



Early Learning Council

January 24, 2019

11:00am-1:00pm

Early Learning Division
3rd Floor, Grand Ronde Room
700 Summer St NE, Suite 350
Salem, OR 97301

Agenda

SUE MILLER
*Early Learning Council
Chair*

PATRICK ALLEN

MARTHA BROOKS

DONALDA DODSON

COLT GILL

HOLLY MAR

FARIBORZ PAKSERESHT

EVA RIPPETEAU

SHAWNA RODRIGUES

DONNA SCHNITKER

TERI THALHOFER

KALI THORNE-LADD

BOBBIE WEBER

MIRIAM CALDERON
*Early Learning System
Director*

Advisors

Cate Wilcox, OHA

Kim Fredlund, DHS

Candace Pelt, ODE

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.*

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| I. Board Welcome & Roll Call
Sue Miller, Chair | 11:00-11:05 |
| II. Reports | 11:05-11:45 |
| a. Chair's Report
Sue Miller, Chair | |
| b. Consent Agenda – <i>Action Item</i> | |
| i. Committee Reports | |
| ii. Committee Membership: Best Beginnings and Measuring Success | |
| c. Director's Report
Miriam Calderon, Early Learning System Director | |
| III. Public Testimony | 11:45-11:55 |
| IV. Rules Update | 11:55-12:15 |
| a. Child Care Temporary Rules Timeline – <i>Information Only</i>
Dawn Taylor, Child Care Director, ELD
Anne Morrison, Policy Analyst, ELD | |
| V. Legislative Session Update
Alyssa Chatterjee, Legislative Coordinator, ELD | 12:15-12:35 |
| VI. Early Learning Strategic Plan Update: Next Steps
Alyssa Chatterjee, Legislative Coordinator, ELD | 12:35-12:55 |
| VII. Adjournment | 1:00 |

**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. Requests for accommodation should be made at least 48 hours in advance.*

Early Learning Council Best Beginnings Committee Report

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, Christy Cox, Donalda Dodson, Beth Green, Marguerite Kenagy, Lindsey Manfrin

Report:

Action Item: Best Beginnings serves as the State Advisory Committee for Healthy Families Oregon. As a requirement of compliance with Healthy Families America, the Healthy Families Advisory Committee requires representation on the State Advisory Committee from local HFO program staff. Due to job changes and staff vacancies there is no representation on Best Beginnings/State HFO Advisory Committee moving HFO in to a non-compliance status.

Recommendation: It is recommended to the Early Council to temporarily appoint the following two HFO local staff to the Best Beginnings Committee to fill the HFA requirement bringing HFO back in to compliance with standards. There is a vacancy for medium site and someone has been asked, but is on vacation and unable to respond at the time of this report. Note: The recommended members understand they are temporary due to the adoption of the State ELC strategic plan that may in turn change the committee structures and memberships.

1. Large sites – Beth Dasher, Washington County
2. Small sites – Julie Rogers, Eastern Oregon

During the January 17th Best Beginnings Committee meeting, the following Maternal, Infant and Early Childhood Home Visiting (MIECHV) updates were shared:

- The MIECHV Advisory Committee was postponed until February to get additional information regarding quarter one spending, and whether there are opportunities to reallocate funding to other grant activities. Additionally, Benjamin is connecting with Gwyn Bachtel to learn more about the PDG – B-5 Needs Assessment to see where leverage opportunities exist with the MIECHV Needs Assessment and Title V Needs Assessment that will be taking place in the same time frame.
- The Region X Innovation grant work is starting to wrap up. All final documents can be found on the website of the Department of Children Youth and Families (DCYF) in Washington State (link sent separately). Of particular interest are the briefs on the Home Visiting Workforce Study and the Reflective Supervision Guidelines developed by the four Infant



Mental Health Associations. The Guidelines have self-assessments for home visitors, supervisors and administrators that are based on their role in Reflective Supervision.

- The cohorts for Facilitating Attuned Interactions (FAN) related to the Innovation Grant are complete. MIECHV intends to purchase at least four more cohorts from Cooper House, the training entity trained by Erickson Institute, as soon as they make their training availability known. Additionally, MIECHV is talking to Cooper House and Erickson to host a cohort of supervisor specific FAN training to accelerate the scaling of the use of the FAN. The National Service Office for Nurse-Family Partnership has confirmed that they will be implementing FAN as their Reflective Supervision model beginning in 2020.
- Oregon is one of six states selected to participate in Home Visiting Collaborative Innovation and Improvement Network (HV CoIIN 2.0) on Intimate Partner Violence with three of our programs including Head Start of Yamhill County, Lincoln County Health Department and Impact NW. The intent will be to scale lessons learned to the other MIECHV programs in the following year. This year, the remaining MIECHV programs are evenly split between Caregiver depression screening and family enrollment and retention. These will use lessons from the CoIIN 1.0 from a couple years ago.
- Tracking home visiting Effectiveness in Oregon (THEO) is on schedule for early adoption in March, with rollout to Early Head Start (EHS) and Healthy Family Oregon (HFO) MIECHV programs beginning in June 2019. Nurse Family Partnership (NFP) MIECHV programs will roll out in November 2019 with the other nurse home visiting programs to incorporate the new national system for NFP and the public health requirements.
- MIECHV, the NFP Nurse Consultants and the NSO for NFP are continuing the conversation with Greater Oregon Behavioral Health Inc. (GOBHI) regarding how we could use their organization as a backbone for expanding NFP in rural Oregon. No decisions have been made; it is still an explorative conversation.

The following updates on the Healthy Families Oregon program were provided:

- Josephina Harry was introduced as the new Administrative Support staff for HFO and the Division. She started work this week and is jumping right in; the team is very excited to have her.
- Given the \$2 Million increase in HFO funding reflected in the GRB, staff and partners are working to determine options for allocating the additional funds. The Committee discussed priorities and options.
- In order to remain compliant with HFA standards concerning HFO representation on the Committee, three individuals have been nominated as interim Committee members. The ELC will vote at an upcoming meeting.
- The following activities for Spring were also shared:
 - Lisa Sutter will be offering the Home Visitor Core Training this spring.
 - Staff are in the process of identifying two new trainers: one for the Growing Great Kids (GGK) curriculum and the other, a HFA Core trainer.
 - Oregon will be hosting five "Great Beginnings Start Before Birth" Trainings, which is a HFA developed training for home visitors who are serving families prenatally.
 - The date for the next Program Manager/ Supervisor training will occur in June 2019.
 - The Vista Logic Data System is slated to go live on July 1, 2019. HFO staff will be trained in June.
 - Staff and the HFO Advisory Committee are currently working on the 2020 Policy and Procedure manual.
 - Staff are preparing for 19-21 contracts.



Additional updates include:

- Alyssa Chatterjee presented Raise Up Oregon: A Statewide Early Learning System Plan (ELC Strategic Plan) and how it aligns across agencies, and with the GRB. She also highlighted the focus areas germane to infant-toddlers.
- Cate Wilcox and David Mandell discussed the GRB and infant-toddler related areas targeted in early learning and health systems.
- Jamie Hinsz presented on the work, timeline and next steps of the Family First Implementation and Policy Work Group.

Key Issues Discussed & Uncovered:

- Through the presentation of Family First, the Committee heard for the first time the home visiting programs that are on their Workgroups recommendation list for funding for Oregon. They include HFO, NFP and PAT.

Upcoming Key Decisions:

- None pending.

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



Early Learning Council

Measuring Success Committee Report: January, 2019

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, Bill Baney, Bess Day.

Report:

The Measuring Success Committee of the Early Learning Council met on January 9, 2019 from 1 – 3pm at the ELD. For the first hour of the meeting, the Committee reviewed and further defined the current “dashboard” measures, while the second hour was dedicated to a presentation and discussion with EI/ECSE regarding their existing measures.

The Committee first reviewed the measurement selection process over the previous months, emphasizing that the current work was on further selection and definition of intermediary measures in relation to the objectives of the ELS Strategic Plan. One principle of the process was clarified: population-based measures are always preferred, but for intermediary measures, program-based (limited population) measures are acceptable when the population-level is not available (e.g., Medicaid, home visiting, parenting education).

The Committee then began a review of the measures in need of further work.

Goal 1 (Ready for K) long-term measures:

Five of six measures selected are established and in use by their respective agency. For *frequency of reading to children*, the outstanding issue was a decision regarding the data source, PRAMS-2 or the National Survey of Children’s Health (NSCH). It was noted that the NSCH pertained to children under 5, which was more common nationally than assessing at age 2, as does PRAMS-2. A decision was made for staff to prepare a side-by-side comparison of the measures for the next meeting.

Goal 1 (Ready for K) intermediary measures:

Objective 1 (*families supported and engaged as child’s first teacher*). The Committee had previously identified two areas for inclusion following a review of the Strategic Plan, home visiting and parent education. The Committee discussed whether the “% screened eligible who are retained” over a certain period of time was an appropriate measure of success for home visiting. It was mentioned that home visiting participants “graduate” or complete the program after about three years. Also, as they are prevention programs, graduation or success is based on completion of the curriculum, not the functioning of the family. The Committee decided to have staff contact the Best Beginnings Committee and home visiting experts for their ideas regarding the best measures of home visiting success. Regarding parenting education measures, engagement/completion of program and change on the Parenting Skills Ladder were previously mentioned as possibilities. It was noted that home visiting programs also use the Parenting Skills Ladder, and perhaps data from different programs can be merged. Bobbie Weber will contact Shauna Tominey and discuss possible measures, and perhaps ask her to present to the Committee.

The Committee then heard a presentation on EI/ECSE measures, which are relevant to **Objective 5 (*young children with social-emotional, developmental, and health care needs are identified early and supported*)**. EI

and ECSE both collect and analyze statewide measures of children’s progress in the programs, and reports data to the feds on an annual basis. EI/ECSE use the Assessment, Evaluation, and Programming System (AEPS) to assess the developmental progress of young children in six major areas: fine motor, gross motor, cognitive, adaptive, social-communication, and social skills. Data are then combined and used in relation to three major outcomes: *Positive social-emotional skills* (including social relationships), *Acquisition and use of knowledge and skills* (a combination of cognitive and communication skills), and *Use of appropriate behaviors to meet needs* (fine motor, gross motor, and adaptive skills).

EI/ECSE then determines each child’s progress and places them in one of five progress categories:

(a) Did not improve functioning, (b) Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers, (c) Improved functioning to a level nearer to same-aged peers but did not reach same-aged peers, (d) Improved functioning to reach a level comparable to same-aged peers, and (e) Maintained functioning at a level comparable to same-aged peers.

EI/ECSE then calculates two measures for both EI (birth – 2) and ECSE (3 – kindergarten eligibility) for each of the three outcome areas (social-emotional, knowledge and skills, meeting own needs). The two measures are (1) children who entered the program below age expectations who substantially increased their rate of growth (from above, $c+d/a+b+c+d$), and (2) children who were functioning within age expectations at exit ($d+e/a+b+c+d+e$). This procedure then results in 12 outcome measures: 2 measures (just listed) x 3 outcome areas (*social-emotional, knowledge and skills, meeting own needs*) x 2 groups (EI and ECSE). All measures can also be broken down by race/ethnicity and disability. The measures with 2017 data and state targets for the *social-emotional skills* are below. These measures are same for *knowledge and skills*, and *meets own needs*.

Report Cards		Program	State Target
<u>Improved Outcomes in Positive Social-Emotional Skills</u>			
A1	Infants and toddlers birth to age 2 who entered the program below age expectations in positive social-emotional skills who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	84.8%	85.4%
A2	Infants and toddlers birth to age 2 who were functioning within age expectations in positive social-emotional skills by the time they turned 3 years of age or exited the program	42.1%	41.3%
A3	Children age 3 to eligibility for kindergarten who entered the program below age expectations in positive social-emotional skills who substantially increased their rate of growth by the time they exited the program	79.6%	76.1%
A4	Children age 3 to eligibility for kindergarten who were functioning within age expectations in positive social-emotional skills by the time they exited the program	56.2%	60.7%

Staff will prepare a set of options for selecting a smaller number of measures from the 12 available, and the committee will continue the discussion at the next meeting.

Upcoming Key Decisions:

- Finalize long-term and intermediate outcomes measures
- **Action by Council:** Approve Kendra Hughes, Professional Learning Specialist, NW Regional ESD African American/Black Student Success Committee position on Measuring Success

Staffed by:

David Mandell, Tom George, Sue Parrish

January 2019 Director's Report

Preschool Development Grant Birth through Five

The Early Learning Division submitted its application for the Preschool Development Grant Birth through Five on November 6, 2018. As discussed at our October retreat, the PDG B-5 Grant required Oregon to speak to five areas: statewide birth through five needs assessment, strategic planning, parent choice and knowledge about mixed delivery systems, and sharing best practices prior to implementation of any quality initiatives states identify in a strategic plan developed based on what is learned from a thorough, statewide B-5 needs assessment.

The ELD received \$4.2M in funding for this 12-month grant from the federal Administration for Children and Families (ACF). 44 other states received a PDG award. Oregon is working with ACF to revise its budget and scope of work for the Grant and anticipates executing projects beginning next month. The work over the next 12-months will include conducting a statewide needs assessment, including a facilities assessment; work to develop work plans for *Raise Up Oregon*; selecting Hubs to pilot coordinated enrollment for publicly-funded programs; and other projects that will build Oregon's capacity and readiness to serve more families in high-quality early learning.

WIIN Grant

The Water Infrastructure Improvements for the Nation Act or "WIIN Act" of 2016 authorizes the Environmental Protection Agency (EPA) to award grants to states and tribes to assist local and tribal educational agencies in voluntary testing for lead in drinking water at schools and child care programs. To assist states in helping schools and child care programs address lead in drinking water, Congress appropriated \$20 million for fiscal year 2018. The grant program is designed to reduce exposure of children, who are most vulnerable, to lead in drinking water at schools and child care facilities, utilizing the EPA's 3Ts for Reducing Lead in Drinking Water in Schools guidance, or equivalent state program.

The Early Learning Division and Oregon Department of Education submitted a letter of intent requesting funds to be used jointly to mitigate the costs of lead testing as well as provide additional supports to any child care providers who speak a primary language other than English. The initial estimate was that states would hear back about grant applications by February 22, 2019. We will continue to keep the Council apprised of any progress and next steps that arise from this request.

Hiring Updates

There are many exciting changes at the ELD as we work to build our organizational capacity. I am pleased to let you know about the following hires:

- **Melanie Mesaros** has accepted the position of Communications Director/Public Information Officer at the Division. She joins us from the Port of Portland and previously served as the spokesperson for Oregon OSHA at the Oregon Department of Consumer and Business Services (DCBS) and brings her years of experience as a former news reporter to her new role. Melanie's first day was January 23, 2019.
- **Joan Blough** is joining our team in the new Community Systems Director position. Joan has been working as an independent consultant, including with the BUILD Initiative, providing expertise to states around their system-building work. Joan previously worked at the Early Childhood Investment Corporation in Michigan as Senior Vice President of Early Childhood, where she led the design and implementation of the Great Start Collaboratives and Parent Coalitions, as well as the state's Quality Rating and Improvement System. As the Community Systems

Director, Joan will oversee a new Community Systems Team, comprised of staff supporting Early Learning Hubs, Vroom, and Quality Improvement and Professional Development. Joan's first day will be February 4, 2019.

- **Dayna Jung** joined our team as a Preschool Promise Coordinator. She joins us from the Marion & Polk Early Learning Hub, where she implemented the largest Preschool Promise grant in a wide variety of early learning settings. Dayna will be using her experience and expertise to support, coordinate and improve the statewide Preschool Promise program.
- **Johanna Shreve** has accepted the position of Research Associate, a new position at the ELD connected to the Baby Promise initiative. Johanna is a recent graduate of Portland State University, with a Master's in Criminology and Criminal Justice/Crime Analysis and a specialization in Research Methods. Her role will focus on working with communities/Hubs to plan for targeted expansion of programs such as Baby Promise, as well as designing evaluation, data collection and other research and data analysis-related work for ELD.

Please join me in welcoming these new members of our staff to the Division.

Early Learning Legislative Presentations & Bills: January 2019

Presentation links share video recordings or agendas; committee links go to committee overview pages for additional materials.

Early Learning Bills

The following bills either identify the Early Learning Division, Early Learning Council or Office of Child Care or have been prioritized as having a significant impact on early learning.

- [HB 2024](#) – Directs Early Learning Division to establish program to improve access to high quality infant and toddler care for families that are eligible to receive employment-related child care subsidy. **(Requested by Governor Kate Brown for ELD)**
- [HB 2025](#) – Revises preschool program administered by Early Learning Division and establishes program as Preschool Promise Program. Expands eligibility criteria for Oregon prekindergarten program and specifies teaching and funding requirements to participate in program. Establishes scholarship and grant program to develop early childhood care and education professionals. Transfers certain reporting duties regarding prekindergarten program from Superintendent of Public Instruction to Early Learning Division. **(Requested by Governor Kate Brown for ELD)**
- [HB 2027](#) – Permits Office of Child Care to consider any information obtained by office when reviewing enrollment in Central Background Registry. Adds to definition of “exempt prohibited individual,” for purposes of five-year prohibition against providing child care, individuals whose certification, registration or enrollment in Central Background Registry has been suspended. Requires opportunity for hearing when office imposes condition on child care facility’s certification or registration. Permits office to impose emergency condition without hearing upon finding of serious danger to health and safety of children receiving care. Permits office to take evidence, take depositions, compel appearance of witnesses, require answers to interrogatories, compel production of documents, issue subpoenas and inspect facility premises when investigating child care facilities. **(Requested by Governor Kate Brown for ELD)**

- [HB 2244](#) – Establishes CourtCare Fund and appropriates moneys in fund to Department of Education for distribution to counties to operate CourtCare programs. Directs circuit courts to collect surcharge on certain fees to be deposited in CourtCare Fund. **(Pre-session filed by House Interim Committee on Early Childhood & Family Supports)**
- [HB 2246](#) – Directs Early Learning Division to develop plan for ensuring children seamlessly transition between mental health services. Directs division to submit plan to Governor and report to interim committee of Legislative Assembly no later than September 15, 2020. **(Pre-session filed by House Interim Committee on Early Childhood & Family Supports)**
- [HB 2247](#) – Directs Early Learning Division to develop, implement and administer Oregon Imagination Library Project to improve reading proficiency and high school graduation rates by providing enrolled children with age-appropriate book once each month. Establishes Oregon Imagination Library Account within Early Learning Division Fund for purposes of funding project. **(Pre-session filed by House Interim Committee on Early Childhood & Family Supports)**
- [HB 2261](#) – Expands scope of levels of education considered by Quality Education Commission. Modifies membership of commission. **(Requested by Governor Kate Brown for Chief Education Office)**
- [HB 2262](#) – Modifies duties and membership of Early Learning Council. **(Requested by Governor Kate Brown for Chief Education Office)**
- [HB 2318](#) – Prohibits State Board of Education from requiring, and school districts from administering, certain assessments to students enrolled or preparing to enroll in prekindergarten through grade two. Makes exception for assessments administered for diagnostic purposes as required under state or federal law.
- [HB 2346](#) – Establishes Task Force on Employment-Related Child Care to conduct study on improving access to and availability of subsidies for employment-related child care, to make recommendations for improving communications between Early Learning Division and child care providers, to make recommendations for improving policy coordination between Early Learning Division and Department of Human Services self-sufficiency programs and to develop plan to expand access to employment-related child care opportunities.
- [HB 2348](#) – Directs Early Learning Division to develop pilot program in rural area of state that reimburses child care providers for cost of providing high-quality child care rather than percentage of market rate. Appropriates moneys from General Fund for pilot program. Directs Department of Human Services to set reimbursements for child care providers providing services to recipients of Employment Related Day Care program at 75 percent of market rate. Directs department to reduce subsidy recipient copayments to no more than 10 percent of household income. Directs department to contract with child care providers to provide off-hour child care in counties where no more than 10 percent of children zero to three years of age have access to child care. Appropriates moneys from General Fund to department.

- [HB 2349](#) – Directs Early Learning Division to establish child care provider business training program. Appropriates moneys from General Fund to division for program. Appropriates moneys from General Fund to division for small grant program to assist child care providers with costs associated with providing quality child care.
- [SB 183](#) – Directs Early Learning Council to study and make recommendations on provisions of state law relating to regulation of child care providers. Requires council to submit report on findings to Legislative Assembly by January 1, 2021.
- [SB 490](#) – Adds individuals who have operated child care facility in violation of child care facility or Central Background Registry law to list of individuals who are prohibited from providing child care for five years. Prohibits permanently from providing child care individuals who have been subject of substantiated report of child abuse in which victim suffered serious harm or death and individuals who are required to report as sex offenders.