



EARLY LEARNING COUNCIL

Thursday, March 20, 2014

10:00am

Youth Villages, Christie Campus

2nd Floor Training Room

2507 Christie Drive, Lake Oswego, OR 97304

Video Streaming [HERE](#)

Members of the public wanting to give public testimony must sign in.

There will only be one speaker from each group.

Each individual speaker or group spokesperson will have 2 minutes.

PAM CURTIS

ELC Chair

HARRIET ADAIR

VIKKI BISHOP

JANET

DOUGHERTY- SMITH

DANA HARGUNANI

CHARLES McGEE

EVA RIPPETEAU

CHRISTA RUDE

LYNNE SAXTON

NORM SMITH

TERI THALHOFFER

JIM TIERNEY

ROBERTA WEBER

KIM WILLIAMS

DICK WITHNELL

MARLENE YESQUEN

ROB SAXTON

JADA RUPLEY

Early Learning
System Director

AGENDA

1. Board Welcome and Roll Call
2. Approval of Minutes from February Council meeting
Action Item
3. Council Member Updates
All Council members
4. Early Learning Council Work
Equity Workgroup – Marlene Yesquen
Early Learning Council/Oregon Health Policy Board Workgroup – Dana Hargunani
Child Care and Education Workgroup – Bobbie Weber
5. OEIB Subcommittee Updates
Outcomes and Investments – Dick Withnell, Pam Curtis
Best Practices and Student Transitions – Lynne Saxton, Kim Williams
Equity and Partnerships – Janet Dougherty-Smith, Harriet Adair
6. Full Day Kindergarten
Karen Twain, Oregon Department of Education
7. Break and Working Lunch
8. ELC Master Plan & Vision
All Council Members
Dovetailing, Garrison Kurtz & Bea Kelleigh

9. Rules Approval

Action Item

Lisa Harnisch, ELD

10. Director's Report

Jada Rupley, Early Learning System Director

11. Chair Report

Pam Curtis, Chair

12. Public Testimony

13. Adjournment

****Times are approximate***

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



EARLY LEARNING COUNCIL
February 13, 2014 - 11:00am - 3:30pm
Oregon State Capitol, Room 257
900 Court St NE, Salem, OR
(Overflow Seating at 775 Court St NE)

ELC Members Present

Pam Curtis, Chair; Charles McGee; Eva Rippeteau; Christa Rude; Lynne Saxton; Norm Smith; Teri Thalhofer; Jim Tierney; Roberta Weber; Kim Williams; Dick Withnell; Rob Saxton

Members Excused:

Harriet Adair; Vikki Bishop; Janet Dougherty-Smith; Dana Hargunani

Staff/Other Participants

Jada Rupley, Early Learning System Director
Sarah Miller, Deputy COO, DAS
Megan Irwin, ELD Staff
Brett Walker, ELD Staff
Kara Williams, ODE Staff
Christa Shively, ELD Staff
Lisa Harnisch, ELD Staff
Alyssa Chatterjee, ELD Staff

[Video of Meeting](#)

[Meeting Materials](#)

1. Board Welcome and Call to Order

The meeting is called to order at 11:05am.

2. Approval of January Meeting Minutes

Action Item

[DRAFT January Meeting Minutes](#)

MOTION: Lynne Saxton moves to approve January minutes as presented, Jim Tierney seconds the motion. No discussion. The motion passes unanimously.

3. Council Member Updates

4. Coordinating the P-20 System

Dr. Nancy Golden, Chief Education Officer

5. OEIB Subcommittee Updates

Equity and Partnerships - Janet Dougherty-Smith, Harriet Adair

Outcomes and Investments - Dick Withnell, Pam Curtis

Best Practices and Student Transitions - Lynne Saxton, Kim Williams

6. Hub Recommendations

Norm Smith, Early Learning Council

Sarah Miller, Deputy COO, DAS

Megan Irwin, ELD Staff

Action Item

[Hub Presentation](#)

MOTION: Chair Pam Curtis requests a full vote. Recommendations are approved unanimously without any changes.

7. Break and working lunch

8. Kindergarten Assessment

Kara Williams, ODE Staff

Brett Walker, ELD Staff

[Kindergarten Assessment Presentation](#)

9. Equity Workgroup Charter

Marlene Yesquen, Early Learning Council

Action Item

[Draft Equity Workgroup Charter](#)

MOTION: Marlene Yesquen moves to approve the Equity Workgroup Charter with the inclusion of a business or community representative on the subcommittee, a clear understanding of the population being served. Jim Tierney seconds the motion. The motion passes unanimously.

10. Child Care and Education Subcommittee Appointments

Bobbie Weber, Early Learning Council

Action Item

[Child Care and Education Subcommittee Materials](#)

MOTION: Kim Williams moves to approve the Child Care and Education Committee nomination appointments presented, with the caveat to look in to adding a representative from a child care chain, a male representative, a business representative, and more diverse representatives. Dick Withnell seconds the motion. Rob Saxton provides discussion, reminding the Council to be thoughtful of their representatives through the Equity Lens.

11. Pay for Prevention

Pam Curtis, Deputy Director, Center for Evidence-based Policy, OHSU

12. Director Report

Jada Rupley, Early Learning System Director

13. Chair Report

Chair Pam Curtis

14. Public Testimony

The Early Learning Council received written testimony from Bill Steward and Megan McLelland and heard testimony from Kira Donovan over the phone.

[Comments from Bill Stewart, Gladstone School District](#)
[A Research Perspective on Oregon's Kindergarten Assessment](#)

15. Adjourn

The meeting is adjourned at 3:30pm.



PAM CURTIS
ELC Chair

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ROB SAXTON

JADA RUPLEY
*Early Learning
System Director*

The Lynne Angland Award: Honoring contributions to Oregon's Child Care & Early Education System

Lynne Angland was a passionate visionary dedicated to Oregon's families. She was Vice-Chair of the Commission for Child Care from 2004 to 2008, when her untimely death left a void that only her diligent advocacy could have filled. Lynne's service, passion, and leadership improved the lives of Oregon's children and families, and as a former owner of a child care center – opened to benefit her employees – Lynne personally understood that quality child care is dynamic as a workforce and early childhood education issue.

Honoring Lynne's commitment to strengthening Oregon's next generation, and the Commission for Childcare which established the Lynne Angland Award, the Early Learning Council continues Lynne's charge through honoring those contributing to improving child care and the lives of our children.

The Lynne Angland Award recognizes people and organizations who improve safety, quality, affordability, and access to child care at state and local levels. An annual award, it both memorializes Lynne and spotlights the incredible ongoing work dedicated to improving care.

To submit your nomination – a person, facility, or organization – please submit a 250-word essay to the Early Learning Council explaining the attached criteria. Deadline for submission is 5pm, April 17, 2014. The recipient will be announced at the May 22nd Early Learning Council meeting in Pendleton.



PAM CURTIS
ELC Chair

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*Early Learning
System Director*

The Lynne Angland Award: Honoring contributions to Oregon's Child Care & Early Education System

Nomination Form

Name of individual/organization nominated:

Address/County:

Contact Phone:

We may need to contact you if we have any questions during the review process. Please also provide the following:

Your Name:

Address (include city and state):

Zip code:

Contact Phone:

What is your relationship with the individual/organization you have nominated?

Make your nomination by answering the following questions in 250 words or less.
(Please answer on a separate sheet of paper)

1. What service has the individual/organization provided?
2. How has their commitment and dedication made a difference to Oregon children and families?
3. How long has the person/organization been involved with childcare and in what capacity?
4. Please include any other information you would like us to consider.

Please submit your completed information by 5pm, April 17th, 2014

Early Learning Council
Lynne Angland Award
775 Summer Street NE
Salem, OR 97301

Or by Email: EarlyLearning.OEIB@state.or.us

Early Learning Council – Administrative Rule Summary

Title/OAR #: Healthy Families Oregon

Date: March 20, 2014

Staff/Office: Lisa Sutter, Healthy Families Oregon Statewide Coordinator

☐ 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 a program of the Oregon Early Learning Division within the Oregon Department of Education, the Healthy Families Oregon (HFO) home visiting multi-site system will provide home visiting services including screening, general information, and intensive home visiting to eligible at risk families throughout the state to increase school readiness and prevent child abuse and neglect. HB 2013 amended existing program language in the Oregon Revised Statute 417.795, necessitating a revision to the Oregon Administrative Rules for HFO.

BACKGROUND:

Healthy Families Oregon (previously known as Healthy Start) was created in 1993 with a mandate from the Oregon Legislature to provide universal, voluntary services to all first-time parents in the state of Oregon (ORS-417.795). The mission of Healthy Families Oregon is to “promote and support positive parenting and healthy growth and development for all Oregon parents and their first-born children.” The goals of the program are to:

1. Prevent child abuse and neglect
2. Improve early indicators of school readiness

Voluntary, evidence-based home visitation is provided to high risk families in 35 Oregon counties. The program is accredited by the Healthy Families America national home visiting model, which was rated in 2010 as meeting the U.S. Department of Health and Human Services’ (DHHS) criteria for evidence-based home visiting models (see <http://homvee.acf.hhs.gov/Default.aspx>). In the last program volume year, 2011-2012, HFO provided risk screening and basic information to 9,052 first time mothers across the state – over half of all first births. Families who are identified through this screening process as being at high risk for child maltreatment and other negative outcomes are offered intensive, evidence-based home visitation services – in 2011-2012 3,181 families received home visiting, making HFO the state’s largest child abuse prevention program.

Services begin prenatally or at birth, and continue until children are three years of age. The program aims to reduce risk factors associated with increased incidence of child abuse and neglect and to promote the role of parents as their child’s first teacher. According to the 2010-2011 Child Maltreatment Evaluation Report for Healthy Families Oregon, based on the most recent statewide data available, “Children in Healthy Families Oregon are 2 ½ times less likely to be maltreated than children not served by the program.” Additionally, according to the HFO Statewide Evaluation Results for 2011-2012, 92% of families receiving HFO home visiting services report reading to their children three times per week or more by age one.

TIMELINE OF KEY ACTIVITIES:

- Convened Healthy Families Oregon (HFO) Statewide Advisory Committee to review Oregon Revised Statute created by HB 2013 and previous Healthy Start (now Healthy Families Oregon) Oregon Administrative Rules and provide revision recommendations.
- ELD staff drafted revisions to existing Oregon Administrative Rules based on new Oregon Revised Statute from HB 2013 and recommendations from HFO Statewide Advisory Committee.
- Convened HFO Statewide Advisory Committee to review draft revisions to HFO Oregon Administrative Rules.
- HFO Statewide Advisory Committee approved revisions to HFO Oregon Administrative Rules.
- Draft HFO Oregon Administrative Rules revisions will go before ELC for adoption.
- Date TBD for public testimony regarding revised Oregon Administrative Rules for HFO prior to full adoption by the ELC.

BENEFITS:

Healthy Families Oregon home visiting results show:

- **Increased Positive Parenting:** After one year of home visiting, 96% of parents consistently engaged in positive, nurturing interactions with their children.
- **Improved Parenting Skills:** 75% of parents reported that they improved parenting skills during the first six months of service
- **Decreased Parenting Stress:** 61% of parents reported a decrease in parenting-related stress from the time of the child's birth to the six month birthday, a time when parents generally experience elevated levels of parenting-related stress.
- **Positive, Developmentally Supportive Learning Environments:** After 12 months of service, 88% of parents were creating learning environments for their young children that were rated as "good" or higher by their home visitor, as indicated by the standardized Home Observation for Measurement of the Environment Inventory (HOME), a widely used assessment tool (Caldwell & Bradley, 1994). This percentage is higher than results found in other, comparable population results.
- **Frequent Reading to Young Children:** By age one, 92% of HFO parents reported reading to their children three times per week or more.
- **Families Linked to Primary Health Care:** 99% of HFO children had a primary health care provider and 76% of caregivers had a primary health care provider.
- **Children Receiving Well-Child Care:** 93% of HFO children were receiving regular well-child check-ups, compared to only 76% of all children ages 0-5 in Oregon (NSCH, 2007) and 84% of young children nationally (Child Trends, 2007).
- **Full Immunizations:** 90% of HFO's two year olds were fully immunized, compared to only 76% of Oregon two year olds (Oregon ALERT Immunization Registry, 2010).
- **Healthy Growth and Development:** Almost all (88%) of HFO children received at least one developmental screening (using the Ages and Stages Questionnaire, or ASQ) during 2011-2012. Most of these children showed normal growth and development on their overall assessments and 96% were on track for social-emotional development.
- **Appropriate Linkages to Early Intervention:** Of those parents whose children's assessments indicated a possible developmental delay, 95% received referrals and/or other services to support their child's development in the area of delay. Only 7% declined to be referred for early intervention services.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

None

FISCAL IMPACT:

None

STAFF RECOMMENDATION:

- ☒ Adopt administrative rule as prepared this month
- ☐ Adopt administrative rule next month
- ☐ No recommendation at this time

Comments:

DIVISION 45

SYSTEMS AND PROGRAM OPERATIONS

Healthy [Families OregonStart](#)

423-045-0005

Authority

These rules are promulgated pursuant to ORS 417.705 through 417.797.

Stat. Auth.: ORS 417.705 - 417.797

Stats. Implemented:

Hist.: OCCF 1-2002, f. & cert. ef. 1-14-02; OCCF 2-2007, f. & cert. ef. 2-16-07 thru 8-15-07

423-045-0010

Purpose

The purpose of these rules is to assist counties in the implementation and operation of Healthy [StartFamilies Oregon](#) program services. The Healthy [Families Start](#)-program seeks to ensure healthy, thriving children and strong, nurturing families by offering a range of voluntary and non-stigmatizing services ranging from universal basic short-term services to long-term intensive home visiting [for high risk families](#). Healthy [FamiliesStart](#) offers these services [in-and-around-the-time-of-birthprenatally and at the time of birth](#), targeting [first-birthhigh risk families-at-a-minimum](#). Healthy [Families Start](#)-services follow evidence-based practices designed to achieve appropriate early childhood benchmarks, following the Healthy Families America model. These rules are the minimum standards for the establishment, operations, evaluation, and funding of Healthy [Families Start](#)-program services under ORS 417.795.

Stat. Auth.: ORS 417.705 - 417.797

Stats. Implemented: ORS 417.705 - 417.797

Hist.: OCCF 1-2002, f. & cert. ef. 1-14-02; OCCF 1-2004, f. & cert. ef. 9-15-04; OCCF 2-2007, f. & cert. ef. 2-16-07 thru 8-15-07

423-045-0015

Program Restrictions

(1) Systems Requirements:

(a) Healthy [StartFamilies](#) services will be consistent with the local early childhood system planning.

(b) Healthy [StartFamilies](#) programs will collaborate with local [health-departmentshome visiting partners within the context of the statewide home visiting system as a part of the voluntary local early childhood](#), ~~other providers of prenatal and perinatal services, and the Local Commission to system, to~~ identify and build upon existing services for families and to prioritize additional services if needed (i.e.: mental health, drug and alcohol, and early intervention). If collaboration does not occur, the Department of Human Services and the Agency will provide technical assistance to promote improved collaboration.

(c) Healthy [StartFamilies](#) programs actively participate in local community efforts to implement the early childhood system of supports and services towards the achievement of desired outcomes, working to maximize the effective use of available resources and ~~to avoid~~ [to avoid](#) duplication of services.

(d) Local [Commissions contracted agencies](#) are not required to engage in a competitive bidding process, [unless required by local policy](#), to select providers for Healthy [StartFamilies](#) services each biennium. Local [Commissions contracting agencies](#) may conduct a competitive or collaborative funding process when significant deficits in program operations and services are found or when changes in the stability of service delivery systems present new options for these services.

(2) Age: Children ages prenatal through [five-three](#) and their families.

(3) Service Area: Provide funding for voluntary family support services, including but not limited to screening and follow-up services such as resource referral, further assessment, and intensive home visiting [provided by highly trained home visitors organized in teams and supervised by a program manager and supervisor](#) following the Healthy Families America model.

(4) Program Requirements:

(a) ~~Through June, 2005, New~~ Healthy ~~StartFamilies~~ Programs will make progress toward full compliance with ORS 417.795 as operationalized by the ~~2004~~ Healthy ~~StartFamilies~~ Implementation Manual: Statewide Program Policies and Procedures. All Healthy ~~StartFamilies~~ programs are required to be in full compliance ~~by July, 2005~~within one year of program start up.

NOTE: Copies of the Healthy Families America model best practice standards and of the Healthy ~~StartFamilies~~ Implementation Program Policy and Procedure Manual are available from the Agency and online.

(b) Programs will develop site specific procedure manuals to further specify local program operations. Local procedure manuals will be submitted to the Agency at intervals specified by the Agency.

(c) Services provided by Healthy ~~StartFamilies~~ program are voluntary. Service providers will obtain express written consent before any services are offered.

(d) Local Healthy ~~StartFamilies~~ programs will assure that parents have given express written consent prior to any release of information.

(e) Healthy ~~StartFamilies~~ program services will not be a part of a mandated plan for families. Mandated plans include plans developed by the Department of Human Services Self Sufficiency and Child Welfare services.

(f) Local Healthy ~~StartFamilies~~ Programs will:

(A) Participate in the independent statewide program evaluation;

(B) Participate in statewide training for program managers, supervisors, ~~family support workers and home visitors, visitors and screening staff and family assessment workers;~~

(C) Participate in quarterly annual meetings and trainings for program managers ~~and supervisors;~~

(D) Meet statewide and local early childhood system quality assurance standards;

(E) Participate in the Healthy Families America site self-assessment, as part of ongoing quality assurance;

(F) Ensure that voluntary home visiting services through Healthy ~~StartFamilies~~ are coordinated with home visiting services offered by the ~~local health department and other programs~~voluntary local early childhood system.

(5) Program Budget Requirements:

(a) All programs are required to participate in federal Medicaid (Title XIX) Administrative Claiming, following program procedures provided by the Agency.

(A) Medicaid earnings, except as described in 423-010-0023(3), must be used to maintain or expand Healthy ~~StartFamilies~~ program core services, as defined in the Healthy ~~StartFamilies~~ Program Implementation Policy and Procedure Manual.

(B) Programs will report on the use of their Medicaid (Title XIX) funds to the Agency at intervals specified by the Agency.

(C) All program staff will attend training provided by the Agency prior to participation in Medicaid (Title XIX) Administrative Claiming and annually thereafter.

(b) Local programs will demonstrate a ~~205~~ percent local match with at least 5% being cash or cash equivalent as part of the base operating budget of their programs. Match will be reported to the Agency at the intervals specified by the Agency. This leverage may be in any combination of cash, cash equivalent, in-kind or volunteer hours.

(c) The ~~Local Commission~~contracting agency will monitor the local Healthy ~~StartFamilies~~ programs to ensure fiscal and programmatic integrity.

(d) If, for any reason, a current provider stops providing contracted services prior to the end of the contract, the ~~Local Commission~~local contracting agency will notify the Agency 45 days prior to signing a new provider contract so that the Agency can provide program specific training and technical assistance. The ~~Local Commission~~local contracting agency and the Agency may mutually agree to a notice period of less than 45 days if necessitated by specific local circumstances.

(e) The Agency will manage the Title XIX Medicaid Administrative Claiming program in accordance with all state and federal rules and regulations.

[Publications: Publications referenced are available from the agency.]

Stat. Auth.: ORS 417.705 - 417.797

Stats. Implemented: ORS 417.705 - 417.797

Hist.: OCCF 1-2002, f. & cert. ef. 1-14-02; OCCF 1-2004, f. & cert. ef. 9-15-04; OCCF 2-2007(Temp), f. & cert. ef. 2-16-07 thru 8-15-07; Administrative correction 7-9-08

DRAFT

Early Learning Council – Administrative Rule Summary

Title/OAR #: Early Literacy Grant

Date: March 20, 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 as permanent rule

☐☐

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, 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)

Early Learning Council – Administrative Rule Summary

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

Date: March 20, 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 as permanent rule
- ☐
- ☐

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)