



MINUTES  
**Childhood Care and Education Coordinating Council**  
Thursday, February 7, 2013 1:00 - 4:00 p.m.  
Roth's Hospitality Center 1130 Wallace Road NW Salem, OR 97304

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**Vision**

*The Childhood Care and Education Coordinating Council is a collaborative, ad hoc partnership working to create a balanced system of care in Oregon that supports and empowers working families and promotes safe, healthy child development.*

**In Attendance:** Katie Anderson, Agda Burchard via phone, Terry Butler, Kim Cardona, Autumn David, Pam Dearthoff, Brent DeMoe, Lisa DeMoe, Pam Dunn, Dee Fultz, Sandy Gorsage, Karen Gorton, Melissa Gritz, Whitney Grubbs, Merrily Haas, Karen Henkemeyer, Cynthia Hurkes, Kathleen Hynes, Jean Lemieux; Donna Lewelling, Nancy Lowry, Neena Moore via phone, Nancy Patten, Crystal Persi, Roni Pham, Dianna Pickett, Rhonda Prodzinski, Susan Robinett, Christa Rude, Meredith Russell, Diana Stotz, Sonja Svenson, Tom Udell, Shannon Vandehey, Helen Visarraga, Kara Waddell, Kelli Walker, Bobbie Weber, Commissioner Jennifer Wheeler, Jerri Wolfe, Dawn Woods, Faye Zepeda

**Introductions and Announcements**

**Kara Waddell**

Merrily Haas: April 19<sup>th</sup>-20<sup>th</sup> is the OregonAEYC Spring Professional Development Institute. Friday, the 19<sup>th</sup> will be the Articulation Summit where the focus will be on RTT.

Kara Waddell: Christa Rude is the Head Start Collaboration Director

Karen Henkemeyer: There are 12 new NAFCC programs in Washington and Columbia Counties; 2 are in Spanish

Helen Visarraga: Announced an upcoming monthly state network council meeting with 2 key items on the agenda: 1) How the landscape changing within our industry affects our work, and 2) What the shape of the political landscape is that affects our work. The discussion will be around what the CCR&R across the state/nation is doing in those areas.

**Literature Review of FFN and Quality Improvement Overview-Handout**

**Bobbie Weber**

Bobbie conducted a review of the research literature regarding Family, Friends, and Neighbor care (FFN). FFN care includes relatives, unrelated caregivers in the home of the child and caregivers providing care for small numbers of children in their own homes. The grandmother is usually the primary caregiver. This type of care is the most common form of non-parental care, especially for children under 3 and school age children. If Oregon's goal is to get all children ready to learn, we must continue to engage FFN care.

The state is looking for appropriate evidence based strategies for improving the quality of FFN care. Home visiting programs typically target all FFN in a geographic area. Some are combined with Play and Learn Groups, support groups, and/or training. Play and Learn Groups help to create learning opportunities for children and adults as well as focuses on increasing school readiness. There are programs that focus on training and distribution of resources, such as the Marion County "Great Beginnings" program.

Key themes from the literature review show that there is a blurring of lines between provider training, parent education and family support. The vast majority of FFN quality initiatives are administered through partnerships. Currently, services for FFN caregivers are often part of a broader school readiness initiative. FFN support is relatively new. The oldest program evaluation began in 1999. Three home visiting programs show the strongest evidence of effectiveness.

## **Accountability Hubs-Handout**

**Christa Rude**

A hub is a self-coordinated group to impact community kindergarten readiness. Each hub will look different in each community as it will provide the opportunity to respond to its unique issues. Each community will address the factors that will most affect Kindergarten readiness in their community and what resources the community needs to make this successful.

Pending legislation, Community-based Coordinators of Early Learning Services will be initiated with a request for application. Community-based Coordinators of Early Learning Services will likely implement the following core functions: 1) Conduct system and service assessments focused on increased efficiency, reduced duplication of efforts and decreased burden on families; 2) Map and coordinate funding and resource allocation to maximize efficiency and effectiveness; 3) Integrate coordinate outcome-based service delivery and funding streams across five sectors; 4) Contract and collaborate with providers for services, targeted at highest-risk children and families and designed to achieve return on investment for integrated funds; and 5) Report milestone outcomes and kindergarten readiness at a child-level and population-level from pre-natal through kindergarten for children in their service area.

## **Bills and Legislation- Group Share**

**Kara Waddell**

Critical bills coming up that relate to Early Learning:

HB 2222: There is possible interest to enhance this bill or have an additional bill that would provide additional information about accountability hubs.

HB 2587: Expands assessments and services with Healthy Start family support services. This bill is meant to include children from 0-3.

Many bills have not yet been scanned and submitted. There is a bill that is not out yet which proposes to move the Child Care Division and the Early Learning Council to the Oregon Department of Education, establishing an Early Learning Division. There are also several bills around foster children; some to keep watch on are HB 2610 and SB 123, which establish a bill of rights for Oregon's foster children.

Policy Option Package: Included in the governor's budget is a policy option package from the child care division that puts 2.8 million of Child Care Development Fund dollars towards the long-term sustainability of the TQRIS.

## **Public Libraries and Early Literacy-Handout**

**Katie Anderson**

Oregon Public Library 101: All public libraries in Oregon are independently owned. They are either owned by the county, city, or other special district. Currently there are 130 established public libraries in Oregon. Of those 130, 74 of the Oregon libraries provide early literacy education to families and 98 Oregon libraries offer at least one outreach service to community partners. Between 2011 and 2012, 21,113,569 children's items (books, audio books, CDs, DVDs, etc.) were checked out from Oregon libraries. They also hosted 44,269 children's programs and 1,171,704 people attended those programs between 2011 and 2012. Oregon libraries are partnering with childcare providers, Head Start, pediatricians, schools, EI/ECSE, relief nurseries, Healthy Start, WIC, and other organizations to help bring literacy to children.

Highlights: In Wilsonville, the library partners with organizations to provide monthly early literacy workshops and story times to mothers and their children at Coffee Creek Correctional Institute. In Crook County, the library partners with the High Desert Museum and presents a monthly science based preschool program.

Multnomah County Library implements Reach Out & Read which provides pediatricians with children's books and early literacy information to giveaway at all well-child exams. Deschutes County and many others provide regular visits to the ECSE Language Group which includes story time, music, flannel board stories, rhymes, and book distribution.

Early Learning Council: Oregon libraries are starting to make changes to align with ELC. Pendleton, Hermiston, La Grande, Baker, Enterprise, and Grant County public libraries are partnering with EOU's Pierce Library, Inter Mountain Education Service District, and the Oregon College Savings Plan to implement Ready 2 Learn, a kindergarten readiness pilot. The pilot will incentivize and improve kindergarten readiness while establishing planning for college as a fundamental part of early learning, and provide measurable data on

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the impact that public library visitation, borrowing, and children's program attendance has on a child's early literacy development.

### **OEIB Priorities-Handouts**

**Kara Waddell/Whitney Grubbs**

There is a deep commitment to Early Learning throughout the OEIB. When we talk about aligning systems we intend for systems to learn from each other. There is a lot that Early Learning can learn from K-12 and vice versa.

Early Literacy Initiative: It is not an attempt to move the wheel but to enhance some of the good work that is already happening. There is \$9.2 million which will be administered through the ELC and ODE. The funds will be broken out into three focus areas: 1) Increased Reading Support and Opportunities for Reading; 2) Statewide Reading Campaign; and 3) Intervention & Support. The focus of funding for the Early Literacy piece is around making sure that parents can be engaged in early literacy and that there are collaborative efforts where child care providers, public and school libraries, as well as community based organizations are being used. The reading initiative also includes some money targeted to K12 to go to schools designated as most in need of support for expanding reading opportunities such as tutoring in the classroom, afterschool programs, web based opportunities etc. for students to practice reading. There is also an amount that will be going to the library system, building off of all programs that are already in place. The idea is to support parents and families to be able to create early readers.

Response to Intervention Network: The goal is to scale up the Response to Intervention program that has been very successful at improving reading outcomes for all children and reducing the rate of referrals to special education for young children by identifying them early and getting them the support and services that they need.

Professional Development: Kara has been working with Dr. Hilda Rosselli in terms of talking about redesigning the support that educators in Oregon receive as well as redesigning the schools of education and the programs that are training educators. This is an area of great need throughout Oregon. Professional Development is a systemic effort to provide those that work with children with constant opportunities to learn from each other, access curriculum and other resources, possess the necessary tools, and have the dialog of discussion they need about practices to be able to move the state forward. There will be more information to come on this topic.

**NEXT MEETING: April 4<sup>th</sup>, 2013 1-4 pm**