

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

3:00-5:00pm

Early Childhood CARES (1500 W. 12th Ave, Eugene, OR 97402)

NOTES

Present:

Gustavo Balderas, Eugene 4J School District
Marian Blankenship, Pacific Source Health Plans
Noreen J. Dunnells, United Way of Lane County
Debi Farr, Trillium Community Health Plan
Tina Gutierrez-Schmich, Bethel School District
Todd Hamilton, Creswell School District
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
Annie Soto, Head Start of Lane County

Absent:

Bess Day, UWLC/LELA
Leslie Finlay, Relief Nursery
Karen Gaffney, Lane County
John Lively, Oregon State Representative
Judy Newman, Early Childhood CARES
Sue Rieke-Smith, Springfield Public Schools
George Russell, Community Leader
John Stapleton, PIVOT Architecture

Staff:

Claire Hambly, United Way of Lane County
Holly Mar-Conte, United Way of Lane County
Clarissa Parker, United Way of Lane County
Ann Salminen, United Way of Lane County
Michelle Sheng-Palmisano, United Way of Lane County

Public:

No members of the public present

I. Call to Order

The meeting was called to order at 3:05 PM

II. Welcome and Introductions

Claire Hambly welcomed the group; everyone introduced themselves and answered the question, "What are you looking forward to this summer?"

III. Public Comment

No members of the public were present.

IV. Consent Agenda

April Meeting Minutes
May Written Report

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.



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

Motion: Tony Scurto motioned to approve the consent agenda.

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

Ayes: Gustavo Balderas, Marian Blankenship, Noreen J. Dunnells, Debi Farr, Tina Gutierrez-Schmich, Todd Hamilton, Sue Norton, Chris Parra, Darcy Phillips, John Radich, Lise Schellman, Liz Schneider, Tony Scurto, Annie Soto

Nays: None

Abstentions: None

V. **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. This was an attempt to re-ground in the importance of the work of the consortium and the agencies represented. Stories were shared about the work and results of teamwork and collaboration.

- Lise Schellman shared her positive feedback about the changes in the way Oregon Parenting Education Collaborative works with organizations. These changes have allowed Pearl Buck to access and receive state funds for parenting education, which they have not been able to access in the past.
- Annie Soto shared about collaboration with Early Childhood CARES and Head Start. Early Childhood CARES referred a child to Head Start. The child had joint services for the first two years of early education. After the two years, the child was tested by 4J School District and no longer needs an IEP. The child will enter kindergarten in the fall ahead of other peers.
- Todd Hamilton shared about the unique, blended, family and educational resources Creswell has available. They have a Preschool Promise program site, a Family Resource Center, a Family Resource Center coordinator, and a KITS program all in the same area, which has many positive impacts on the community. These programs have helped bring families in early, and have helped build positive relationships with parents who have struggled with schools in the past.
- Noreen Dunnells shared about a follow-up site visit with the Ford Family Foundation regarding a 3-year, \$300,000 grant application to support KITS in rural communities. Todd Hamilton and Sue Rieke-Smith attended the site visit to discuss the positive impact KITS has had on families, and how pivotal the blending of services is for the families they serve.
- Michelle Sheng-Palmisano shared a story from a school counselor at Oakridge regarding the impact of KITS. He has seen how the KITS program has positively shifted the trajectory for children. He sees the challenges children face before the summer, and notices how the KITS program prepares them to enter school ready to learn. Michelle also shared about positive experiences from BookFest 2018. Over 900 children received six books each.

VI. **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?*

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.



The survey was collected by Early Learning Alliance. The goal of this survey is to gather broad data from families to understand the early childhood experiences prior to their child entering kindergarten, and from there, what we can do in terms of planning around the transition to kindergarten, and what parents really need from their community. The information was gathered over the course of three years, and around 1000 responses were collected each year. The question before the group was whether or not the survey captured the right information and how best to share that out with districts.

Some considerations, challenges, and limitations expressed by group:

- What could be done with this data?
- Are the children with the greatest need for kindergarten preparation getting the resources they need? (How many children have gone through KITS, and if they went through KITS, should they be in Head Start? As these programs building off each other?)
- Responses are probably not from the most vulnerable populations. There are a variety of indications based on the survey questions and answers showing the respondents are most likely not the most vulnerable. People who are most vulnerable are also the hardest to reach, and this survey may not be an accessible avenue to hear from them. Which services are missing for them?
- This survey may not be the best way schools can use this data. It is not the most accurate representation for the data because the voices are from a fairly general audience.
- The survey may not be approachable for some. A lot of the most vulnerable populations may not feel comfortable answering the questions the survey asks.
- There are a percentage of respondents who are enrolled in Head Start, indicating a certain poverty level was reached and reflected in the data. However, there is a threshold of poverty – we are not reaching those who are below that.
- Does this survey meet the need of those from whom the ELA is trying to hear?
- Only 32 non-English speaking families responded. Missing a large amount of voices.
- A parent may not feel this survey is very valuable to them. They are receiving several surveys from different agencies that ask the same or similar questions. Heavy lift to get these surveys out to them and to get them to respond.
- Is there a way to aggregate all the information asked from families into one format as to not duplicate questions and data?
- A lot of the most vulnerable families already have to fill out many different applications for a multitude of services.
- This group is always holding the lens of vulnerability up to the collective work. If that is something that is important to the group, it doesn't seem like this survey is capturing information about those populations in the way it may have been originally intended to do.
- The Equity Coalition worked to change some of the phrasing in the survey the past two years. There have been a few iterations of this survey over its lifespan.
- The survey could be used to present county-wide data when writing grants. However, if the purpose is to close the loop and get back to schools, this may not be the tool to use.
- Opportunity to dive more deeply into this data? For example, if the child was in KITS, are they likely to have a stronger or weaker experience in some of the fields mentioned in other questions? Some of the demographic data collected is already available. It might be helpful to do more with it. Something to keep in mind: may not be able to make a general comment about the county with these numbers.
- Are the survey results statistically valid? Would a cross comparison also be statistically valid?
- What are the strategies that are really working and how might investments be made going forward, both at the ELA level and informing United Way's strategic direction? United Way invest more heavily into strategies that help set a positive trajectory and show a more positive impact based on the survey results. The strategies would be implemented for the children

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.



- who need them the most.
- Since the strategies are meant to help the most vulnerable populations, the data collection will need a different, more targeted approach for those people. The survey seems to be too general to reach that audience.
 - There might already be specific data available to capture the most vulnerable – from Early Childhood CARES, Head Start, county mental health, and so on.
 - Could the survey list different agencies and ask participants if the data could be shared amongst them?
 - Would a shorter survey be more successful?
 - Could teachers and staff be involved to collect more sensitive information about vulnerable families?
 - It may be helpful to try calling people to ask them a few questions, however, phone surveying is very difficult these days. Texting might be a more approachable option.
 - There may be opportunities based on group interest to have the Research and Evaluation Committee share the metrics they are looking at when evaluating this data in a broader context.

The consortium came to the conclusion that the ELA needs to reevaluate the intent of this survey: which questions to ask families, what the purpose of the survey should be, and how the data will impact decisions moving forward.

VII. Family Resource Centers, 20 min

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

- Claire Hambly, Education Program Manager for United Way of Lane County, leads monthly meetings comprised of the Family Resource Center (FRC) directors and coordinators. In the past, attendance has lagged, but this year, attendance at the meetings has been good.
- Almost every meeting involved in-service trainings, other educational opportunities, or other agencies present, which have received positive feedback from the coordinators.
- The FRCs have noticed a larger intake of families with mental and emotional stress, particularly with families who are Hispanic and Latino. Some coordinators have been helping families and children through race-based discrimination, and have made significant impacts.
- Creslane hired a central coordinator who goes out to community gathering spaces where families already meet. Her office is also right next to the school psychologist, making referrals between services seamless.
- There was concern about a drop in families served with this new structure. However, 822 children and families were served, which is on-par with center-based FRCs in other districts.
- Three FRC Coordinators went through Triple P training and are now offering Triple P intervention to families. This is a great stride towards aligning all our work.

Equity considerations: *What else should we be considering? Who is missing from this conversation?*

In May, each FRC was asked to submit a summary of their budget for the remainder of the fiscal year, and to indicate if they think they will spend the funds or not. Some smaller districts have struggled to spend their funding due to reasons outside of their control. Some will spend all of their funding and could use more if available to them. Each district is awarded \$13,500. Districts are encouraged to think more critically about their funding and budgeting.

What are the implications of redistributing funds from a district that will not use them before the fiscal year end and giving them to another organization that could use more?

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.



The purpose of starting this conversation now is to have a better structure in place before the new funding biennium in October 2019.

Some considerations, challenges, and limitations expressed by group:

- Why is the same amount of money given across the board? Redistribution of the financial resources might make more sense.
- Is there a minimum level of service each district has to provide to receive funding? – There is a guide given to each district that prioritizes funding for specific programs. Within the past two years, a vision and expectation document was drafted and sent to the FRCs giving general guidelines of the expectations for funding. They can also receive more funding if they do more, as long as the programs are quality.
- Outline more guidelines as to what the FRCs are expected to provide. Some might ask for a smaller amount and just provide minimal services for families.
- Part of the conversation that has been happening over the past year is shifting the success indicators for FRCs. What does that look like?
- There needs to be a baseline funding level for districts to continue moving up from there.
- Rather than taking the money away, could it be used to provide a mentorship program for the FRCs that need extra help, so they can develop a model that works for them?
- The money is so small, if the money is taken away, some FRCs wouldn't have incentive to implement more programs – it could disengage them to want to do more.
- Always looking for more models or ways to help support the FRCs.
- The money will not be taken away from someone who needs it, it would just be redistributed from those who can't spend it down and give to those who could use the extra funding towards the end of the year.
- Is there a past model where of redistributed funds based on where people are at in their budget? – Yes, something similar was done in the past.
- Internal spend down date that is before the actual fiscal year-end date.
- Each district could also have a wish list for which the funds could be used before the biennium ends if there are leftover funds.
- Having to spend the funds would also be a different conversation internally within the FRCs.
- FRC coordinators need to be given some idea of the amount they will be awarded in the fall.
- The \$13,500 can affect the staffing of some FRCs.

The group came to the consensus that the funding should be kept the same for now. A subcommittee will be established to continue this discussion further and make a decision.

VIII. 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.
- Bess Day, Director of Education, was part of a panel of hub leaders to discuss existing work. The hope is that the Early Learning System will have a comprehensive strategic plan where each sector sees a role that they play as well as a dashboard of measures and indicators for these plans.
- This summer, the ELD will be conducting community engagement & listening sessions, including meeting with Hubs' governance boards.
- Any recommendations of people to be involved in the process should be emailed to Holly Mar Conte hmar@unitedwaylane.org.

IX. Equity & Engagement: What's Next, 15 min

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.



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.

- What are the considerations? What should we be thinking about?

Some considerations expressed by group:

- The individual would ideally be able to strongly interface with the work done with families. Family engagement is integral in this line of work.
- What does the navigation look like when working with different populations of people? How would this role explore and improve upon this? Go to training and put in policies, but are they affective? What is the impact is and how could this role facilitate that impact?

X. Other Updates/Announcements, 15 min

- Springfield Superintendent update
 - i. Bruce Smolinsky is serving as the interim superintendent, replacing former Superintendent Sue Rieke-Smith. A discussion was held about his potential involvement with the group.
- Grade-Level Reading awards and conference
 - i. UWLC received the Campaign for Grade Level Reading Pacesetter Award this year.
 - ii. Grade-Level Reading Conference in Philadelphia week of July 24, 2018. This conference is comprised of organizations around the nation focused on grade-level reading and all the factors that impact it. Bess Day will send out more information for those interested.
- BookFest 2018
 - i. Book distribution event United Way coordinated within eight different schools around Lane County. Over 900 children grades K-2 received six books each.
 - ii. The Dorena Preschool Promise classroom also participated in BookFest.
 - iii. Exploring ways to grow the program and involve more people.
 - iv. Media coverage on BookFest: [The Register-Guard](#)
- Innovation Café (June 12th)
 - i. Bess Day and Debi Farr presented at the Innovation Café hosted by the Oregon Health Authority highlighting the partnership between Trillium, Lane County, and the Early Learning Alliance and continuing education.
- RSVP position
 - i. This position is supported by a federal grant to coordinate and expand the Intergenerational Reading Collaborative (IRC) and the SMART reading program. The role will support existing IRC sites and expand to two new ones over the next two years. The support will be through recruitment, recognition, and volunteer engagement.
- Summer meeting schedule
 - i. The group consensus was to skip the July meeting and reconvene in August, keeping with the regular second-Friday schedule. The recommendation will be taken back to Bess Day.

XI. Adjourn

The meeting adjourned at 4:38 PM