

## Early Learning Council

February 28, 2019

11:00am-1:00pm

Virtual Meeting

Watch Live:

<https://livestream.com/accounts/5476400/EarlyLearningCouncil>

### 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

Electronic testimony may be submitted to [Alyssa.Chatterjee@state.or.us](mailto:Alyssa.Chatterjee@state.or.us).

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|--|-------------|
| I. Board Welcome & Roll Call                                     | 11:00-11:05 |
| Sue Miller, Chair  |             |
| II. Reports  | 11:05-11:25 |
| a. Chair's Report  |             |
| Sue Miller, Chair  |             |
| b. Consent Agenda – <i>Action Item</i>                           |             |
| i. Committee Membership: Best Beginnings                         |             |
| c. Director's Report   |             |
| Miriam Calderon, Early Learning System Director                  |             |
| III. Rules Update  | 11:25-11:30 |
| a. Child Care Temporary Rules Timeline – <i>Information Only</i> |             |
| Anne Morrison, Policy Analyst, ELD                               |             |
| IV. Raise Up Oregon Implementation                               | 11:30-12:20 |
| a. Measuring Success Committee Update – <i>Information Only</i>  |             |
| Bobbie Weber, Interim Chair, Measuring Success Committee         |             |
| David Mandell, Prenatal to Three Systems Fellow, ELD             |             |
| b. Legislative Session Update                                    |             |
| Miriam Calderon, Early Learning System Director                  |             |
| Alyssa Chatterjee, Legislative Coordinator, ELD                  |             |
| V. Adjournment   | 12:45       |

*\*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.*

# Best Beginnings Committee Membership Recommendations

## Best Beginnings Committee

The Best Beginnings Committee is charged with advising the ELC on the issues, challenges, successes and priorities related to serving at-risk families who are pregnant and/or have children aged 3 years old or under. Areas of responsibility include, but not limited to defining a set of core prenatal through age 3 priorities for the ELC in accordance with the strategies and tactics adopted in the 2015-2020 strategic plan. The subcommittee will serve as the Advisory Committee to the Healthy Families Oregon program, as required by Healthy Families America and the standards for this program.

## Membership Recommendations

The following applicants are recommended for membership on the Best Beginnings Committee of the Early Learning Council.

HFO/Home-based Services Program – *Required for HFA Accreditation*

Karin Tauscher, Family Services Program Manager, Next Door, Inc.



## Summary of Temporary Rules to be made Permanent

February 28, 2019

The public comment period is open for permanent rulemaking on the following temporary rules. At the March 28, 2019 ELC meeting, final proposed permanent rules will be presented to the Early Learning Council for adoption.

<b>Central Background Registry</b>	<p>Reorders and updates crimes that are disqualifying conditions, based on statutory changes that resulted in rules lacking some felony and class A misdemeanors to stay in compliance with CCDF requirements.</p> <p>Expands subject individuals to include Early Learning Programs that are unable to be licensed, so that all children in Preschool Promise programs are cared for by individuals that are enrolled in the CBR.</p>
<b>Safe Sleep</b>	<p>Corrects filing errors and inconsistencies related to infant sleep surfaces, required safe sleep training and OCC's ability to send notifications to parents regarding safe sleep violations.</p>
<b>Center Aide I Training Requirements</b>	<p>Corrects inconsistency in Aide I training descriptions to comply with CCDF requirements.</p>
<b>Lead Testing Requirements</b>	<p>Clarifies and updates lead testing requirements by referencing the most recent U.S. EPA guidelines, and by reorganizing requirements into their own section of rule.</p>
<b>Governor's Directive on Parent Information</b>	<p>Corrects a numbering error to clarify that all serious valid complaints and non-serious compliance letters must be posted in an area where they can be clearly viewed by parents.</p>

# Public Comment Period Open on Temporary Rules to Become Permanent

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- Public Comment will be accepted until 5:00pm March 21, 2019
  - Public comment should be sent to Anne Morrison [anne.morrison@ode.state.or.us](mailto:anne.morrison@ode.state.or.us)
- Hearing for changes to CC, CF, and RF rules
  - Where: Dept. of Veteran's Affairs Auditorium  
700 Summer Street NE
  - When: March 6, 2019 at 6:00pm. Persons interested in giving testimony must sign in by 6:15pm.



# Measuring Success Committee Update

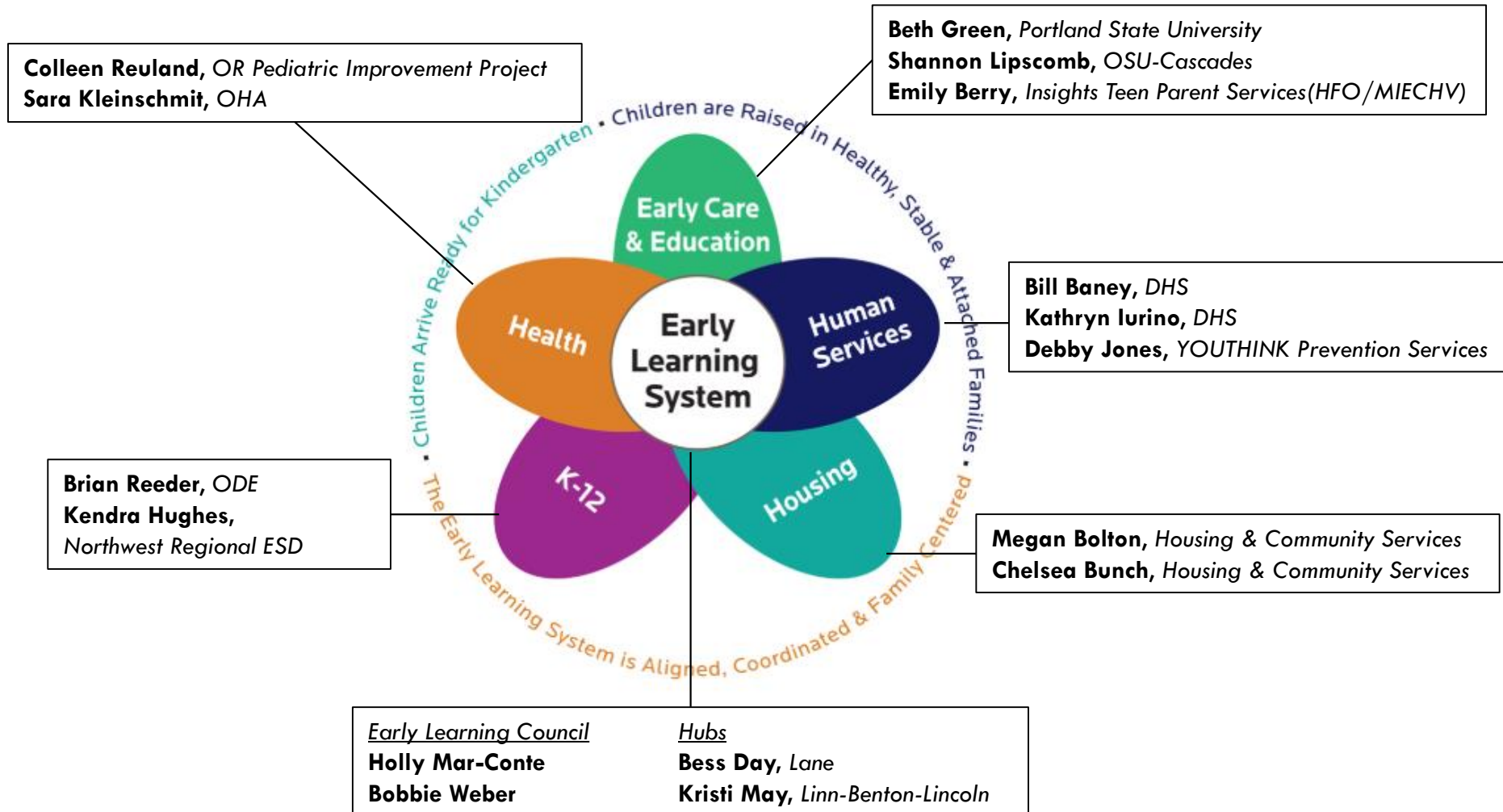
Presentation for the Early Learning Council

BOBBIE WEBER, INTERIM CHAIR, MEASURING SUCCESS COMMITTEE  
DAVID MANDELL, PRENATAL TO THREE SYSTEMS FELLOW, ELD

February 28, 2019

# Measuring Success Committee: Membership

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# Early Learning System Dashboard

## Theory of Change

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*Problems are too big and resources too limited for any one organization, agency or sector to fix alone...*

### But If...

- there is agreement across sectors and agencies on the ultimate outcomes that the early learning system is trying to achieve and how to measure those outcomes,

***and***

- all of the sectors and agencies that work in those sectors are able to see how their work contributes to those outcomes and moves those outcome measures,

***and***

- there is commitment across sectors and agencies to address those ultimate outcomes and measure of those outcomes,

### Then...

- all sectors and agencies will be able to increase their focus on achieving those outcomes and moving those measures,  
***and***
- all sectors and agencies will be able to identify and articulate their contribution to those outcomes and outcome measures,  
***and***
- all sectors and agencies will be able to identify and articulate the support they need from others in achieving those outcomes and moving those measures,  
***and***
- once all sectors and agencies have identified and articulated their contribution and their need for support, it will be easier for sectors and agencies to identify and articulate how they need to work together to achieve these outcomes and move these measures

***And then...It will be more likely that Oregon achieves these outcomes and moves these measures.***

# Measure Principles

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## Medium-term Outcomes

- Should expect to see change in 2-3 years
- Can be sector or program specific, as long as they tie into the same construct/objective
- Have buy-in from sector owners
- “Intermediary” outcomes contribute to long-term outcomes
- Organized around Strategic Plan objectives
- Able to analyze by demographic groups for focus on equity

## Long-term Outcomes

- May take 5 – 10 years to show clear progress
- Population-based (not just program-based)
- Shared across sectors
- “Ultimate” outcomes (as opposed to program or process outcomes)
- Collectively address our main system goals of *Ready for Kindergarten*, and *Healthy, Stable, and Attached Families*.



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SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN			D = Data Provider A = Analysis * = Strategic/Programatic Involvement					
CURRENTLY IN USE:	Long-term System Measures	Data Source	OHA	DHS	Housing	ODE	ELD	Notes:
✓	Adequate birthweight	OHA Vital Stats	D, A *	*			*	
	Frequency of reading to children	PRAMS-2 or NSCH	D *	*			A *	
✓	OKA Approaches to Learning: Interpersonal Skills & Self-Regulation	ODE	*			D	A *	
✓	OKA Math, Letter Names, & Letter Sounds	ODE	*			D	A *	
✓	Kindergarten attendance (90% + of days attended)	ODE	*			D *	A *	
✓	Third-grade reading (% proficient)	ODE				D *	A	
	Intermediary Measures							
Objective 1: Families are supported and engaged as their child’s first teachers.								
	Home Visiting measure(s):	HV programs	D, A *				D, A *	
✓	Parenting Ed measure: Engagement (70%+ attendance)	OPEC					*	OPEC (D, A *)
✓	Parenting Ed measure: Parenting Skills Ladder (pre/post)	OPEC					*	OPEC (D, A *)
Objective 2: Families have access to high-quality affordable early care and education.								
✓	% of children with access to child care slot	OSU	*	*	*		D *	OSU (A)
✓	# of SPARK-rated programs	WOU					*	WOU (D, A)
✓	# of children in SPARK-rated programs	WOU					*	WOU (D, A)
✓	Continuity of care in ERDC	OSU/DHS		D *			D *	OSU (A)
Objective 3: A high-quality, well compensated, culturally responsive, and diverse early care and education workforce is in place.								

# Consideration of Measures from Multiple Perspectives

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- **Aim:** to ensure measure selection is a collaborative effort that promotes partner buy-in and provides for the appropriate breadth and depth of measures.
- 1) **Developmental Domain Perspective:** measures should cover key developmental domains of the child and family
- 2) **Sector Perspective:** measures should represent all sectors and, ideally, are currently in use as key sector indicators
- 3) **Strategic Plan Perspective:** measures should relate to the objectives of the strategic plan.

# Measures: 3 Perspectives

## *Developmental Domain Perspective*

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### **ELS Goal 1: *Children arriving at school ready to succeed***

#### *Examples*

- (a) **Physical, perceptual, and motor development:**
  - *LT: Adequate birthweight*
  - *MT: Well-child visits*
- (b) **Social and emotional well-being:**
  - *LT: OKA Interpersonal Skills*
  - *MT: % in EI who show significant gains in S-E skills*
- (c) **Approaches to learning:**
  - *LT: OKA Approaches to Learning*
  - *MT: Continuity of Care (ERDC)*
- (d) **Cognitive, language, and literacy development:**
  - *LT: Frequency of reading to children*
  - *MT: Developmental screenings*

### **ELS Goal 2: *Healthy, stable, and attached families***

#### *Examples*

- (e) **Birth mother/caregiver health:**
  - *LT: Maternal mortality*
  - *MT: Adequate prenatal care*
- (f) **Healthy relationships:**
  - *LT: % free from abuse & neglect*
  - *MT: Parenting Skills Ladder*
- (g) **Safe and stable families:**
  - *LT: Food security*
  - *MT: % with affordable rent*

# Measures: 3 Perspectives

## *Sector Perspective*

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### ECE

Long-term:

- *Frequency of reading to children*

Medium-term:

- *% of providers with BA*
- *# Spark providers*
- *% with access to child care slots*

### K-12

Long-term:

- *OKA domains*
- *Kindergarten attendance*
- *Third grade reading*

### Housing

Medium-term:

- *% with affordable rent*

### Health

Long-term:

- *Adequate birthweight*
- *Maternal depression*

Medium-term:

- *Exclusive breast feeding first 6 months*
- *Dental exams*
- *Well-woman visits*

### Human Services

Long-term:

- *Food security*

Medium-term:

- *% with affordable rent*
- *Childhood poverty*
- *Parenting education completion*

# Measures: 3 Perspectives

## *Strategic Plan Perspective*

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**Objective 1: Families are supported and engaged as their child's first teachers.**

- ▣ *Frequency of reading to children*
- ▣ *Engagement in Parenting Education (70%+ attendance)*
- ▣ *Parenting Skills Ladder*

**Objective 2: Families have access to high-quality affordable early care and education.**

- ▣ *% of children with access to child care slot*
- ▣ *# of Spark providers*

**Objective 3: A high-quality, well compensated, culturally responsive, and diverse early care and education workforce is in place.**

- ▣ *% turnover rate*
- ▣ *% racial/ethnic minority*
- ▣ *% with BA or Step 10*



# Questions?



# 2019 Legislation Session

## 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 2224](#) - Directs Department of Education to distribute grants for improving student outcomes by supporting social, emotional, mental and physical health needs of students. Prescribes requirements for receiving distributions. Directs department to create list of recommended curricula and training for students and school employees related to social and emotional learning, trauma-informed care and other student mental health issues. Directs department to create statewide data-sharing implementation team to eliminate barriers between health care and education service providers. **(Sponsored by House Ed for COSA)**

- [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. (Adds pre-k to QEM ELSD to QEC)
- [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.



Prepared on February 20, 2019

- [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.
- [HB 2608](#) - Establishes standard for Department of Human Services payments to child care providers in economically disadvantaged geographic areas.
- [HB 2897](#) - Establishes Early Childhood Equity Fund and authorizes the Early Learning Division to create grants.
- [HB 5015](#) - Forms a fund for the purpose of supporting culturally specific early learning programs.
- [SB 168](#) - Directs Department of Human Services to study and make recommendations on provisions of state law relating to child care. Requires department to submit report on findings to Legislative Assembly by January 1, 2021.
- [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.
- [SB 798](#) - Requires Early Learning Division to convene funding advisory committee for the purpose of making recommendations for grants under the Early Learning Kindergarten Readiness Partnership and Innovation Program.

## Early Learning Legislative Presentations as of February 28, 2019

Session Begins -		January 22, 2019	January 23, 2019	January 24, 2019
<b>Committee</b>			House Education	
Presentation			<a href="#">Early Childhood Education</a>	
		January 28, 2019	January 29, 2019	January 30, 2019
<b>Committee</b>		House Education	JCSS - ECE Sub	
Presentation		<a href="#">Overview of Early Learning Division &amp; History of Early Learning Council and Hubs</a>	<a href="#">Raise Up Oregon</a>	
Public Hearing		<a href="#">HB 2025</a> <a href="#">HB 2262</a>		
		February 4, 2019	February 5, 2019	February 6, 2019
<b>Committee</b>		House Education	JCSS - ECE Sub	
Presentation			<a href="#">Overview of Early Learning in Oregon</a>	<a href="#">JC Work Group Recommendations Relating to Early Childhood Education</a>
Public Hearing		<a href="#">HB 2247</a>		
		February 11, 2019	February 12, 2019	February 13, 2019
<b>Committee</b>			JCSS - ECE Sub	
Presentation			<a href="#">Governor's Children's Cabinet Recommendations &amp; Early Childhood Coalition Recommendations</a>	

Prepared on February 20, 2019

	February 18, 2019	February 19, 2019	February 20, 2019	February 21, 2019
Committee	Senate Education		House Education	Ways & Means Education Sub
Presentation				Early Childhood Services
Work Session	<a href="#">SB 14</a>		<a href="#">HB 2247</a>	
Committee	House Education	JCSS - ECE Sub	Human Services & Housing	JCSS - ECE Sub
Presentation		<a href="#">Equity Fund &amp; Preschool in Oregon: Gaps &amp; Opportunities</a>		Gaps & Opportunities in ECE, Zero to Three
Public Hearing	<a href="#">HB 2742</a>		<a href="#">Child Care Day</a> <a href="#">HB 2024</a> <a href="#">HB 2027</a> <a href="#">HB 2348</a> <a href="#">HB 2349</a> <a href="#">HB 2346</a> <a href="#">HB 2608</a>	
Work Session	<a href="#">HB 2247</a>			
	<u>February 25, 2019</u>	<u>February 26, 2019</u>	<u>February 27, 2019</u>	<u>February 28, 2019</u>
Committee				
Presentation				

House Ed – [House Committee on Education](#)

House Human Services & Housing – [House Committee on Human Services & Housing](#)

W&M Education – [Joint Ways & Means Subcommittee on Education](#)

Senate Human Services – [Senate Committee on Human Services](#)

JCSS – ECE Sub – [Joint Committee on Student Success Early Childhood Education Subcommittee](#)

Updated: 02/20/19