**Equity Implementation Committee**

**Minutes of Meeting Held November 21, 2017**

**9:30 a.m. to 11:45 a.m.**

**Committee EIC members participating:** Carmen Urbina, Kelly Poe, Rashelle Hibbard, Sue Miller, Joyce Harris,

 Sadie Feibel-Holmes, Carmen Ellis

**Staff participating:** Lillian Green, Dawn Barberis, Lisa Pinheiro, Elisabeth Underwood

**Guests participating:** None

Introductions and welcome

Minutes of the September 19, 2017 meeting accepted

**Relief Nurseries Rule Process and Updates: *(Presenter: Lisa Pinheiro)***

EIC reviewed the draft rules last March. The comments that were made were presented to the CCEC for review. As a result, some were incorporated in the 1st reading. Today Lisa will provide feedback about how the comments were incorporated. The areas of interest raised by EIC are outlined below. The italicized text explains how the current proposed rule language addresses the areas when possible.

* Whether the certification process is equitable; whether all areas of the state have equal access to implementing a RN program; whether fees charged by OARN for an entity to undergo the certification process preclude some from participating. *(The draft rules attempt to respect and work in concert with the Relief Nursery model. To provide for equal access, the draft rules provide entities an opportunity to challenge OARN’s certification decisions to the Division.)*;
* Ensuring a strengthened partnership with Hub equity work, identifying and serving target populations and reduce disparities in communities *(see Coordination with the Statewide Early Learning System.)*;
* Include a definition of “Culturally responsive supports” or at a minimum require the inclusion of “Principles and guidelines for culturally responsive supports appropriate to the unique needs of the child and family” *(definition added)*;
* Whether and why adult/child ratios are different from those in licensing standards *(The draft rules attempt to respect and work in concert with the Relief Nursery model. The adult/child ratios are specific to and mirror the RN model.)*;
* EIC commented that Trauma-informed care (TIC) should apply to all RN services in general not just the therapeutic classroom setting (TCS). *(The draft rules attempt to respect and work in concert with the Relief Nursery model. The model calls out therapeutic classrooms as an integral component, with TIC a required component of the TCS.)*

Member asked: Is the definition of culturally responsive in this document?

 Response: yes, on page 1 – modeled it using the Department of Education rules

Member asked: Can we use the definition of the Chief Education Office so we can have a definition that aligns with the K12 community?

Member asked: Can we expand what culturally responsive is?

Member asked: How can a changing definition affect rules?

 Response: this definition is used specifically for these Relief Nursery rules.

Member asked: For this definition can we still add an updated definition of culturally responsive within this rule set. Relief Nursery rules can be updated in the future.

Member stated: We need to see how people are going to respond to this view of what culturally responsive is.

Member stated: These rules need to get in place as the new laws go into effect in December.

Lisa shared OARN’s testimony last week and what they are asking for:

Because of the impact it might have on staff qualifications and the periodic eligibility reviews, OARN is requesting some modification to the proposed rule in such that it would allow Relief Nursery Directors to make an exception to staff qualifications in certain circumstances. They noted that sometimes it is very difficult to find applicant pools with those qualifications in remote areas. This will go back to the CCEC for consideration.

Currently the rules require an annual site visit. OARN believes this is burdensome to some of the Relief Nurseries and OARN, especially given some of the remote locations. They are proposing that this be every four years. They are also asking us to provide an appeal process in which OARN may appeal the funding allocation formula directly to the Council. This will go back to the Council in January for their final decision.

Member stated: That she has spoken with them and their intent is to do an annual eligibility review, but extend the site visit to four years.

**Reducing & Preventing Early Childhood Suspension and Expulsion:** ***(Presenter: Dawn Barberis)***

Discussions began as early as 2014-2015 between OPK Specialists and EI/ECSE about how to best serve some OPK children with challenging behaviors and/or major health issues.

In July 2016, we met with ELD leadership to share concerns about some ECSE children being asked to leave OPK and/or have reduced classroom services. This had National attention and new requirements regarding suspension/ expulsion in early learning.

Many teachers make decisions that are not good for kids – we need to figure out why.

Member stated: Preschool children being suspended or expelled feels like a violation of the child’s civil rights.

Some of the timeline: In 2016 we created a work group. Additionally, another sub group was created to address typical issues that children have for under-skilled providers – what can we do to address those issues?

We really needed to do assessments on all these different systems - look at what are some of the things going on within the State, what is the pathway, and what are those systems? We will be developing policy for the state.

Our goal is kids thrive when they are somewhere they want to be. How do we identify resources that are available? What is missing? One of the things we have identified is the lack of skill in engaging families. A lot of things factor into why kids are not successful.

Some of the strategies are:

Creating policy to inform and guide providers with programs.

Offer support for children and families, emphasize supporting social-emotional learning, and understanding and addressing implicit bias, trauma and staff wellness as they relate to decisions about suspension and expulsion.

Create and conduct messaging.

Get buy-in that adults are the decision-makers and they need improved understanding, skills and resources to support children.

New training coming out in December to build a foundation (Train the Trainer). They will then be rolled out in the community.

Discussion of members on the challenges of teachers, behaviors, and lack of understanding. We need to provide support and training wherever we can - especially to those of color. There are many things we need to bring to the forefront so that teachers have a better understanding. Need to share information through various networks.

Member stated: In Eastern and Southeastern Oregon we did not make the cut for the Social/Emotional Train the Trainer event. Member stated that these sections of Oregon are being missed when you go to your natural partners. No strong CCR&R presence in Southeastern Oregon – can you contact someone locally who has the capacity to do that?

**Infant Toddler State Self-Assessment:** ***(Presenter: Elisabeth Underwood)***

**Infant Toddler State Self-Assessment Community Engagement Plan**

Putting together a collection of data on infant toddler services and systems in Oregon. This engagement is an effort to document parent’s voices and stories about raising infants and toddlers in our state.

We now have a timeline with the hope to complete the community engagement piece and have a report underway by the end of March. Currently working with many agencies, partners, organizations, and people in the community.

There is a tremendous amount of interest in this topic. We are reaching out to community based organizations for ways to participate. Last week we had 25 people attend our stakeholder meeting.

The goal of this project is to produce a report that can be widely disseminated and used by different organizations.

Elisabeth asked for assistance with ideas on how to reach families that usually do not participate.

Member asked: Do we have the demographic information on who is actually accessing the program? Maybe we can find the gaps. Response: we really do not have that yet.

Member stated: Churches would be a good place to reach out to as they have child care. Find out which churches are providing care.

Member stated: Every community has a migrant education program somewhere. That is also a venue you can reach out to.

Elisabeth stated that they have reached out to autism and children with special needs. These organizations are very interested in participating.

The process used is they asked the stakeholders what they thought the important questions should be based on the data they have reviewed – what was missing. Through numerous conversations with the stakeholders they have developed the questions.

Currently we have four focus groups to hold before the end of March. It is going to be 8-12 people in four focus groups in January.

Member asked: how are you selecting and prioritizing.

 Response: Elisabeth stated that it has been difficult to get people to cooperate as they are very busy.

Member stated: we should be hearing from all groups throughout the state.

Member stated: this needs to be all inclusive. All groups need to be approached.

Member stated: that she is on another committee that may be able to assist with this project.

 They have a meeting next Wednesday Dec 6th, 10-2:00 in Salem. Elisabeth to attend.

Member stated: if you want to introduce this in Eastern Oregon - Kelly will assist.

Discussion on specific questions.

**Membership Recruitment Update: *(Presenter: Lillian)***

Membership recruitment – all committees have been asked to hold all recruitment efforts at this time – with the exception of a tribal member. The ELC will be reviewing committee positions.

Next meeting is January 16, 2018, which will be a GoToMeeting meeting.