

**Joint Early Learning Council (ELC)/Oregon Health Policy Board (OHPB) Subcommittee**

Meeting Minutes: 6/4/13

800 NE Oregon Street, Room 1D, Portland, OR, 9-noon

**Members in attendance:** Pam Curtis, Janet Dougherty-Smith, Jada Rupley, Mike Bonetto, Tina Edlund, Erinn Kelley-Siel

**Members absent:** Carla McKelvey, Teri Thalhofer

**Staff in attendance:** Dana Hargunani, Jennifer Gilbert

**1. Meeting Minutes**

Subcommittee members approved the 4/2/13 meeting minutes without changes.

**2. CCO and Legislative Updates**

Pam Curtis, Jada Rupley, Tina Edlund, Mike Bonetto and Dana Hargunani reported on a discussion of potential connections to the Early Learning System at a recent meeting of CCO leaders with Governor Kitzhaber.

Pam Curtis and Jada Rupley provided the following legislative update:

HB 2013: Early Learning Hub implementation will be staged with up to 7 hubs in the first year of the biennium and up to 9 Hubs in the second year of the biennium, for a total of 16 hubs statewide.

HB 3234: Establishes the Early Learning Division within the Department of Education.

**3. Collective Impact (see article)**

An overview of collective impact was presented, including its five key elements:

1. Common agenda
2. Shared measurement
3. Mutually reinforcing activities
4. Continuous communication
5. Backbone support

The subsequent discussion was framed around these questions:

- Where does collective impact fit in our work?
- Where doesn't collective impact fit in our work?
- How do we use this concept moving forward?

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Discussion included:

- What is needed to sustain the work beyond the Joint Subcommittee?
  - How to keep the connections between health care and early learning at the state and community level?
  - What incentives do they create?
- What is the backbone organization and how is it mobilized? How do we link it with the transformation center?
- Imperative to stop system silos between health care, early learning and human services
- Changing of a social norm. For example, how do we make communities want this (new early learning system) and not think that the government is taking over?
- Recognition that culture change that is needed at multiple levels: for ourselves and for families, at program and state system level. On the Early Learning side, they're trying to align about 25 programs with one goal.
- The importance of aligning with Governor Kitzhaber's unified theory to increase success of all Oregonians, with two main components:
  - Revamping health care and social services
  - Restructuring of the economy
- Pam Curtis suggested organizing the strawperson around the major 5-7 components of collective impact and addressing them at the state and community levels. The group agreed.

### 4. Early Identification/ Screening

Kindergarten Readiness (see handout)

Discussion included:

- Lack of a common understanding of Kindergarten Readiness between the different systems. Suggested removal the word "evaluation" from kindergarten readiness part of handout.
- The need to extend accountability for kindergarten readiness beyond Hubs and CCOs
- In the Policy Recommendations section:
  - Separate by process and outcome metrics
  - Add HHS, housing, EI-ECSE, and primary care physicians to be included in information exchange in state data systems.
  - Be more explicit about shared incentives, e.g., the carrots and sticks for Hubs, CCOs and DHS

How do we move this forward (which incentives/ accountability)

How do we share accountability of these metrics in context of 2 separate budgets?

How to measure in a meaningful way that produces change for children and families?

KRA metric to be rolled out incrementally over 3-5 years

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- 1<sup>st</sup> one to two years a process metrics
- Outcome metric in latter years
- In the Early Learning System, the KRA rolls out statewide in fall 2013 and will create a baseline measure. OEIB must increase KRA scores statewide by 20% by fall 2014.

Ages and Stages Questionnaire (ASQ) Online overview (see handout)

Staff reviewed their communications with the developers of the Ages and Stages Questionnaire (ASQ) at the University of Oregon.

Discussion included using ASQ Online as a potential method of connection with the Early Learning Hubs, as well as EI- ECSE.

Screening System and Tools (see handout)

This schematic on the handout was referred to, but was not discussed due to insufficient time at the meeting. Members were asked to review and send comments to staff.

**5. Metrics/ Outcomes**

Reviewed proposal for overview and dashboard for Oregon’s Child and Family Health Status (see handout).

Recommendations included:

- Add equity piece
- Clarify short vs. long term
- Add alcohol and drug use prevention; add domestic violence prevention.
- Consider who will be oversight body
- Keep focus on well-being, not limited to “health”

**6. Strawperson**

The group agreed to organize the strawperson around the main components of collective impact. Staff will begin drafting a document, in sections, and send to committee for review prior to the next meeting in August.

**4. Future meetings**

The next meeting will be in the summer decided by a future online poll.