



Early Learning Council

Tuesday, November 18, 2014

8:00 am – 12:00 pm*

Eugene School District 4J
Charlotte Parr Board Room
200 North Monroe St.,
Eugene, Oregon 97402

*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 THALHOFER

JIM TIERNEY

ROBERTA WEBER

KIM WILLIAMS

DICK WITHNELL

MARLENE YESQUEN

ROB SAXTON

MEGAN IRWIN
*Acting Early Learning
System Director*

AGENDA

- I. Board Welcome and Roll Call
Chair Pam Curtis
- II. Chair's Report
Chair Pam Curtis
- III. Director's Report
Megan Irwin, Acting Early Learning System Director
- IV. Recognition of Race to the Top Early Learning Challenge scholarship recipients.
Dawn Woods, Early Learning Division
- V. Early Learning Council Subcommittee Reports
 - a. Equity Subcommittee
 - b. Metrics Subcommittee
 - c. Child Care Subcommittee
 - d. Joint ELC/OHPB Subcommittee
 - e. OEIB Subcommittees
 - i. Outcomes & Investments
 - ii. Best Practices & Student Transitions
 - iii. Equity
- VI. Rule Promulgation
 - a. First Reading
 - i. Medical Marijuana Use in Licensed Child Care
 - ii. Registered Family Home Rules
 - iii. Central Background Registry Rules
 - b. Final Adoption (*ELC approved as Temporary Rules in June*)
 - i. Healthy Families Oregon Rules
 - ii. Child Care Tax Credit Rules

iii. Migrant Seasonal Farm Worker Subsidy Rules

VII. Early Learning Hub Report

David Mandell, Policy & Research Director – ELD

VIII. Strategic Plan Adoption

Chair Curtis

IX. Public Testimony

X. Adjournment

****Times are approximate & breaks may be added as needed***

All meetings of the Early Learning Council are open to the public and will conform to Oregon public meetings laws. 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 Equity Subcommittee Report

Subcommittee Charge: *Develop an Equity Resource Guide*

Subcommittee Membership:

- Marlene Yesquen *Chair*, Attorney, Medford's Black Chapman Webber & Stevens; Medford School District Board Member
- Harriet Adair, Regional Administrator, Portland Public Schools
- Janet Dougherty-Smith, Former Director, Early Childhood Services for Clackamas County Education Service District
- Maria Castro, Rural and Migrant Health Coordinator, Office of Equity & Inclusion, OHA
- Kali Ladd, Executive Director and Co-Founder, KairosPDX
- Dani Ledezma, Education Policy Advisor, Office of Governor Kitzhaber
- Charles McGee, Executive Director and Co-Founder, Black Parent Initiative
- Carmen Rubio, Executive Director, LatinoNetwork
- Diane Teeman, Former Tribal Council Chairman, Burns Paiute Tribe

Report:

Based on the charge from the Early Learning Council, the goal of the Equity Subcommittee is to develop recommendations aligned with the goals and strategies articulated in the Early Learning Council Master Strategy (Kindergarten readiness, stable and attached families and coordinated services). Generally speaking, these recommendations fall into one of three categories: The Early Learning Operating System, Data & Resource Allocation and Culturally Responsive Practice. Each recommendation may apply across multiple levels of the early learning system, including the state/policy level, the regional/early learning hub level, and the local/provider level, or may be targeted to a specific level. Each recommendation also aligns directly with the core beliefs that are identified in Oregon's Equity Lens.

Three workgroups (ELD & ELC Operating Systems, Data & Resource Allocation, Culturally Responsive Practice) have been created to refine subcommittee recommendations. The ELD & ELC Operating Systems and Data & Resource Allocation workgroups will be made up of staff and committee members. The Culturally Responsive Workgroup will be made up of committee members and early learning leaders throughout the state (providers, educators, parents). This work will shape the development of an Early Learning Equity Resource Guide.

BUILD Consultant, Diana Bender will be working with the equity subcommittee in the refinement of the report. With her broad range of skills and experience, Diana helps organizations sharpen their vision, strengthen collaboration, solve problems, start new programs and build community to reach their full potential.

Key Issues Discussed & Uncovered:

QRIS & EQUITY: Community concerns include 1. Insufficient Communication 2. Lack Engagement in Decision-making 3. Standards Bias 4. Exclusion & Access 5. License-exempt Providers 6. Price Differentiation

Upcoming Key Decisions:

Review and approval of the equity subcommittee report in February

Early Learning Council Hubs Metrics Committee Report

Subcommittee Charge: The Early Learning Hubs Metrics Committee is charged with recommending revisions to the accountability metrics for Early Learning Hubs. In addition, this committee may recommend policy changes focused on increasing the probability of Early Learning Hubs achieving specific outcomes.

Subcommittee Membership:

Pam Curtis, Chair	Daniel Ledezma
Harriet Adair	Shannon Lipscomb
Bobbie Weber	Holly Mar Conte (Lane Early Learning Alliance Hub)
Nancy Anderson	Colleen Reuland
Cade Burnette (Blue Mountain Early Learning Hub)	Zeke Smith (Early Learning Multnomah)
Donalda Dodson (Early Learning Hub, Inc.)	Liesl Wendt
Ken Kestner (South-Central Oregon Early Learning Hub)	Megan Irwin, staff
	David Mandell, staff

Report:

The Early Learning Hub Metrics Committee has been meeting bi-weekly since the beginning of August. The Committee began by identifying the following core principles to guide selection of metrics for the work of Hubs:

- Metrics should reflect the impact of Hubs across goals in a way that is focused, transformative, and clear about where the Hubs have true impact.
- Metrics should show a meaningful difference for children, families and the community.
- Metrics must reflect the necessity of collective action, fostering engagement from parents and Community Based Organizations, as well as the health, human services, K12, early education and the private sectors.
- Metrics should reflect the stages of development with a logical progression toward high level outcomes and goals.
- Metrics should reinforce a focus on reducing disparities for target populations.
- Metrics should support a strength based approach to the work.
- Metrics must have a data source that is readily accessible, reliable and valid.

The Committee has recognized that the Early Learning Hubs are still in their early stages of forming and that metrics for the success of their work at this stage will need to be different than the metrics for when they are more mature. Therefore, the Committee is looking at “emerging” (years 1-2), “sustaining” (years 2-4) and “systemic change” (years 5 +) metrics. During the first years of the Hubs, much of their work will focus on systems building, so it is important that metrics for this stage capture the success of Hubs in changing the system.

As a first step towards identifying specific indicator and metrics, the Committee has identified the primary outcomes the Hubs are aiming to achieve. The Committee has also identified a discrete set of possible accountability metrics, as well as outcomes for which more work needs to be done to identify appropriate indicators.

Key Issues Discussed & Uncovered:

During their early stages of development, the Early Learning Hubs are focusing on building a new system. This systems transformation will pave the way for achieving the Hubs primary goals: Kindergarten readiness and stable and attached families. However, systems change is hard to measure. Similarly, the Committee has also identified a number of outcomes that are incredibly important if children and families are to thrive, but where it will be difficult to develop and implement accountability metrics in the short-term. This is either because the outcome will be challenging for the Hubs to significantly impact in a short period (e.g., reducing child abuse and neglect) or because the outcome is challenging to measure (e.g., increasing parenting knowledge and parenting skills). However, these outcomes are so important to the ultimate success of the Hubs, that the challenge of creating accountability metrics for them should not become an impediment to Hubs tackling them.

While the Committee has been supportive of quantifiable accountable metrics to which financial incentives would be tied, Committee members also have many questions about how this might actually work and what the nature of those incentives might be.

Upcoming Key Decisions:

The Early Learning Hub Metrics Committee plans to bring recommendations for revised accountability metrics to the Early Learning Council in January. If those recommendations are adopted, they would be incorporated into the Hubs’ contracts when they are renewed in July, 2015.

Early Learning Council, Child Care and Education Workgroup Report

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

Subcommittee Membership: See attached.

Report:

The workgroup has worked on the following issues:

- Recommendation on adoption of developmental screening tool.
- Definition of quality child care.
- A vision for integrated Early Learning Services.
- Provide recommendations to ELC on child care rule revisions.
- Recommendation on screening tool: One of the ELC's highest priorities continues to be ensuring screening of all young children for developmental disabilities. Led by a subworkgroup, the Child Care and Early Education Workgroup analyzed options for early learning programs and submitted its report to the ELC in a document titled *Recommendations for Screening in Early Learning and Development Programs*. The report was accepted by the ELC.
- Definition of Quality Affordable Child Care. In the same legislation that further defined the Early Learning Council and removed its sunset clause, the legislature directed the ELC to define quality affordable child care (HB 4165, Section 417.728.2012). Through efforts of a subworkgroup, we produced *High Quality Affordable Child Care: A Definition*, and presented it at the June 12, 2013 meeting of the ELC. The ELC had a rich discussion of the document and asked for revisions including the creation of a graphic that would visually capture the content of the definition. The CCEW revised the definition and the revised version of the definition was accepted by the full ELC on June 25, 2014.
- An Integrated Vision for Early Learning Programs. Another subworkgroup took on an integrated vision for early learning and development programs. The group identified current status of publicly and privately funded early learning and development programs, identified barriers to integration, and produced recommendations. The ongoing transformation of early learning has ramifications for this work. An ongoing subworkgroup is currently updating the document in

light of system changes over the last year and within a QRIS framework.

- Recommendations to ELC on child care rules revisions. The Chair of the Early Learning Council (ELC) asked the workgroup to take responsibility for advising the ELC on rule revisions. This role has been defined as acting as the Rule Advisory Committee for all rules related to early learning and development programs under Oregon's Early Learning Division's authority. This includes center, registered family and certified child care rules, central background registry, rules related to relief nurseries and to the Oregon pre-kindergarten program.

The process for revision of family child care rules had been underway for over two years when the CCEW took responsibility for making recommendations to the ELC on rule revisions. A Rule Advisory Committee had been created in 2012 and had made recommendations for revisions that had been incorporated by Early Learning Division staff (ELD) staff. In September 2014 the workgroup reviewed proposed changes from the ELD, developed recommendations based on input from Workgroup members and the public. These recommendations have been incorporated into rules revisions will be provided to the Early Learning Council for its November, 2014 meeting. The workgroup met in October to review Central Background Registry (CBR) rules revisions. Recommendations for CBR rules revisions based on CCEW and public input have been incorporated by staff into rules revision and will be provided to the ELC for the November 18, 2014 meeting.

Key Issues Discussed & Uncovered:

The CCEW has identified a number of issues related to child care rules. Our recommendations have been made directly to ELC staff and will be presented to the full ELC for discussion.

In its work the vision for an integrated system of early learning programs the CCEW has identified a number of barriers that keep these programs from acting as a single system. The early learning programs on which the workgroup has focused include Oregon Head Start Prekindergarten/Early Head Start, Early Intervention/Early Childhood Special Education, and community –base early learning programs. Barriers to integration include different standards for programs and personnel, differences in regulation and monitoring, and differences in measured outcomes. QRIS provides an opportunity for increasing integration and the CCEW will be bringing recommendations to the ELC by June, 2015.

Upcoming Key Decisions:

Key decisions and upcoming work is to provide the Council with recommendations for licensing rules for child care centers.

Early Learning Council: Child Care and Early Education Workgroup
Members Continuing to Serve

Name	Representing
Christy Cox	Philanthropy--Roseburg
Russ Crawmer*	Provider, Community based child care and center--Bend
Randy Fishfader*	Higher Education--Salem
Nnenna Lewis	Parent --North Portland
Nominees: SEIU Representative	Union, Portland
Deborah Murray*	Provider, Community based center--Portland
Judy Newman	Provider , Early Intervention/Early Childhood Special Education--Eugene
Sue Norton	Child Care Resource and Referral agency and Higher Education--Eugene
Tim Rusk	Provider, Relief Nursery--Bend
Cathy Wamsley	Provider, Oregon Head Start Prekindergarten--Hermiston
Marlene Yesquen	Early Learning Council--Medford
Bobbie Weber	Early Learning Council--Corvallis
Heidi McGowan	Consultant, Early Learning Division--Corvallis
Nancy Johnson-Dorn	Early Intervention/Early Childhood Special Education, ODE--Salem
Rhonda Prodzinski	Child Care Unit, Department of Human Services--Salem
Nominee	Office of Child Care, Early Learning Division, ODE-

KEY: * = Member of former Commission for Child Care

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

Subcommittee Charge:

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

Subcommittee Membership:

Pam Curtis (ELC)

Carla McKelvey (OHPB)

Teri Thalhofer (ELC)

Leslie Clement (OHA)

Janet Dougherty-Smith (ELC)

Erinn Kelley-Siel (DHS)

Megan Irwin (ELD)

Jim Carlough (CCO/Hub)

Zeke Smith (OHPB)

Dana Hargunani (ELC/Staff)

Report:

The Joint ELC/OHPB Subcommittee met once this summer/fall on November 4th, 2014. The subcommittee membership had changed over the recent months, including Zeke Smith joining as Chair of the OHPB; Jim Carlough joining as a CCO/Hub representative, and Megan Irwin joining as executive sponsor with Leslie Clement (OHA). The November meeting was focused on reviewing the work of the Joint Subcommittee to date, as well as beginning to look ahead at priorities for the future.

Key Issues Discussed & Uncovered:

Issues that were discussed and reviewed at this meeting included:

- Exploring what issues are appropriate for the Joint Subcommittee to address
- Navigation of state level accountability role vs. local flexibility commitment
- Status/update on adoption of kindergarten readiness as shared agenda; measures for kindergarten readiness and shared incentives; committee representatives pushed for more focus in this area
- Status update on the Joint Subcommittee's Child and Family Well-being Measures Workgroup
- Review of Infant Mental Health Workgroup and expected recommendations this winter
- Update on straw proposal re: Family Well-being Screening Tool and discussion of next steps

Upcoming Key Decisions:

- Subcommittee work plan, meeting schedule (bimonthly in 2015?) and extended charter (expected ~February/March 2015)
- Recommendations for shared, cross-sector measures (late winter/spring 2015)

OEIB Outcomes and Investment Subcommittee Report

Subcommittee Charge:

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

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

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

Report: The OEIB Outcomes and Investment Subcommittee has spent the last six months vetting potential investment proposals for the Governor's Requested Budget. The committee recommended proposals for consideration by the full board underneath three pathways:

- Pathway to Kindergarten Readiness and 3rd Grade Reading
- Pathway to High School and Post Secondary Completion
- Pathway to Connect Education to Career

The board adopted their recommended package at its November 10th, 2014 meeting.

Key Issues Discussed & Uncovered: This committee had a list of over 40 potential initiatives to recommend to the full board and to the Governor and spent a fair amount of time in discussion about impact and ROI of each proposal in order to narrow the list.

Ultimately the committee recommended a set of packages to the full board and to the Governor using the pathways framework. The packages include:

- Pathway to Kindergarten Readiness and 3rd Grade Reading
 - Pre-k – 3rd Grade Reading
 - Early Learning
 - Network for Quality Teaching
- Pathway to High School and Post Secondary Completion
 - K-12 formula changes and incentives (ELL, 9th grade on-track, CTE)
 - Network for Quality Teaching
 - 11-14 alignment and re-design
 - STEM Hubs
 - Personal achievement record
- Pathway to Connect Education to Career

- CTE revitalization
- High school equivalency
- STEM Hubs
- Personal achievement record

More information on this committee's recommendations to the full board may be found here:
<http://education.oregon.gov/Pages/Outcomes-and-Investments-Subcommittee.aspx>

Upcoming Key Decisions:

OEIB makes decisions for this committee.

Early Learning Council OEIB Equity and Partnerships Subcommittee Report

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

Suggested Foci:

- Monitor and support implementation of the Equity Lens
- Provide a highly visible platform for engagement from voices representing communities of color, non-Native English speakers, families in poverty, and disengaged youth
- Develop policy recommendations aimed at improving accountability and services to disengaged youth
- Develop policy recommendations aimed at incenting and elevating parent, family and student engagement in education

Subcommittee Membership: Nichole Maher, Chair, Governor John Kitzhaber, Julia Brim-Edwards, Matthew Donegan, Samuel Henry, *Harriet Adair, *Janet Dougherty-Smith, **Ramon Ramirez

**Members of the Early Learning Council*

***Member of the Higher Education Coordinating Commission*

Report:

The overarching goal of the OEIB Equity and Partnerships Sub-committee is full implementation of the Equity Lens. The concrete actions the committee will address this year include:

To increase resources and support for High School Equivalency (GED) opportunities and to link those who achieve a GED to college or other training options. The OEIB has voted to support this effort – funding is still pending. However, the cost per student for this effort is very low as compared to the benefits for students and Oregon

To address the disparity for children of color in Special Education Services including both over and under representation.

To set and implement a culturally specific expectation for active engagement for parents and families of children of color in Oregon Schools.

Key Issues Discussed & Uncovered:

During this year a new GED was introduced nationwide. It includes an option for a GED with Honors. Oregon has had a better than average “pass rate” as compared to the country as a whole this year. This is good news for Oregon’s 40-40-20 Goal. The challenging question for this data is whether these higher numbers for GED success in Oregon are linked to our high school dropout rates: students who are not well engaged in our high schools leave and pursue the GED option.

OEIB support staff have analyzed the data for students of color found eligible for Special Education (K-12) in Oregon and the results show an over representation in some categories and an under representation in others. For example, children who are Native American or Black have a higher incidence of eligibility in categories including Emotional Disturbance and Specific Learning Disability. In other categories which may require evaluation by a health care provider and/or benefit from parent advocacy, children of color are underrepresented. The staff will analyze the data for children Birth to Kindergarten entry served in EI/ECSE next.

Many of the usual public school systems and activities for engaging parents and families in Oregon Schools are not familiar, comfortable, welcoming, or accessible to people of color. The sub-committee is committed to supporting local schools in learning from their community members of color and incorporating inclusive practices which reflect the cultural make-up of the community.

Upcoming Key Decisions: Decisions are made by the OEIB.

To: The Early Learning Council

From: Megan Irwin, Acting Early Learning System Director

Re: Early Learning Division structure, staffing and funding

Date: November 7, 2014

Per your request, the Early Learning Division has prepared information for you on how the Division is structured and funded.

In July 2013 the Early Learning Division was created out of parts of three state agencies:

- Programs from the former state Commission on Children and families, including relief nurseries, Healthy Families Oregon, and \$4.6 million amount in service funds through the Great Start (\$1.3) and Family Support (\$3.3) funding streams , \$1.4 million amount in “basic capacity” that formerly went to county commissions on children and families, \$8.4 million in former county commission funding which went on to create the Kindergarten Partnership and Innovation Fund (\$4 million) and Early Learning Hubs (\$4.4 million.) We received eight positions from this office, three of which went to ODE Shared Services in the finance and accounting team.
- The Child Care Division from the Oregon Employment Department – now called the Office of Childcare within the Early Learning Division. We received 75 staff members from this office.
- The Oregon Pre-Kindergarten Program and Early Head Start were moved from the Student Services Unit inside the Oregon Department of Education into the Early Learning Division. We received three positions from this program.

The Division is funded through a mix of federal and general funds and employs 109 people in 10 offices across the state, including its central office in Salem. Of these employees, 56 full-time equivalent (FTE) are funded by federal grants, 8 FTE are funded by other funds and 31 FTE are funded by the General Fund:

The Early Learning Division is currently made up of four units (see last page for a map of how they interact):

- Directors Office
- Business and Operations
- Policy and Partnerships
- Programs and Cross System Integration

Director's Office

Director: Megan Irwin, Acting Early Learning System Director

Core functions: Communications, community engagement, strategic planning, Early Learning Council staff, legislative relations, Division-wide management, partnerships with other state agencies.

Business and Operations

Director: Vacant

Core Functions: Child care licensing, monitoring and regulation, administration of CCDF block grant, budget, procurement/contracting, office operations, IT, liaison with ODE shared services **and supports.**

Field offices: Many of the staff in this unit work as licensing specialists out in field offices across the state and are managed by three licensing managers. Each licensing specialist carries an average case load of 108 child care providers. Field offices are located in Tualatin, Gresham, North Portland, Salem, Eugene, Medford, The Dallas, Redmond and Milton Freewater.

Policy and Partnerships

Director: David Mandell

Core functions: Oversee implementation of Early Learning Hubs, oversee implementation of equity lens and ensure equity is embedded in all policy choices, support the ELC as directed, oversee policy development and research, legislative relations to support the Director.

Programs and Cross System Integration

Director: Nakeshia Knight-Coyle

Core functions: Oversees and administers all ELD programs including Oregon Pre-Kindergarten, state Early Head Start, Relief Nurseries, Healthy Families Oregon, Child Care Resource and Referral, Quality Rating Improvement System, Head Start Collaboration, professional development efforts. Administers the Race to the Top Early Learning Challenge Grant. Responsible for engaging early learning programs run by other state agencies with the goal of operationalizing “system coordination” at the state level.

Early Learning Division Functional Matrix: All work overseen/lead/directed by the Acting Early Learning System Director

	Policy and partnerships Team David Mandell	Programs and Services Team Nakeshia Knight Coyle	Operations Team Vacant
Kindergarten Readiness	Equity P-3 alignment (standards, literacy, kinder assessment, kinder transitions, preschool expansion) Workforce development Hubs QRIS and licensing policy Developmental screening	Oregon Pre-Kindergarten Head Start QRIS Oregon Reads Kindergarten Partnership & Innovation Early Intervention Early Childhood Special Education Professional development programs	Licensing and quality assurance/monitoring Regulatory administration Finance Medicaid match Data systems and IT Analytics and evaluation Risk management Division wide business process improvement Division wide project management HR Procurement and contracting
Stable and Attached Families	Equity Pay for Prevention Connection to DHS <ul style="list-style-type: none"> Subsidy policy TANF Child Welfare Connection to Health <ul style="list-style-type: none"> Infant toddler social/emotional development. Family well being Adverse childhood experiences 	Relief Nurseries Home visiting programs Subsidy program TANF WIC Differential response	
Coordinated and effective systems	Equity Fiscal policy (comprehensive budget) Hubs CCOs MIECHV Child Care Resource and Referral	ALL – work here is for all programs to develop cohesive practices in support of outcomes.	
Marketing and communications Aimee Craig			