

Lane Early Learning Alliance

3171 Gateway Loop
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earlylearningalliance.org



Lane Early Learning Alliance Governance Consortium

December 8, 2017

3:30-5:30pm

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

NOTES

Present:

Gustavo Balderas, Eugene 4J School District
Noreen J. Dunnells, United Way of Lane County
Debi Farr, Trillium Community Health Plan
Leslie Finlay, Relief Nursery
Tina Gutierrez-Schmich, Bethel School District
Todd Hamilton, Creswell School District
Judy Newman, Early Childhood CARES
Chris Parra, Bethel School District
Darcy Phillips, Cornerstone Community Housing
George Russell, Community Leader
Lise Schellman, Pearl Buck Center
Tony Scurto, Lane Education Service District
Annie Soto, Head Start of Lane County

Absent:

Marian Blankenship, Pacific Source Health Plans
Karen Gaffney, Lane County

John Lively, Oregon State Representative
Sue Rieke-Smith, Springfield Public Schools
Sue Norton, Lane Community College
John Radich, Department of Human Services
Liz Schneider, Parent Representative
John Stapleton, PIVOT Architecture

Staff:

Michelle Sheng-Palmisano, United Way of Lane County
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
Claire Hambly, United Way of Lane County

Public:

No members of the public present

I. Call to Order

The meeting was called to order at 3:30 PM

II. Welcome and Introductions

Bess Day welcomed the group, everyone introduced themselves and mentioned two positive highlights of 2017.

III. Public Comment

No members of the public were present.

IV. Consent Agenda

October Meeting Minutes
November Written Reports

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

Motion: Chris Parra motioned to approve the consent agenda.

Support: Tony Scurto seconded the motion to approve the consent agenda.

Ayes: Gustavo Balderas, Noreen J. Dunnells, Debi Farr, Leslie Finlay, Tina Gutierrez-Schmich, Todd Hamilton, Judy Newman, Darcy Phillips, George Russell, Lise Schellman, Annie Soto

Nays: None

Abstentions: None

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V. 2017: A Year in Review

Bess Day shared some highlights of the Early Learning Alliance's work over the last year. They are categorized by each of the hub's three goals:

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
- Created 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

VI. 2018: ELA Work Plan

The group reviewed and gave feedback to the proposed 2018 work plan (see attached pdf for work plan details).

Goal 1: Coordinated Services—Group Feedback:

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- Yoncalla/ Early Learning Works is a great model to explore for parent engagement strategies
- The Governance Consortium (as a voice for the ELA system) can play a role in convening partners to discuss systemic issues locally or at the state level such as;
 - Building capacity/finding resources
 - Eliminating barriers
 - Accessibility of social/emotional services
 - Supports for children with big behaviors
 - Bussing preschool children (or other P-3 systems alignment challenges)
 - Coordinating early learning supports
- How can we embed equity and cultural responsiveness into our work will still being explicit about our commitment to it? (it sometimes appears as a standalone activity rather than being a part of the overall work)
- How can cultural responsiveness be tied to a metric to measure progress?
- Some of the social/emotional support needs boils down to a lack of resources

Goal 2: Kindergarten Readiness—Group Feedback:

- How does the work of the P-3/P-8 workgroup tie into the overall kindergarten readiness plan?
- Working with child care providers to build up skills and expertise
- Expanding KITS (maintaining KITS) is a priority
- County wide literacy based programs should be a focus
- Access to quality preschool is still a concern in our county
 - How can we build capacity with child care providers who are also offering preschool?

Goal 3: Stable & Attached Families—Group Feedback:

- Should be a focus on expanding parenting education options to reach more families
- The additional OPEC funds are promising and show the growing commitment to parenting education
- Health partners pay a role in this conversation as well

VII. Early Learning Council Update

The ELC had its retreat in September, where new Oregon Early Learning Systems Director, Miriam Calderon, shared her vision for aligning state systems around the three primary early learning goals (children are ready for kindergarten; families are stable and attached; services are coordinated). The ELC is conducting a strategic planning process around this vision, which will include sessions with K-12, Health and Human Services in 2018. This is a direct reflection of what hubs are asked to do at the local level and an opportunity to leverage resources and efforts towards common goals.

VIII. Retired Senior Volunteer Project (RSVP) Grant

RSVP, a federally funded program designed to coordinate volunteer projects for retired senior volunteers has been supported by United Way for the last several years. Historically, United Way's RSVP program hosted projects primarily focused on health and wellbeing. The RSVP program is being restructured to focus on education related projects to better align with United Way's new strategic focus on children and families being successful in school and life. As the program is being restructure, United Way is seeking ideas for new projects. Some initial ideas are to focus on expanding literacy programs in schools such as SMART or Creswell's IRC program. Volunteers could

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also be used to support the new book bank initiative. If you have any ideas of potential sites, please let staff know. The redesign process will take place throughout the spring.

IX. OPEC Partner Challenge Grant Opportunity

LELA is looking for partners to join in applying for up to \$15,000 in funding from Oregon Parenting Education Collaborative (OPEC). This funding will be used to support and strengthen parenting education in Lane County, with a specific focus on underserved populations. Partners who wish to join in on this collaboration will be required to match the funding received dollar-for-dollar in cash or in-kind. Agencies from the following sectors are invited to participate: early learning, health care, community corrections, or Dept. of Human Services.

X. Updates/ Announcements

- Ballot Measure 101—Many organizations, including the Children's Institute's board, are taking a stance on ballot Measure 101 and its potential impact on children and families.
- 2018 Meeting dates/times—Staff will be reaching out in the next few weeks to float around potential meeting dates and time for 2018. The Governance Consortium will still have a regular meeting each month but could change the date and time if that is of interest to members of the group.

XI. Adjourn

The meeting adjourned at 5:30 PM



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Lane Early Learning Alliance Governance Consortium January 2018 Update

I. Early Learning Alliance (ELA) Advisory and Innovation Teams

Early Learning Stakeholders

Facilitation of this group was officially transferred from Anetra Brown to Claire Hambly. Anetra will continue to contribute to the group when appropriate in her role as the Manager of Equity and Engagement. The group was briefed on the ELA work plan and engaged in discussion about roles, priorities and partners who may be missing from the discussion.

P-3/P-8 Work Group

The work group is coordinating a P-3 conference for Saturday April 7th, location TBD. The primary focus will be on [Oregon's Early Learning and Kindergarten Guidelines](#). The intent of the conference is to invite early learning and Kindergarten teachers to discuss the guidelines, how to use the document in their work and the possibility of developing professional learning communities.

Additionally, the group is advising on who they consider to be the highest needs population to be served by the book bank, which strives to provide high interest, self-selected books to children prior to the start of summer.

Home Visiting Innovation Team

The Home Visiting Innovation Team did not meet this month, however, they will be hosting a training for 60 home visitors on February 12th. The training will be focused on building cultural and linguistic responsiveness within home visiting. Home Visitors will be given tools and resources that align with what is expected through the Oregon Home Visitor Competencies.

II. Social Innovation Fund (SIF) Kids in Transition to School (KITS)

- In planning for Year 3 implementation we have worked with our subrecipients and districts to close out their final spending and submit projected budgets for Year 3. We are also pursuing a number of grants to close the gap that the loss of federal funding created.

III. Preschool Promise

- On December 1st a termination of agreement letter was sent to the Preschool Promise provider that had a serious non-compliance finding and lost their 5-star rating. The last day for Preschool Promise at that site will be January 25, 2018. We continue to work on finding a new provider in the Bethel area.
- Contracting for program year 2017-18 continues, as the state is still working on approving our 2017-18 provider contract template.
- Draft budgets were completed for program year 2017-18 and sent to the state for approval. We added 13 new slots for children (totalling 188). We also continue to work with the state on licensing compliance with transportation in K-12 programs.

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- 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.

IV. LaneKids

- The LaneKids team is at work on both the renewal hub funding from OPEC and two special funding opportunities. The first is a quality improvement grant for \$10,000. We are tentatively planning to focus our efforts into offering regular oversight and resources to the parenting education facilitators. Many are operating in rural areas without much access to professional development. The other funding opportunity is a \$15,000 partnership challenge grant, which can be used to support any activities typically supported by OPEC funds. Proposals for this opportunity are due April 1, and we are exploring possible partners.
- The proposals for 2018-19 parenting education series are due 1/15/18, and the selection committee is scheduled to meet shortly after that to make recommendations for funding. This year we decided to widen the scope of proposals to include parenting education content that may not necessarily be listed on the SAMHSA registry (a previous requirement). It must, however, be based in sound principles and have a reasonable history of use, circulation and success.

V. Triple P

- The Triple P Level 3 training has been finalized. It will take place January 22-24 and all open seats have been filled. Participants include 8 members from one of the county health clinics, representation from several of the FRCs, Preschool Promise and various other community agencies. The training, and subsequent certification, will allow providers to be able to offer both individual parenting interventions and larger group discussions around common parenting struggles, like establishing routines. The Triple P implementation team is exploring how best to communicate expectations around fidelity to the intervention with the newly trained providers.

VI. Family Resource Centers

- All of the FRCs have submitted their final budgets and work plans for this academic year. Many are also in the process of applying for the LaneKids mini grants to host parenting education series at their sites. Others are attending the Triple P training and plan to implement both individual and group interventions. In a recent FRC Coordinators meeting the group identified school based mental health services as a priority area. This is an exciting opportunity for synergy between United Ways work in education and health. We plan to explore how to incorporate the Coordinators voice and perspective with the Community Health Improvement Plan (CHIP) work that is underway.

VII. Vroom

- We have received notification that there will be continued funding for Vroom in 2018. The structure has changed, however, and while the ELA will continue to act as the regional Vroom hub we will not receive funding directly. Rather we will work with the state Vroom Coordinator, housed at the ELD, to order materials, host trainings and continue offering this resource to families. We also decided in December to partner

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with the U of O Stress Neurobiology and Prevention (SNAP) Lab and their Filming Interactions to Nurture Development (FIND) study to explore the integration of Vroom into FIND. FIND is a home visiting service that combines filming interactions with 1-1 coaching and targets at risk families. The ELA joins two other regional Vroom hubs in supporting 2 home visitors from each hub to become trained in the FIND practices and also to examine how Vroom principles could supplement or enhance their outcomes.

VIII. SB 2016—Black/ African American Student Success Grant Update

- The preliminary award announcement for the Black/ African American Student Success Grant has been delayed to February 5th. The Oregon Administrative Rules (OARs) for the grant required revision. The Office of Equity, Diversity, and Inclusion at ODE has been in the process of updating the OARs. Part of this process has been to solicit feedback and input from stakeholders over the past two months. The Department has requested that the Oregon State Board of Education delay the adoption of the revised OARs until ODE could address the concerns raised by stakeholders recently, causing the delay. For more information and an updated timeline, please refer to the following link. <http://www.oregon.gov/ode/students-and-family/equity/Pages/default.aspx>

2018 Early Childhood Legislative Priorities: Invest Early in Children and Families

Keeping kids safe and healthy has to be Oregon's top priority. We can't lose ground on a comprehensive early learning system that will ensure young children in Oregon get the services and supports they need to be healthy and ready for school.

In the 2017 legislative session, significant cuts were made in early childhood. The 2018 legislative agenda for early childhood is focused on three core issues: restoring key early childhood funding, targeting investments in workforce professional development, and supporting the health and safety of children in childcare.

SUPPORT INCREASED SAFETY FOR CHILDREN IN CHILDCARE

Childcare Licensing Specialists- \$2,000,000

- Early childhood partners will work with Governor Brown's office and the Early Learning Division to support added resources for appropriate staffing to keep young children safe and healthy in licensed childcare settings.

Lead Testing and Abatement- \$300,000

- Implement mandatory testing, enforce measures to reduce exposure, and mitigate impacts of lead exposure to children in licensed child care settings.

RESTORE FUNDS TO EARLY CHILDHOOD SYSTEM AND PROGRAMS

Early Learning Hubs -\$950,000

- Regional Hubs provide coordination between early childhood programs and fund services to best meet the needs of local communities.

Kindergarten Partnership and Innovation Fund- \$200,000

- Increased alignment between early learning and K-12 system would help children maintain academic gains made in preschool through early elementary school years.

Focused Childcare Networks- \$140,000

- Convened conversations for friends, family, and neighbor care providers to improve the healthy development of children in their care.

Employment Related Day Care- \$10,000,000

- Increase the number of children served by childcare so parents can remain in the workforce. Only 15 percent of currently eligible families receive assistance.

Early Learning Division Staff- \$300,000

- Funding would allow for the hiring of two essential staff positions which had been lost at the end of the 2017 session.

TARGET NEW INVESTMENTS IN EARLY CHILDHOOD WORKFORCE

Professional Development Policy Option Package

- Restore and expand the Professional Development Consortia- \$650,000 for 6 consortia
 - Small grants to higher education institutions provide early childhood educators and providers with essential opportunities for professional development and mentorship to improve their skills.

- Coaching and support for childcare providers- \$3,000,000
 - Opportunities for family, friends, and neighbor childcare providers to learn models and best practices for extending learning experiences and enhancing the cognitive and social-emotional development of children in their care.

- ELD staffing and resources to support professional development and coaching for providers- \$360,000

Early Learning Equity Innovation Fund

- Provide funds to assess/test and expand proven Culturally Specific Early Learning models.