligibility

- (1) The following types of organizations may apply for funding:
 - (a) Early Learning Hubs
 - (b) Education Service Districts;
 - (c) K-12 school districts;
 - (d) Non-profit organizations;
 - (e) Post-Secondary institutions; or
 - (f) A collaboration of any of the above.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

414-800-0120 Criteria

- (1) Applicants for grant funds must meet one or more of the following criteria:
 - (a) Form a partnership with at least one provider of early learning services, licensed childcare provider or elementary school;
 - (b) Form partnerships with community-based providers of early childhood services to provide preschool and other early-learning strategies;
 - (c) Establish ambitious but meaningful targets for kindergarten readiness;
 - (d) Invest resources in serving a significant number of children in communities with high concentration of poverty, underserved racial groups, non-native English speakers, or rural and remote communities;
 - (e) Align with and supplement federal programs to provide moneys for educational purposes;
 - (f) Agree to report to, and partner with all Early Learning Hubs serving the region.
- (2) Applicants must demonstrate:
 - (a) A proven track record of ability to achieve developmental outcomes for children.
 - (b) A clear commitment to equity.
 - (c) The proposed plan is likely to:
 - i. Result in a demonstrable connection between early learning providers and schools; and
 - ii. Improve kindergarten readiness as measured by the Oregon Kindergarten Assessment.
- (3) Priority for funding will be given to applicants that:
 - (a) Assist children in becoming ready for kindergarten or being successful in kindergarten;
 - (b) Share professional developments strategies and resources with providers of early learning services, child care providers and kindergarten teachers;

- (c) Demonstrate a commitment to family engagement and three-way partnerships among early childhood programs, school, and parents and families; or
- (d) Demonstrate the grant funds will serve a significant number of children in communities with high concentration of poverty, underserved racial or ethnic groups, non-native English speakers, or rural and remote communities.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

414-800-0125 Funding

- (1) The Early Learning Council shall determine for each fiscal year the portion of the funds available for the early learning kindergarten readiness partnership and innovation fund.
- (2) Funds received under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.
- (3) Funds may not be used for capital expenses or to supplant existing federal or state funds.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

414-800-0130 Reporting

Recipients of these funds must report on the grant to the Early Learning Council via the Early Learning Division at the end of the grant period. The report must include at least:

- (1) Description of outputs and activities related to implementation of the early learning/K-12 partnership strategy.
- (2) Impact on kindergarten readiness, as measured by the Oregon Kindergarten Assessment.
- (3) Impact on the attitudes, behaviors, and instructional practices of early childhood educators and kindergarten teachers.
- (4) Impact on the attitudes, behaviors, and practices of children's families.

Stat. Auth.: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Stat. Implemented: Section 26, chapter 728, Oregon Laws 2013 (Enrolled House Bill 2013)

Appendix

Including Presiding Officer Report &
Written Testimony

Presiding Officer's Report to agency on Rulemaking Hearing

Date: December 12, 2013
To: Oregon Department of Education
From: Heidi McGowan
Subject: Presiding Officer's Report on Rulemaking Hearing

Early Learning HUB Rules, OAR 414-900-0005 to 414-900-0020

Early Learning Council Procedural Rules, OAR 414-002-0005 to 414-002-0010

The Early Learning Council held public hearings to receive public comment on the proposed rules. Notice of hearing was published in a timely manner in the Secretary of State's bulletin and was sent to interested parties and persons who requested notice pursuant to ORS 183.335(7).

Hearing Dates and Locations:

November 12th, 2013 at 2:00 p.m. at Portland State University, Portland, OR
November 19th, 2013 at 6:00 p.m. at Bend LaPine School District Education Center, Bend, OR
November 25th, 2013 at 2:00 p.m. at Dept. of Education, Salem, OR (webinar)
December 2nd, 2013 at 6:00 p.m. at Cleveland High School, Portland, OR
December 5th, 2013 at 6:00 p.m. at Dept. of Education, Salem, OR (webinar)

People were asked to sign in on designated sign in sheets if they wished to comment on the proposed rules and informed of the procedures for taking comments. They also were told that the hearing was being recorded. A copy of the sign in sheets is available as part of the record.

Before receiving comment, staff briefly summarized the proposed rules.

Summary of Oral Comments

November 12th Hearing

One person testified on the Early Learning HUB Rules. No testimony was submitted for the Early Learning Council Procedural Rules. No one submitted written testimony.

- The definition of 'Administrative Overhead' is confusing. It doesn't say what it is, but rather, what it isn't. Since the rule states that no more than 15% can be spent on administrative overhead, it's important to be clear about exactly what it is and what it isn't.

- The definition of Administrative Overhead should clarify 'preparation of services' means. Perhaps the definition should contain words such as coordinating, convening, developing and mobilizing when referring to preparation of services.
- The first paragraph of HUB selection criteria is puzzling. It only addresses the first round of selection in 2013-14. Nothing addresses the second round in 2014-15.
- Is all the money for the Hubs to coordinate services?

November 19th Hearing

Three people signed up to present verbal testimony. The testimony did not specifically pertain to either sets of rules. No one submitted written testimony.

- The Montessori community would like to emphasize that even though their classroom may look different, they are committed to helping kids prepare for kindergarten.
- The Bend Public Library works closely with families who have children in the 0-6 age range. It is very important the library is included in the Early Learning Division's proceedings.
- Kindergarten label has dropped to a preschool label. What does the readiness expectations look like? They should be more play based.

November 25th, December 2nd and December 5th Hearings

No one signed up to present verbal testimony. No one submitted written testimony.

A copy of the sign in sheets are attached as Attachment A.

Respectfully submitted

Heidi McGowan
Hearing Officer

*Summary of Common Themes from Strategic Investment Input Sessions
January 6th & 7th, 2014*

January 6, 2014 – 1:00 pm	January 6, 2014 – 3:00 pm	January 7, 2014 – 10:00 am
Invitees: COSA	Invitees: Hubs	Invitees: Community
Facilitator: Heidi McGowan	Facilitator: Heidi McGowan	Facilitator: Heidi McGowan
ELC members: Pam Curtis, Rob Saxton	ELC members: Lynne Saxton, Norm Smith	ELC Members: Janet Doughty Smith, Kim Williams, Bobbie Weber, Charles McGee
Participants: 10 8	Participants: 8	Participants: 30
Format: All three sessions had the same format: overview of each rule with a focus on purpose, eligibility and criteria. Focus questions included ‘what do you like about what you have heard today?’ and ‘What suggestions do you have for the Council?’		

Common questions across all three sessions:

1. What does alignment with federal funds mean specifically in the context of these rules?
2. Various questions around the collaboration needed with Early Learning Hub and if there was no Early Learning Hub; and connection to non-profits in a community.
3. How long will RFA be out?

What do you like about what you have heard today?

- Partnerships in general, specifically between early learning and K-12
- Appreciated being asked and that communities can determine what communities need
- Calling into practice the Parent engagement
- Rural communities can participate
- Focus on English language learners

What suggestions do you have for the Early Learning Council?

- Innovation vs. evidence based that could possibly inhibit innovation (promising practice)
- Equity – strengthen the equity language and find ways to not to keep building upon policies or programs that have embedded inequities; focus on the achievement gap for underrepresented populations
- Ensure economically disadvantaged is included in definition of at risk
- Encourage authentic parent engagement
- Use of funds for staffing, particularly if needed to serve special populations {only asked at the January 7 session}
- Provide a definition of capitol to incorporates renovation, materials and curriculum {only asked at the January 7 session, and in written testimony}

**Confederation of Oregon School Administrators
January 6, 2014 – 1:00 PM**

Feedback Summary

1. Interest to develop high quality preschools - want to make sure rules are open wide enough to allow this as a function
2. The Transition Team Report calls our family resource managers, there is interest in 2 avenues – how do we ensure the most needy and have least access to services can gain access; how do we provide better access and service to pediatricians other than EI or special education.
 - a. Mark added: encouraging collaborations that aren't just education.
 - b. Bob followed – RTI response to intervention, ensure that all kids have access to curriculum and if not responding, ensure supports are in place.
3. Performance measures – that the early learning programs have measures that we all understand. Probably have to be created because they are not there now.
 - a. Maryalice asked for an example: Bob said health and wellness, developmental measures at ages younger than 5 used across multiple sectors.
 - b. Mark added that this may be an opportunity to look at longitudinal opportunities – look at prenatal through KRA to provide longitudinal information.
4. Elementary Principals by and large don't understand early childhood – hope for these entities to come together to create professional development activities and supports.
 - a. Craig: COSA has a May 2nd conference plan in partnership with early learning.
 - b. Bob followed that he could see regional support such as through ESD or Hubs to take step further to include early childhood professionals.
 - c. John: not sure how best to connect for local early childhood service providers. Some will be resistant to connection, any help that we can provide would go along ways.
5. Outreach and partnership with Pre-K. Grants from OCF may help foster this.
6. Family engagement and involvement – five different home visiting organizations with different goals – bring together and create one HV system so we create 1 HV system
 - a. Mark: ensure culturally responsive and competency when doing family engagement.
7. Pre-K professional development – how we might integrate that with K-12. Gets at getting to know people, programs and provide high value conversations. An interesting concept is having kindergarten teachers develop their own program and providing it to early childhood service providers.
 - a. Pam: probably most appropriate for the kindergarten innovation fund, the ELC has been directed by the legislature to make sure it is a partnership between EL and K-3. How do you see this playing out for these 2 funds?
 - b. Bob: not sure where this is taken on but would like innovation and share learnings around the state.
8. The Transition Team Report addresses having appropriate screening tools. Another innovation could be to train across sectors where multiple sectors are doing screening.

9. Workforce development. Families in HS programs as one example, could open doors for innovation for skill building among parents to pull families out of poverty.
 - a. Mark: innovation for high school/college students to receive credit to be working with Pre-K or Hubs. To increase our teachers of color, has potential for community colleges to get on board for post secondary training for early learning.
10. In both grants, item 2 discusses “at-risk” and what it means for traumas kids face. There is a significant lack of understanding and significant impact of childhood trauma. Hope we can expand innovation into gaining a greater appreciation for what we are dealing with when talking about adverse childhood experiences.

Written Feedback on Early Literacy Grant and Early Learning Kindergarten Readiness Partnership & Innovation Fund Rules
January, 2014

January 7, 2014

Dear Early Learning Council Members and ODE Early Learning Division staff,

As a member of the Oregon State Legislature, I was honored to co-sponsor HB 2013 and to serve on the Human Services and Housing Committee, which initially vetted the bill that became law. I am delighted to join you in the efforts to reform how we deliver early childhood services in Oregon - and to increase much needed funding in this area.

However, I was disappointed to see that under the Draft (temporary) Rules, Section 414-800-0125 "Funding," the ELC and OEIB accepted the subcommittee's recommendation to prohibit capital investments for ELC's first round of grants for the new Kindergarten Readiness Partnership and Innovation Fund.

Early childhood and K-12 advocates who will attend your meeting can explain in greater detail why capital and facility investments are often a critical need in the one-time innovation funding of pilot projects - and must be considered in the longer term funding needs and solutions around the state.

I'd like simply to reinforce the notion of "tight - loose" in the State's approach to health care and early childhood systems reform: we must state the goals and outcome expectations, as you are doing in the implementation of HB 2013, but we should allow local communities to make their case in how to best achieve those goals, based on the assets and needs in their own community.

In some cases, staffing and training are most sorely needed to develop pilot programs. In other cases, hard and soft capital investments may be more needed. (Furthermore, while all components of a pilot may be needed, funding sources may be more available for one component than another.)

In East Portland, where the population has grown exponentially, K-12 schools are bursting at the seams. The David Douglas School District has among the top K-12 and early childhood leaders in our state, ready to pilot Kindergarten readiness programs; however they need facilities in their cramped schools to serve as classrooms and parenting/coordination hubs.

Portland Public Schools has been losing students and closing schools; yet capital investments could turn K-5 classrooms and bathrooms into early childhood facilities so as to integrate services within existing buildings - rather than to continue closing them.

Written Feedback on Early Literacy Grant and Early Learning Kindergarten Readiness Partnership & Innovation Fund Rules January, 2014

As a former member of the Portland Children's Levy Allocations Committee, I often encountered program staff ready to serve our youngest Oregonians (such as in the Early Head Start), yet the lack of stable facilities was often a big barrier.

I sincerely hope that the finalization of your rules will promote all kinds of "innovation" and out-of-the-box thinking, from ground up, to allow early childhood and K-12 communities to identify their needs, goals, and strategies in partnership with each other and the state.

Please feel free to contact me if you have any questions. Although I am on a panel in Portland from 10-11 A.M. while you are meeting, I will be available by phone immediately after that to answer any questions that arise.

Warm regards,

Alissa Keny-Guyer
State Representative, House District 46
Vice Chair, Oregon House Health Care Committee
Member, Oregon House Human Services and Housing Committee

December 30, 2013

The Center for Intercultural Innovation (TCII) respectfully recommends that rule development for the Kindergarten Innovation Grant and Early Literacy Grant be aligned to the OEIB Equity Lens Beliefs and to the Head Start Multicultural Principles to ensure each learner and communities' individual and cultural needs are met.

Rules should reflect guidance strategies that address the OEIB Belief: We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language. Head Start Multicultural Principle #4: Addressing cultural relevance in making curriculum choices and adaptations is a necessary, developmentally appropriate practice. These are but two examples.

Rules need to reflect the research on dual language and second language development and the role of the parents in this critical stage for Spanish-speaking children and other children where English is not the language spoken in the home. Rules need to reflect strategies for culturally relevant and diverse programming and that every individual has the right to maintain his or her own identity

**Written Feedback on Early Literacy Grant and Early Learning Kindergarten Readiness Partnership & Innovation Fund Rules
January, 2014**

while acquiring the skills required to function in our diverse society.

Because equity is now becoming a "key" word in policy development and educational investment, TCII recommends that the ELC consider forming a work group to assist with aligning the proposed rules to race and equity standards of practice using the OEIB Equity Lens, the Head Start Multicultural Principles and other recommended resources. It is also recommended that the work group be comprised of members from Oregon's communities of color so that a cross-cultural perspective can be achieved as the rules are developed. I would gladly volunteer to serve in this effort.

Respectfully submitted,
Helen Visarraga

January 6, 2014

EOCCO Education Reform Barriers - Grant County specific

Please keep in mind that Eastern Oregon school districts have reduced teaching staff, increased class size, reduced school week instruction (no school on Fridays), and reduced classified staff time.

I met last week with a 1st grade teacher who shared with me that these reductions have led to fewer classroom instruction time - 8 hours per week for 1/2-day kindergarten students at the largest elementary school in Grant County. These reductions have also hindered her first grade reading program curriculum.

In strengthening Oregon's alignment between its early childhood and K-3 education systems, please consider these barriers when developing temporary rules focused specifically on Kindergarten Innovation and Early Literacy Funds.

Thank you,

Linda Watson
Community Advisory Council Coordinator, EOCCO
Greater Oregon Behavior Health Inc (GOBHI)
541-620-0444
linda.watson@gobhi.net

**Written Feedback on Early Literacy Grant and Early Learning Kindergarten Readiness Partnership & Innovation Fund Rules
January, 2014**

January 7, 2014

Our program would like to know how many sites we may apply for the Kindergarten Innovation Grant to serve.

Also, if Oregon Pre-Kindergarten funded programs are to maintain the same level of service that we currently offer and that ODE requires of us as a condition of our grant, we will need to be funded at the same level of cost-per-child under the new rules.

Kathleen LaFlamme
Head Start Grants and Reports Manager
Community Action Head Start
1001 SW Baseline Street
Hillsboro, OR 97123
503.906.6489

January 7, 2014

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2. Need to allow adequate time for developing an adequate and strong grant response, especially for areas working across jurisdictions (complex). We recommend a minimum of 6 weeks (ideally not overlapping with other grant application time lines).

In partnership,

Hillary Saraceno, Early Learning Development Manager
Deschutes County Health Services

**Written Feedback on Early Literacy Grant and Early Learning Kindergarten Readiness Partnership & Innovation Fund Rules
January, 2014**

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January 7, 2014

Hello. My name is Dana Hepper, and I am the Early Learning Director at the Children's Institute. Children's Institute is a statewide organization whose mission is move research to action by promoting cost-effective public (and private) investment in our youngest children birth through third grade.

Given our focus, we're very excited to provide comment on the two strategic investments being discussed today. Thank you for the opportunity. We are glad these investments have been made and that the process allows for public input. We are appreciative of the Early Learning Council and Early Learning Division for being thoughtful about the use of these investments.

Comment on the Kindergarten Readiness Partnership and Innovation Program

Children's Institute was honored to be part of shaping and passing the Kindergarten Readiness Partnership and Innovation Fund. We know it will help seed the important work of connecting the early years to the early grades, and ensuring children arrive at kindergarten prepared and on track to meet third-grade benchmarks so that we can close the achievement gap that faces Oregon's at-risk children. Strengthening the bond and aligning the work from early childhood to early elementary school is critical to improving the trajectories of children's lives.

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We want to offer comment on page 4 of the draft rule in 414-800-0125 section (3). The draft rule states “Funds may not be used for capital expenses.”

We understand the decision that the joint ELC/OEIB subcommittee made to exclude capital use requests from the fund; large bricks-and mortar capital requests could use up too much of a relatively small fund. But we believe that there is an important opportunity to support investments in “soft” capital requests. By this we mean some of the “stuff” that makes early childhood learning spaces effective, such as books, curriculum, materials, manipulatives, and furniture developmentally appropriate for young children. These items are essential to ensuring that early childhood services identified and delivered through partnerships are high quality.

Given the one-time nature of this first grant, soft capital expenditures could be investments that endure. It creates the opportunity for the kind of partnerships that are doable between school districts and early childhood providers. For communities that already have some relationships built between early childhood and K-3 education, these small investments could help partners put their ideas into action.

Our concern is that capital may be defined or interpreted as disallowing these kinds of investments. Depending on the definition of capital that is used, we request either a clarification that the soft capital expenses we outline are allowed, or a modification to the rule that specifically disallows only brick & mortar capital expenditures. We appreciate your consideration on this issue. We also want you to know that this recommendation was formed after receiving input from early education providers and K-12 leaders from around the state.

Finally, I would be remiss if I didn't take this opportunity to speak to the greater capital needs facing Oregon as we increase our leadership and focus around our youngest children. In 2015, Oregon will roll out full-day kindergarten. In that roll out, we believe capital needs will have to be considered, as many schools do not have the space for full-day kindergarten. At the same time, the capital needs facing programs and services for children before they enter kindergarten are also woefully inadequate. Although this is a challenge, it also provides us with an opportunity to create a long-term strategy for addressing capital needs for early learning and kindergarten simultaneously.

Connecting early learning and full-day kindergarten must be intentional, from developing appropriate space to the design and delivery of services. Optimal child outcomes require safe and appropriate spaces for learning and growing. The design, finance, and maintenance of facilities and high-quality learning materials are *essential* aspects of programmatic quality. Well-designed facilities

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enhance the *quality* of early childhood education. Further, quality facilities and materials can encourage enrollment, parent involvement, and retention of teaching staff. Without quality materials and space the benefits of early childhood education will not be fully realized.

Comment on the Early Literacy Grant

Children's Institute is excited to have a one of our team members serving on the committee to review these grant requests. Just as the state is currently doing, Children's Institute has been expanding our work and expertise to encompass more than early learning and preschool. We're increasingly interested in the host of issues that impact whether young children are ready for Kindergarten and whether they are on track for success by third grade, including health and family engagement.

Too many families lack access to the skills and tools needed to give children these early skills. Yet, research supports the importance of families in supporting early literacy. Parents who introduce their babies to books give these little ones an advantage throughout elementary school. Parental involvement in reading is so significant, especially in the early years, that it is more powerful than other family characteristics, including level of parental education and socio-economic status.

Early parent engagement leads to later parent engagement. If parents can be engaged in early education by reading with their young children, they are more likely to stay involved in their children's education later in life. Since children spend such a significant portion of their early years with their parents, it is essential that we partner with parents early and often to ensure children are ready for kindergarten.

Children's Institute is pleased to see the focus in these draft rules on building capacity among adults, especially parents and families, to effectively support early literacy with their children. We want to express our support for this focus, and we're eager to see this work supported in Oregon.

Dana Hepper

Early Learning Director

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January 9, 2014

COMMUNITY INPUT FOR RULE DEVELOPMENT

Oregon Early Learning Council Legislatively-Approved Kindergarten Partnership and Innovation Grant
January 8, 2014

Catherine Willmott, Community Advocate for Children and Education
Lennie Bjornsen, Gladstone School District

Catherine Willmott, Community Advocate for Children and Education, and Lennie Bjornsen, Director of Students & Family Supports in the Gladstone School District, respectfully submit written input to the Early Learning Council for the rule development for the legislatively-approved Kindergarten Partnership and Innovation Grant.

Ms. Willmott and Mr. Bjornsen have been working in close partnership over the last two years to bring together Clackamas ESD-Early Childhood Special Education and the Portland Children's Museum's Opal School to craft a high-quality, blended, resiliency-building teaching preschool inside the Gladstone Center for Children and Families.

Support for ELC Fund Criteria

We are excited about the potential impact of the ELC's Kindergarten Partnership and Innovation Grant. We applaud many of the points emphasized in the ELC's Fund concept paper and have focused on these same points in the development of our innovative teaching preschool program:

- Necessity of Community Partnerships
- Emphasis on Families of All Social/Economic Levels
- Reaching Under-Served and At-Risk Children
- The Importance of Attachment among parents and children
- Sharing of Best of Practices, Innovation, Blended populations
- Leverage of Existing Programs/Alignment with Federal Programs
- Focus on Developmental Outcomes leading to readiness for kindergarten
- Sharing of Professional Development Strategies throughout the PreK-3 environment

Potential Points to Further Emphasize and/or Clarify

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There are a few key tenets of our work that we encourage the ELC to consider as it finalizes the criteria for the Kindergarten Partnership and Innovation Fund. All three recognize the devastating impact accumulated early trauma has on young children's ability to learn. We hope the ELC sees value in giving preference to programs seeking to address this trauma, and to broadening the grants to include innovative, high quality pre-schools.

Educational Approach. As described in the concept paper, the ELC Kindergarten Innovation Fund seeks to reach underserved children, particularly children living in poverty, and recognizes that secure attachment is necessary for all children. If children are living in homes where parents are not physically or emotionally available for attachment, children's ability to learn is greatly impeded as much of their cognitive energy must be directed towards managing this stress. As Paul Tough illuminates in his recent book *How Children Succeed*, it is hard for children to learn the alphabet when they have much greater worries. A high quality preschool program can help alleviate the stress and trauma of an insecure home life by creating learning environments where children are empowered, well-attached to caregivers and teachers, and come to know the gifts they have to offer to the world. This kind of preschool experience will greatly increase the chances that at-risk children arrive at kindergarten ready to learn.

We encourage the ELC to give priority to applicant programs that address the whole child, support learning through attachment, and see the importance of addressing accumulated trauma.

Commitment to Long-Term Gains. As the ELC notes in the Fund concept paper, research shows that many gains from early childhood education can disappear after a few years. We hope the ELC will address this by taking an even broader and longer view of "Ready to Learn" than the results of the KRA.

One key to maintaining the gains made in early childhood is to foster programs similar to the 1960's Perry Preschool Project where children are engaged in designing their learning so they can make sense of the world on their own terms and come to believe in themselves as capable learners in control of their environments. It is widely acknowledged that our earliest interactions matter greatly - children need trusted caregivers who consistently provide care, affection and support throughout infancy and early childhood in order to reach their full potential. Early care provides children with their first lessons in trust and self-worth; if children have insecure attachments, they are far more likely to be impulsive, lack self-confidence, and have difficulty relating to others. Well-designed learning environments and experienced, highly-educated teachers can help all children, regardless of their home lives, develop the necessary executive functioning and self-efficacy that allows for positive longitudinal health and learning outcomes. By addressing accumulated trauma, early childhood programs can attain positive long-term results.

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We hope the ELC will give priority to programs seeking such sustainable outcomes.

Ability to Drive Systemic Change. We hope the ELC will see value in pushing partner applicants to go beyond just better preparedness and communication for the transition into kindergarten for their specific population. The ELC may wish to promote promising practices which can influence the broader market of early childhood and PreK providers, encouraging curriculum innovation and bringing multiple parties together to address the accumulated traumas many youngsters amass birth to age three. Perhaps there is a preference for grantee programs able to enhance the educational vision of the wider community and raise expectations for the capabilities of children growing up in environments of toxic stress and poverty.

Our Promising Practice

By leveraging existing programs to enhance the outcomes for larger numbers of children, Gladstone is developing a new preschool in conjunction with multiple local partners. This new “Teaching Preschool” will be located inside a multi-service school building that includes the Gladstone kindergartens. We aim to be a model for successful partnerships between Early Childhood Education and K-12 schools. We hope to open the Teaching Preschool this spring and will strive to blend childhood populations, teaching and child development approaches, and staff expertise.

The Teaching Preschool is a collaboration among the Gladstone School District, the Portland Children’s Museum’s Opal School, Clackamas ESD-Early Childhood Special Education, and Clackamas County Children’s Commission Head Start. The Teaching Preschool development and blended population design expands the existing work of the partners. We have taken significant risks together to create this innovative Teaching Preschool design. Foundations are being approached to supplement our local resources. We hope the ELC grant funds will be broadly configured and suitable for this type of partnership innovation.

The Teaching Preschool aims to connect early childhood and elementary education along multiple dimensions. The vision of this extraordinary partnership of public and private institutions is to operate a high quality, Reggio and early special education inspired teaching preschool for “wait-listed” children who qualify for Head Start and special needs children. The Teaching Preschool classroom will be co-operated by the Opal School and Clackamas ESD and be located inside the Gladstone Center for Children and Families (“GCCF”), adjacent to existing Head Start and ESD classrooms and down the hall from the school district’s six Kindergarten classrooms. Together, teachers from Opal School and ESD will create a vibrant learning community of children from the Head Start wait-list and the early childhood special education population, sharing best practices and professional development with the other Head Start, ESD and Kindergarten classrooms co-located inside the GCCF.

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The Teaching Preschool vision also includes a range of additional services to be available to the Preschool's students and their families. Preschool teachers will be able to direct students and families to the GCCF Family Resource Manager who has immediate access to health care, counseling, addiction help, housing leads, vocational development, and other services for those in need.

In addition to directly serving families, the Teaching Preschool seeks to expand on the research "laboratory" Opal School programs provide to the Museum's professional development center, and serve as a model early childhood education program for other communities. Along with ESD staff, seven teachers from the co-located GCCF Head Start classrooms are currently engaged in a full-year professional mentorship program through the Opal School. When the enrollment process for the classroom commences, families will also be immediately rolled in as partners. Both Opal and ESD believe parent participation in the life of the school is essential and takes many forms, the exchange of ideas between families and teachers being fundamental to the development of a vibrant learning community.

We share the overview of our project vision to underscore the potential impact of the ELC Kindergarten Partnership and Innovation Fund. There are limited dollars available to serve our children; together we can build partnerships to leverage these precious dollars and improve children's health and learning trajectories to break the cycle of generational poverty.