

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org

Mission: Working together to prepare children for success in school and life.

Vision: A community in which all Lane County families, organizations, and neighborhoods are unified in an effort to ensure that all children are safe, healthy, cherished and are ready to succeed in school.



Lane Early Learning Alliance Governance Consortium

June 8, 2018

3:00 – 5:00 pm

Early Childhood CARES: 1500 W. 12th Ave, Eugene

GOVERNANCE CONSORTIUM

GUSTAVO BALDERAS
Eugene 4J School District

MARIAN BLANKENSHIP
PacificSource Health Plans

NOREEN J. DUNNELLS
United Way of Lane County

DEBI FARR
Trillium Community Health Plan

LESLIE FINLAY
Early Learning Stakeholders
Relief Nursery

KAREN GAFFNEY
Lane County

TINA GUTIERREZ-SCHMICH
Bethel School District

TODD HAMILTON
Creswell School District

JOHN LIVELY
Oregon State Representative

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

SUE RIEKE-SMITH
Springfield Public Schools

GEORGE RUSSELL
Community Leader

LISE SCHELLMAN
Early Learning Stakeholders
Pearl Buck Center

LIZ SCHNEIDER
Parent Representative

TONY SCURTO
Lane Education Service District

ANNIE SOTO
Head Start of Lane County

JOHN STAPLETON
Pivot Architecture

AGENDA

- Welcome and Introductions, 15 minutes**
- Public Comment**
- Consent Agenda**
 - Approval of April 13, 2018 meeting notes (*action required*)
 - Acknowledge receipt of written reports from Advisory Groups and Innovation Teams, Preschool Promise, KITS Social Innovation Fund and LaneKids
- One Mission, One Story, 10 min**

Reconnect to our mission by relating one or two stories that illustrate how the ELA is making a difference to children and families in our community.
- Kindergarten Parent Survey, 35 min**

Review 2017-18 data. Discuss what changes we might make to the 2018-19 survey and how we can use this data moving forward.

Equity considerations: what else should we be considering? Who is missing from this conversation?
- Family Resource Centers, 20 min**

End-of-year update & potential changes for next school year.

Equity considerations: what else should we be considering? Who is missing from this conversation?
- Early Learning Division Strategic Planning Update, 10 min**
 - The ELD is conducting sector engagement sessions (Hubs, business leaders, CBOs, parents, & providers). ELA presented, along with four other hubs, on May 31st as part of the health sector presentations.
 - This summer, the ELD will be conducting community engagement & listening sessions, including meeting with Hubs' governance boards.
- Equity & Engagement: What's Next, 15 min**

Review the role & activities of UWLC/ELA's Equity & Engagement Manger and provide input on what more this role can be in relation to our work moving forward.
- Other Updates/Announcements, 15 min**
 - Springfield Superintendent update
 - GLR awards & conference
 - BookFest 2018
 - Innovation Café (June 12th)
 - RSVP position
 - Summer meeting schedule

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Lane Early Learning Alliance Governance Consortium

April 13, 2018

3:00-5:00pm

EC Cares (1500 W 12th Ave, Eugene, OR 97402)

NOTES

Present:

Gustavo Balderas, Eugene 4J School District
John Lively, Oregon State Representative
Sue Rieke-Smith, Springfield Public Schools
George Russell, Community Leader
Noreen J. Dunnells, United Way of Lane County
Leslie Finlay, Relief Nursery
Judy Newman, Early Childhood CARES
Chris Parra, Bethel School District
John Radich, Department of Human Services
Lise Schellman, Pearl Buck Center
Liz Schneider, Parent Representative
Tony Scurto, Lane Education Service District
Annie Soto, Head Start of Lane County
Debi Farr, Trillium Community Health Plan
John Stapleton, PIVOT Architecture
Sue Norton, Lane Community College

Absent:

Marian Blankenship, Pacific Source Health
Plans
Tina Gutierrez-Schmich, Bethel School District
Karen Gaffney, Lane County
Darcy Phillips, Cornerstone Community Housing
Todd Hamilton, Creswell School District

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
Alma Jesus, United Way of Lane County

Public:

No members of the public present

I. Call to Order

The meeting was called to order at 3:07 PM

II. Welcome and Introductions

Bess Day welcomed the group, everyone introduced themselves and answered the question, "If you were king/queen for the day and could have a rule for society to address one of your pet peeves, what would it be?"

Public Comment

No members of the public were present.

III. Consent Agenda

February Meeting Minutes
February Written Report

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- 2) Given our goals/objectives
 - a. What are our top level outcomes to measure?
 - b. What is our progress so far?
 - c. What are we already collecting?
 - d. Can that data tell us what we want to know?
 - e. How can we do a better job of showing effectiveness?
 - f. What else do we want to know?
 - g. Based on what we know, what are our recommendations?

Some suggestions made by the group on what data we want and from whom:

- Clean and clear measures. Similar to the Baltimore Promise program website.
- School attendance rates.
- When thinking about stability, the kids in foster care who have numerous placements, look at reducing the number of times they change placements.
- County, Poverty and Homelessness board, McKinney Vento, EC Cares and Head Start, Relief Nursery, Pearl Buck, WIC, early learning community
- New data tool used with Head Start families, Child Plus, tracks family's outcomes, there are a lot of developed software we could use
- Trillium – their data is tied to billing for families that are on OHP.
- Are data use agreements a challenge? – Head Start has an agreement with WIC. Organizations are more likely to share the aggregated data.
- Spark (QRIS) – can we look at that to see county wide what changes have happened, how many children in those programs?
- ELD survey on childcare and Bobbie Weber research.
- Tag or track the students who access ELA programs to see progress over time.
- Challenge is we can get information about segments of families, but we want all families. What is in the census data? That could show us broader population

Challenges/limitations expressed by group:

- At the legislative level they have limited time to understand the data – needs to be presented by the hub to the legislator in a very easy to understand way. How does it connect back with the work you are doing?
- Also want to talk about who is not getting those services.
- Within Bethel the number of families who are opting out of state testing has increased.
- For the children coming from the most difficult family environments we still need to show the progress they are making, knowing they may not be progressing at the same rate as their peers who are not experiencing those challenges.
- How do we engage parents and families in this process, what does success look like for them, how do we measure this? Want both stories and hard data.
- Are we talking about the county or the programs funded by the hub? Who are we trying to get the data from? Would like to be able to see changes at the child level for students going through funded programs and at the county level.
- How many families are on a waiting list?

VI. Collective Impact Forum Update

Several UWLC/ELA staff attended this conference in Austin the week of April 2nd.

Collective Impact Framework – Collective impact brings people together, in a structured way, to achieve social change. Five tenants are:

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Lane Early Learning Alliance Governance Consortium June 2018

- **Early Learning Alliance (ELA) Advisory and Innovation Teams**
 - **Early Learning Stakeholders**
 - Senna Towner, Director of Health at UWLC, shared an informative presentation about the CHNA and CHIP work, and began a discussion about how the work of the health and education initiatives can naturally overlap, leverage and support each other. A call for early learning partners to participate in the CHNA/CHIP process was put out, and several partners have already indicated they would like to be involved to represent the needs of the families they serve.
 - **P-3/P-8 Work Group**
 - Peer Learning Teams: The model of bringing together early learning and K-3 teachers and administrators to foster alignment between domains has been used in communities around the country to improve outcomes for families and children. We are working on developing a framework for local regional teams to be rolled out next school year.
 - BookFest: To combat summer learning loss and build home libraries of early readers we brought books to 8 Lane County elementary schools and had students kinder-2nd grade select 6 books each. Teachers and students were very excited to participate in this program. We also sent home a letter to their family letting them know about summer slide, encouraging them to read as much as possible and listed some free or low cost literacy resources (local library, free online books, etc). The Register Guard featured the program in a front page article. To read the story click [here](#)
 - **Pediatric Advisory Group**
 - The group met in May and discussed best practices for meeting the Adolescent Well Care metric. Suggestions included hosting weekend clinics with teen friendly resources and additional staff.
 - Also discussed were the issues around developmental screening, referrals, and follow up. Judy Newman will share the data the EC Cares collects on which clinics send referrals with a completed screening and which do not. There was some discussion of whether or not a START training would be beneficial, which was tabled until we could connect with the clinic managers at the larger practices.
 - Of concern to this group is the unclear pathway to access case management services for children and families.
 - **Home Visiting Innovation Team**
 - HVIT met in May and discussed immunizations in Lane Co, whether or not home visiting programs are tracking immunization rates through home visiting programs, and how to provide information to families about the immunization schedule. Group discussed providing a training in the fall on the culture of poverty.
- **Kids in Transition to School (KITS)**
 - Recruitment continues through schools and outreach to community organizations. Interested families can contact their local school or complete an interest form on the

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- Last month all ten of the Triple P trainees who attended accreditation passed and are now accredited Triple P providers. For many, services will be wrapping up with the school year and implementation planning for the fall will continue throughout the summer.
 - Triple P Online is officially available in Spanish and will also be free for any family who is on the Oregon Health Plan (OHP). We are currently translating our LaneKids Triple P webpage before we begin actively recruiting families.
 - The Motivational Boost study is underway and families have already begun to sign up for the pilot study.
- **Family Resource Centers**
 - The May meeting was devoted to a Trauma Informed Care training for educators. South Lane Mental Health developed this specialized training to address the unique issues that educators face when working with families affected by trauma. The training was well received, and several of the coordinators shared positive feedback after the meeting.
 - Planning for the 2018-19 school year is well underway, with certain decisions still pending the input of the Governance Consortium.
 - The June meeting was cancelled, as several coordinators had end of year conflicts.

Student Name: _____ School: _____ Date: _____

Lane Kindergarten Survey

Questions on this survey have to do with **your kindergarten-age child**. Thank you for helping us learn about children's experiences before kindergarten!

1. What was most valuable in helping you to prepare your child for Kindergarten?

2. Before this child started kindergarten, were you and/or this child involved in any of the following activities? Please check all that apply.	1 Never	2 A few times	3 6 months or more	4 Don't Know
a. A home visitor or nurse came to my home to talk to me about parenting and do activities with me and my child.				
b. Received services from early intervention or early childhood special education (my child had an IFSP)				
c. I attended "mommy and me" or other parent-child play groups.				
d. I attended activities or events offered through my elementary school or Family Resource Centers.				
e. Kids in Transition to School (KITS) group				
e.f. I attended a parenting class or parent support group.				
f.g. Other (i.e. church, parks and recreation, etc.) Please describe below:				

3. Before school started, was your child cared for in any of the following ways on a regular basis? By regular, we mean time on a consistent basis (not just one-time or occasional babysitting). Please check all settings that apply:

- | | | |
|--|---|--|
| <input type="checkbox"/> a. A babysitter or nanny in my/the child's home | <input type="checkbox"/> d. A "family" day care (a small, family-based setting with other children) | <input type="checkbox"/> g. A preschool program that was NOT Head Start or Preschool Promise |
| <input type="checkbox"/> b. A relative in their home (grandma, aunt, etc.) | <input type="checkbox"/> e. Head Start | <input type="checkbox"/> h. My child usually stays with me/a parent or guardian |
| <input type="checkbox"/> c. A friend or neighbor in their home | <input type="checkbox"/> f. Preschool Promise | <input type="checkbox"/> i. Other, please describe:
_____ |

4. Before school started in a typical week, about how many hours did your child usually spend being cared for by someone besides yourself or a parent/legal guardian: About _____ hours per week

5. Before school started do you think your child was socially ready for school (could share, wait for their turn, follow directions)? 1-Very ready 2-Somewhat ready 3-Not ready 4-Don't Know

6. Before school started did you know what your child needed to be academically (reading, writing, math) successful at school? 1-Somewhat 2-Yes 3-No

7. Were you concerned about your child starting Kindergarten? 1-Yes 2-No
If yes, please describe why you were concerned: _____

MORE QUESTIONS ON BACK - PLEASE TURN OVER

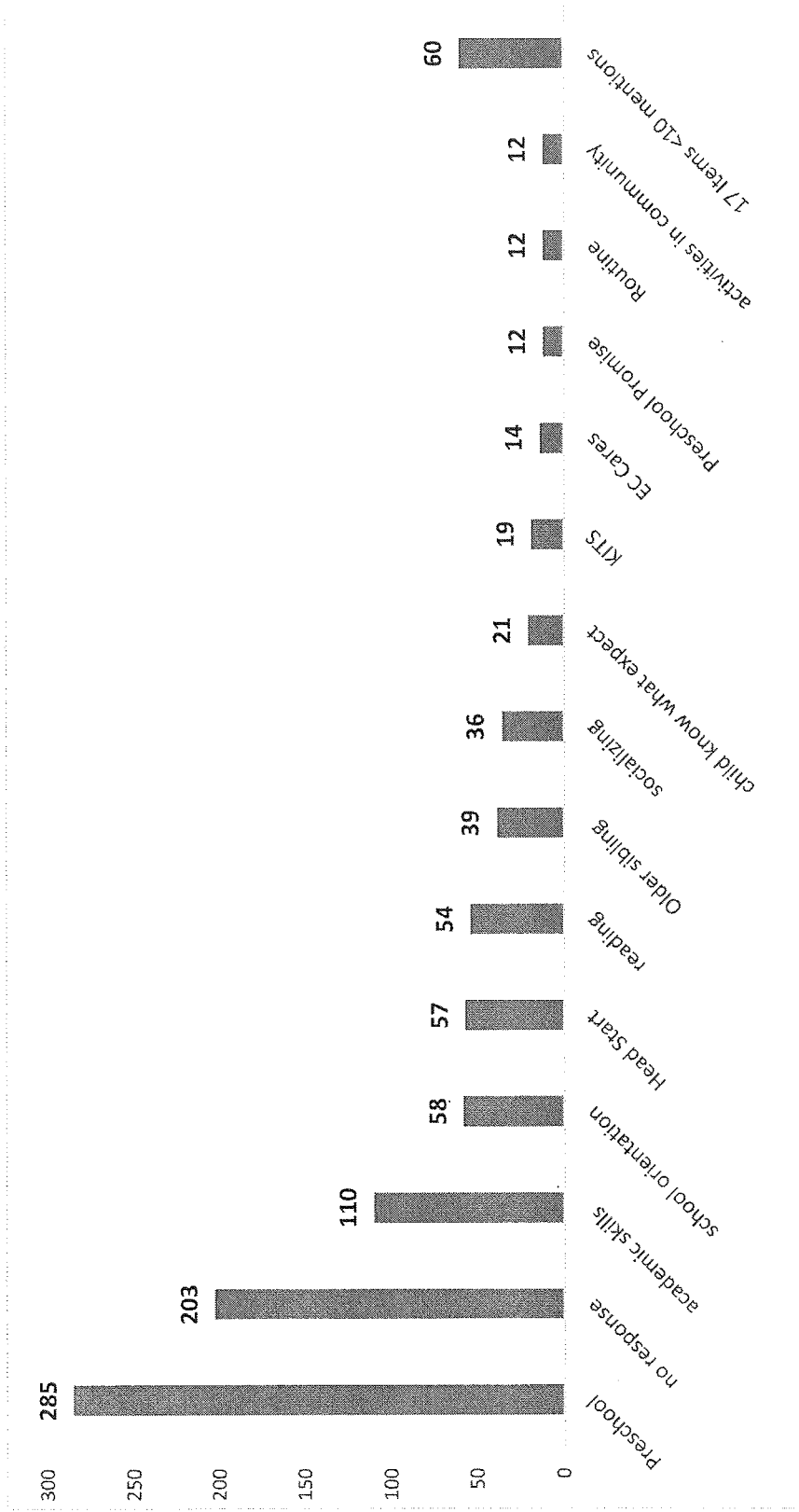


United Way of Lane County

2017 Kindergarten Survey Results Lane County

of English Responses: 842
 # of Spanish Responses: 31
 # of Mandarin Responses: 1

1. What was the most valuable in helping you prepare your child for kindergarten?



6. About how many children's books do you have in your home?

0	1-10	11-25	26-50	50+	No Answer
0.9%	5.2%	12.7%	25.5%	53.3%	2.4%

7. Do you think your child is socially ready for school (can share, can wait for their turn, can follow directions)?

Very Re:	Somewha	Not Ready	Don't Know	No Answer
69.0%	25.5%	0.7%	1.4%	3.4%

8. Do you know what your child needs to be academically (reading, writing, math) successful at school?

Some what	Yes	No	No Answer
28.0%	63.4%	3.3%	5.3%

9. Are you concerned about your child starting Kindergarten?

Yes	No	No Answer
12.50%	73.70%	13.8%

10. How much do you agree or disagree with the following statements?

I feel welcome at the school.	Def Disa	Som Disa	Neutral	Som Agre	Def Agre	No Answer
I feel confident in knowing how to best support my child's reading at home.	2.6%	0.9%	8.0%	10.4%	73.8%	4.3%
I feel confident knowing how to support my child to be successful in school.	2.5%	1.0%	4.7%	22.1%	64.4%	5.3%

11. Would you like to be actively involved as a parent at school?

Yes	No	No Answer
66.4%	10.9%	22.70%

12. In the upcoming year, what might make it more difficult for you to be involved in school related activities?

Your daytime work or school schedule	Def. Bar	Small Bar	No Barrier	No Answer
Your evening work or school schedule	36.7%	31.1%	22.4%	9.8%
Lack of transportation to the school	13.7%	23.1%	51.4%	11.8%
Presence of younger children in the home	2.0%	5.0%	80.0%	13.0%
Culture or language differences between your home and the school	20.5%	18.4%	50.7%	10.4%
Other, please describe:	2.0%	4.0%	81.0%	13.0%
	1.6%	1.7%	8.9%	87.8%