

Childhood Care and Education Coordinating Council

Meeting Minutes

April 3, 2013 at Roth's, West Salem
1:00-4:00 PM

Attendees

In attendance: Katie Anderson, Melinda Benson, Colette Brown, Kim Cardona, Rita Conrad, Autumn David, Pam Deardorff, Gloria Gonzalez, Sandy Gorsage, Regan Gray, Melissa Gritz, Merrily Haas, Lisa Harnisch; Heidi McGowan, Brittany Palmer, Nancey Patten, Crystal Persi, Roni Pham, Rhonda Prodzinski, Meredith Russell, Helen Visarraga, Brett Walker, Kelli Walker, Sabrina Zeise

Via phone: Agda Burchard, Karen Henklemeyer, Beth Unverzagt, Lynnette Wynkoop

Agenda Item	Responsible Party	Discussion/Decisions
<p>Welcome and Introduction</p> <ul style="list-style-type: none"> • Early Learning System update • ELC update • Legislative Session update 	<p>Lisa Harnisch</p>	<p>Handouts: ELC priorities, HUBS</p> <p>Two grants that have been dedicated to the Department of Education and Oregon Employee Investment Board, the Early Literacy grant and Kindergarten Innovation grant. Applications for these grants are currently in the process of being scored. Another strategic initiative grant for early childhood educators and professional development with the goal of creating portable and stackable degree programs.</p> <p>The second round of Hub applications is now open and 10 more Hubs will be awarded by the Early Learning Council in June 2014.</p> <p>In the next month a legislatively appointed task force will be making recommendations to the legislature on how to make child care more available for community college students.</p> <p>Lisa Harnisch recently visited a 3 star QRIS program who had very positive feedback and excitement for the QRIS. The program has received positive feedback from parents around the quality improvements.</p>
<p>ELC Equity Work group Update</p>	<p>Brett Walker</p>	<p>Handouts: Equity Charter Draft, Equity Lens</p> <p>OEIB has adopted the equity lens. The equity lens handout outlines a philosophy to help make decisions, allocate resources, and create programs and policies with equity in the forefront to help close achievement gaps. This</p>

Childhood Care and Education Coordinating Council

Meeting Minutes

April 3, 2013 at Roth's, West Salem

1:00-4:00 PM

		committee is time limited to 6 months. Its role is to develop a report to make recommendations to the Early Learning Council that addresses barriers to equitable access and outreach for early learners, make policy recommendations, and identify strategies and tools for operationalizing the equity lens. The committee consists of appointees from various organizations around the state.
<p>CCDF State Plan</p> <ul style="list-style-type: none"> • Parent Involvement 	<p>Rita Conrad</p> <p>Brett Walker</p>	<p><i>Handout: Engaging Parents, QRIS Standards</i></p> <p><i>Group Activity around engaging parents: See attached table for group work</i></p> <p>The question is how do we engage parents and how is this represented in the state plan. The purpose of parent engagement is to improve outcomes for children families. The QRIS family partnership indicators are just one example of operationalizing engagement. The end goal is to integrate ideas from the group activity into the state plan and become more robust in how Oregon engages parents.</p>
<p>QRIS Update</p> <ul style="list-style-type: none"> • Focused Child Care Networks • RTT Scholarships 	<p>Meredith Russell</p> <p>Roni Pham</p> <p>Melissa Gritz</p>	<p><i>Handout: QRIS Data Facts</i></p> <p>Melissa: As of March 1st, QRIS is statewide. Head Starts across Oregon are engaging in the QRIS and getting licensed. Teaching Research staff is working closely with Head Start and new OPK specialists who encourage and support Head Start programs through the QRIS and licensing process.</p> <p>Meredith: One of the goals of Race to the Top and the QRIS is getting high needs/at high risk children into quality child care and education programs. Having focused networks as a way to increase access and supply to high-quality care and education is one strategy in Race to the Top. There is funding for 10 focused child care networks. This will be a non-competitive application to the existing Hubs. The application will come out on April 14th to the 6 initial hubs. The funding will provide a half-time Quality Improvement Specialist for a focused network of around 20 family child care providers who are identified by the hub or community to be serving children at high risk. Family child care providers that participate in the focused networks will receive both the support of the Quality Improvement Specialist as well as double support funding through the QRIS.</p> <p>Roni: Oregon is working on supplemental scholarships with the goal to help early childhood education professionals who are working in the field to complete their AA degree. A flexible framework is currently being built around</p>

Childhood Care and Education Coordinating Council

Meeting Minutes

April 3, 2013 at Roth's, West Salem

1:00-4:00 PM

		<p>college degrees for working early education professionals and supplementing what is already available to help these professionals finish their degrees. We are still in the designing stages and more information will be coming in the near future.</p>
DHS Update	Rhonda Prodzinski	<p>Handout: ERDC fact sheet and updates</p> <p>The 2014 Legislature's rebalance plan included an additional \$2.2 million to increase the ERDC caseload cap from 8,100 to 8,500 through the end of the biennium. Starting May 1, 2014, the reservation list will be deactivated and families will no longer need to meet the additional requirements from the other reservation list to receive ERDC benefits (see handout for additional information).</p> <p>Direct Pay Unit (DPU) recently hired 9 new staff and is currently in training. DPU is now able to process provider listing forms the same day that they are received. The Background Check Unit is also current on all background checks.</p>
Early Learning Guidelines	Pam Deardorff	<p>Handout: Early Learning Guidelines – PDC Input Small Group Work on recommendations</p> <p>The goal is to review recommendations from the Professional Development Committee around a standardized training on the Early Learning Guidelines. The field has 3 primary sets of standards to ensure quality: Program Standards, Workforce Standards and Child Outcome Standards. The Early Learning Guidelines are essentially a set of expectations, guidelines, or developmental milestones that children should know and be able to do. This training on the Early Learning Guidelines will be a standardized training, rolled out across Oregon and available in all parts of the state. Trainers will be prepared to deliver these trainings.</p> <p>Group Activity – feedback: Reviewed and added:</p> <ul style="list-style-type: none">• Call out what, why and how• Define aptitude• “Head Start” can be a barrier• Using common framework and a similar framework for all age categories• History might be eliminated as long as the what, why and purpose is

Childhood Care and Education Coordinating Council

Meeting Minutes

April 3, 2013 at Roth's, West Salem
1:00-4:00 PM

		<p>included.</p> <ul style="list-style-type: none"> Format: phone, webinar, then they choose an in person module: which age group or mixed age group.
Professional Development Committee Update	Roni Pham Pam Deardorff	<p>Access and Outreach: Currently working on mapping communication to the early learning programs and practitioners as well as a tool for trainers to accommodate training participants' diverse needs.</p> <p>Quality Assurance: Looking at ways to give training credit for coaching activities as well as viewing and providing input on the new trainer proposal, and the OR. Registry Issue Brief.</p> <p>Qualifications, Credentials and Pathways: This committee has presented an OR. Registry Issue Brief to QA & PDC, is working to articulate the Montessori Diploma into the OR. Registry Steps, and Merrily is representing the QCP and updating them on the College-Articulation meetings.</p>
Partner Updates	All	<p>Merrily Haas: The Department of Education Child Nutrition Programs have received expansion grants. The funding amount has been increased from a maximum of \$10,000 to a maximum of \$20,000 per sponsoring organization. The next round is coming up and grant applications will be accepted by specified dates. More information can be found by visiting the following Oregon Department of Education Child Nutrition website link http://www.ode.state.or.us/search/page/?id=4013</p> <p>OAEYC will soon be hiring. If you know any up and coming leaders, direct them to the OAEYC website for more information. This individual will work with Merrily over the next year to year and a half to learn about everything that takes place in a non-profit organization.</p> <p>Kelli Walker: Announced that this (April) is Rita's last Coordinating Council meeting as she is retiring.</p>

Next meeting:

June 5th from 1:00-4:00 PM

at Roth's Hospitality Center

Educating Parents about Early Learning & Development

Encourage child care providers to take parenting education courses in order to create a common language and “bridge” for information

Limit jargon & acronyms

Information in multiple modes available to all parents of newborns

Teach directors and lead staff about parent partnerships and methods to communicate with and engage parents in Director Certificate Cohorts

Teach providers about parent partnerships and various methods to communicate with parents in “BAB” classes

Provider and parents working together on specific issues. Provide methods to reinforce values learned from child care into the home

Parenting classes online – cohorts

Marketing campaigns to engage parents, businesses and communities at large – all have an important role

Identify and partner with existing efforts

Connect child care providers, OAFYC, AFSCME, Facebook

Engage pediatricians and midwives for early development training

Faith based communities

Info at contact points

Connect families to CCR&Rs and/or Hubs for parenting training via pediatricians

Go to where parents are: Doctor’s offices, grocery store, WIC – identify information needed, listen and understand barriers.

Social media campaigns to engage and bring awareness

Parenting classes

Enlist hospital based women’s/children’s programs to distribute info and host classes

Do not put translation of materials on the back burner. Example is QRIS Pilot: only English materials were printed. Barrier: communication to parents.

Strategies: parenting conference; educational brochure

Bring education programs to where parents are

Family friendly events. Provide refreshments.

Use technology and provide online resources

“Normalize” parenting education classes

Connect ASQ with parent classes – (pediatric specialists)

When we support child care providers financially to attain a CDA, BA, Masters in ECE – they are supporting the families that they serve by connecting them with resources, etc., on a daily basis. We see this in the Employer Supported Networks as well as in Head Start.

SDA 16 has an evidence based training program called The Learning Circle. We support the providers in enhancing their circle time through activities & modeling appropriate literacy activities. There is a parent component that supports reading at home. We also partner with the library to make sure parents & children feel comfortable with accessing the free services that are available through the local libraries.

Engage Parents in Planning & Policy

Use Head Start parent / policy councils for input & education

<p>First steps should be:</p> <ul style="list-style-type: none"> • Take into consideration the education and cultural background of parents • Teach to understand what defines a program and a policy. Planning and the purpose. How will this benefit the families?
<p>How to disseminate survey to larger audience</p> <ul style="list-style-type: none"> • Subsidy recipients • Mom/parent groups • Give gift certificates for filling out the survey (partner with business for donations)
<p>Change when policy planning takes place so that working parents can participate and provide child care or be reimbursed for child care costs</p>
<p>Invite and be flexible with scheduling</p>
<p>Increase professional development opportunities for child care providers about family engagement</p>
<p>Bring parents into advisory boards</p>
<p>Use social media and technology</p>
<p>Engage parents in program evaluation in part of training in both BAB and Director Certificate Training</p>
<p>“Parent Voice” was an active program that was discontinued. It was managed by Oregon CCR&R Network. Revisit it not to reinvent, but use what was learned and enhanced.</p>
<p>Pay for child care. Ask child care providers to ask parents to be involved.</p>
<p>Policy & Planning: Send surveys to parents who can’t attend, ask a parent to bring another parent and offer incentives, value all those who want to participate and make sure meetings are held in the language of the families.</p>
<p>Focus groups</p>
<p>Provide meeting options on the weekends</p>
<p>Compensate parents to attend relevant policy meetings that occur during their work hours</p>
<p>Connect through Head Start</p>
<p>Have engaged providers survey their parents and provide results and/or use key providers to form a pool of parents</p>
<p>Include child care at task force and other meetings or subsidies (stipends) for them to pay their own provider.</p>
<p>Parent surveys with follow up on the individual program level</p>
<p>Provide meaningful incentives for parent involvement</p>
<p>Affordability – address it early</p>
<p>Develop regional child care advisory panels so that providers don’t have to do all the work.</p>
<p>CCR&R referrals</p>
<p>Connect with Oregon PTA and other parent groups</p>
<p>Outreach to community organizations (faith-based, housing, etc.). Have community forums and offer small group discussion.</p>
<p>In order to engage parents on planning & policy, we have to have confident and experienced Early Childhood practitioners connecting with parents on a daily basis. When parents build relationships with educated programs that are committed to child care, they feel empowered to participate in planning and policy. Education for parents is needed – for example, Head Start supports parents gaining their CDA. That empowers the parents through knowledge and a relationship with the program.</p>

<p>Educate Parents re: Program Aspects – like Choice</p>
<p>Through programs they are already involved with / utilize systems currently in place</p>

Visibility of system
Effective marketing
Use of social media – create apps, etc. “Parent Choice” app. Education through emails, Facebook, newsletters – new parents are looking for information and often turn to mom blogs, etc.
A robust website with quality and QRIS information as well as an opportunity to interact via chat or other electronic means
Information at contact points: MD, clinics, school, playgroups, community centers
Media Blasts (or video clips in stores) regarding importance of choosing “quality” child care
More efforts to develop “how to choose quality care” such as tools for parents
Original (1990’s) Child Care / Head Start partnership. One Voice for child care training in collaboration with Oregon Head Start Association on Child Care System and choices and advocacy
Create Awareness of what quality learning looks like
Train providers to teach parents to look for quality or the right kind of program
CCR&R programs are working hard on this, but in some rural communities there seems to be minimal choices. May only have one provider in community
Resource fairs, faith-based organizations, community housing Organizations
Determine what parents need first and foremost, care during odd hours and proximity are critical for working parents. Honor their choices.
Utilize 211 to disseminate videos of education, development and program philosophies
Do all CCR&R’s have parent reps on advisory councils?
Faith-based partnerships enlisted by Hubs
Develop regularly scheduled “How to Choose a Child Care Provider” classes
Add child development / child care classes to DHS orientation
I see programs like Healthy Families being such a great option to inform families when they are first becoming parents on what options are available to them.

		<p>not been able to get billing forms from their local DHS branches. DHS recommends that they start with supervisor in the branch, then contact policy unit if improvement does not occur.</p> <p>Melissa: CCCRR is compiling its market rate work.</p> <p>Melinda: She has done some informal training for new caseworkers and is seeing increase in calls and referrals for high needs rate.</p> <p>Meredith: Contracted slots for OPQ continue and discussions will move forward regarding contracted slots for other programs (E.g QRIS and school age). No decisions have been made.</p> <p>Pam: OCCD is working on ORO to flag other populations. Many step applications including Head Start staff are being received. The early words training curriculum is being revised per Race to the Top. Via funding through the Ford Foundation, OCCD will create an Early Math curriculum to be rolled out in June.</p> <p>Lisa Harnisch: budget meetings are being scheduled as well as recommendations for child care for community college students.</p>	
--	--	--	--



Oregon Early Learning Council

1 READY - Get Oregon's children to Kindergarten ready to succeed consistent with the 40-40-20 goals adopted by Oregon

2 RESPONSIBILITY- Invest in community and family supports to meet basic responsibilities to create a positive environment to support education, health and well-being of children

3 REINVEST - Integrate investments and services in education, medical and social service resources to get results

Our primary focus is getting children ready for Kindergarten

Being ready for kindergarten is more than knowing numbers and letters. Success comes from being healthy, having the support of a solid family base, and having daily access to the nutritional food that fuels substantial development.

<p>Kindergarten Readiness</p> <p>-New Early Learning System Outcome-</p>	<p>Fall 2013 was the statewide launch of the kindergarten assessment in all 196 Oregon school districts with 95% participation. 33% of children entering into kindergarten could name 5 or fewer letters and 14% could not name a single letter. This is an important catalyst for establishing a measurable, concrete link between early learning and K-12. Kindergarten Assessment data will provide strong guidance not only for the educational focus of individual children but to steer positive programmatic changes.</p> <p>To support kindergarten readiness the Early Learning Council has released two strategic investments: one focused on strengthening early literacy and one focused on strengthening partnerships and innovation between the early childhood community and elementary schools.</p> <p>Strong focus on English language learners.</p>
<p>Quality Learning Environment</p> <p>-Increased quality child care-</p>	<p>The Quality Rating Improvement System (QRIS) is an innovative program that seeks to raise the quality and consistency of childcare and learning programs. The QRIS provides information to parents on making informed choices about care and education settings.</p> <p>The QRIS Program uses progressively higher standards based on five domains. These support improvement in education, health and safety, high quality personnel, supportive families and efficient business practices.</p> <p>QRIS competencies align with Head Start and national accrediting bodies to increase participation.</p> <p>Oregon Registry Online records education and training of providers.</p>

<p><i>Connection to Health Care</i></p> <p>-Link to the Triple Aim-</p>	<p>In partnership with the Governor’s office, the Early Learning Division leadership is actively working to support alignment of transformations that leverage cross-system outcomes.</p> <p>The Early Learning Division and The Oregon Health Authority promote cross-system, cross-sector outcomes and system transformations through coordinating the work of developmental screening and primary care homes.</p> <p>The Early Learning Council has adopted the Ages and Stages Questionnaire. Developmental screening assists to identify needs, offer resources and connect with services to keep families attached. The legislature adopted developmental screening in 2000.</p> <p>Increase in the number of high-needs children participating in and are up-to-date in their health care needs.</p>
<p><i>Early Learning Hubs</i></p> <p>-Coordinated Service-</p>	<p>The Early Learning Hubs will promote and coordinate early learning and development outcomes for children in their communities in the areas of Kindergarten Readiness, Stable and Attached Families, and System Coordination and Efficacy.</p> <p>Hubs integrate early learning services across systems and traditional geographic boundaries. The ultimate goal is to achieve higher levels of kindergarten readiness in local communities while communities have the flexibility to design their own operational model and set of strategies.</p> <p>The governance model for Early Learning Hubs provides efficiencies in the administrative costs. Less overhead means more services.</p>



Early Learning Hubs

THE CURRENT SYSTEM

Oregon has not had a **coordinated state-wide results-focused** approach to early childhood education or school readiness.

...so what is the problem?



The Problem:

40% of children in Oregon arrive at kindergarten **unprepared** to begin their public education.



By 3rd grade, of Oregon's economically disadvantaged children are **reading below their grade level**.

41%

45,000

children are born in Oregon each year. Nearly half are born on Medicaid.



x 1000

32% of Oregon high school students **don't graduate**.

THE PROPOSED SYSTEM

Early Learning Hubs



Early Learning Hubs build on **existing community resources**, while asking tough questions about what we can do differently to get **better results**.

The Five Core Responsibilities of Early Learning Hubs

1. Work across traditional program and sector silos for collective community accountability
2. Find the children in each community that need help the most
3. Work with families to identify their unique and specific needs
4. Link families with services and providers who can best address their needs
5. Account for outcomes collectively and cost effectively



6

Hubs Operational Now:

- Early Learning Hub, Inc. (Marion County)
- Early Learning Multnomah (Multnomah County)
- Frontier Oregon Services Hub (Harney & Grant Counties)
- South-Central Oregon Early Learning Hub (Douglas & Lake Counties)
- United Way of Lane County (Lane County)
- Yamhill Early Learning Hub (Yamhill County)

Up to **10** more Hubs operational in 2014

Second Round RFA goes live **April 1** and closes **May 8**

Did your community submit a letter of interest?

Go to <http://tinyurl.com/HubLOI> to find out!



Education Investment Board:

Equity Lens

OEIB Vision Statement

To advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of every pre-K through postsecondary student and provides boundless opportunities that support success; ensuring a 100 percent high school graduation rate by 2025 and reaching the 40-40-20 goal.

OEIB Equity Lens: Preamble

The Oregon Educational Investment Board has a vision of educational equity and excellence for each and every child and learner in Oregon. We must ensure that sufficient resource is available to guarantee their success and we understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces two growing opportunity gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent achievement gap between our growing populations of communities of color, immigrants, migrants, and low income rural students with our more affluent white students. While students of color make up over 30% of our state- and are growing at an inspiring rate- our achievement gap has continued to persist. As our diversity grows and our ability to meet the needs of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output¹ and these losses are compounded every year we choose not to properly address these inequalities.

¹ Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* www.all4ed.org

The second achievement gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed our statewide rankings. If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete criteria and policies in order to reverse this trend and deliver the best educational continuum and educational outcomes to Oregon's Children.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

Beliefs:

We believe that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

We believe that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”² An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

Purpose of the OEIB Equity Lens: The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the OEIB executes its charge to align and build a P-20 education system, an equity lens will prove useful to ensure **every** learner is adequately prepared by educators focused on equity for meaningful contributions to society. The **equity lens** will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, overall investments, hiring and professional learning.

Oregon Educational Investment Board Case for Equity:

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future and we believe that education is a fundamental aspect of Oregon’s ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language.³ Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and changing practice over time to ensure that all communities can reach the goal and the vision of 40/40/20.

² Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.

³ Oregon Statewide Report Card 2011-2012. www.ode.state.or.us

ADDENDUMS

Basic Features of the Equity Lens:

Objective: By utilizing an equity lens, the OEIB aims to provide a common vocabulary and protocol for resource allocation and evaluating strategic investments.

The following questions will be considered for resource allocation and evaluating strategic investments:

- 1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**
- 2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**
- 3. How does the investment or resource allocation advance the 40/40/20 goal?**
- 4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)**
- 5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?**
- 6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?**
- 7. How are you collecting data on race, ethnicity, and native language?**
- 8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?**

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. OEIB will apply the equity lens to strategic investment proposals reviews, as well as its practices as a board.

Definitions:

Equity: in education is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon’s schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

Underserved students: Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

Achievement gap: Achievement gap refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status.

Race: Race is a social – not biological – construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized in society and often, by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white.”

We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

White privilege: A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

Embedded racial inequality: Embedded racial inequalities are also easily produced and reproduced – usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

40-40-20: Senate Bill 253 - states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate’s degree or a meaningful postsecondary certificate, and 40% will hold a bachelor’s degree or

advanced degree. 40-40-20 means representation of every student in Oregon, including students of color.

Disproportionality: Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

Opportunity Gap: the lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the achievement gap to more fundamental questions about social and educational opportunity.⁴

Culturally Responsive: Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.⁵

⁴ (The Opportunity Gap (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

⁵ Ladson-Billings, Gloria (1994). *The Dreamkeepers: Successful Teachers of African American Children*.

Charter: Early Learning Council/Equity Subcommittee

AUTHORITY

Senate Bill 909 (2011) established the Oregon Education Investment Board (OEIB) and the Early Learning Council (ELC). The ELC is responsible for assisting the OEIB in overseeing a unified system of early learning services for the purpose of ensuring that children enter school ready to learn by kindergarten. House Bill 4165 (2012) expanded the Early Learning Council to serve as the state advisory council for the purpose of the Federal Head Start Act. As the OEIB executes its charge to align and build a P-20 education system, it established an equity lens, adopted by the ELC in July 2013 to ensure that every learner is adequately prepared for meaningful contributions to society. The equity lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The ELC will convene an Equity Subcommittee to help ensure the equity lens is applied to the system of early learning services in such a way that it meets the diverse needs of every Oregon learner, and ensures all children are ready to learn by kindergarten.

Subcommittee Membership & Governance

Executive Sponsors:

Jada Rupley, Early Learning System Director

Staff:

Brett Walker

Subcommittee Members

Marlene Yesquen, ELC (Subcommittee Chair)

Vikki Bishop

Maria Castro

Janet Dougherty-Smith

Kali Ladd

Dani Ledezma

Nichole Maher

Charles McGee

Carmen Rubio

Diane Teeman

Scope

This subcommittee is responsible for developing an operational tool box for applying the equity lens in Early Learning programs and Early Learning Hubs. The equity lens will eliminate racial and social disparities in kindergarten readiness and create opportunities for success by implementing changes that align programs, systems and funding in early childhood with a focus on children living in poverty and children of color. This subcommittee will submit a report to the Early Learning Council with its recommendations.

Major Deliverables

- Assessment of barriers to more equitable outcomes for kindergarten readiness
- Recommended strategies to eliminate barriers
- Toolkit for use by early learning programs and early learning Hubs to apply strategies that establish kindergarten readiness of all children

Exclusions or Boundaries

Implementation will not be carried out by this subcommittee. Recommendations will be brought forth to the Early Learning Council. Early Learning Council will coordinate strategies with OEIB.. Legislative responsibilities and/or requirements placed on the Early Learning Council or OEIB are excluded from this charter.

Dependencies

- Oregon Education Investment Board: Equity Lens
- Early Learning Council: Oregon Statute per HB 4165, 2013

Schedule

The subcommittee will meet every other month beginning in March 2014 and ending in the month of September.

ENGAGING PARENTS: CCDF STATE PLAN EXTRACTS

For CCECC, 2-6-14 conversation

PLANNING

Section 1.4.1 stakeholder engagement

How did we consult with parent groups and organizations in development of the plan?

CCDF plan draft was posted on the Lead Agency website with the ability to submit comments, additions, or corrections via email.

The draft pre-print was shared at the Childhood Care and Education Coordinating Council (CCECC) meetings in April and June 2013. Representing parents, the Oregon Child Care Resource and Referral central coordination function, Western Oregon University, and 13 local child care resource and referral agencies (CCR&Rs) are represented at the bi-monthly CCECC meetings.

Section 1.4.2 (e) public hearing process

How was the content of the Plan made available to the public in advance of the public hearing(s)?

Plan was posted to the Lead Agency and Early Learning Council websites. Announcements of opportunities to comment via email and in person at the June 12 public hearing were sent to child care and subsidy stakeholder list-serves.

Section 1.4.3 public consultation/meeting

Strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing. For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

The public hearing notice for June 12, 2013 is announced in a letter to reviewers embedded in the draft plan, which is publicly posted. A separate public hearing announcement is published on the Lead Agency and Early Learning Council websites, with announcements sent to child care and subsidy stakeholder list-serves.

Section 1.5 coordination activities to support implementation

How we coordinate with parent groups and organizations in delivering services & results expected from that coordination.

Lead Agency will work with the Early Learning Council and Early Learning HUBs to identify opportunities for better engaging parents and to coordinate towards a unified state role in connection to parents.

Parental participation and input into early childhood and development system

PROGRAM

Section 2.6.1 b)

How do we inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes and in-home providers?

- **Consumer education materials (flyers, forms, brochures)**
- **Referral to child care resource and referral agencies**
- **Verbal communication at the time of application**
- **Agency Website: <http://www.oregon.gov/DHS/children/childcare/>**
- **Community outreach meetings, workshops, other in person activities**
- **Multiple points of communication throughout the eligibility and renew process**

Section 2.6.5

How do we maintain these records and make substantiated complaints available to the public?

The Lead Agency investigates all serious complaints received against licensed child care providers. Subject to confidentiality laws, complaint dispositions are open public records. The Lead Agency also maintains a file of program and provider complaint information that is available to the public upon request. A facility complaints history is online for public access at: <http://www.employment.oregon.gov/EMPLOY/CCD/complaints.shtml>

Section 3.2 early learning guidelines

To whom are the early learning guidelines disseminated and in what manner?

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. List: <i>The Early Learning Guidelines are embedded and covered in the Oregon Registry - Core Body of Knowledge - in the childhood care and education professional development system.</i>			

Employment Related Day Care Fact Sheet and Updates – 4/01/2014

Caseload: 8,113
8,500 current caseload cap (*see Reservation List for more information*)
44% of children are age 5 and over
56% of children are under age 5
Average copay: \$193.49
Minimum copay: \$27.00
Average cost per child: \$337.84
Average cost per case: \$608.12

Funding: \$123,585,303 total funds
\$13,577,173 11% State - General Fund
\$110,008,130 89% Federal - CCDF

Reservation List – Deactivation May 1, 2014

The 2014 Legislature's rebalance plan included increasing the ERDC caseload cap from 8,100 to 8,500 through the end of the biennium.

Starting May 1, 2014, families **will no longer need to meet** the following requirements to receive ERDC benefits:

- TANF transition policy
- Receipt of ERDC in the last two (2) calendar months
- Eligibility for a current open slot with a Head Start or OPQ contracted program
- Child Welfare exemption referral

All names on the reservation list at the end of business on Friday, March 14, 2014 were selected and mailed a Child Care Reservation List Selection letter inviting them to apply for ERDC. DHS Volunteer Services will be placing follow up phone calls to those sent selection letter invitations.

Reservation List Selection:

Number of families: 1132
Number of children: 2037

All applicants with a date of request of Monday, March 15 to April 30, will have their application reviewed for March/April eligibility using the reservation list criteria. If the family is not eligible, applications will be held and reviewed for May 1 eligibility.

Direct Pay Unit (DPU) & Background Check Unit (BCU)

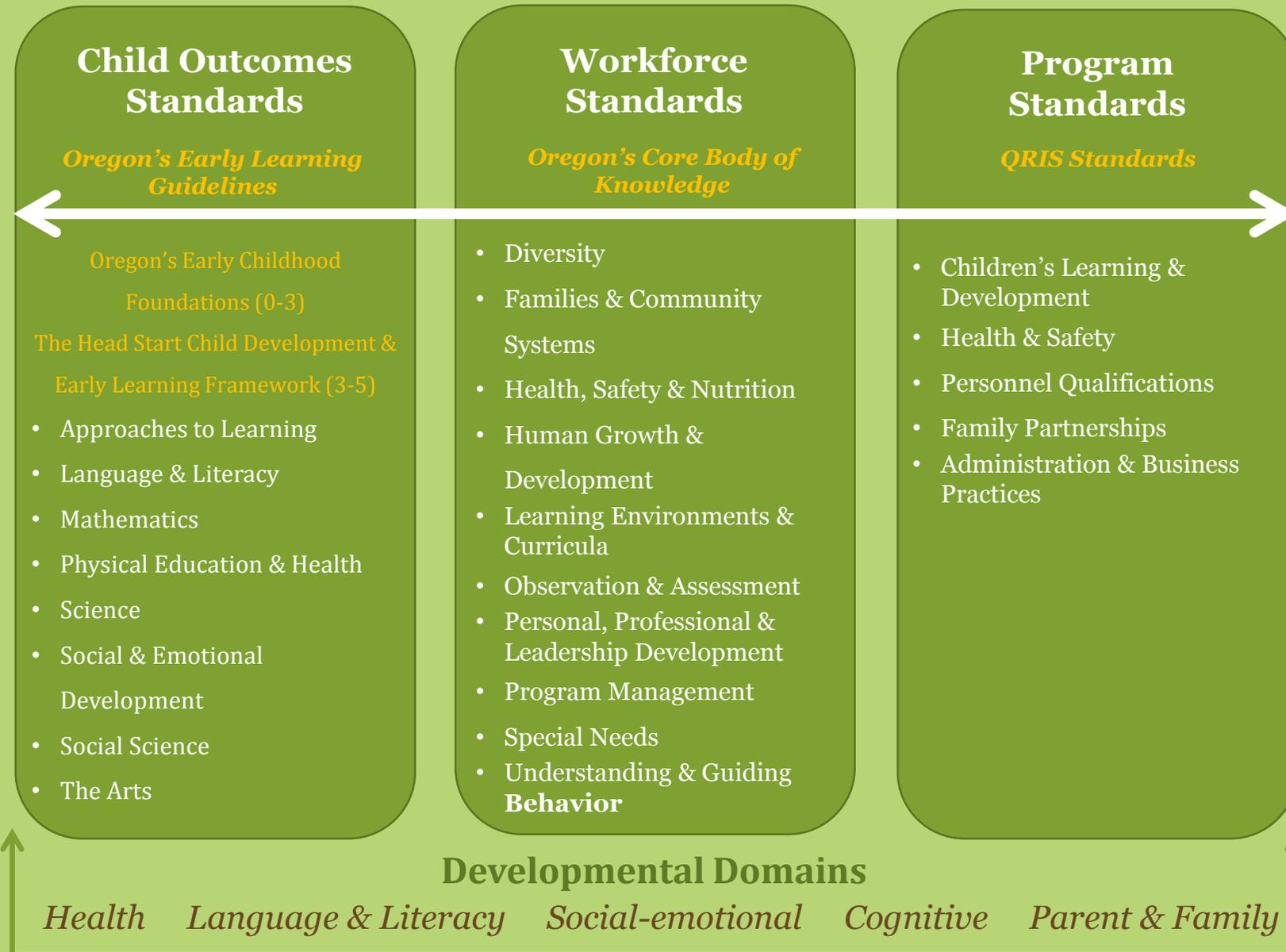
- Same day processing on provider listing forms received
- 9 new staff have been hired and are currently in training
- BCU is current on all background checks



Oregon's Early Learning Guidelines

Developing comprehensive training.....

Oregon's Early Learning & Development Standards



Early Learning and Development Standards or Early Learning Guidelines are “a set of expectations, guidelines, or developmental milestones that:

- **Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;**
- **Are appropriate for each age group (e.g., infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;**
- **Cover all Essential Domains of School Readiness; and**
- **Are universally designed and developmentally, culturally, and linguistically appropriate.”**





Quality Performance Report - Programs trained on ELGs or standards

**Quality Performance
Report - Children served
in programs
implementing ELGs, by
age**



Outcome for today's conversation – CCECC members will review PDC input and provide best thinking and suggestions to guide the development of a standardized training on Oregon's Early Learning Guidelines:

- Early Childhood Foundations – ages Birth to Three
- The Head Start Child Development and Early Learning Framework – ages Three to Five
- Common Core – ages Five and up

Early Childhood Foundations – ages Birth - 3

- Approaches to Learning
- Language and Literacy Development
- Mathematics
- Physical Education and Health
- Science
- Social Emotional Development
- Social Science
- The Arts



The Head Start Child Development and Early Learning Framework – ages 3-5

- [Physical Development & Health](#)
- [Social & Emotional Development](#)
- [Approaches to Learning](#)
- [Language Development](#)
- [Literacy Knowledge & Skills](#)
- [Science Knowledge & Skills](#)
- [Creative Arts Expression](#)



Common Core – ages 5 and up

- Language Arts
- Math



North Dakota

Online PPT presentation

<https://lpca.adobeconnect.com/a826516634/p50606630/>

North Carolina

Foundations Online
Training Tool

<http://www.earlylearning.nc.gov/Foundations/OnlineTrainingTool.asp>

Washington

Online PPT presentation
w/audio and knowledge checks

[http://www.wachildcaretraining.com/courses/Early Learning Guidelines_english/content-frame.htm](http://www.wachildcaretraining.com/courses/Early_Learning_Guidelines_english/content-frame.htm)

Wisconsin

15-18 hours delivered by
cadre of trainers

<http://www.collaboratingpartners.com/wmels-family-training.php>

Wisconsin

- 15-18 hours
- Goals:
 - guide developmentally appropriate curriculum, daily activities and assessment
 - understanding of the Early Learning Standards developmental domains, developmental expectations, performance standards, developmental continuum and program standards
 - utilize the "Teaching Cycle" of assessment, planning and implementation as a framework for applying the Wisconsin Model Early Learning Standards in early care and education.
 - design care and learning environments and to support adult/child relationships that enhance optimal learning experiences for young children.
- Connects to:
 - Wisconsin readiness indicators
 - Existing performance standards
 - Existing program standards



What do we want for
Oregon?

1. Arrange in 3 groups – count off

2. Review the PDC Summary chart and discuss what should be considered when developing this training:
- ✓ what you agree with and add additional considerations

3. Record additional considerations on chart paper

4. Share back with the whole group



Next Steps
Thank you!

