NOTES

Present:
Marian Blankenship, Pacific Source Health Plans
Noreen J. Dunnells, United Way of Lane County
Debi Farr, Trillium Community Health Plan
Leslie Finlay, Relief Nursery
Judy Newman, Early Childhood CARES
Sue Norton, Lane Community College
Chris Parra, Bethel School District
Darcy Phillips, Cornerstone Community Housing
John Radich, Department of Human Services
Lise Schellman, Pearl Buck Center
Liz Schneider, Parent Representative
Tony Scurto, Lane Education Service District
Tina Gutierrez-Schmich, Bethel School District
Todd Hamilton, Creswell School District
John Lively, Oregon State Representative
Sue Rieke-Smith, Springfield Public Schools
George Russell, Community Leader
Annie Soto, Head Start of Lane County
John Stapleton, PIVOT Architecture

Absent:
Gustavo Balderas, Eugene 4J School District
Karen Gaffney, Lane County
Tina Gutierrez-Schmich, Bethel School District
Todd Hamilton, Creswell School District
John Lively, Oregon State Representative
Sue Rieke-Smith, Springfield Public Schools
George Russell, Community Leader
Annie Soto, Head Start of Lane County
John Stapleton, PIVOT Architecture

Staff:
Bess Day, United Way of Lane County
Ann Salminen, United Way of Lane County
Holly Mar-Conte, United Way of Lane County
Anetra Brown, United Way of Lane County
Sylvia Berry, United Way of Lane County

Public:
No members of the public present

I. Call to Order
The meeting was called to order at 3:37 PM

II. Welcome and Introductions
Holly Mar Conte welcomed the group and introduced Bess Day, Director of Education

III. Public Comment
No members of the public were present.

IV. Consent Agenda
September Meeting Minutes
September Written Reports

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: Debi Farr seconded the motion to approve the consent agenda.

Nays: None
Abstentions: None
V. Early Learning Alliance Hub Coordination Budget Overview
Staff made revisions to the Early Learning Alliance’s Hub Coordination budget based on feedback given at previous Governance Consortium meetings. Some changes included; rightsizing staff salaries, factoring in more professional development, and making space for more United Way administrative support for the hub.

Action requested: Motion to approve the 2017/2019 Early Learning Alliance hub coordination budget recommendation.

Motion: Marian Blankenship motioned to approve the 2017/2019 Early Learning Alliance hub coordination budget recommendation.
Support: Judy Newman seconded the motion to approve the 2017/2019 Early Learning Alliance hub coordination budget recommendation.

Ayes: Noreen Dunnells, Debi Farr, Leslie Finlay, Sue Norton, Chris Parra, Darcy Phillips, John Radich, Lise Schellman, Liz Schneider, Tony Scurto
Nays: None
Abstentions: None

VI. Data to Drive Decisions
What indicators/data would be helpful to show the ELA’s impact and measure if we are doing what we are being charged to do?

- How does our data show progress on our three goals of school readiness, stable and attached families, and systems coordination?
- How many parents want their kids to be involved in programming but that we do not have the capacity to serve? (what might be barriers to accessing it)
- Target audience and outcomes for each specific program
- Children furthest from opportunity and defining that
- Developmental screening data—how do the shared metrics drive impact? (CCO, DHS, K12 etc.)
- Longitudinal study to follow kids who are exposed to ELA programs
- Serving kids whose parents have developmental delays
- KITS data
- Age specific ranges with more comparable data
- There’s so many variables that contribute to school success that makes it hard to compare
- Do we have the right array of offerings that provide enough support for everyone?
- Do parents know what it means to be ready?
- Focus groups, phone calls, other nontraditional avenues to get information in addition on the kindergarten survey
- Social media as an option or electronic options
- Identify multiple touch points
- Lean to the ELD to help streamline data
- ELA hub creating ID numbers to help track children on the continuum of programming
- Clearer definitions on what it means to be ready for kindergarten, chronically absent, etc. maybe in readiness kits?

What else is missing from this data story?

- ALICE data
- Waitlists and finite number impact what the numbers look like
- Requirements of the program is also a barrier to access/ (potentially access?)
- Clearer race/ethnicity data
- Income and financial stability data

Other Comments Related to Outcome Measures:

- How we define kindergarten readiness (KA data)
- Do the metrics of other programs match that? Ex: self-regulation, literacy, etc.
- Looking for measures that align more with what’s being measured and what’s realistic (KITS data showed that the immediate impact was on self-regulation but overall academic skills developed later)
- Looking at social/emotional measures
- Parenting, self-efficacy, behaviors and attitudes
- Absenteeism

Next steps:

- Keep collecting demographic data for programs—break down into different target/catchment areas
- Look at kindergarten survey to measure effectiveness
- Summary data from outcome data we’re collecting
- Looking at absentee measure to do awareness, alignment, etc.

VII. Updates/ Announcements
   a. DHS—Legislation has supported that foster kids who are being placed can stay in their home school. There is some opportunity to partner with the Department of Ed and DHS to offer transportation for students to avoid as much disruption as possible. Might not factor in for early learners.

VIII. Adjourn
   The meeting adjourned at 5:10 PM
Lane Early Learning Alliance Governance Consortium
November 2017 Program Updates

• **Early Learning Alliance (ELA) Advisory and Innovation Teams**

  **P-3/P-8 Work Group**—The P-3 Work Group has been focusing on prioritizing the strategies listed on their work plan for 2018-2019. The group has narrowed down two strategies that they plan to accomplish next year: 1. A local P-3 Conference with a continued professional learning community. 2. Create a local book bank and book distribution program for K-2 students. The group will be developing these strategies out over the next several months.

  **Home Visiting Innovation Team**—The Home Visiting Innovation Team spent their meeting revising the group’s work plan and charter. The last work plan was drafted in 2015 and most of the work has been completed. In 2018, the group is planning to focus on continued shared training opportunities, providing network-wide support for home visiting programs (included non-MIECHV), and collecting shared data.

• **Social Innovation Fund (SIF) Kids in Transition to School (KITS)**

  - With the loss of continued federal funding we have focused our efforts on working with our subrecipients to determine the amount of carryover funds for next year and a precise Year 3 budget. School districts have submitted estimated budgets for their 2018 KITS program and Education Foundations are in the process of submitting their final invoices. We will connect with districts early next year to provide specific information on funding available for their 2018 program.
  
  - School district staff are excited to share the impact of their KITS Program with School Boards. Using evaluation data we will develop a brief document that will highlight for Boards the benefit of the program to students, parents/caregivers and educators.

• **Preschool Promise**

  - Making a difference for families and kids: the following is a quote from a Preschool Promise parent, Same Bentson, that will be included in the United Way annual report: “Thanks for providing the preschool program. While our son has a lot to do at home with the help of my wife and I, we are not always able to give him what he needs. The preschool at Dorena has been a great resource for our family. Eddy has been able to develop his talents and make friends. Last year I quickly noticed changes in his social skills—his recognition that being polite counts. This year he is less overwhelmed by the experience and seems to have command of the environment.”

    - The new provider contract for program year 2017-18 was created and submitted to the state for approval on Nov 29th.

    - The budgeting process for program year 2017-18 continues. We currently have added 11 more slots for children (total 186). When our budgeting process is done it could possibly be as high as 13 (total 188). We also continue to work with the state on licensing compliance with transportation in K-12 programs.
• A training session for providers was held on Nov 2nd entitled, “Quality Interactions in Spite of our Biases and Temperaments.”

• Meetings to implement legislative changes to Preschool Promise are ongoing with changes slated to take effect July 1, 2018. Discussions are focused on recommendations for head teacher qualifications and eligibility requirements for children and families.

• LaneKids-
  • With the unexpected, but happy, news that OPEC funding will be available we began work on the grant application and the mini-grant RFP for parenting education series. We chose to blend funding streams and open up the mini grants to organizations who intend to provide either evidence based series or other workshops, seminars or groups. The RFP will be released in early December.

• Triple P
  • In November the Triple P team met with independent evaluators from Oregon Research Institute to formulate a robust evaluation of the Triple P program in Lane County. The team also continued to finalize details for the January provider training. The November Triple P Newsletter went out to all 252 families who have submitted an interest form or signed up for the newsletter.

• Family Resource Centers-
  • The FRCs submitted their funding applications for the 2017-18 academic year. Applications were reviewed by Education team staff to create a list of questions and areas of concern or interest. Individual meetings with each FRC coordinator and their district representatives are under way. These discussions serve to clarify any items raised on their applications and to allow the FRCs time to adjust their work plan and budget accordingly. Final work plans and budgets are due before districts close for the holidays. Contracts were finalized and distributed mid-month, and over half have been returned and fully executed. Amendments will be made as needed once final budgets are submitted. Food for Lane County presented at the monthly FRC Coordinators meeting and several districts expressed interest in hosting “Cooking Matters” sessions at their sites. These sessions highlight nutrition basics, food preparation and cooking skills, and grocery planning to maximize limited food budgets. Emily presented an overview of the upcoming Triple P training, which several FRCs have written into their work plans for the year. Due to limited training slots only districts who intend to make Triple P programming part of their plans will be granted a space. Development of the data collection app is well underway, with all information now in the hands of the developers. We anticipate to see a version in early December.
Lane Early Learning Alliance
2017 Key Accomplishments
Goal 1: Coordinated Services

- Convened & facilitated ~75 regular meetings with ELA stakeholders, partners, and work groups
- Co-sponsored structural racism training with ELD partners (over 100 attendees)
- Facilitated a financial literacy workshop, in partnership with NEDCO, for Preschool Promise Providers
- Helped create Parenting Now! online resource poster
Goal 2: Kindergarten Readiness

KITS:

• Served 435 families county wide and provided training to 110 educators.

• Expanded to Oakridge

• Developing strategy for long-term sustainability

Preschool Promise:

• Received 7% increase in provider services funds, allowing us to add 11-13 more slots for children.

• Strong partnership with Head Start on enrollment & placement allows us to reach and serve more children.

• 68 children were able to stay on for the 2nd year of Preschool Promise. The stories of how they welcomed and helped the new kids was heartwarming.

• High rate of retention of PP staff

• Dedicated and effective PP team
Goal 3: Stable & Attached Families

FRCs:

• 13 FRCs across 11 districts are staffed, running programming, and engaging in regular networking, resource sharing & training

• Significant progress made in developing data collection app

LaneKids/Triple P:

• 248 families have signed up for TPOL to date

• Funded 22 parenting education series throughout the county

• Expanded Triple P into a variety of settings, incl: affordable housing, school districts, and PP classrooms

• (Unexpectedly) Renewed funding available through 2020
Lane Early Learning Alliance
2018-19 Work Plan

Working together to prepare children for success in school and life.
Goal 1: Coordinated Services

Required Role of the Hub:

• Implement shared strategic vision
• Aggregate, interpret, & communicate best available data
• Build understanding and grow community support
• Facilitate opportunities
• Identify, prioritize, & remove barriers
• Incorporate family voice
Goal 1: Coordinated Services

Key Activities:

• Convene & facilitate monthly & quarterly ELA stakeholder meetings, innovation teams, & work groups.

• Use data to identify and serve focus & priority populations, make decisions, and show impact.

• Regularly evaluate & make recommendations to funded programs to meet Hub standards of equitable policies and practices.

• Explore opportunities & develop sustainability plans for programs & services, including: parenting education, KITS, FRCs and LaneKids.

• Provide opportunities for culturally responsive community engagement, training, and professional development.

• Develop and implement strategy for parents to meaningfully engage across ELA funded programs and innovation teams.
Goal 2: Kindergarten Readiness

Required Role of the Hub:

• Partnership and collaboration across sectors
• Culturally responsive family engagement
• Build understanding and grow community support
• Increase early learning opportunities; priority population recruitment
Goal 2: Kindergarten Readiness

Key Activities:

• Consistent kindergarten transition process
• Shared professional development opportunities for Pre-K & K-12 providers & educators
• Support & strengthen Family Resource Centers
• Kindergarten Readiness events in every district
• County-wide book bank
• Support & strengthen Focused Childcare Network
• Continue successful implementation of Preschool Promise
• Increase number of children and families participating in the Kids in Transition to School (KITS) program
Goal 3: Stable & Attached Families

Required Role of the Hub:

• Ensure children and families have access to culturally responsive family support & health care services.

• Collaborate with the health sector to address the social determinants of health.

• Work with community partners to increase protective factors and reduce child abuse and neglect.
**Goal 3: Stable & Attached Families**

**Key Activities:**

- Access to up-to-date community resources & effective family resource navigation assistance
- Graduated incentive models for meeting medical benchmarks in early childhood
  - Developmental screenings, referrals, & access to services
  - Oral health initiatives
  - Childhood obesity and nutrition education
- Increase engagement and access in rural communities
- Sustain and expand parenting education opportunities
- Sustain and expand the LaneKids website
Lane ELA’s Commitment to Equity

• Meaningful engagement with children and families from all of the communities served by the Early Learning Alliance.

• Meaningful engagement with community based organizations that deliver culturally-informed services to children and families.

• Increase in recruitment and delivery of services to children and families from identified priority populations.

• Support parents & caregivers in taking on leadership roles within the ELA to increase parent advocacy of early learning initiatives and ensure parent voice is at the center of our work.