

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



Lane Early Learning Alliance Governance Consortium

April 14, 2017

3:30-5:30pm

Lane ESD (1200 OR-99, Eugene, OR 97402)

NOTES

Present:

Gustavo Balderas, Eugene 4J School District
Noreen Dunnells, United Way of Lane County
Leslie Finlay, Early Learning Stakeholder/ Relief Nursery
Karen Gaffney, Lane County Government
Todd Hamilton, Creswell School District
John Lively, State Representative
Judy Newman, Early Childhood CARES
Sue Norton, Lane Community College
Chris Parra, Bethel School District
John Radich, Department of Human Services
George Russell, George Russell & Associates, LLC
Liz Schneider, Parent Representative
Annie Soto, Head Start of Lane County
Larry Sullivan, Lane Education Service District

Absent:

Marian Blankenship, Pacific Source Health Plans
Debi Farr, Trillium Health Plan

Tina Gutierrez-Schmich, Bethel School District
Alicia Hays, Lane County Government
Kathy Moxley-South, Early Learning Stakeholders/ University of Oregon
Darcy Phillips, Cornerstone Community Housing
Sue Rieke-Smith, Springfield School District
John Stapleton, PIVOT Architecture

Staff:

Lindsey Hayward, United Way of Lane County
Holly Mar-Conte, United Way of Lane County
Anetra Brown, United Way of Lane County
Michelle Sheng-Palmisano, United Way of Lane County
Taylor Ludtke, United Way of Lane County
Ashley Brooks, United Way of Lane County

Guests:

Beth Green, Portland State University

Public:

No members of the public present

I. Call to Order

The meeting was called to order at 3:40 PM

II. Welcome and Introductions

Lindsey Hayward welcomed the group and everyone introduced themselves.

III. Public Comment

No members of the public were present.

IV. Consent Agenda

- February Meeting Minutes with Addendum

Action requested: Motion to approve, accept or ratify items listed on consent agenda as submitted.

Motion: Noreen Dunnells motioned to approve the consent agenda.

Support: John Lively seconded the motion to approve the consent agenda.

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



Ayes: Gustavo Balderas, Todd Hamilton, Judy Newman, Sue Norton, John Radich, George Russell, Liz Schneider, Annie Soto, Larry Sullivan

Nays: None

Abstentions: None

V. Kids in Transition to School (KITS)

Beth Green, of Portland State University, gave a presentation about the evaluation data collected during the first year of implementing the KITS program through the Social Innovation Fund (SIF). Written into the SIF were significant requirements around data and submission of an evaluation plan for the program. Once the plan was approved, Portland State partnered with United Way of Lane County and the local school districts to collect pre and post assessment data of the families participating in the KITS program.

The evaluation goals and SIF requirements were:

1. Build the evidence base
2. Understand “real world” replication/expansion
3. Strengthen grantee capacity for data collection and evaluation

First Year Evaluation Summary

- 1st Year—focused on feasibility study to understand what could be possible in terms of data collection (can there be a lottery, number of incoming kinders, etc.)
- Components of Evaluation: Implementation, Fidelity, and Outcomes
 - Implementation study consisted of: Surveys, Stakeholder Interviews, Parents Focus Groups, and Parent Interviews. Based on information gathered from the Implementation Study, PSU was able to get the following feedback:

Recruitment

Successes

- Working with early learning partners
- Resources and supports from UWLC & OSLC
- OSLC KITS website

Challenges

- Timeline too short
- Underestimated level of recruitment and how much effort it would take
- Harder to reach families
- Number of students served is underrepresented of the community in most districts

Child School Readiness Groups

Successes

- Use of incentives for positive behavior
- Social emotional lessons

Challenges

- Transportation
- Early literacy lessons
- Attendance

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



Parent Readiness Groups

Successes

- Use of incentives
- Reminder calls to parents
- Weekly topics of interest

Challenges

- Balance of needs group with needs of individual
- Parent home work
- Attendance and make up sessions

Attendance & Participation

Successes

- Child motivated
- Parent reminder calls
- Engaged facilitators

Challenges

- Attendance
- Transportation/distance
- Burden on children for fall given full day kinder

Parent Voices—How KITS benefited child and/or parent

- Routines
- Homework builds social skills
- Familiarize child with school
- Build confidence
- Way to identify special needs for children earlier
- Parent support (network of other parents)
- Coaching on how to engage with schools/teachers

Staff Voices—How KITS benefited staff and school

- Brought KITS behavior management strategies back to classroom
- Stronger transition into kindergarten
- Team-peer support model was helpful

Changes for This Year

- More and earlier recruitment and outreach support
- More resources for parent group make up sessions and flexibility in parent group model
- Re-structured, shorter fall session
- Ramping up scheduling for kids as they get closer to kindergarten
- Wanting to look at child level indicators using the Oregon Kindergarten Assessment data in the future to measure literacy improvements

Other Comments:

- Not signing up for KITS because they are already being served in an early childhood program (i.e. full day preschool)
- Attendance is really important (the average attendance was 72% for child sessions)
- How can do a better job at connecting with families who are harder to reach (i.e. not attending kindergarten round up)

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



Planning for Year 3 of KITS Discussion:

- What is it costing the foundations to do this?
- Relationships between the ESD and their foundation and the districts and their foundations are important
- The federal reporting requirements were a barrier for some foundations—what supports are essential for the program to run efficiently?
- Some education foundations have aspirations to expand the program more broadly and having more of the fundraising role while the district does more of the coordination piece
- OSLC—How can the support look different moving forward and at what point does the train-the-trainer model support the program?
- An opportunity could be to build capacity of trainers in our county
- Can the four different foundations share and support each other with TA and staff support? Making the transition to be a larger support to districts will help the sustainability of the program?
- Spanish speaking KITS program could be an opportunity
- What is necessary or of interest in terms of evaluation after federal requirements are fulfilled?

VI. Process for Letters of Support

In the past, partners have regularly requested letters of support and staff have made decisions about if a letter of support is appropriate to provide. Since there have been a growing number of requests for letters, it seems appropriate to develop a process for approving letters on behalf of the ELA. Lindsey provided the group a draft of the proposed requirements and process for letters of support moving forward.

The proposed requirements are that the proposal is a:

- Direct tie to advancing a targeted metric
- Strong alignment with the goal and tactics outlines in the ELA strategic plan
- Recommendation of an ELA Advisory or Innovation Team and connects with their work plans
- Targeted investment that intentionally disrupts educational disparities and utilizes equity principles
- Leverages partner organization initiatives to amplify shared goals
- Does not conflict or create competition with funding for the ELA

Other Comments:

- How does the program/agency show measurable outcomes? (How do we know it's a quality program or service?)
- Create a more formal process for letters of support moving forward (possibly a fillable pdf)
- Anti-discrimination policy to attach
- What happens if multiple requests come for one funding request?

VII. Governance Consortium Retreat

Now that the Early Learning Alliance is planning for the next biennium, we would like to have a Governance Consortium strategic planning retreat. The purpose of the retreat will be for planning strategic investments and direction through the next two years. Lindsey will send out some proposed time options for a 2017 retreat, tentatively from 12:00-5:00pm on a 2nd Friday that we regularly meet.

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



VIII. Equity Considerations

- The group mentioned that it would be appropriate for the hub to release a statement in regards to supporting and collaboratively working with partners to create safe learning environments for children and families.
- Some of the equity work that the ELA has been engaged in over the last several months is being embedded into United Way of Lane County's work internally and externally as well.

IX. Updates

ELD State Monitoring Visit: The ELD just sent us a summary of our partner survey responses, and the Governance Consortium will be sent an electronic copy. If you have the chance, please review it before our site visit. Lunch with the Early Learning Division staff is on April 27th from 12-1 pm at United Way of Lane County (3171 Gateway Loop, Springfield OR 97477)

Legislative Update: The legislature is entering the second half of the session. Next Tuesday, April 18 is the last day for policy committees to move bills introduced in each chamber out of their committee of origin. After the deadline, the volume of bills will be thinned and focus will intensify on the budget shortfall. The Ways and Means Co-Chair's will release a budget based on the December revenue forecast with a targeted reduction list to highlight the severity of the shortfall.

LCC Early Childhood Education Program: LCC is in a 10mil deficit and student enrollment has been decreasing. One proposal on the table for the LCC Board of Education is to cut the Early Childhood Education program. Some of the discussion around closing the program is based on enrollment numbers and the projected wage of graduates in field.

Concerns Brought up By the Group:

- The state is putting more focus on professional development standards (setting requirements for programs, etc.) so closing the program would impact goals to professionalize the field.
- UO Early Childhood Program is also at risk and will need support in the future.
- As unemployment rates go down, more parents are seeking quality early childhood environments which shows a greater need for qualified teachers.
- On April 19th at 4:30 pm there will be an opportunity for public comment at LCC's Main Campus.
 - Send letters to Jean Bishop and/or Sue Norton to advocate
 - Link to LCC Board on LCC page to send letters and comments

Please refer to written updates document to see updates about our various initiatives, work groups and innovation teams.

X. Adjourn

The meeting adjourned at 5:34 PM