

## Early Learning Council

March 22, 2018

9:00am-4:10pm

### Full Day Agenda

Early Learning Division  
Grand Ronde Conference Room  
700 Summer St NE, Suite 350  
Salem, OR 97301

### Agenda

SUE MILLER  
Early Learning Council  
Chair

PATRICK ALLEN

MARTHA BROOKS

DONALDA DODSON

JANET  
DOUGHERTY- SMITH

COLT GILL

HOLLY MAR

FARIBORZ PAKSERESHT

EVA RIPPETEAU

SHAWNA RODRIGUES

DONNA SCHNITKER

TERI THALHOFER

KALI THORNE-LADD

CARMEN URBINA

BOBBIE WEBER

MIRIAM CALDERON  
Early Learning System  
Director

*Advisors*  
Sarah Drinkwater, ODE

Cate Wilcox, OHA

Kim Fredlund, DHS

*Staff*  
Alyssa Chatterjee,  
Council Administrator

*Members of the public wanting to give public testimony must sign in.  
Each individual speaker or group spokesperson will have 3 minutes.  
Electronic testimony may be submitted to [Alyssa.Chatterjee@state.or.us](mailto:Alyssa.Chatterjee@state.or.us).*

### Strategic Planning Stakeholder Engagement Session

- |   |             |
|---|-------------|
| I. Strategic Planning Overview & Expectations   | 9:00-9:20   |
| Miriam Calderon, Early Learning System Director<br>Sue Miller, Chair  |             |
| II. <b>Department of Human Services: Agency Overview</b>  | 9:20-10:20  |
| Kim Fredlund, Director of Self-Sufficiency Programs, DHS<br>Marilyn Jones, Child Welfare Director, DHS<br>Dr. Reginald Richardson, Deputy Director, DHS   |             |
| III. <b>Provider Panel</b>  | 10:20-11:20 |
| <i>The Early Learning Council will hear from a panel of providers from the following groups:</i><br><u>Parent Receiving Subsidy</u><br><u>Family Support &amp; Connections Advocate:</u> <b>Betsy McClimans</b> , LifeWorks NW (Multnomah)<br><u>Relief Nursery:</u> <b>Leslie Finlay</b> , Program Director, Relief Nursery, Inc. (Eugene)<br><u>ERDC Provider</u> |             |
| IV. <b>Early Learning Hubs</b>  | 11:20-12:05 |
| Brenda Comini, Early Learning Hub of Central Oregon<br>Lisa Harnisch, Marion & Polk Early Learning Hub, Inc.<br>Molly Day, Early Learning Multnomah<br>Dorothy Spence, Northwest Regional Early Learning Hub<br>Kelly Poe, Eastern Oregon Community Based Services Hub  |             |
| 15 minute break – working lunch   |             |
| V. <b>Advocates &amp; Philanthropy</b>  | 12:20-1:20  |
| Kate Newhall, Family Forward<br>Tammi Paul, Oregon Family Support Network<br>Lyn Tan, Immigrant and Refugee Community Organization  |             |

VI. Strategic Planning Debrief Carey McCann, State Services Assistant Director, BUILD Alyssa Chatterjee, ELD	1:20-2:05
<b><u>Council Business Meeting</u></b>	
VII. Board Welcome and Roll Call Sue Miller, Chair	2:05-2:10
VIII. Rules	
a. Child Care Rules Alignment Briefing – <i>Information Only</i> Dawn Woods, Child Care Director, ELD Bobbie Weber, Child Care & Education Committee Chair	2:10-2:30
IX. Dialogue with Governor Kate Brown Governor Kate Brown	2:30-3:30
X. Child Care Rules continued: Next Steps Dawn Woods, Child Care Director, ELD Bobbie Weber, Child Care & Education Committee Chair	3:30-3:40
XI. Chair’s Report Sue Miller, Chair	3:40-3:45
b. <b>Consent Agenda – Action Item</b>	
i. Committee Reports	
ii. Committee Membership Confirmation	
XII. Director’s Report Miriam Calderon, Early Learning System Director	3:45-4:00
XIII. Public Testimony	4:00-4:10
XIV. Adjournment	4:10

*\*Times are approximate; items may be taken out of order, meetings may conclude early and 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 971-701-1535 or by email at [Alyssa.Chatterjee@state.or.us](mailto:Alyssa.Chatterjee@state.or.us). Requests for accommodation should be made at least 48 hours in advance.*

# Human Services & Family Supports

## *Lead Agency Overview*

- DHS: Self-Sufficiency Programs  
Overview
- DHS: Child Welfare Programs  
Overview

# SELF-SUFFICIENCY PROGRAMS PRESENTATION

## Early Learning Council

### **Engaging other sectors in developing a strategic plan for the early learning system**

Self-Sufficiency Programs is dedicated to serving Oregonians of all ages through a variety of programs and partnerships with the goal to reduce poverty in Oregon, help families create a safe, secure environment through careers and housing, and stop the cycle of poverty for the next generation.

### **Activities at the local level that connect to the three goals of the early learning system:**

#### **Children arrive at school ready to succeed.**

- Healthy Beginnings (through the county Health Department) has set locations and times where they provide immunizations and screenings for young children prior to entering into the school system. This information is shared with all Self-Sufficiency Programs (SSP) and Child Welfare (CW) branch offices. If the family is on SNAP, free/reduced school meals are discussed with the parent and an application is given if needed. Family Access Network (FAN) Advocates are available to provide school supplies, clothing and other resources as needed. Bend Assistance League (for Bend and Sisters) provides clothing as well.
- Programs, such as Kids in Transition to School (KITS), and Preschool Promise help children and families engage in schools sooner, building a relationship and schools can identify needs of the child earlier.

#### **Children live in healthy, stable and attached families.**

- Along with the SSP staff, Crook and Deschutes Counties have the FAN Advocates located in all the schools. Between the school staff and the advocates, they identify children and their families that may need some extra assistance. The advocates connect parents to health services, health insurance, positive youth development, clothing, school supplies, food, utility assistance, housing, jobs and DHS services.
- The DHS Family Support and Connection program's intent is to support development of parental protective factors and avoid the need for CW involvement. This is enhanced by development of a partnership with Oregon's Parenting Education Collaborative that funds parenting hubs. Organizations build their region's parenting education infrastructure and expand offerings of best practice parenting education programs for parents of children prenatal to age six.
- SSP and CW participation with the Early Learning system ensures a voice for our families we serve (i.e. grant selection for parenting education, identifying community gaps/needs to prioritize efforts, etc.).

### **The early learning system is aligned, coordinated and family-centered.**

- In the Redmond School District, the Redmond Early Learning Center, full day kindergarten students are all housed in one building. All the school superintendents were contacted regarding having a SSP presence during Open Houses, Parent/Teacher Conferences and other family-oriented events. About half of the school districts gave a favorable response to this idea.
- Efforts by Early Learning Alliance assists with community collaboration, sharing of resources and meeting unmet needs of our families in a coordinated way.

### **Other local level activities include:**

- Support and encourage families to access community partners and online resources such as P-3 online
- Family Development
- Life Skills Work Shops
- WIC
- Family Resource Center
- Kindergarten Partnerships Innovation Coalitions
- Preschool Promise
- Head Start
- Private Child Care Centers
- Inclusive Child Care Program—assessments for children with High Needs in day care
- Professional Development for 0-5 Caregivers
- Pre-K Packets (sent to parents before a child starts Pre-K)
- MOPS = Mothers of Preschoolers
- Parent Café
- Ages in Stages Questionnaire
- Learning Fair & Mentorships
- Trauma Informed Trainings
- Home visits by multiple agencies
- Family Support and Connections
- Life Recovery Network
- Children's Relief Nursery
- Encourage screenings for Early Intervention
- Happy Healthy Smiles (0-5)
- Nutrition Education for early childhood
- Encourage healthy activities
- Community Events
- Community Baby Showers
- Children's Museum
- VROOM- Free learning app
- Reach out and Read (Reading Prescriptions to Parents)
- Smart Reading
- Library comes to our lobby to read to children
- Imagination Library (Dolly Parton program)
- Partnership with Assistance League of Eugene for books that Family Coaches deliver during home visits
- Home Depot Kids Workshops

- Central Oregon Partnership for Youth (COPY) – support/assistance to children of inmates
- Central Oregon Disabilities Support Network
- Family Access Network (FAN) – Crook & Deschutes – school districts have advocates in all the schools
- Parenting class in our Cottage Grove office in collaboration with local mental health agency
- Early Learning Literacy (Linn and Benton Counties) – increase literacy rate, connect families with young children to community resources, literacy programs. Group Members – DHS/SSP, local pediatrician, Head Start, Lebanon School District, Early Intervention, Lebanon Library, Early Learning Hub Director.

## Background Information

1. What are the key outcomes that impact young children and families that you are focused on?

### Proposed 2019-2021 Key Performance Measurements

Measure Title	Measure Description	Calculation	Importance/Value of Measure	Current KPM being replaced (if applicable)	On Program Scorecard (Y or N)	Federal Measure (Y or N)
<b>Households at or above a living wage</b>	% of households leaving Self-Sufficiency who are at or above a living wage four quarters out	<ol style="list-style-type: none"> <li>1. Identify SSP households exiting SSP during the quarter reported on (Q0).</li> <li>2. Match to Q0 wage data and keep exits with any amount of wages.</li> <li>3. Match to wage data four quarters out (Q4).</li> <li>4. Match to living wage standard for Q4.</li> <li>5. Divide Q4 household wages by Q4 standard for each household and determine % of exit cohort at or above standard.</li> </ol>	Our mission is to help people out of poverty and one of the ways they can do that is by earning living wages through a career path. Long-term outcome.	New	N	N
<b>Housing stability</b>	Using the new TANF Assessment tool*, % of Self-Sufficiency participants who have improved their situation on a scale of 1 (need immediate help to have or keep housing) to 4 (housing needs fully met) four quarters out.	<ol style="list-style-type: none"> <li>1. Get baseline assessment for participant.</li> <li>2. Assess some months later.</li> <li>3. Compare pre/post to measure change.</li> <li>4. Calculate % with positive change.</li> </ol>	Intermediate outcome helping to progress to more stable housing. Housing instability and homelessness negatively impacts things like family wellbeing and employment stability.	New	N	N

<b>Food security</b>	Using the new TANF Assessment tool*, % of Self-Sufficiency participants who have improved their situation on a scale of 1 (need immediate help with food) to 4 (always has enough food for everyone) four quarters out.	1. Get baseline assessment for participant. 2. Assess some months later. 3. Compare pre/post to measure change. 4. Calculate % with positive change.	Oregon is one of the most food insecure states in the nation. Through SSP we have an opportunity to impact this.	New	N	N
<b>School readiness</b>	Using the ODE Kindergarten Readiness Assessment, % of SSP children in kindergarten who are ready for kindergarten at the beginning of the school year.	-ODE Kindergarten Readiness Assessment -Match to SSP population data  % at certain level?  Focused on Pre-K children	SSP supports family stability and increasing likelihood that children in households served by SSP have a chance at stopping the cycle of poverty in their generation. School readiness is a leading indicator for positive childhood outcomes, including high school graduation.	New	N	N
<b>School attendance</b>	% of SSP children who are chronically absent from school.	-OED Chronic Absenteeism data -Match to SSP population data  % chronically absent  Focused on children in K-12.	Creating a stable environment that will enhance the family's ability to get children and youth to school as attendance is a predictor for success in school and eventually graduation from high school. This improves prospects for the child in their generation.	New	N	N
<b>High School graduation</b>	% of SSP children who graduate from high school.	-OED High School Graduation data -Match to SSP population data  % who graduate	SSP supports increasing the likelihood that children in households served by SSP have a chance at stopping the cycle of poverty in their generation. High school graduation increases prospects for continued training and education.	New	N	N



<b>Family safety</b>	Using the new TANF Assessment tool*, % of Self-Sufficiency participants who have improved their situation on a scale of 1 (need immediate help to keep themselves and their family safe from harm) to 4 (they and their family are safe from harm) four quarters out.	<ol style="list-style-type: none"> <li>1. Get baseline assessment for participant.</li> <li>2. Assess some months later.</li> <li>3. Compare pre/post to measure change.</li> <li>4. Calculate % with positive change.</li> </ol>	SSP has an opportunity to work in a preventative way as it touches so many families in our communities.	N	N
<b>Self-Efficacy/Hope</b>	Using a new question added to the TANF Assessment tool*, % of Self-Sufficiency participants who have improved their situation on a scale of 1 (feel like they have little or no control over their current circumstances) to 4 (feel like they can influence their future outcomes) four quarters out.	<ol style="list-style-type: none"> <li>1. Get baseline assessment for participant.</li> <li>2. Assess some months later.</li> <li>3. Compare pre/post to measure change.</li> <li>4. Calculate % with positive change.</li> </ol>	<p>Goal is that families have a sense of influence over events that affect them and can act on them. We need to help families become agents of change in their own lives, which starts with increasing an individual's sense of empowerment, which in turn becomes a basis for hope.</p> <p>Family Resilience:</p> <p>The ability for people to persevere through adverse events. How our program is working to foster resilience through self-efficacy.</p>	N	N
<b>Social Support/Networks</b>	Using the new TANF Assessment tool*, % of Self-Sufficiency participants who have improved their situation on a scale of 1 (needs to feel a lot more support and connection to family, friends, and community) to 4 (consistently feels social support from family, friends, and community) four quarters out.	<ol style="list-style-type: none"> <li>1. Get baseline assessment for participant.</li> <li>2. Assess some months later.</li> <li>3. Compare pre/post to measure change.</li> <li>4. Calculate % with positive change.</li> </ol>	Positive social support networks and connections have many benefits. The goal is that the people we serve have others they can call on in times of need and in general.	N	N

2. What are your agency's current key strategies for achieving these outcomes?

- **Family engagement**

- Develop and implement strength-based coaching and trauma-informed practices.
- Explore opportunities to develop and enhance public policy provisions that remove barriers and are family centered and moves SSP towards full family engagement.
- Enhance and promote the use of technology resources for participants.
- Develop a statewide model to continually assess needs, provide resources, develop supportive relationships and move families towards their evolving goals.

- **Economic stability**

- Focus on long term goals that help families achieve economic security.
- Align and integrate access to external services to provide stability and sustainability for families while exiting poverty.
- Provide a safety net for families, stabilize families in crisis and equip families with the tools, resources and a path to prosperity.

- **Collective impact**

- Increase internal and external partnerships to improve collaboration, communication and coordination and to implement localized solutions with promising outcomes within our communities.
- Implement a statewide-shared vision that is culturally relevant and addresses Oregon's geography for participants involved in their community.
- Develop and implement a robust communication plan, which engages all parties collectively to achieve goals for our families.

3. Who are your key partners (both inside and outside of government) for achieving these outcomes?

Statewide:

- Oregonians (with young children) who find themselves in need
- Children First for Oregon
- Family Support and Connections
- Oregon Center for Public Policy
- Oregon Law Center
- 211 Info
- Ecumenical Ministries of Oregon
- Education/Child Care:
  - Department of Education
  - Early Learning Division
  - Early Learning Hubs
  - Early Intervention / Early Childhood Special Education
  - Oregon Child Development Coalition
  - Care providers and provider unions (SEIU and AFSCME)

- Child Care Resource and Referral
- USDA reimbursement program for child care providers
- Universities (Portland State, Oregon State, University of Oregon) and Community Colleges
- Portland State University
- STEM Hubs
- Workforce
  - Employment Department and WorkSource Oregon (serve adults and older youth)
  - Shangri-La
  - Goodwill
  - St. Vincent DePaul
  - ResCare
  - Volunteer Services
- Housing
  - Housing Stabilization Program
  - Habitat for Humanity
- Food
  - Oregon Food Bank
  - Oregon Hunger Task Force
  - Partners for a Hunger-Free Oregon DHS
  - Food Hero Program
- Health
  - OHA Public Health Home Visiting Programs, including Maternity Case Management, Nurse Family Partnership, Babies First!, and CaCoon
  - Healthy Start
  - WIC
  - Coordinated Care Organizations (CCO)
  - County Health Departments
  - Early childhood mental health systems / Options Counseling
  - Local substance abuse treatment facilities

#### Local Communities:

- Local Friends of the Children
- Relief Nurseries
- Local School Districts
- Head Start and Early Head Start Programs
- Family Access Network (FAN)
- Cradle to Career
- Local libraries, cultural centers and children's museums
- Parent partnership
- Parenting Now
- Early Learning Alliance
- Urban League of Portland
- Central City Concern
- Neighborhood Partnerships
- Immigrant and Refugee Community Organization (IRCO)
- Assistance League (Bend)
- Local employers
- Love Inc.

#### 4. What are the key barriers for achieving these outcomes?

##### **Family engagement and economic stability**

###### **Provider base**

- Limited access to high quality, affordable early learning environments and other provider situations.
  - Supply of quality child care providers who accept subsidy is limited in all areas, rural areas are impacted more.
  - Shortage of infant/toddler care across the state both metro and rural.
  - Limited number of child care providers who offer wrap around services are interested in contracting with DHS; Head Start and Early Head Start grantee's.
  - Supply of quality providers that are open during non-standard work hours.
- Fewer license exempt providers have increased the gap for parents who work non-standard work hours.
  - Additional health and safety requirements from the 2014 CCDBG reauthorization have been a challenge for this provider base.
- Communities report there are not enough child care providers to meet individual needs of families. This is intensified when a child has special needs or behavioral/mental health barriers.

###### **Limited funding for ERDC program**

- Copayment structure which does not offer affordable child care for families as they earn higher wages
- Providers who charge more than DHS payment rates are out of reach for low income families
- Child care center rates were not increased last year, funding provided was allocated to non-employee provider unions
- Registration fees can be a barrier for families trying to access high quality providers, about 59% of preschool, 56% of child care centers and 32% of certified family providers charge a registration fee. (Data provided by The Research Institute at Western Oregon University on 3/14/2018)
- Capped caseload limits the number of families who can access the program
- Many families searching for work do not have access to child care

##### **Collective impact**

###### **Siloed and fragmented systems**

- Collaboration between organizations may be limited by confidentiality/data sharing policies and HIPAA regulations.

- Equity of services by region, due to limited resources/representation in all areas
- Education Service District not in alignment with DHS District
- Access to current technology for DHS staff, child care providers and families
- Limited system capabilities for gathering data to determine other barriers

## **Discussion with the Early Learning Council**

### **1. What do you see as the missing strategies?**

- Quality providers who can offer wraparound services and extended hours of care.
- A resource agency that provides in person assistance to families in obtaining quality child care, navigating the web of community and state resources, provide opportunities for wrap-around services, focus on 0 to 5 with a connection to the local elementary schools to ensure children continue to thrive.
- Outreach and partnerships with early learning environments and local school districts (including alternative education such as teen parent programs).
- Variations levels of partnership between DHS districts with local HUBS and schools
- Increased collaboration and engagement on child issues, such as:
  - Healthy child development
  - Childhood education (school readiness, attendance, school success); and
  - Transitioning to adulthood (including opportunities for entry into the workforce which may include apprenticeships, technical schools, higher education, etc.).

### **2. What do you most need from other sectors to be able to achieve these outcomes?**

- Increase in the pool of child care providers available to care for subsidy children
- Additional contract opportunities with Head Start and Early Head Start grantee's
  - Increased collaboration to identify families that are currently receiving services from multiple agencies or who may benefit from services; could result in agencies pooling resources to work together in a 2GEN strategy to help the whole family achieve outcomes.
- Strengthen communications and cross collaboration between agencies to ensure safety of children in care – including Office of Child Care, Child Welfare and Self-Sufficiency Programs.
- Develop and circulate more materials that provide information to local communities to build the supply of child care.
- Develop a substitute child care provider pool, this will allow providers more opportunities to attend training

- Develop platform for providers to cross refer families.
3. What supports/services/resources do you see young children and their families needing to thrive that they are not getting?
- Equitable service that meets the needs of the unique individual – targeted outreach to communities of color
  - Stable and affordable housing
  - Access to quality child care in all areas of the state
  - Stable and affordable child care
  - Infant/toddler child care
  - Non-standard work hour child care
  - Continued access to affordable health care
  - Food security
  - Clothing and hygiene resources
  - Enhanced employment and training services/opportunities for families with young children
  - Easier access to, or assistance in, locating services – a resource for families who need in person assistance in navigating systems that offer needed state and community resources.

Collaborations:

- DHS staff who are located where families are; local schools, Head Start, Early Head Start, and ESL.
  - Collaboration with providers that serve children 0-5 (including children with disabilities), such as Early Intervention and other home visiting programs.
  - Increase partnership with WIC to include child care programs.
  - Coordination between school age programs and child care providers who care for families who work non-traditional hours.
4. What are your agency's highest priorities going into the 2019 session (if you can speak to that now)?
- Increased childcare access and capacity throughout the state
  - Increased employment and training support, with specific focus on rural and underserved communities
  - Increased access to safe, stable and affordable housing options for families
  - Increased cross-system coordination, collaboration and alignment to better serve families

5. What can the Early Learning Council do to help your agency be successful in achieving these outcomes and implementing the key strategies?
- Provide more access to quality pre-K services, coordinate efforts of pre-K to other providers in the community, including engagement with families and wrap around services like Head Start and Early Head Start grantee's.
    - For example, a family eligible for TANF or ERDC may enroll their child in free pre-K and be eligible for DHS child care for hours outside the pre-K program. The providers could then consult on child development activities, provide transportation between providers and share information to refer families to DHS programs or local services/resources.
  - Recognize the importance and the unique role of license exempt care.
    - This is important for families who cannot access licensed care; due to work schedule (night/weekend care), transportation, etc.
    - Family, friends and neighbor care may be the only option for some families and the best way to obtain a back-up care provider.
    - Some families believe this is the best option for infant care to form a strong attachment and due to their own past trauma have concerns about leaving their child with a stranger.
  - Resource agency that provides in-person assistance to families in obtaining quality child care, navigating the web of community and state resources, provide opportunities for wrap-around services, focus on birth to age 5 with a connection to the local elementary schools to ensure children continue to thrive.
  - Better align our systems from early learning to school age programs (collaborate on school readiness, attendance, success and before/after school enrichment programs).

# Creating opportunities, reducing poverty

## VISION

Safety, health and independence for all Oregonians.

## MISSION

To provide a safety net, family stability and a connection to careers that guide Oregonians out of poverty.

## PRINCIPLES



### ◀ Family Engagement

Helping Oregonians achieve their goals as they define them

### Economic Stability ▶

Assisting Oregonians to secure basic needs and provide opportunities for prosperity

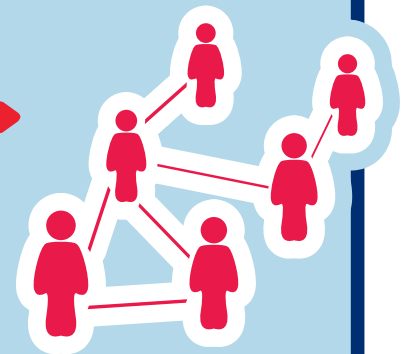


### ◀ Integrity & Stewardship

Doing what is right, and being accountable in action and attitude for the public's trust and resources

### Collective Impact ▶

Inviting different stakeholder groups to solve specific problems together using a common agenda, shared measurement, a structured process, and continuous communication



### ◀ Professional Development

Ensuring a skilled workforce is prepared to help us achieve our mission



## **Background Information: Department of Human Services, Child Welfare Programs**

### **1. What are the key outcomes that impact young children and families that you are focused on?**

Providing appropriate services to expedite permanency and improve outcomes for children and families.

### **2. What are your agency's current key strategies for achieving these outcomes?**

Service Array and Placement matching – to minimize disruption and provide stability to children both in their home and when they are placed in substitute care.

### **3. Who are your key partners (both inside and outside of government) for achieving these outcomes?**

Communities, contracted providers, ODDS, ELD, OHA, etc.

### **4. What are the key barriers for achieving these outcomes?**

There are many, mostly due to lack of funding/services.

## ***Discussion with the Early Learning Council***

### **1. What do you see as the missing strategies?**

- Trauma informed care—in many counties the money effort and understanding of trauma informed care, ACE's etc. is very inconsistent. I see a large return on educating home visitors, educators, medical providers, etc. on how to be trauma informed, understand and recognize trauma so impacts can be reduced or repaired at a young age.
- Parent Education (parent café's and parent education classes, home visits, to increase protective factors for families). Some counties appear strong on this, others do not seem to invest funds in this direction much at all. Also, where hubs cross multiple counties, these services are not "weighted" per capita (services are inconsistent).

### **2. What do you most need from other sectors to be able to achieve these outcomes?**

- Schools and ELH providers need to be trauma informed. The HUBS are well positioned to provide training and support to ensure that all children and families – including those involved with DHS—are provided services in a trauma informed way that lessens or reduces harm, and builds resilience. Outcomes will improve if we are able, as a system, to provide care and services in a trauma informed manner. Currently the average ACEs score for children in the Child Welfare system is between 6 and 8. Our child and family serving systems need to understand trauma and its effects before we can help change the trajectory for Oregonians who have experienced trauma.
- Head Start slots could be reserved for children in substitute care (placement moves disrupt learning when a child loses a head start slot). For example, Head Start classrooms in many areas have a long waiting list. A child may have to move from one county to another for a foster care placement, and the classroom in the new area may be full. In this case, the child either goes without pre-K, or starts anew in a private preschool that a foster parent must pay for on their own. In this case when the child is returned home the private school will likely be interrupted. I would humbly recommend a way for children with Child Welfare involvement to be prioritized for Head Start through a priority designation. I would ask for consideration here is not only children in substitute care being prioritized but also those who return home to parent/s. It is critical to keep a sense of stability for a child and although they may

change locations, the Head Start program is consistent. In addition, those children who may be in-home with an identified safety threat need the stability and safety net that Head Start offers. So, while is critical for our children in substitute care, it's equally, if not more so, for our children who are in-home with safety being managed by Child Welfare.

- Efforts to improve family protective factors. In my experience, school readiness initiatives take the lion's share of the ELH funding, there is less investment in prevention of child abuse and investing in ways to increase protective factors for parents. We measure literacy and test scores. Whereas for protective factors and parent education classes, things are all over the map. The infrastructure of "who" can teach parent education is limited, but also "what should be taught" is difficult too. Parents need access to normalized information that can help them be safer parents and raise more resilient kids. How do the ELH's intend to measure success in this area? (without measuring, it seems easy to underfund this area).

Additionally, parent education classes typically encompass a somewhat generic curriculum that may or may not truly assist the needs of parents based upon the age, development and behavioral issues a child is facing. Tailoring a parent education class to meet the specific challenges and areas in which parents need better understanding and supports may prove to be more successful for the family.

**3. What supports/services/resources do you see young children and their families needing in order to thrive that they are not getting?**

- Quality affordable child care – You can speak to the stipend program recently approved by the legislature that will be up and running by May 1 (fingers crossed). Mentioning that this will only pay for a portion of the cost of child care for children ages 0-5 when their foster parents work outside of the home.
- Parenting education in an accessible way – It would be nice if foster/relative providers could have access to this education as well to become trauma informed and help provide stability for children in care.
- Access to head start or other quality, affordable pre-K programs with home visitors that provide additional family supports.

**4. What are your agency's highest priorities going into the 2019 session (if you are able to speak to that at this time)?**

- Expanding/stabilizing our workforce.
- Centralized screening to establish a 24/7 reporting hotline statewide.
- Safely reducing the number of children in out-of-home care through the use of data informed decision support tools.
- Establishing a true continuum of care for children.

**5. What can the Early Learning Council do to help your agency be successful in achieving these outcomes and implementing the key strategies?**

- Provide priority access to Head Start slots for children in substitute care. (Again, I would consider adding those children in-home where safety is being managed. This can be connected to children exiting substitute care or preventing them from entering substitute care.)
- Expand Relief Nursery services.
- Provide trauma informed training to stakeholders. Child care providers, home visiting programs, schools, ELH partners. There is often a surface level acknowledgement of trauma informed care, yet

little factual or substantive TIC put into practice. This would help CW with goals of reducing inappropriate screening calls from mandatory reporters, and will help build resilience of children who have had difficult backgrounds.

- I would note that Conscious Discipline has strong support in the Blue Mountain Early Learning Hub. There is commitment from educators, child care facilities and other partners (DHS) to learn about CD tools and implement them. The collective impact of everyone using the same information and trauma informed tools is huge. A observation here, from my friends three-year-old: who recently met a new friend at the park, a boy that is likely from a poverty and difficult background. My child was getting really frustrated, ready to melt down, and this other boy told her to “take a deep breath” and showed her the “drain” tool from Conscious Discipline to help her calm down. This kids’ day care provider uses conscious discipline, and he was able to reinforce a tool my kid has learned from a different day care provider. That would make a big impact if kids in all grades and across the community had this common language. Silly example, but it shows how the ELH can help us meet our goals of having safe, resilient kids on a community wide level. If medical, school, ELH partners and all professionals had this common understanding and language, we would foster more resilient kids.

# **Advocates & Philanthropy**

- Kate Newhall, Policy Director, Family Forward
- Tammi Paul, Deputy Director, Oregon Family Support Network
- Lyn Tan, Youth Department Co-Manager, IRCO



## **Background Information: Oregon Family Support Network**

### **1. What region(s) of the state does your organization focus on or work in?**

The Oregon Family Support Network, (OFSN) is a 501(c)3 nonprofit Family Run Organization (FRO) and operates as the State Chapter of the National Federation of Families for Children's Mental Health throughout the state of Oregon (FFCMH) since 1993.

#### **a. If statewide, does your organization have a regional “network” that either does or could collaborate with our Early Learning Hubs?**

OFSN has regional offices, managers and staff who either are or who would be interested in collaborating with the Early Learning Hubs.

### **2. What work is your organization doing to advance cross-sector collaboration to help develop an early learning system – or “to get children ready for K and support families in doing so”?**

OFSN's mission is: “We are families and youth in Oregon helping other families and youth to achieve emotional, behavioral and mental well-being through support, education, and advocacy”. OFSN also holds the vision that “Every parent deserves to be heard and understood.” This is an important vision as many parents feel shamed and blamed for their child's behavior, rather than understanding what the underlying needs are, which often have not been met. In the early learning system, families have often not even identified the needs that they or their child may have as they learn and grow through a multitude of mental health or developmental disabilities.

At OFSN, we use lived experience in a peer support model of service delivery. Nearly all staff at OFSN have experiences receiving services in Oregon's child serving systems, including local school districts, educational service districts/early intervention, I/DD supports, mental health, child welfare, public health, juvenile justice as well as community-based supports such as inclusive childcare.

OFSN provides technical assistance and training across the state to cross sector collaborations within the System of Care and Wraparound Initiatives. Training for families such as early intervention and early childhood special education, system navigation, family advocacy, collaborative problem solving and more are delivered across the state along with training for system providers who want to elevate their understanding of the family experience and increase family engagement.

### **3. What are the outcomes in prenatal-5 that you are most focused on?**

- Increased parental resilience and support.
- Decreased prenatal/childhood trauma and parental stress.
- Increased parental empowerment and well being.



**4. What are the strategies that you have been most focused on to achieve those outcomes?**

Short term peer support and collaborative problem solving (CPS).

**5. Who have been your key community partners in this work?**

System of Care providers, community mental health, education, developmental disabilities, local non profits, etc.

**6. What is your relationship with Early Learning Hubs?**

OFSN is working in several communities - in partnership with the Early Learning Hub to support parents through community based peer supports and training.

For example:

a. In Marion/Polk Co. - OFSN is working directly with the Early Learning Hub to educate early childhood providers of child care, Head Start/Early Head Start, ECSE, etc., about the availability of short term family peer supports for parents who need guidance, coaching, support, or resource information concerning their child's behavior, whether that it at home, at school, or in other social settings;

b. OFSN has worked in partnership with Children's Relief Nurseries, and child care programs introducing parents of young children to Collaborative Problem Solving as well as other trainings specific to children in Early Childhood Special Education.

This is an area that OFSN is prioritizing to explore further to reach parents before their child's behavior reaches a crisis level, and before families are stressed to the point of not being able to manage their child or youth in the home.

**7. What is your “wish list” for the legislature for 2019?**

True system collaboration and integration, family driven systems and a focus on prevention.

## Human Services & Family Supports – March 22, 2018

### Providers & Community Partners

The Early Learning Council will hear from a parent who receives subsidy, a Relief Nursery provider, a provider who accepts ERDC subsidy dollars, and a Family Support & Connections Advocate with DHS. Panelists were asked to come prepared to discuss the following questions:

#### **Provider Panel**

1. What/who is supporting you to be successful?
2. What challenges and supports have you experienced as a provider? What challenges have you seen for families?
3. When trying to help families, have you made connections with providers that offer families other types of services, e.g. health and dental care, mental health, housing, transportation, etc.?
  - a. If yes, how did you make that happen and what would be helpful?

# Early Learning Hubs

- Lisa Harnisch, Executive Director, Marion & Polk Early Learning Hub, Inc.
- Dorothy Spence, Early Learning Education Director, Northwest Early Learning Hub
- Molly Day, Early Learning Director, Early Learning Multnomah
- Brenda Comini, Director, Early Learning Hub of Central Oregon
- Kelly Poe, Director of Community Based Services, Eastern Oregon Community Based Services Hub



# Strategic Planning Stakeholder Session: Session I

A word cloud centered around the text 'Early Learning Hub Oregon'. The words are arranged in a circular pattern, with 'Early' at the top, 'Learning' in the middle, and 'Hub' at the bottom. Other words include 'Southern', 'Lincoln', 'Community', 'Linn', 'Four', 'Eastern', 'South-Central', 'Regional', 'Counties', 'Clackamas', 'Northwest', 'Yamhill', 'Benton', 'Mountain', 'County', 'Marion', 'Multnomah', 'Blue', 'Washington', 'Rivers', 'Services', 'Coast', 'Polk', 'South', 'Central', 'Alliance', 'Lane', 'Based', 'Frontier', and 'Oregon'.

Parent Leaders: Leticia Hernandez &

Hub Directors:

Dorothy Spence | Molly Day | Lisa Harnisch | Brenda Comini

March 22, 2018

# EARLY LEARNING HUB SYSTEM

- Multiple partners
- Multiple sectors
- Multiple funding streams
- Working together toward a unified goal and vision



**COLLECTIVE  
IMPACT:**  
*could this change  
everything?*



**PARENT VOICE**

# WHO AM I? WHY AM I HERE?:

- AWARENESS
- EXPERIENCE
- VOICE
- SUPPORT
- FUTURE



# HUBS ARE SYSTEM CHANGERS

ELEVATING HUBS TO STATE SYSTEM PARTNERS BY  
ELEVATING LOCAL SYSTEM CHANGES

## Conditions for Early System Change Wins

- Connections to backbone organizations
- Incentive Funding (i.e. KPI)
- Incentive metrics in common (CCOs developmental screening)
- Readiness (capacity, prioritized early childhood)
- Legislative mandate (housing & community services specify partnering with EL hubs & DHS, included funding)

# CONNECTING WITH HUMAN SERVICES

## LOCAL EXAMPLES

- Embedding Vroom with DHS family coaches
- Meeting emergent needs of families
- Connecting Home Visiting with parent education resources
- Resident services planning with housing and human services for housing developments
- Emerging work with trauma resilience & ACEs
- Representative on executive level council working on “hoteling”

# CROSS SECTOR SYSTEM CHANGE OPPORTUNITIES

- Incentive Funding for innovative partnerships with human service partners, *e.g. similar to KPI*
- Support continued connections to local community (i.e. catchment area) for children in foster care
- Connections between human service and health partners to ensure health screenings for children in foster care are happening in timely manner and removing barriers to families
- Building resilience cross sector work

# HOW CAN WE ASSIST IN GETTING THE PERSPECTIVE YOU NEED?

- What do you want to know or hear from the hubs regarding the sector presentations so that we can ensure that we have things lined up to give you what you need for your planning





## ELC Strategic Plan: Stakeholder Engagement Human Services Debrief Process

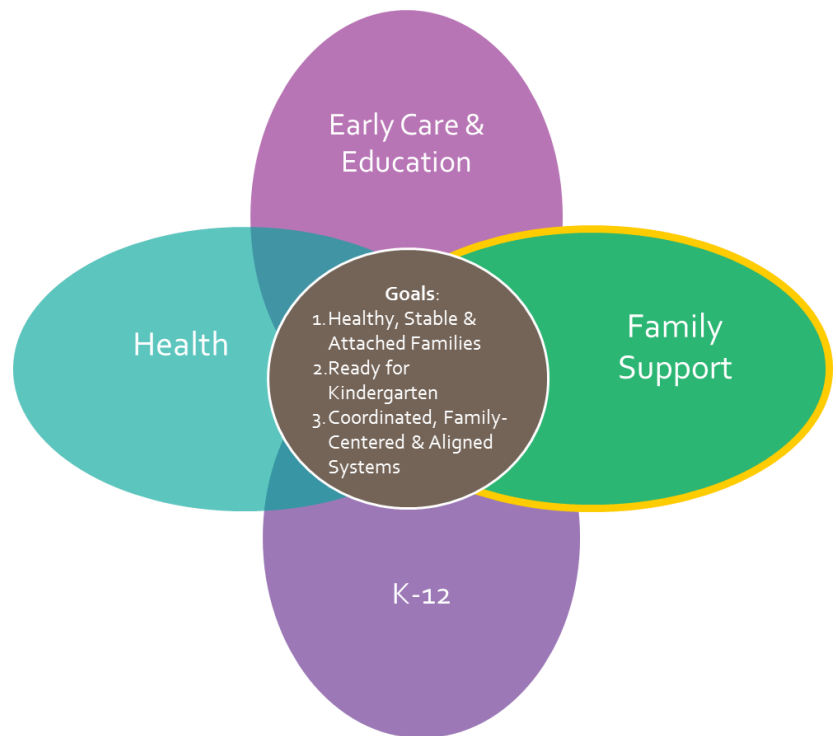
### Overview

During the stakeholder engagements, Council members are listening for each sector's:

- Key goals & priorities for prenatal to 5,
- Strengths and barriers for reaching those goals and priorities, and
- Opportunities for shared interests and work across sectors

After each stakeholder engagement, the Council will debrief what they heard, and offer ideas for what recommendations for short and longer-term actions could be included in the Early Learning Council Strategic Plan that will advance, over the next five years, an early learning system that incorporates coordination and alignment across Early Care and Education, Health, Family Support, and K-12 to work toward these three goals:

1. Children are raised in healthy, stable & attached families
2. Children arrive ready for kindergarten
3. Coordinated, family-center & aligned systems



### *As Council Members listen to the Human Services Sessions...*

- *What are Human Services outcomes and priorities you identified from the presentations?*
- *What did you hear as current barriers to providing services to children and families?*
- *What are opportunities for coordination and alignment between the sectors to work toward the 3 goals?*

### Human Services Debrief Process

**Step 1:** Council members break into groups of 2 or 3, includes phone participants

**Step 2:** Each small group debriefs the presentations for 20 minutes, and uses the attached worksheet to answer questions

**Step 3:** Full Council debriefs for 15 minutes

- What shared interests/priorities and systems barriers did you identify?
- What insight did you gain on the potential role of the Council to support cross-sector coordination and alignment?

**Step 4:** Each council member writes on post-it notes (one idea per note)

- Preliminary idea(s) for the strategic plan
- A wonder you still have about the human services sector

## ***Human Services Debrief Worksheet***

**Directions:** Each small group debriefs the stakeholder presentation sessions for 20 minutes and fills out this worksheet to turn in.

### **#1: General Observations or Takeaways across the Stakeholders Presentations**

### **#2: Based on the stakeholder presentations, identify shared ideas/priorities, opportunities to work together, and similar systems barriers to tackle together.**

### **#3: Offer 3-5 ideas of how the Council could support cross-sector coordination and alignment with Human Services, and/or champion shared priorities that also support Human Services' success in advancing child and family outcomes.**

# Council Business

*The following items are Council business and are not part of strategic planning engagement.*

- Child Care Rules Alignment Briefing
- Council's September Retreat  
Priorities (Dialogue with Governor Brown)
- Chair's Report
  - Consent Agenda: Committee Reports & Membership Recommendations
- Director's Report



# **CHILD CARE RULES ALIGNMENT**

Dawn Woods, Child Care Director

March 22, 2018

# CCEC Rule Promulgation Framework and Principles

1. Standards and rules aim to ensure that children are in safe environments that promote healthy physical, social, emotional and cognitive development and support high quality interactions among families and providers.
2. Standards and rules support and encourage diversity and equity; promoting equal access, especially for children from targeted populations.
3. Standards and rules are based on research, knowledge of child development, and best practices.
4. Standards and rules provide a foundation for high quality early learning and licensing rules serve as the first step of Oregon's Quality Rating and Improvement System.
5. In conducting its responsibilities for rule promulgation and revision, ELC is moving beyond a culture of compliance to one of continuous improvement.
6. ELC believes parents and children are primary stakeholders for all of its rules and will actively engage families and other impacted persons and organizations in rule promulgation and/or revision to ensure community/cultural norms are taken into consideration/reflected in rule.
7. ELC will aim for consistency across sets of rules over which it has authority, and will align rules with broader state goals and those of related agencies to the extent possible.

# What



- The Office of Child Care has been working to strengthen, alignment and clarify all child care facility rule sets
  - Registered Family
  - Certified Family
  - Certified Center
  - Regulated Subsidy

# Why?

4

- The existing child care rule sets were developed separately resulting in various differences among the type of care
- To better align with best practices (Caring for Our Children)
- Align with statute: HB 4065 (2018)
  - Allow the OCC to take action when a license expires
  - Protect children from providers who have had previous significant licensing violations
  - Grant OCC the ability to issue cease and desist orders and level civil penalties against illegal care
  - Increase civil penalties allowed in statute
  - Allow the OCC to impose conditions on licenses

# How?

5

- CCEC Guiding Principles
- 5 years of community/stakeholder input
- Internal Review
  - 1,300 lines of text
  - 7 Office of Child Care Staff meeting weekly over the last year
- CCEC Policy Discussions
- Provider Survey
- Parent Survey



# Parent Survey Summary

6

Questions were asked covering a program's regulations, compliance record, environment, staff training and qualifications of the people who work with the children.

# Parent Survey Summary

7

- Over 600 people responded.
- The survey was translated into Spanish and sent to Spanish speaking parents.

# Parent Survey Summary

8

- Program and regulations:
  - The majority of respondents would like to be able to check on the program's compliance history and inspection reports whenever they want and felt the regulations were appropriate.

# Parent Survey Summary

9

## □ Program operations:

- The majority of respondents felt the caregivers would keep their child healthy and safe and that the people who work with their children are qualified through their education.

# Parent Survey Summary

10

## □ Program environment:

- The majority of respondents felt the most important thing about the child care environment would be that the people working with their children are attentive to the child's needs.

# Parent Survey Summary

11

- Program aspects that would bring the greatest confidence:
  - Most respondents felt that having enough staff present to meet the needs of all the children and a hazard-free environment were the most important things.
  - Spanish-speaking respondents felt that an acceptable guidance and discipline policy would be the second most important aspect.

# Parent Survey Summary

12

- Program compliance record:
  - Most respondents thought that their child care program worked to exceed OCC requirements and that it was important that their program had no compliance violations or at least no violations that the respondent would consider serious.

# Parent Survey Summary

13

- Staff qualifications, experience and training:
  - Most respondents would expect that the people working with their children are educated about early childhood development, have many years of experience and are continually taking training to learn more about the children and working with them.
  - Spanish speaking respondents felt that the person having college or professional credentials was very important.



# Provider Survey Summary

14

- Providers were surveyed asking for their opinions on staff qualifications, continuing professional development and increasing required training hours.

# Provider Survey Summary

15

- Certified Centers – Over 150 respondents.
- Certified Family – Over 100 respondents.
- Registered Family – Eighteen respondents.

# Provider Survey Summary

16

- The majority of respondents were in favor of higher staff qualifications but were concerned that this would create a shortfall of qualified candidates.
- Most respondents felt that experience should play an important part in determining a person's qualifications.

# Provider Survey Summary

17

- The majority of respondents were in favor of increasing the number of required training hours per licensing period, but were also concerned that the accessibility of higher level training may not be sufficient to meet higher training requirements.

# Recommended Policy Changes

18

- Staff training
- Staff qualifications
- Certified Center group size and ratio tables
- Certified Family ratio table
- Registered Family Child Care square footage requirements
- Registered Family Child Care program of activities
- Safe sleep
- Program of Activity

# Next Steps

19

- Public Comment Period is open until April 21<sup>st</sup>
- Please send any question ELC members have by April 21<sup>st</sup>
- Early Learning Council adopts rule on April 26, 2018
- Office of Child Care begins training and technical assistance for:
  - Staff
  - Providers
  - Partners
- Rules effective September 30, 2018



## Summary of Policy Discussions for Child Care Rules

Topic	Policy Concern	CCEC Recommendations	Action Taken	Standards Utilized
Definitions	Additional terms used in rule which need to be defined.	CCEC reached consensus on proposed rules without recommendations.	Definitions for “CBR conditional enrollment”, “Risk assessed value”, “Serious injury” and “Single enrichment activity” were added.	“Serious injury” definition was compiled using information from other states’ licensing rules and OHA information.
Issuance of Certificate	Additional requirements which are needed before a certificate will be issued.	CCEC reached consensus on proposed rules without recommendations.	Rules were added requiring programs to test drinking water and water used for food preparation for lead and to ensure safe water is available.	An applicant shall use an Oregon Environmental Laboratory Accreditation Program (ORELAP) accredited drinking water laboratory and shall test in accordance with the United States Environmental Protection Agency 3T’s for Reducing Lead in Drinking Water in Schools: Revised guidance dated October 2006.
Record Keeping	Where and how are records stored. Maintaining security and confidentiality.	Records could be stored electronically, subject to inspection and immediate access. The program is responsible for maintaining security and confidentiality of records.	Rules were drafted to meet CCEC recommendations.	Researched other states’ licensing rules.
Night Care	Maintaining privacy for children.	Privacy shall be maintained by gender.	Rules were drafted to meet CCEC recommendations.	Researched other states’ licensing rules.
Swimming Activities	Safe swimming rules which should be included in all rule sets.	Further evaluation is needed	Rules were drafted to incorporate essential safety regulations.	Caring For Our Children 1.1.1.5: Ratios and Supervision for Swimming.

Transportation	Incorporate CCDBG requirements for safe transportation. Develop rule for vehicles that can be used to transport children in care.	Survey providers on vehicle usage.	Language was drafted to meet CCDBG requirements. Survey was drafted and sent to providers to determine impact of vehicle restrictions.	Conferred with ODE transportation officer and researched NHTSA standards.
Children with allergies	CCDBG requirement.	CCEC reached consensus on proposed rules without recommendations.	Language was drafted requiring programs to collect and respond to parent information on children with allergies.	Caring For Our Children 3.5.0.1: Care Plan for Children with Special Health Care Needs. Caring For Our Children 9.4.2.5 and 6: Health History; Contents of Medication Record.
Hazards and emergencies	CCDBG requirement.	CCEC reached consensus on proposed rules without recommendations.	Language was drafted requiring programs to develop written emergency plans.	Caring For Our Children 5.1.4.2: Evacuation of Children with Special Health Care Needs. Caring For Our Children 9.2.4.3: Disaster Planning, Training and Communication. Caring For Our Children 9.2.4.1: Written Plan and Training for Handling Urgent Medical Care or Threatening Incidents. Caring For Our Children 9.2.4.5: Emergency and Evacuation Drills.
Prevention of shaken baby syndrome	CCDBG requirement.	CCEC reached consensus on proposed rules without recommendations.	Language was drafted to meet CCDBG requirements.	Caring For Our Children 3.4.4.3: Preventing and Identifying Shaken Baby Syndrome/Abusive Head Trauma.
Prevention of child maltreatment	CCDBG requirement.	CCEC reached consensus on proposed rules without recommendations.	Current rules sufficiently addressed requirements.	Caring For Our Children 1.4.5.2 and 3.4.4.1: Child Abuse and Neglect Education.
Staff Orientation and critical training	CCDBG requirement.	Staff should have critical training before having unsupervised access to children.	Language was drafted to meet CCDB requirements.	Caring For Our Children 1.4.2.1: Initial Orientation of All Staff. Caring For Our Children 1.4.2.3: Orientation Topics.
Health and safety training	CCDBG requirement.	CCEC reached consensus on proposed rules without recommendations.	Language was drafted to meet CCDB requirements.	Caring For Our Children 1.4.1.1: Pre-service Training.
Interior square footage requirements	Add square footage requirements in RF rules and limit the number of allowed	CCEC requested additional information on the potential impact on providers who	Information on potential impact was presented to CCEC. Language was drafted limiting the number of	Researched other states' licensing rules.



for Registered Family homes	children in care if requirements are not met.	may have interior space limitations.	children in care if interior space was minimal.	
Staff training	Minimum ongoing training required for caregivers.	CCEC requested additional information on the potential impact increased training hours would have on providers, while at the same time, trying to attain national standards.	Provider surveys and engagement were conducted. Information presented to CCEC. Determined that matching national standards of annual training hours would create a hardship for providers. Training hours would be increased by a few hours for this revision.	Caring For Our Children 1.4.4.1: Continuing Education for Directors and Caregivers in Centers and Large Family Child Care Homes. Caring For Our Children 1.4.4.2: Continuing Education for Small Family Child Care Homes.
Staff qualifications	Minimum prerequisite qualifications required for caregivers.	CCEC requested additional information on the increase in required qualifications and the impact on staff numbers. CCEC also emphasized drafting language that incorporated experience and education as components of staff qualifications.	Provider surveys and engagement were conducted. Information presented to CCEC. Strengthened and clarified language to incorporate experience and education as required components.	Caring For Our Children 1.3.2: Qualifications for Staff.
Safe sleep training	CCDBG requirement.	CCEC reached consensus on proposed rules without recommendations.	Language was drafted to meet CCDB requirements.	Caring For Our Children 3.1.4.1: Safe Sleep Practices and SIDS/Suffocation Risk Reduction.
Safe sleep	Ensure that safe sleep standards are appropriately addressed in rule.	Research national standards on items in cribs, swaddling and safe sleep practices for children.	Information was presented to CCEC. National standards were incorporated to strengthen rules addressing safe sleep practices in child care.	Caring For Our Children 3.1.4.1: Safe Sleep Practices and SIDS/Suffocation Risk Reduction. American Academy of Pediatrics Safe Sleep Recommendations.
Water testing for lead	Ensure that child care programs have safe water to drink and prepare food.	Research OHA and EPA recommendations and standards.	Agencies were consulted. ODE standards researched. Rule language drafted.	United States Environmental Protection Agency 3T's for Reducing Lead in Drinking Water in Schools: Revised guidance dated October 2006.

Registered Family Child Care Provider and ELD Staff Survey on Training Requirements  
11-7-17/phb

Question 1: Staff Training Requirements for Providers – CCR&R and Union, because we needed responses quickly and we wanted to get information from groups that would be able to represent RF providers.

Current Office of Child Care Rule requires 10 clock hours of training every two years for the provider.

Caring For Our Children recommends 30 clock hours annually of continued education or training for all early care and educational professionals working in child care programs.

The proposed rule would implement increased training requirements over a period of eight years as follows:

License expires between January 1, 2019 through December 31, 2020: Every two years, 12 clock hours of training or education related to child care, of which at least 7 clock hours shall be in child development or early childhood education.

License expires between January 1, 2021 through December 31, 2022: Every two years, 14 clock hours of training or education related to child care, of which at least 8 clock hours shall be in child development or early childhood education.

License expires between January 1, 2023 through December 31, 2024: Every two years, 16 clock hours of training or education related to child care, of which at least 9 clock hours shall be in child development or early childhood education.

License expires after January 1, 2025: Every two years, 18 clock hours of training or education related to child care, of which at least 10 clock hours shall be in child development or early childhood education.

Which statement most reflects your thoughts on the proposed rule changes?

ANSWER CHOICES	RESPONSES	
I completely support the increase in training hours.	35.71%	5
I support the increase but have concerns about meeting the training requirements due to cost of and/or access to quality training.	64.29%	9
I am neutral on whether there are increases or not.	0.00%	0
I think the training hour increases are high, but see the value.	0.00%	0
This is too many hours of annual training.	0.00%	0
TOTAL		14

**Comments: Classes cost a lot and income is not much.**

ELD Staff survey results:

ANSWER CHOICES	RESPONSES	
I completely support the increase in training hours.	5.56%	1
I support the increase but have concerns about meeting the training requirements due to cost of and/or access to quality training.	83.33%	15
I am neutral on whether there are increases or not.	0.00%	0
I think the training hour increases are high, but see the value.	5.56%	1
This is too many hours of annual training.	5.56%	1
TOTAL		18

# Registered Family Child Care Provider and ELD Staff Survey on Training Requirements

11-7-17/phb

# Certified Family Child Care Provider and ELD Staff Survey on Training Requirements

11-7-17/phb

## Question 1: Staff Training Requirements for Provider, Substitute Provider, Assistant II

Current Office of Child Care Rule requires 15 clock hours of training for the provider, substitute provider and Assistant II staff. Caring For Our Children recommends 30 clock hours of continued education or training for all early care and educational professionals working in child care programs.

The proposed rule would implement increased annual training requirements over a period of eight years as follows:

License expires between January 1, 2019 through December 31, 2020: 18 clock hours of training or education related to child care, of which at least 9 clock hours shall be in child development or early childhood education.

License expires between January 1, 2021 through December 31, 2022: 20 clock hours of training or education related to child care, of which at least 11 clock hours shall be in child development or early childhood education.

License expires between January 1, 2023 through December 31, 2024: 22 clock hours of training or education related to child care, of which at least 13 clock hours shall be in child development or early childhood education.

License expires after January 1, 2025: 24 clock hours of training or education related to child care, of which at least 15 clock hours shall be in child development or early childhood education.

Which statement most reflects your thoughts on the proposed rule changes?

ANSWER CHOICES	RESPONSES	
I completely support the increase in training hours.	14.29%	16
I support the increase but have concerns about meeting the training requirements due to cost of and/or access to quality training.	34.82%	39
I am neutral on whether there are increases or not.	2.68%	3
I think the training hour increases are high, but see the value.	11.61%	13
This is too many hours of annual training.	36.61%	41
TOTAL		112

**Comments: There should be more online training opportunities. Maybe 20 hours annually would be better.**

### ELD Staff survey results:

ANSWER CHOICES	RESPONSES	
I completely support the increase in training hours.	13.64%	3
I support the increase but have concerns about meeting the training requirements due to cost of and/or access to quality training.	63.64%	14
I am neutral on whether there are increases or not.	0.00%	0
I think the training hour increases are high, but see the value.	9.09%	2
This is too many hours of annual training.	13.64%	3
TOTAL		22

Question 1: Staff Qualifications – Director

*Caring For Our Children Standard. Education requirement: Bachelor's degree with 9 credits in management or leadership and 24 credits in early childhood, child development, or similar. Experience working with children in more than one setting.*

## Proposed Rules for Director Qualifications:

- (1) At least 1 year of training or experience in management and supervision of adults; AND  
 (2) Have verifiable knowledge of child development for the primary ages served in the center, evidenced by a combination of professional references, education, and experience or training as follows:  
 (a) 7 credit hours in early childhood education or child development at a college or university; OR  
 (b) 70 training hours in child development relevant to ages of the children served in the center; OR  
 (c) 600 hours of qualifying teaching experience with children the same age as those in the program; OR  
 (d) Step 5 in the Oregon Registry; AND  
 (e) Increase two Step levels in the Oregon Registry every two years until at least a Step 9 is attained.

What effects would you anticipate as a result of the proposed rule? Check all that apply:

ANSWER CHOICES	RESPONSES	
Increased professionalism in the early care and education industry.	46.15%	72
Staffing and recruitment challenges.	46.79%	73
Better qualified directors.	53.85%	84
Fewer qualified candidates for director.	52.56%	82
Financial commitment for increased education and training could be challenging.	61.54%	96
Time required for training is hard to find.	43.59%	68
Total Respondents: 156		

**Comments:** People agreed that it seemed like a good idea, but it could present staffing challenges and training could be difficult to find.

Question 2: Staff Qualifications – Director

The proposed rule asks that all directors have a Step 9 on the Oregon Registry or work towards achieving a Step 9 by increasing two step levels every two years. Please choose the answer(s) that best meets your situation.

ANSWER CHOICES	RESPONSES	
A. The director qualifies for, or is already at a Step 9 in the Oregon Registry.	54.43%	86
B. We see no problem reaching this goal through incremental step increases every two years.	14.56%	23
C. It would be difficult to accomplish but we think we could make it work.	20.89%	33
D. Our director barely meets the current requirements so this would make it difficult for our center.	10.76%	17
E. We are unlikely to be able to meet this requirement.	13.92%	22
Total Respondents: 158		

**Comments:** Over half the respondents were already at Step 9. Some comments said that Step 7 would be sufficient based on their low rate of pay and would be less likely to affect staffing concerns.

Question 3: Staff Qualifications – Director

If your response was D or E to the previous question, please choose one of the following:

ANSWER CHOICES	RESPONSES	
Our director is new or we have high director turnover and the training/education hours required for the gradual step increase seem high.	4.69%	3
We could do it if we have more time to meet the step increase.	20.31%	13
We do not feel that a director needs more child development than already required.	34.38%	22
Other	40.63%	26
<b>TOTAL</b>		<b>64</b>

**Comments:** Perhaps a Step 7 instead of Step 9?

Question 4: Proposed Rule for Head Teacher Qualifications

The Office of Child Care is proposing to eliminate the role of Head Teacher in the rules. Centers have flexibility to determine titles and duties as appropriate and would not be required to have a designated Head Teacher. What consequences would result if this change is made? Mark all that apply.

ANSWER CHOICES	RESPONSES	
None	74.36%	116
Planning and curriculum duties would be reassigned to someone else.	8.33%	13
Our curriculum would suffer.	7.69%	12
Employees would lose the head teacher designation and affect their compensation.	21.15%	33
Other:	5.77%	9
Total Respondents: 156		

**Comments:** ¾ said that this would not present a problem. Others said it was an important part of their chain of command.

Question 5: Staff qualifications – Teacher

*Caring For Our Children standards recommend a Bachelor's degree in early childhood education, school-age care or similar and a minimum of one year on-the-job training and teaching experience and thorough knowledge of child development and early education.*

Proposed Rule for Teacher Qualifications

The proposed rule adds a required education component to be a teacher. Individuals must have a combination of qualifying teacher experience and formal training documented in the Oregon Registry Online (ORO). **[Our proposal was 50 hours. Would match a Step 5.]**

In your opinion, what should be the minimum education requirement, in addition to one year of qualifying teaching experience?

ANSWER CHOICES	RESPONSES	
▼ 40 training hours (4 college quarter credits)	46.54%	74
▼ 50 training hours (5 college quarter credits)	5.66%	9
▼ 60 training hours (6 college quarter credits)	17.61%	28
▼ Other	30.19%	48
<b>TOTAL</b>		<b>159</b>

**Comments:** Almost half indicated that 40 hours would be good. 30% wanted no changes. Requiring 50 hours of training would be a significant investment of time and money.

Question 6: Staff qualifications – Aide II

Current rule: An Aide II shall have worked at least six months at the center where they are now employed.

Proposed Rule for Aide II Qualifications: An Aide II shall have worked at least 240 hours with comparable aged children at any certified facility. Do you agree with the proposed rule language?

ANSWER CHOICES	RESPONSES	
▼ Yes	76.88%	123
▼ No	23.13%	37
▼ Recommendation changes	0.00%	0
<b>TOTAL</b>		<b>160</b>

**Comments:** Over ¾ supported the proposal. This would encourage Aide II's to get their degrees.

Question 7: Staff Training Requirements for Director, Teacher and Site Coordinator

This section of the survey addresses annual training requirements. Current Office of Child Care Rule requires 15 clock hours of training for most care-giving staff. Caring For Our Children recommends 30 clock hours of continued education or training for all early care and educational professionals working in child care centers.

The proposed rule would implement increased annual training requirements over a period of eight years as follows:

**For Directors, Teachers, Site-Coordinators**

License expires between January 1, 2019 through December 31, 2020: 18 clock hours of training or education related to child care, of which at least 9 clock hours shall be in child development or early childhood education.

License expires between January 1, 2021 through December 31, 2022: 20 clock hours of training or education related to child care, of which at least 11 clock hours shall be in child development or early childhood education.

License expires between January 1, 2023 through December 31, 2024: 22 clock hours of training or education related to child care, of which at least 13 clock hours shall be in child development or early childhood education.

License expires after January 1, 2025: 24 clock hours of training or education related to child care, of which at least 15 clock hours shall be in child development or early childhood education.

**Aide II (training hours not required in current rule)**

License expires between January 1, 2019 through December 31, 2020: 12 clock hours of training or education related to child care.

License expires between January 1, 2021 through December 31, 2022: 14 clock hours of training or education related to child care.

License expires between January 1, 2023 through December 31, 2024: 16 clock hours of training or education related to child care.

License expires after January 1, 2025: 18 clock hours of training or education related to child care.

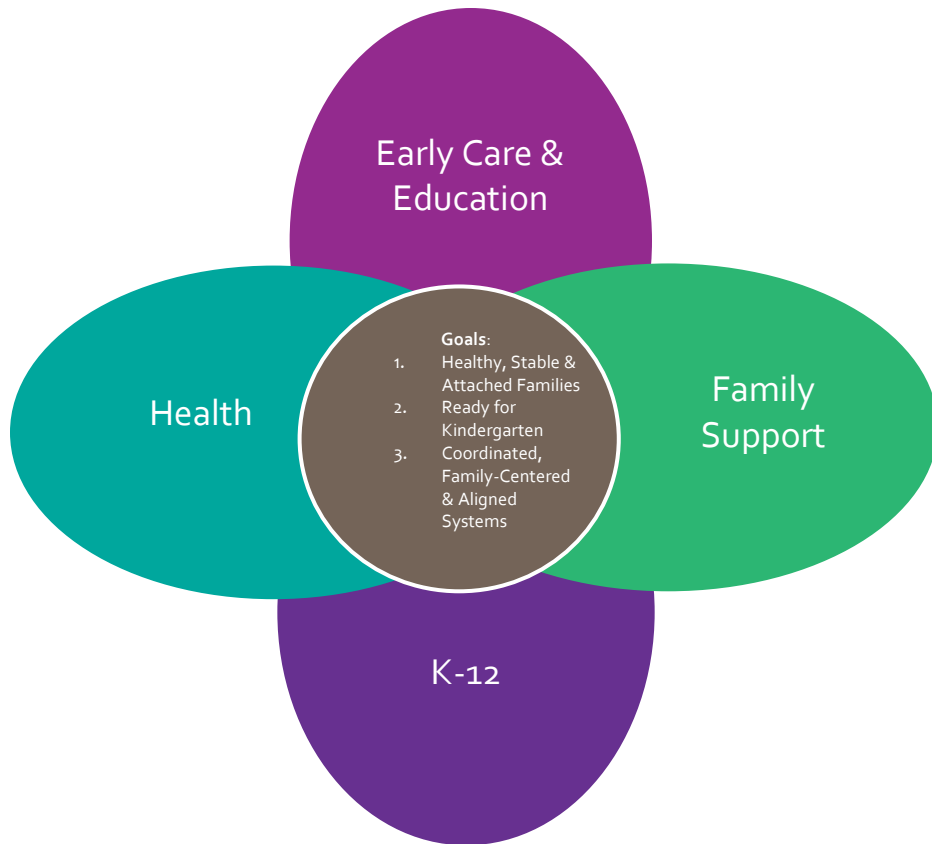
Which statement most reflects your thoughts on the proposed rule changes?

ANSWER CHOICES ▼	RESPONSES ▼	
▼ I completely support the increase in training hours.	12.35%	20
▼ I support the increase but have concerns about meeting the training requirements due to cost of and/or access to quality training.	32.10%	52
▼ Our staff members currently meet or exceed training hours, I am neutral on whether there are increases or not.	14.20%	23
▼ I think the training hour increases are high, but see the value for staff members.	12.35%	20
▼ This is way too many hours of annual training.	24.07%	39
▼ Other	4.32%	7
▼ Suggestions	0.62%	1
<b>TOTAL</b>	<b>162</b>	

**Comments:** Seems like a lot of training but it seems like there is sufficient time to get it done.



# Early Learning Council Priorities for Early Learning System



- **Pre-natal to Age 3:  
Baby Promise**

- Affordable, high-quality infant-toddler child care
- Universal Home Visiting
- Universal Parent Education
- Supports for Family Friend and Neighbor Care
- Paid Family Leave

- **Ages 3 to 5:  
Preschool**

- Affordable, high-quality full-day preschool in mixed-delivery settings

- **Pre-natal to Grade 3 Transitions**

- Child and family support across multiple transitions from prenatal to early elementary period

- **Early Childhood Equity Fund**

- Resources for community-based, culturally-specific services

- **Professional Learning Pathways**

- Policies that support a diverse workforce
- High-quality professional learning – including job-embedded supports
- Compensation commensurate with knowledge, experience, and credential

- **Early Learning Capacity**

- Infrastructure at state and local levels to sustain coordination and system alignment

# Consent Agenda

- Best Beginnings Committee Report
- Child Care & Education Committee Report
- Equity Implementation Committee Report – *No Meeting*
- Measuring Success Committee Report
- *Spark Ad Hoc Committee Report – No Meeting*
- Committee Membership Approval
  - Child Care & Education
  - Measuring Success

# Early Learning Council Best Beginnings Committee Report: March 22, 2018

**Committee Charge:** Advise the Early Learning Council on the issues, challenges, successes and priorities related to serving at risk families who are pregnant and/or have children age of 3 years old or under. Areas of responsibility include, but not limited to:

- Increasing access to home-based services
- Identifying state level policy changes that support family well-being and stability
- Increasing focus on critical aspects of development and attachment for children aged 0-3 and their families
- Finalizing and implementing a statewide screening tool and assessment protocol for family risk factors
- Developing best practice referral pathway for 0-3 services statewide

**Committee Membership:** Chair Martha Brooks, Vice Chair Elena Rivera, Sherri Alderman, James Barta, Cindy Bond, Jessica Britt, Christy Cox, Donalda Dodson, Beth Green, Marguerite Kenagy, Lindsey Manfrin, Janet Dougherty-Smith

## Report:

During the March 16, 2018 Best Beginnings Committee meeting, the following Maternal Infant and Early Childhood Home Visiting (MIECHV) and maternal child health updates were shared:

1. Status of the MIECHV Advisory Committee
  - Agreements from almost all of the required state partners have been secured. OHA Met with Self-Sufficiency this morning but am having a bit more difficulty on the Child Welfare side.
  - OHA is hopeful that they will be able to have the meetings before the Best Beginnings because of membership overlap; however they are trying to bring in other partners so it is not just an extension of this meeting. OHA is particularly interested in non-MIECHV partners to fill the open stakeholder slots to ensure connection between MIECHV and the larger home visiting and early childhood landscape. This is important to the “system” side of the funding.
  - OHA is anticipating that the first meeting will take place prior to the next Best Beginnings (May 2018).
2. Status of the next round of MIECHV funding
  - The Notice of Funding Opportunity (NoFO) is in the clearance process. OHA’s federal Project Officer has indicated that they should anticipate approximately the same level of funding for Oregon.
  - Reauthorization is for five years. If HRSA sustains the current funding and allowable spending periods that could extend services through September 2025. That said, it is flat funding so we would have to consider whether we could really sustain that same level of capacity with no new funds.



- The legislation also requires a new Needs Assessment. HRSA has provided a simpler pathway we are considering and it is due October 2020 – and is aligned with the Title V Needs Assessment. HRSA has stated that the identification of new communities of need should not cause MIECHV to close current services to open services in a new county.
- The legislation allows “Pay for Success” funds to be held back. But with no new funds and the prohibition on reducing services in order to make the payment, it remains to be seen if this is an option.
- The Association of State and Tribal Home Visiting Initiatives (ASTHVI) has formed a policy committee and is joined by HRSA to discuss these changes to the legislation as well as others. One that might be more problematic than originally anticipated in is the legislative requirement to demonstrate improvements of four of six benchmark areas for families receiving home visiting over eligible families who do not receive home visiting. This will be a challenge for all states, territories, tribes and HRS. More to come as they work through the implications.

### 3. Regional Innovation grant

- The workforce survey is complete and OHA has received some preliminary data. Approximately 630 home visitors and supervisors completed the survey throughout the region.
- Oregon has completed one training in Facilitation Attuned iNteractions (FAN) training and has a second training April 11<sup>th</sup> and 12<sup>th</sup>. The FAN is a product of the Erickson Institute and the Innovation grant is providing funding to build ongoing training capacity for the region through a train-the-trainer model. We will have our third training either late in October or early in November. Additionally, Michelle Harvey (Supervisor in the HFO Yahmill Co. program) is working with programs in Oregon to be trained in the Neurocience, Epigenetics, ACES and Resilience (NEAR)@Home toolkit developed in the region several years ago.
- The Innovation grant is also funding the development of shared reflective supervision principals that support all models of home visiting and contribute to a person seeking Infant Mental Health Endorsement (IMH-E®). A very nearly final draft will be shared with a cohort of local experts at a summit in Sea Tac May 8<sup>th</sup> for “field vetting”. Input from the field on the guidelines and implementation will be incorporated with a rollout anticipated in the fall of 2018.

ELD Staff also presented the following updates on the Healthy Families Oregon program:

- HFA Reaccreditation: All evidence of improvement has been submitted to the HFA Panel (who met the week of March 12<sup>th</sup>). All HFO programs were found to be in adherence with the exception of 3 programs who had confusing data with the same standard (6.6-B). This is a direct result of our state not having a data system and an inability to run reports on various data points. HFO Central Admin (ELD staff) are currently helping these 3 programs to transfer data into new spreadsheets. Once this is done, they will be submitted to HFA staff (not panel) for approval. This will be the final step before receiving official reaccreditation.

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- HFO services at Coffee Creek Correctional Facility: Healthy Families central administration has met with leadership at Coffee Creek Correctional Facility, HFO evaluation team, and HFA implementation specialists to develop of a plan for serving incarcerated moms at CCCF with HFO home visits. The plan is to begin services with inmates who are participating in the Turning Point (TP) substance abuse recovery treatment program at the prison. These inmates are unable, due to security and rules of the TP program, to access Early Head Start services already on campus. Services will be provided to moms who voluntarily accept services, and intent to parent their child upon their release from CCCF. Services can be provided pre- or post-natally. HFO Central Admin has worked closely with HFA national staff to allow visits even if the child is not able to be present (i.e. – caretaker cannot bring them to the visit at CCCF). This is an exciting opportunity. Services will begin at CCCF no later than May 2018.  
**\*\*UPDATE\*\*** - Central Admin is still waiting to hear from CCCF regarding the hiring of their Family Support Specialist, which will help us as we begin serving moms. We are currently working on submitting a ‘model adaptation’ to HFA to enroll mom’s with children up to 18 months old by their release date. NPC Research is submitting a revised evaluation plan to IRB since incarcerated people are considered a vulnerable population in regards to research.
- CLARA/Data system Update: Ben Tate, ELD Chief of Staff gave an update regarding the contract between ELD and VistaLogic to build a data system for HFO. The SOW and Contract have been approved by DAS and DOJ. It has been given to VistaLogic for review and we are currently waiting for their feedback. We anticipate a few areas that need negotiation. Contract completion is hopeful very shortly.

### **Key Issues Discussed & Uncovered:**

**Infant Toddler Assessment Presentation** – Elisabeth Underwood reported there were community engagement opportunities in the form of Parent Listening Sessions – 9 sessions – (hubs helped facilitate) - Eastern- English & Spanish, South Central, Yakima with CCO, Eugene area-English & Spanish, Latino Network in Portland, Washington Co Early Learning Hub. Informal data collection. Highlight a couple – affordability and access to child care – lack of affordable housing – more opportunities for ‘working poor’ families. Surveys were distributed, collected, and summarized. Liz Stuart, OHA, shared a high level sneak peak at the data. This included Parent Data and Stakeholders data.

**Oregon Early Childhood Mental Health presentation-** Laurie Theodorou  
 Elena Rivera introduced Laurie, Early Childhood Mental Health Policy Specialist. Laurie oversees new investments for treatment of children with behavioral or mental health issues.



**Children's Cabinet Update** – Cate and Nakeshia – Governor has convened the Children's Cabinet. Align with the Early Learning Council. The Governor facilitates meetings with state agency heads and is asking a lot of great questions, in particular 0-5 population. She is leaning toward a 3-biennium strategic plan.

**Professional Development** – Sherri Alderman has agreed to take on this project. Infant Mental Health Endorsement is a piece. Martha's vision is to give the broader scope (maybe 5) to move forward to the ELC strategic plan. There are 6 others who will join Sherri and they will report back to this committee.

**Upcoming Key Decisions:**

- The May meeting will be entirely devoted to a facilitated discussion for the BB's recommendations to ELC for Prenatal – 3 goals for the ELC strategic plan.

**Staffed by:** Nakeshia Knight-Coyle (ELD), Erin Deahn (ELD), Cate Wilcox (OHA), Benjamin Hazelton (OHA)



# Early Learning Council Child Care & Education Committee

## Report: March 22, 2018

### Committee Charge:

The Child Care and Education Committee (CCEC) is chartered to advise the ELC on the issues, challenges, successes and priorities related to affordable, quality child care and early education programs in Oregon, to provide outreach and act as a liaison between citizens and the ELC through community forums and surveys to engage parents, early care and education providers and union representatives and to prioritize outcome based policies for child care and early education issues related to quality, affordability and system coordination.

### Committee Membership:

**Bobbie Weber, Chair;** Pam Hester; Michelle Gury McKenzie; Sabrina Escobedo; Tim Rusk; Kamala Wymore; Sue Norton; Abby Bush; Leslee Barnes; Elvyss Argueta; Donna Schnitker

### Report:

The Child Care & Education Committee reconvened on March 8, 2018 with a slightly revised membership and new focus on their original charge since they are no longer the rules advisory committee.

The current CCEC is composed of representatives of a broad and diverse group of those central issues related to child care and early education. Therefore, they are an ideal group to begin the process of identifying issues that ELC might want the revised CCEC to address. At its January meeting, CCEC members brainstormed a list of topics they considered of high importance.

Topics that CCEC may want to address in the future:

- Financing
  - Affordability for families—why Oregon ranks so highly on unaffordability
  - Workforce compensation
  - Impact of minimum wage on providers and programs
- Professionalization
  - Focus on the range of early learning providers
  - Compensation—equitable salaries
  - Make the profession attractive
- Professional development
  - Apprenticeship programs financed by various resources (e.g., Dept. of Labor)
  - Increased opportunities for persons whose primary language is not English
  - Training on trauma informed care
    - Influx in foster care – heightened traumatic incidents
    - Sharing of best practices
  - Increased opportunity for providers in rural Oregon—especially for advanced training since numbers needing the training at any one time are limited

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- Availability of coaching and mentoring to increase skills in working with children with challenging behavior
- Behavioral support for children with challenging behaviors
  - Support in all types of care
  - Focus on prevention
  - Pay attention to the special needs of African American boys
- Preschool expulsion
  - Clarify the issues
    - Which behavioral issues lead to a family being asked to move a child
    - What skills and program supports are needed to ensure child success
  - An issue in both centers and family child care homes
- Strengthen partnerships with:
  - Health system
  - Health providers
  - Mental health system
  - Mental health providers
  - Higher education and workforce training systems (OCCD, CCR&Rs)
  - K-12
    - Best practices on how it can work ( what the collaboration looks like)
    - Finding out what is working and what is not
- Capacity--supply
  - Cultural shift appears to have moved family preferences from home-based to center
    - Lower prices but often slots not filled
  - Equity issues—variances by geography, age of child, and household incomes of families
- ERDC expansion
- Spark
  - No current requirement to take children in ERDC
- Shared Services
  - Status in nation and state
- Provide assistance and resources to ongoing study work.

Knowledge/expertise group suggests ELC consider

- Parents (consider innovative methods for engagement)
- Providers: family child care and centers
- Mental health
- K-12—possibly those involved in early learning partnerships
- Legislative staff
- Family advocates such as Family Forward
- Higher education—persons involved with teacher training
- Finance
- Unions





## **Key Issues Discussed & Uncovered:**

In addition to discussing opportunities for future work, the Committee also discussed the Council's ongoing strategic planning process set to kick-off this month. In particular, the Committee discussed possible strategies to help the Council meaningfully engage parents throughout the state. Some suggestions including holding virtual engagements staged locally (with Council and Division staff participating remotely) to help put parents at ease. A focus group may also be a useful tactic as well. The Committee also recommended exploring having a trained parent leader who would give the parents the questions ahead of time and then capture the parent's answers to bring before the council. Ideally, it would be beneficial to have a Council member engaged to hear the parents directly and then bring what they heard back to the Council to help develop strategic goals. Another opportunity identified was utilizing Head Start parent meetings. ELD will be working with Donna Schnitker and OHSA to coordinate logistics and work on the best way to utilize these opportunities.

The committee also brought up a consideration for the strategic planning process. Particularly, how does the Council create opportunities to hear about the models that are working in the local community? How can the committees and ELD staff help bring successful models for the Council to consider as part of this strategic planning process?

## **Staffed by:**

Dawn Woods, Child Care Director, ELD  
Crys Plattner, Executive Support to the Office of Child Care



# Early Learning Council

## Measuring Success Committee Report: March 22, 2018

### **Committee Charge:**

Advise the Early Learning Council on the issues, challenges, successes and priorities related to measuring the success of the early learning system and ensuring equitable outcomes for all children, including but not limited to the Early Learning Hubs

### **Committee Membership:**

Kristi Collins, Colleen Reuland, Bobbie Weber, Holly Mar Conte, Debbie Jones, Dorothy Spence, Emily Berry, Beth Green, Sara Kleinschmidt, Shannon Lipscomb.

### **Report:**

The Measuring Success Committee met on Wednesday, March 7, in Salem. The committee welcomed three new members: Beth Green (PSU), Sara Kleinschmidt (OHA), and Shannon Lipscomb (OSU-Cascades).

The meeting began with an overview of the ELC's strategic planning process and timeline for hearing from state agency partners during ELC meetings. The committee is working to schedule discussions of partners' strategic priorities and key outcome measures to coincide with committee work on developing Early Learning System "dashboard" of medium-term indicators and longer-term metrics.

The committee discussed the overarching goals of creating a dashboard that is reflective of the system as a whole, and has shared ownership across the sectors. In addition, the committee discussed how the indicators and metrics collectively should reflect agency key priorities and strategies so that each sector sees itself as an integral and critical part of the work of a collaborative Early Learning System. The committee is working toward both medium-term indicators, in which change would be apparent within one to two years and reflect key progress toward outcome measures, and longer-term population-based outcome measures which likely would take considerably longer to achieve.

The committee reviewed a draft template to organize its thinking around indicators and outcomes. Following a lengthy discussion, a number of revisions were made to the template. The committee decided to focus on medium and long-term measures for the ELS goals of healthy, stable, and attached families, and ready for kindergarten. However, members found it difficult to suggest possible measures without hearing about key strategies and activities in other sectors. Staff will draft some ideas for measures as a starting point for future discussions, and staff and committee members will have the benefit of having heard from two sectors by the next meeting.

The committee then heard a presentation on the relationship between kindergarten assessment scores and third-grade achievement based on the results from the first cohort of assessed students to reach third grade. Overall, KA scores were modestly correlated with third-grade achievement

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when considering all students combined, as well as within most special population groups to varying degrees. However, African-American kindergarteners who, as a group, scored near the median on the kindergarten assessment were much more likely to have lower third grade achievement relative to their peers. This will be one area of additional investigation in the future.

In addition, preliminary cut-off scores were established based on early learning standards in order to categorize students as *developing*, *approaching*, or *demonstrating and above*. Future research will also address the empirical validity of these categories.

At the next meeting, members will discuss possible measures for the Early Care and Education sector.

### **Key Issues Discussed & Uncovered:**

- Conceptualization of the ELS Dashboard
- Revising the ELS Dashboard template
- Understanding the relationship between kindergarten assessment scores and third-grade achievement

### **Upcoming Key Decisions:**

- Finalize ELS Dashboard template
- Draft ELS Dashboard measures for Early Care and Education sector

### **Staffed by:**

David Mandell, Ben Tate, Tom George, Sue Parrish



# Child Care and Education Committee Membership Recommendations

## Child Care and Education Committee

The Child Care and Education Committee (CCEC) is chartered to advise the ELC on the issues, challenges, successes and priorities related to affordable, quality child care and early education programs in Oregon, to provide outreach and act as a liaison between citizens and the ELC through community forums and surveys to engage parents, early care and education providers and union representatives and to prioritize outcome based policies for child care and early education issues related to quality, affordability and system coordination.

## Membership Recommendations

The following applicants are recommended for membership on the Child Care & Education Committee of the Early Learning Council.

Community-based provider (Two Seats):

Kate Newhall, Policy Director, Family Forward

# Measuring Success Committee Membership Recommendations

## Measuring Success Committee

The Measuring Success Committee is chartered to advise the Early Learning Council on the issues, challenges, successes and priorities related to measuring the success of the early learning system and ensuring equitable outcomes for all children, including but not limited to the Early Learning Hubs.

## Membership Recommendations

The following applicants are recommended for membership on the Measuring Success Committee:

Individual with expertise in human services data and state human services system (1)

Bill Baney, Deputy Administrator, Self-Sufficiency Programs Program Design, Department of Human Services

Individuals with expertise in program evaluation and/or design and implementation of performance metrics (2)

Sara Kleinschmit, Policy Advisor, Health Policy & Analytics Division, Oregon Health Authority

Beth Green, Research Professor, Director of Early Childhood & Family Support Research, Portland State University

# March 2018 Director's Report

## Legislative Session

### **HB 4065B: Child Care Safety**

HB 4065 provides additional enforcement authority (cease and desist orders, conditions on licenses, continuing jurisdiction) to the Office of Child Care and increases civil penalties for violations, redirecting civil penalty funds to the General Fund. Effective date is 9/30/18.

### **New funding**

The Legislature approved \$1,980,708 in funding for Office of Child Care staffing to address safety and quality issues in the child care system, as well as to provide funding for testing for lead in drinking water for regulated subsidy child care providers. Formed a working group w/ DHS to inform the pilot; can begin hiring immediately. Over the next six months, ELD will be doing a lot of hiring to fill the new positions in the Office of Child Care. The Office of Child Care will also be updating its policies and practices and communicating with providers about the new regulations.

### **Other early learning legislation**

Another bill overwhelmingly passed the Legislature is HB 4067A. This bill adds developmental delays to the list of conditions eligible for special education services to children in kindergarten through third grade. Currently, there are a number of developmentally delayed children in the Early Childhood Special Education programs. When these children reach kindergarten, they are no longer eligible for services as developmentally delayed. They have to go through another assessment process to see if they are eligible for services under another category. Many of these children end up losing supports during the crucial K-3 years.

Other proposals developed by early learning advocates did not get through the legislative process:

- HB 4066 proposed to create the Early Childhood Equity Fund and an appropriation of \$2.5 million to the Early Learning Division for grants to culturally specific early learning, early childhood, and parent support programs. The bill remained in Ways and Means upon conclusion of the session. The Early Learning Council called out support for an Early Childhood Equity Fund at their September retreat, and advocates will bring this bill back for the 2019 legislative session.
- Early childhood advocates sought restoration of \$11.6 million in 2017 budget reductions for the second year of the current biennium. This would have restored funding for programs such as Employment-Related Day Care (ERDC), focused childcare networks, and Reach Out and Read. This funding was not included in the final budget bill.

## HR Staffing

### **Communications Director**

I am excited to announce we have secured a dedicated Communications Director for at least the next six months: Betty Bernt. Betty has been with the Department of Corrections for the last 21 years - serving as the Communications Manager there for the past 5 years.

### **Hiring Process**

We currently have several positions open for recruitment including an Infant Toddler Specialist for our Quality Improvement and Professional Development team, a Preschool Specialist in our program team, and a new Licensing Director position.

## Contracts

### **Vistalogic**

The draft contract and statement of work has been approved by DOJ and Procurement. The contract has been sent to Vistalogic for review and we are currently awaiting comments from them. Any comments or concerns raised will be reviewed by DOJ. Our next steps are to schedule a meeting between the Vistalogic lawyers to review and resolve and outstanding issues before executing the contract.

### ELIS

I wanted to provide a quick update on our Early Learning Information System (ELIS). Development is still underway. The vendor is in town to facilitate Super User training and on-site licensor training. By next week, we will be halfway through User Acceptance Testing. Our Parent Safety Portal is being tested for functionality and on track for the March 30 launch. Testers will include Oregon parents.

### Extended Duration Pilot

Research suggests children with extended service hours are more ready for kindergarten and many of our OPK/Head Start grantees are reporting high demand from parents for extended duration services. As I mentioned last month, ELD is exploring options to facilitate programs offering extended duration. This pilot grant would fund approximately 150 slots to extended duration. OPK programs that are fully enrolled, in good standing, with most of slots not currently at extended duration were eligible to submit a letter of interest, which ELD received from 13 grantees. Applications opened on Monday, March 19<sup>th</sup> and grantees have two weeks to submit applications. ELD is facilitating the review process, which includes Region X participation.

### Children's Cabinet

The Governor's Children's Cabinet held its second meeting on Monday, March 12. In order to coordinate with the Early Learning Council's strategic planning process, this session focused on the human services sector with a presentation from the Department of Human Services about their core programs that impact Oregon's youngest children and their families. The presentation led to a robust discussion of what are the full needs of families across sectors, and what agencies can do to better partner to make sure those needs are met.

### Lead Update

Now that the lead testing rules are adopted, we are in Phase 1 of implementation. Staff are working on the logistics of preparing providers to test and looking to the expertise of the Oregon Health Authority. This work is transitioning to the Office of Child Care as we work to hire a data entry specialist devoted to collecting lead testing result., Betty is helping with communications tools, and OCC staff are working with OHA to develop the tools, materials, and procedures to help providers get their water tested. We will be encouraging earlier testing through a big push to share information with child care providers and licensing staff.