
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.

AGENDA

1. Welcome and Introductions, 15 minutes

2. Public Comment

3. Consent Agenda
   - Approval of August 10, 2018 meeting notes (action required)
   - Acknowledge receipt of written reports from Advisory Groups and Innovation Teams, Preschool Promise, KITS, and LaneKids

4. One Mission, One Story, 10 minutes
   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.

5. Annual Review of Governance Consortium MOU and Membership, 30 minutes
   Review current membership roster, discuss potential new member nominations, ELA Stakeholder meeting representation, and the Memorandum of Understanding which outlines the shared goals, responsibilities, and functions of the Governance Consortium and the Early Learning Alliance.
   
   **Equity considerations:** what else should we be considering? Who is missing from this conversation?

6. ELA Work Plan Update, 15 minutes
   Review current ELA work plan, submitted to the Early Learning Division in Dec. 2017. Note key accomplishments and suggest revisions to the plan as we head into the second year of the biennium.
   
   **Equity considerations:** what else should we be considering? Who is missing from this conversation?

7. Family Resource Centers, 15 minutes
   Update on Subcommittee activity and recommendations for upcoming program year.

8. Imagination Library Proposal, 15 minutes
   Final discussion and vote on opportunity to provide 2,000 children in Lane County with free books monthly through ELA funding match with United Way and a prospective corporate partner.
   - Vote to fund Imagination Library, in partnership with UWLC and other corporate partner (action required)

9. Other Updates/Announcements, 15 minutes
   - UWLC Community Investment process update
   - KITS site visits this fall
   - RFP for Social/Emotional Behavior Consultant for Preschool Promise
Next Meeting: October 12, 2018
3:00 – 5:00 pm
Early Childhood CARES: 1500 W. 12th Ave, Eugene
I. Call to Order
The meeting was called to order at 3:07 PM

II. Welcome and Introductions
Bess Day welcomed the group and introduced guests from the Early Learning Division and Early Learning Council to lead the hub governance engagement session.

III. Hub Governance Engagement Session,
Denise Swanson from the Early Learning Division and Bobbie Weber from the Early Learning Council, joined this meeting to learn more about the regional successes, barriers and opportunities that the Council may be able to support in an effort to better serve Oregon’s young children and families to learn and thrive. The Council will consider all information received when drafting strategies and activities for their 2019-2024 Strategic Plan.

Strengths of our community that help families to thrive:
- Strong relationships with post-secondary services.
- A lot of providers that serve children and families that all work together to collaborate.
- A lengthy period of collaboration in the early childhood field and the community.
- Local researchers that we can partner with to implement evidence based programs (KITS, early childhood PBIS, FIND program).
- A strong volunteer base.
- We are one county with one Head Start, one CCO, one EIECSC

NOTES
Tina Gutierrez-Schmich, Bethel School District
Chris Parra, Bethel School District
Darcy Phillips, Cornerstone Community Housing
Tony Scurto, Lane Education Service District
Lise Schellman, Pearl Buck Center
Liz Schneider, Parent Representative

Staff:
Bess Day, 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

Guests:
Denise Swanson, Early Learning Division and Bobbie Weber, Early Learning Council

Public: No members of the public present

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 number of non-profits that work together so well in this community and the lack of competitiveness.
- A strong philanthropic community.
- Governmental agencies (counties, cities) that work well together and are in tune with the issues and want to be engaged in finding solutions.
- The ELA has provided services (FRC, Preschool Promise, KITS). in rural areas that may not have been able to initiate those programs on their own.
- United Way is a real community strength. The strategic goals around families and kids.

Barriers that keeps families from thriving:
- Limited funds to start initiatives but not enough to enhance and make all-encompassing resource
- Affordable housing in rural and urban communities.
- Insufficient resources for mental and behavioral health needs of children
- Affordable and accessible quality childcare
- Systems for subsidies are difficult to access – more oversight prevents providing care
- Childcare regulations do not promote people of color having access to childcare
- Silos of funding streams – very difficult to be flexible given rules and regulations
- Medical model is not preventative – people fail before we help them. Same with early childhood – model is waiting for children to fail. No adequate residential treatment for parents, which affects the whole family.
- Living wage jobs and support for people to get training and education
- Generational poverty and education gaps more prevalent in Lane County than other communities
- Transportation in rural areas or for families with multiple children
- State level standardization limits flexibility for each county.
- Loss of local parent help line
- Proliferation of childcare rules.

If resources were not a barrier, what role do you envision the hub would play in recruiting more children into high quality early care and supporting and building the work force?
- CCRRs have had greatly reduced budgets. Need more resources for professional development
- Living wage and having high-quality education for preschool (high quality should be paid well).
- Hard to invest in CTE for early childcare providers when we know they may not make a living wage once they enter the workforce.
- More funds for Preschool Promise or subsidy to parents to find quality programs – not just a grant, but embed in state funding as free preschool for all children.
- Continuum of need – system does not match with family work hours or needs
- Affordable childcare and improved facilities for infant/chilcare
- Cost analysis to determine the cost to stay at home vs pay a caregiver
- Concentrate in rural areas – childcare dessert

What is the role of the hub to set this up?
- Hub is a convener to set the vision for the county and present the plan and identify as many stakeholders as possible.
- Funding to try out best practices
- Collecting data and feed data back about what’s working and what’s needed
- Head Start and Early Head Start are not hub programs but still need to be part of the conversation, needs to be identified at state level

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- Being strategic about implementing ideas. Are our ideas really going to produce results? Where should we focus our limited resources?
- We have the right people to make the case about why it’s important – benchmarks in education are connected, we need to message that and communicate that
- Streamlined application process across all types of early childhood programs – single app for all services, accessible via phone and all apps, translated into multiple languages and culturally appropriate
- More involvement with employers to raise awareness on childcare for their employees
- Engagement in the private sector to get them invested in our work as a whole
- Keep equity at the center of the conversation – serve families that are traditionally underserved or are left out of the conversation
- What does research show people are wanting from their workplace that we could tap into about building strong communities, specifically around early learning.
- Raising awareness with businesses about the need their employees have for Preschool Promise and other childcare services.
- The hub does not have to do everything, there are other experts in the field. This group is conveners, not service delivery.

Role of the hub for supporting and developing the workforce:
- We are having a hard time attracting K-12 teachers right now because the pay is not there, the pay for EL staff
- Time is also a barrier to have availability for training, often times trainings are on weekends and evenings
- Concerted public relations effort on changing the culture of how we view and appreciate preschool teachers
- Higher wage for providers and subsidies for families to afford them
- How much parents think childcare should be is not aligned with how much a quality childcare program is.

20 Multiple Cross Sector Themes Emerged from the Early Learning Council.
- Cultural responsiveness and equity
- Access to ECE
- Affordability of ECE
- Supply and Quality of ECE settings
- Standards/Regulations Alignment
- Child Development Outcomes
- Work force
- Trauma Informed Care
- Inclusion
- Supporting Families
- Family-centered systems
- Use of data
- Financing and Leveraging Resources
- Building a systems approach
- State/community connections
- Geographic-specific needs
- Community context
- Connecting with businesses
- The role of the Early Learning Council

What themes resonated and what was missing?
- What do we mean by family-centered approach? Have some type of baseline for what people could do? What are the parent support services in the community?
- Inclusion of families with special needs and trauma informed environments.

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- Pairing of one around outcomes and use of data. For our work state wide if we are going to drive to results it is important for us to have a sense of where we are now, where we’re heading and what’s our process, what’s working and what doesn’t.
- Workforce development, cultural responsiveness
- One that is missing is kids that are in poverty
- Consistency and longevity of programs, we start and we stop programs. We don’t have continuity between programs
- Continuity of applications for families – spending too much time filling them out, discouraging them from applying for programs and resources.

Next Steps
Collecting input through September, can send your ideas to Bess Day or council members. Then drafting a report.

IV. Public Comment
No members of the public were present

V. Consent Agenda

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

Motion: Gus Balderas motioned to approve the consent agenda.
Support: Todd Hamilton seconded the motion to approve the consent agenda.


Nays: None

Abstentions: None

June Meeting Minutes
July and August Written Report

VI. Imagination Library

Imagination Library provides free books to families with children ages 0 – 5. We have the opportunity to expand access to this program across Lane County.

- Started by Dolly Parton in 1995 to foster a love of reading with preschool children and their families. Kids enroll when born and get a free book per month until age 5. Free for anyone regardless of income.
- 18,000 eligible kids in Lane County between 0-5. Eugene Public Library Foundation coordinates for Eugene city limits for around 3600 kids. Lane Electric sponsors 18 kids in Lowell. Springfield is working on a new non-profit that would bring this program to their community. Crow-Applegate-Lorane is exploring providing this in their community.
- We have a potential partner to support access for funding. ELA is asked to provide $12,500 from our hub coordination budget, UWLC would provide $12,500 and there would be a $25,000 match. That would give us an additional 500 kids for two years mostly in rural areas.
Program is patchy right now, can’t broadly distribute info because it’s only in certain areas. How do we widely distribute and make sure we can make it available for multiple areas? Our funding would go to fill in the gaps in communities that do not get this. Hub Coordination Budget would fund this. Have cushion carrying over from last year to fund it.

Group Discussion and Questions:
- How are the books redistributed in a systematic way to community organizations like WIC or First Place Family?
- Make sure we are reaching the kids we really want to reach. These kids have to be motivated to sign up. What can we do to help kids sign up for this and who can we partner with?
- What are the outcomes for this, beyond the distribution of the books?
- Monica Walton from Eugene Public Library Foundation has said in order to expand the program to receive additional grants they need funding for gathering data to help show the outcomes. Can a question be asked at kinder entry?
- UWLC would fund this year and next year. In Noreen’s experience implementing this in Minnesota, this is pretty easy for people to support and people get it.
- How is there more strategic outreach to get families to sign up that are the most in need? Those are usually harder to reach and have a more difficult time signing up. Who do we reach to help them sign up or sign up for them? At food banks, families accessing TANF, doing this in person to walk them through the application.
- This has the potential to widen the disparity – especially for highly mobile families. Can we shift the model to have the books available at places where families receive consistent services or have books sent to an agency so families can pick their book up there?
- It would be interesting to know who is already getting books in our community and know it is getting to the families most in need.
- Streamline communication with families when distributing books
- Starting point is to get the data from Eugene Public Library Foundation to provide some outcomes
- Evaluation study in the works, has not been published. More outputs than outcomes.
- Barrier is that 9 books in English and only 3 in Spanish
- Is there an even greater disparity in reaching rural families than in urban areas
- Handing books to kids in never a bad idea
- Easy entry point to get engagement with businesses

VII. Campaign for Grade Level Reading (CGLR)

The annual conference for CGLR was held in July in Philadelphia. Bess Day (UWLC), Michelle Sheng-Palmisano (UWLC), Katherine Pears (OSLC), and Lizzie Gray (Connected Lane County) attended on behalf of Lane County.

- John Lively received awarded to the Grade Level Reading Council of Champions for his work with early literacy/education. United Way of Lane County was awarded a Pacesetter Award.

- Focused now on taking the work we do in the community to brand it and reach more partners to be on the same page. In Philadelphia they have the Read by 4th Campaign Initiative with 130 partners city wide aligning work towards improving attendance, School Readiness and Summer Reading in children and having them reading at grade level by 4th grade. Their campaign involves
community members on every block up to the Mayor of Philadelphia and the Governor of Pennsylvania.

- With 52% of kids in Lane County not reading at grade level we can use the framework developed by the Campaign for Grade Level Reading to align work, create a grade level reading campaign and convene, and coordinating systems work. This can bring us a way to brand the initiative and bring our continuum of work from prenatal to elementary under this umbrella with an easy way to communicate to a broad group of people.

- In another community children in the year before starting kindergarten were wearing shirts that have their high school graduation year on them. Perhaps we could start even with newborns and have onesies with the year they graduate.

- There are many materials from CGLR and a network of communities across the country. The them across network is stealing shamelessly and sharing seamlessly.

- Make sure we have substance and don’t focus a lot of time on the branding. What is the call to action from seeing the branding? Doesn’t remove the barriers of learning how to read. Easy to get lost in the momentum of the branding and the marketing. Not easy to tell people what we’re doing and what they should do about it.

VIII. Other Updates/Announcements
- Have hired a new Equity & Engagement Manager, Ramon Concepcion and a new RSVP Manager, Debra Weinman.
- Oregon Pediatric Improvement Partnership presentation on August 28th at UWLC.
- At next meeting on September 14th we will be reviewing our memorandum of understanding with members.

IX. Adjourn
The meeting adjourned at 5:00
I. Early Learning Alliance (ELA) Advisory and Innovation Teams

Early Learning Stakeholders
- No meeting in August.

Pediatric Advisory Team
- No meeting in August.

P-3/P-8 Work Group
- No meetings in August, will reconvene in September.

Equity Advisory Committee

Home Visiting Innovation Team
- HVIT met in July and learned about data collection and outcome measures for the Nurse Family Partnership (NFP). NFP programs have shown that for every dollar invested there is a $5 return in savings to our society. The group discussed what they hope to learn and accomplish with these series of data presentations from home visiting programs, including population based information, aligning data collection with the Community Health Improvement Plan (CHIP), and that programs should not reflect county demographics but should instead have an overrepresentation of families who have higher risk factors. On October 15th Rhea Cramer will present a Voices of Poverty training for HVIT staff and partners.

II. Kids in Transition to School (KITS)
- KITS groups will wrap up in September with graduation events county wide. In Year 3 450 families were served by the program and over 100 educators were trained to deliver the KITS model.
- UWLC applied for funding from the Ford Family Foundation to support implementation of the program in rural school districts. We received notice that the grant had been awarded to UWLC with a start date of July 30th. The grant will provide a total of $300,000 over the course of three years.
- With reduced funding to support the evaluation, the third year evaluation by Portland State University focuses primarily on child outcomes. A small scale randomized control trial in three school districts will include data collection from parents/caregivers of KITS and control group kids to assess the child’s social skills and emotional regulation, the parent’s confidence/skills in supporting their child’s learning, and the parent’s relationship with the school. Kindergarten teachers will complete a survey assessing the social emotional development of both the KITS kids and non-KITS kids in their classroom.
A component of the Kindergarten Partnership and Innovation funds from the state which support the KITS program is to collect surveys from KITS parents and teachers who participated in the KITS program. This data will inform PSU’s statewide P-3 evaluation, funded by Oregon Community Foundation.

I. Preschool Promise

- As of September 14, 2018, we have received 307 Preschool Promise applications for the 2018-19 program year. Seventy children are staying on for year 2 of the program, and 118 children will be new.
- We convened a new placement committee, comprised of Preschool Promise providers, directors, and head teachers, on August 7 and tentatively placed top-scoring applicants in 101 open slots. The Preschool Promise Team at United Way met with Mycena Bell from Head Start on 8/10/18 to finalize placements. Since then, we have finalized placement in 112 slots. We are working on finalizing placements in openings in Dorena, Creswell, and LCC. Currently there are 71 children in the wait pool. There are 14 who are over income or under age for the program, and 27 who have been placed into Head Start.
- Our funding for 2018-19 is:
  i. Provider Services $2,232,744
  ii. Hub Coordination Funds $145,128
  iii. The provider services amount represents a 3% increase over 2017-18. Hub Coordination funds for Preschool Promise are 6.5% of the total Provider Services funds.
- The first program started August 20th and all programs will be up and running as of September 24th.
- As mentioned last month, we now have a Spark Alternative Pathway for school districts that are running Preschool Promise programs. These programs will no longer be licensed by the Early Learning Division Office of Child Care. A FAQ document has been posted to the ELD’s website, and can be found at the following link: https://oregonearlylearning.com/wp-content/uploads/2018/09/SAP_FAQs_FINAL.pdf

II. LaneKids

- The LaneKids funded series have staggered starts, beginning this month. Work is underway to update the LaneKids website with current course schedules and contact information for those agencies.
- The Parent Educator Mentorship (PEM) project also kicks off this month, with an 8 hour training led by Parenting Now!. Recruitment has been slightly more challenging than we anticipated, but we are opening the opportunity to some non-LaneKids funded educators who may wish to participate.
- Plans for the website overhaul continue to move forward, with a new layout being selected by the United Way marketing team. Content edits are ongoing.

III. Triple P
This month the Triple P Implementation Team has been focused on finalizing the mini-grant process and application for providers. Triple P providers will be able to apply for additional funding to support discussion group implementation as well as marketing their Triple P services to families in their community. Our goal is to make discussion groups accessible to all families by providing transportation, meals, and childcare free of charge to everyone who attends.

In addition, the team has been planning a marketing campaign boost for the fall and winter. We will be sending flyers out to all students in Lane County grades K-5 as well as intentionally reaching out to Spanish-speaking families. The team will also be investing in new advertisement strategies including LTD bus ads and billboards.

IV. Family Resource Centers

Over the summer, during the “down time” for many of the FRCs, a sub-committee was formed to make decisions about the ELA’s ongoing support for the FRCs. The committee included Tony Scurto, Judy Newman, Bess Day, Claire Hambly, Sue Wickizer and Emily Reiter. The sub-committee engaged in a review of each FRC across various factors including fit with ELA priorities, adherence to their work plan, ease of communication, degree to which the stated expectations were met, etc. The results were not shocking, but provided a baseline of data that can be used to measure progress over the coming year. The sub-committee decided not alter the funding structure for the 2018-19 year, but instead to build in more guardrails. These include greater clarity in contract language, a mandatory individual meeting between ELA staff and the FRC coordinator with their district contact prior to contracting, a mid year check-in to ensure invoicing is on track, and year end self-evaluation.

The FRC Coordinators group met on 9/10/18, and the above details were shared, and generally well received. We also announced the soft launch of the data collection app and called for beta testers. We had several volunteers and are eager to begin testing.
Memorandum of Understanding
Lane Early Learning Alliance
Governance Consortium

The Lane Early Learning Alliance Governance Consortium serves as the governing body of the Lane Early Learning Alliance. Membership includes representatives from Lane County Government, a Parent Representative, and five designated community sectors: health, K-12 education, early education and pre-kindergarten, social/human services, and business and community leaders.

Shared Goals of the Lane Early Learning Alliance Governance Consortium:
1. Children are ready for kindergarten when they arrive;
2. Children are raised in stable and attached families;
3. Services are integrated and aligned into one early learning system that is:
   - Family centric and supports families as the first teachers of their children to ensure they are safe, healthy, and cherished and shares responsibility for their successful education.
   - Focused on reaching and empowering priority populations who because of poverty, race and ethnicity, adverse childhood experiences and other well-researched risk factors face barriers to kindergarten readiness.
   - Dedicated to producing better outcomes through building community awareness and demonstrating transparent budgeting by viewing all federal, state, foundation and non-profit funding streams as potential tools to garner support.
   - Accountable and dedicated to shared outcomes by being responsive to community needs.
   - Finds community solutions to cross traditional boundaries through collaboration and alignment of the five sectors (K-12 schools, early education, health, human services and business).
   - Committed to serving underrepresented groups and makes decisions based on an equity lens.

Responsibilities and Functions of the Lane Early Learning Alliance:
   a. Improve results for priority populations by implementing coordinated strategies to ensure kindergarten readiness for these children.
   b. Engage meaningfully with the populations to be served.
   c. Map all local, state, federal, and philanthropic dollars focused on early learning in Lane County.
   d. Implement a system and service assessments focused on increased efficiency, reduced duplication of efforts and decreased burden to make it easier for families.
   e. Report milestone outcomes and kindergarten readiness at a child-level and population-level from pre-natal through kindergarten for children in their service area.
   f. Leverage monies within direct control of the Lane Early Learning Alliance Governance Consortium and develop additional funding resources.
Responsibilities and Functions of the Lane Early Learning Alliance Governance Consortium:

a. Improve results for priority populations, including identifying and evaluating coordinated strategies to ensure kindergarten readiness for these children.
b. Coordinate funding and resource allocation to: maximize efficiency and effectiveness, identify existing resources and gaps, and coordinate cross-sector strategies.
c. Mobilize the community to engage and understand the importance of early learning.
d. Work with funders to establish shared outcomes and support key activities to achieve them.
e. Work with coordinated and contracted service providers to provide services in a cost efficient manner.
f. Design a system and service assessments focused on increased efficiency, reduced duplication of efforts, and decreased burden to make it easier for families.
g. Integrate investments and strategies across the identified five sectors to achieve specified outcomes, including coordination with county governments.
h. Use data to inform the work and make adjustments in order to achieve results.
i. Work to make monies more flexible, by advising the State on federal and state dollars to braid and/or blend.
j. Raise the visibility of early learning investment decisions and Return-On-Investment (ROI), including measures that are beyond the financial implications.
k. Use non-monetary means to exhort or influence better outcomes.
l. Influence the use of state and federal dollars not in the Lane Early Learning Alliance’s control.
m. Oversee accountability for results on contractual requirements with the State.

Responsibilities and Functions of the Lane Early Learning Alliance Backbone Support Organization:

a. Provide staff, resources, and skills needed to convene and coordinate participating organizations and develop: a common agenda, shared measurement systems, mutually reinforcing activities and continuous communication.
b. Convene the Lane Early Learning Alliance Governance Consortium as the governing body for the Lane Early Learning Alliance.
c. Engage in resource development to create opportunities for further funding.
d. Demonstrate business acumen in budgeting, procurement, debt and risk management.
e. Enter into outcomes-based contracts with providers for services for highest-risk children and families designed to achieve return on investment.
f. Contract for results, rather than services, processes, or activities.
g. Use data to inform the work and make adjustments in order to achieve results.
h. Work with Early Learning Division Staff on reporting and contractual requirements.

Member Requirements and Responsibilities:

a. Champion the goals and efforts of the Lane Early Learning Alliance.
b. Regularly attend meetings and consortium activities.
c. Prepare for active participation in meetings including review of materials distributed in advance.
d. Assist in development or review of plans and budgets.
e. Foster development of a collaborative culture.
f. Use one’s knowledge, skills and relationships to advance the shared goals.
g. Declare conflicts of interest and abstain from decisions when appropriate.
h. Participate in bureaucracy busting agreements when appropriate.
i. Participate in funding collaborations when appropriate.
j. Perform specific functions based on the services the member provides and the sector they represent.
k. Evaluate the performance of the consortium and the Lane Early Learning Alliance Backbone Support Organization.

**Member Organization Responsibilities (when appropriate):**

Each Member Organization:

a. Shall fulfill its role in the consortium in a timely manner.
b. Shall work to further the purposes of the consortium.
c. Shall enter into a binding agreement containing the obligations of the consortium and the member.
d. Shall be committed to not discriminate against employees, or discriminate against or deny service to any person.
e. Shall be committed to serving priority populations as defined by the Lane Early Learning Alliance. Priority populations are defined as families navigating poverty, families living in rural communities, children with disabilities and/or developmental delays, and racial/cultural/ethnic historically underserved populations.
f. Shall agree to work together to collect and share data to achieve our target metrics and goals.
   a. Mandated partners are required to participate in data collection for shared metrics:
      • Childcare Resource and Referral
      • Department of Human Services
      • Coordinated Care Organization
   b. As the Lane Early Alliance identifies other data sources to track goals, all Member Organizations agree to participate in evaluation activities.

By signing this agreement, you acknowledge that you and the organization identified below agree to these principles and will make good faith efforts to assist in the development and implementation of The Lane Early Learning Alliance and Governance Consortium based on the principles in this document.

**Signatures:**

<table>
<thead>
<tr>
<th>Gustavo Balderas</th>
<th>Marian Blankenship</th>
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<tbody>
<tr>
<td>Superintendent</td>
<td>Vice President, Government and Community Relations</td>
</tr>
<tr>
<td>Eugene 4J School District</td>
<td>Executive Director, PacificSource Foundation for Health Improvement</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Noreen J. Dunnells</td>
<td>CEO/Executive Director</td>
</tr>
<tr>
<td>Debi Farr</td>
<td>Public Relations Specialist</td>
</tr>
<tr>
<td>Leslie Finlay</td>
<td>Director of Early Childhood Programs</td>
</tr>
<tr>
<td>Karen Gaffney</td>
<td>Health and Human Services Assistant Director</td>
</tr>
<tr>
<td>Tina Gutierrez-Schmich</td>
<td>Equity Coordinator</td>
</tr>
<tr>
<td>John Lively</td>
<td>Oregon State Representative</td>
</tr>
<tr>
<td>Judy Newman</td>
<td>Co-Founder</td>
</tr>
<tr>
<td>Sue Norton</td>
<td>Child &amp; Family Ed Mgmt Coordinator</td>
</tr>
<tr>
<td>Chris Parra</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Darcy Phillips</td>
<td>Executive Director</td>
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<tr>
<td>Bruce Smolnisky</td>
<td>Interim Superintendent</td>
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<tr>
<td>John Radich</td>
<td>District Manager</td>
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<tr>
<td>George Russell</td>
<td>President</td>
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<td>Tony Scurto</td>
<td>Superintendent</td>
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<tr>
<td>Annie Soto</td>
<td>Executive Director</td>
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<tr>
<td>John Stapleton</td>
<td>Associate Project Manger</td>
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<tr>
<td>Lise Schellman</td>
<td>Preschool Director</td>
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<tr>
<td>Liz Schneider</td>
<td>Parent Representative</td>
</tr>
</tbody>
</table>
Gustavo BALDERAS  
Eugene 4J School District  
(541) 790-7707  
balders_g@4j.lane.edu  
fjordbeck_l@4j.lane.edu

Marian BLANKENSHIP  
PacificSource Health Plans  
(541) 684-5221  
mblankenship@pacificsource.com

Noreen J. DUNNELLS  
United Way of Lane County  
(541) 741-6000  
nadunnells@unitedwaylane.org  
lbivins@unitedwaylane.org

Debi FARR  
Trillium Community Health Plan  
(541) 762-9033  
dfarr@trilliumchp.com

Leslie FINLAY  
Early Learning Stakeholders  
Relief Nursery  
(541) 343-9706 x111  
lesliefi@reliefnursery.org

Karen GAFFNEY  
Lane County Government  
(541) 682-3942  
karen.gaffney@co.lane.or.us

Tina GUTIEREZ-SCHMICH  
Bethel School District  
(541) 689-3280  
tina.schmich@bethel.k12.or.us

Todd HAMILTON  
Creswell School District  
(541) 895-6000  
todd.hamilton@creswell.k12.or.us  
mcruzan@creswell.k12.or.us

John LIVELY  
State Representative  
(503) 986-1412  
j.lively@comcast.net  
Rep.JohnLively@state.or.us

Judy NEWMAN  
Early Childhood CARES  
jrtn@uoregon.edu  
(541) 346-2639

Sue NORTON  
Lane Community College  
(541) 463-3301  
nortons@lanecc.edu

Chris PARRA  
Bethel School District  
(541) 689-3280 x2012  
chris.parra@bethel.k12.or.us  
jill.busby@bethel.k12.or.us

Darcy PHILLIPS  
Cornerstone Community Housing  
(541) 683-1751 x105  
dphillips@cornerstonecommunityhousing.org

John RADICH  
Department of Human Service  
(541) 684-2489  
john.radich@state.or.us

[Bruce SMOLNISKY]  
Springfield Public Schools  
(541) 726-3201  
Bruce.smolnisky@springfield.k12.or.us  
judy.bowden@springfield.k12.or.us

George RUSSELL  
Community Leader/Volunteer  
(541) 953-0120  
gruss@teleport.com

Lise SCHELLMAN  
Early Learning Stakeholders  
Pearl Buck Center  
(541) 731-9697 – work cell  
(541) 780-6404  
lise.schellman@pearl buckcenter.com

Liz SCHNEIDER  
Parent Representative  
541.513.8408  
scneider.elizabeth@gmail.com

Tony SCURTO  
Lane Education Service District  
(541) 461-8200 x212  
tscurto@lesd.k12.or.us  
jsimmonds@lesd.k12.or.us

Annie SOTO  
Head Start of Lane County  
(541) 747-2425  
asoto@hsolc.org

John STAPLETON  
PIVOT Architecture  
(541) 342-7291  
jstapleton@pivotarchitecture.com

Key Contacts

Bess DAY  
United Way of Lane County  
(541) 741-6000 x.162  
bday@unitedwaylane.org

Holly MAR CONTE  
United Way of Lane County  
(541) 741-6000 x.109  
hmar@unitedwaylane.org
Lane Early Learning Alliance
2017-19 Work Plan (Updated for 2018-19)

Goal 1: The early childhood system is aligned, coordinated, and family centered

<table>
<thead>
<tr>
<th>Hub Activities</th>
<th>Status</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Training &amp; professional development for hub staff &amp; community partners:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Service &amp; Education Equity training for hub staff and community partners (hosted)</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>• Equity 101 training for Home Visiting professionals (hosted)</td>
<td></td>
<td></td>
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<tr>
<td>• P-3 Conference: OELKG for Pre-K and K-3 teachers &amp; administrators (hosted)</td>
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<tr>
<td>• Trauma-informed care training for FRC coordinators (hosted)</td>
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<tr>
<td>• Oregon Parenting Education Collaborative Fall &amp; Spring conferences (attended)</td>
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<tr>
<td>• Early Learning Hubs’ Winter &amp; Summer Learning Collaboratives (attended)</td>
<td></td>
<td></td>
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<tr>
<td>• COSA P3/Early Learning and Family Engagement conferences (attended)</td>
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<tr>
<td>• Collective Impact Conference (service &amp; funding equity) in Austin, TX (attended)</td>
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<td></td>
</tr>
<tr>
<td>• Campaign for Grade Level Reading conference in Philadelphia, PA (attended)</td>
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</tbody>
</table>
| **Equity & Engagement:** | Completed | • Adapted from Eugene 4J
• Service & Education Equity Training |
| • Approve and implement equity lens & decision tool | | |
| • Conduct equity training required by ELD for entire hub staff & invited partners | | |
| • Provided financial support for Downtown Language’s *Pilas* family literacy classes | | |
| • Provided financial support for NAACP cultural broker position | | |
| **Pursue annual/additional funding for LaneKids & KITS** | Completed |
| **2018 funding secured:** | | |
| • OPEC -- $75,000: LaneKids parenting ed series, PEM project, *A Baby Connection* project | | |
| • Lane County/Trillium -- $160,000 | | |
| • Ford Family Foundation -- $300,000 (3-year grant for KITS) | | |
| **Data project:** Review Kindergarten entry data over the past 3 years to identify and prioritize areas of need | Completed | This was in preparation for BookFest in order to target schools with the lowest 3rd grade proficiency rates. |
| **Develop & implement a check-in app for Family Resource Centers to standardize and simplify family data collection and reporting.** | Complete | Beta testing app at FRCs this fall |
**Convene monthly (10x/year) meetings:**
Governance Consortium  
Early Learning Stakeholders  
Pediatric Advisory Committee  
P3/P8 Work Group  
Home Visiting Network  
Equity Advisors (quarterly)

<table>
<thead>
<tr>
<th><strong>Equity &amp; Engagement:</strong></th>
<th><strong>Overview</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community outreach events for family engagement and recruitment for programs</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Work with culturally-specific community based organizations to understand and address the needs of families in our priority populations, particularly around accessibility of services.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Regularly evaluate funded programs to ensure that they are meeting the hub’s standards of equitable policies and practices.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Analyze demographic data on ELA funded programs and identify disparities. Develop process to utilize demographic form consistently across all funded programs in order to accurately compare data.</td>
<td>In process</td>
</tr>
<tr>
<td>Develop written policies and implementation practices that support cultural responsiveness and racial equity</td>
<td>In process</td>
</tr>
<tr>
<td>Strategic coordination of engagement and services of Mam population in S. Lane</td>
<td>In process</td>
</tr>
<tr>
<td>Positive Indian Parenting &amp; Nurturing Hope (for parents with kids with special needs) parenting education curriculum trainings</td>
<td>Upcoming</td>
</tr>
<tr>
<td>Continued equity training for hub staff &amp; partners</td>
<td>Upcoming</td>
</tr>
<tr>
<td>Routinely review all sources of data, both internal and external, for all ELA programs and determine how to best leverage the information to make strategic decisions and show programmatic outcomes.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Routinely review all sources of data, both internal and external, for all ELA programs and determine how to best leverage the information to make strategic decisions and show programmatic outcomes.**

**Continue exploring funding opportunities for partnership and financial sustainability of programs supported by Lane ELA and LaneKids.**

**Campaign for Grade Level Reading:** Improve community awareness around third grade reading proficiency and support literacy opportunities during/after school.

<table>
<thead>
<tr>
<th><strong>Preschool Promise Coordination:</strong></th>
<th><strong>Overview</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Add volunteers to Preschool Promise classrooms</td>
<td>In process</td>
</tr>
<tr>
<td>Improve coordination and resource sharing between Preschool Promise hubs</td>
<td>In process</td>
</tr>
</tbody>
</table>
- Secure sustainable transportation for Preschool Promise programs
- Implement the Early Learning Reporting system for hub and Preschool Promise, including training providers to input their data and monthly reporting directly into the system to be accessed by the state.

- Update LaneKids website
- Update Early Learning Alliance website

<table>
<thead>
<tr>
<th>ELA Data Dashboard</th>
<th>Status</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Upcoming</td>
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</table>

<table>
<thead>
<tr>
<th>Shared professional development, intentional partnership, and resource sharing between Family Resource Center coordinators &amp; Preschool Promise providers.</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Upcoming</td>
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</table>

**Parent Voice & Engagement:**
- Develop overall strategy for parent engagement.
- Create opportunities for parent involvement in planning, implementation, and decision-making
- Meet quarterly to gather feedback and inform decision

<table>
<thead>
<tr>
<th><strong>Goal 2: Children are supported to enter school ready to succeed.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hub Activities</strong></td>
</tr>
<tr>
<td><strong>KITS 2018:</strong></td>
</tr>
<tr>
<td>- 450 families served</td>
</tr>
<tr>
<td>- 100 educators trained</td>
</tr>
<tr>
<td>- Across 12 school districts</td>
</tr>
<tr>
<td><strong>Preschool Promise 2017 – 18:</strong></td>
</tr>
<tr>
<td>- Served 188 children in 13 Preschool Promise classrooms in 2017-18 program year</td>
</tr>
<tr>
<td>- Successfully opened a new PP site at Willamette High School</td>
</tr>
<tr>
<td>- Coordinated countywide distribution of 1000 Preschool Promise applications through team of 3 volunteers</td>
</tr>
<tr>
<td>- Separated PP eligibility from priority selection in the enrollment process in order to make families more comfortable about doing the initial application.</td>
</tr>
<tr>
<td>- Convened first provider-led placement committee for 2018-19 program year</td>
</tr>
<tr>
<td>- Placed 112 children (so far) into 118 open PP slots for 2018-19 program year</td>
</tr>
<tr>
<td>Task</td>
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<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Work with childcare, K-12, and other P-3 community partners to develop early literacy and prevent summer learning loss by building capacity and sustainability of a book bank and host book distribution events to increase number of books in the home.</td>
</tr>
<tr>
<td>Develop &quot;How To&quot; guide for rural communities to adopt/sustain summer reading spots.</td>
</tr>
<tr>
<td><strong>KITS Program:</strong></td>
</tr>
<tr>
<td>• Using creative and sustainable funding sources, increase the number of children and families participating in the Kids in Transition to School (KITS) program.</td>
</tr>
<tr>
<td>• Improve recruitment and participation of ELA priority populations in KITS</td>
</tr>
<tr>
<td><strong>Preschool Promise Program:</strong></td>
</tr>
<tr>
<td>• Ensure successful implementation of Preschool Promise: support professional development and training of providers, ensure cultural relevancy of programs, recruit families from priority populations, and develop family resource navigation and parent engagement plan for families participating.</td>
</tr>
<tr>
<td>• Implement a solid, sustainable plan for social/emotional support and intervention</td>
</tr>
<tr>
<td>• Plan for potential expansion</td>
</tr>
<tr>
<td>In partnership with Quality Care Connections (QCC) and other early learning stakeholders, ensure child care providers have knowledge and information to connect families to resources, early learning services, and ELA funded initiatives.</td>
</tr>
<tr>
<td>In partnership with Quality Care Connections (QCC), continue to develop a community supply of 3-star, 4-star and 5-star quality rated early learning programs that are participating in the Special Needs network.</td>
</tr>
<tr>
<td><strong>Family Resource Centers:</strong></td>
</tr>
<tr>
<td>• Improve/grow FRCs community visibility and utilization</td>
</tr>
<tr>
<td>• Bring Lowell FRC into the ELA coalition of FRCs</td>
</tr>
<tr>
<td>• Raising A Reader: Provide support to FRCs and home based child care providers to ensure fidelity to the program.</td>
</tr>
<tr>
<td>Support every district in conducting a Kindergarten Readiness Event (ideally one in the fall, then quarterly moving forward).</td>
</tr>
<tr>
<td>Develop shared professional development opportunities for early learning/K-3 teachers</td>
</tr>
</tbody>
</table>
Assist in implementing a consistent Kindergarten transition process across districts (and consider adding/increasing kindergarten home visits). | Upcoming

Launch Lane County Campaign for Grade Level Reading | Upcoming

Develop an ELA-wide Equity Training plan | Upcoming

BookFest 2019! | Upcoming

| Goal 3: Families are healthy, stable, and attached. |

<table>
<thead>
<tr>
<th>Hub Activities</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Abuse &amp; Neglect Prevention:</strong></td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>• Participate in the Center for the Prevention of Abuse and Neglect’s series of focus groups to better assess how well, in Eugene, we are covering the child abuse prevention protective factors.</td>
<td></td>
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</tr>
<tr>
<td>• Partner with 90by30 Regional Leadership Teams to align regional plans and leverage ELA initiatives and recruitment in rural communities.</td>
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<tr>
<td>• Actively participate in Child Abuse Prevention Month (April)</td>
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<thead>
<tr>
<th><strong>LaneKids/Parenting Ed:</strong></th>
<th>Complete</th>
<th>Funded three new agencies for parenting education classes and/or workshops – Pearl Buck, First Place Family Center, and Trauma Healing Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct an RFP process to continue funding parenting education series and workshops to ensure families have choice.</td>
<td></td>
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</tr>
<tr>
<td>• Provide training in evidence-based parenting education curricula and support building capacity of parenting education providers.</td>
<td></td>
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</tr>
<tr>
<td>• Research the need for and invest in culturally responsive parenting education curricula.</td>
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<tr>
<td>• Offer Triple P online, in Spanish</td>
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<tr>
<td>• Triple P Level 2 &amp; 3 provider training</td>
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</table>

| In partnership with UWLC, assemble and distribute 15,000 dental kits to all Kindergarten - 2nd graders across Lane County. | Complete | We also included Preschool Promise & QCC providers this year! |

| Continue building relationship with Native/Tribal and Black/African American community leaders to increase family support and engagement. | Ongoing | |

| Keep lanekids.org up to date with class series information, activity calendar, and relevant, timely blog posts in English & Spanish. | Ongoing | |

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<thead>
<tr>
<th>Status</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Complete</td>
<td></td>
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<tr>
<td>Upcoming</td>
<td></td>
</tr>
<tr>
<td>Expanding into Preschool Promise sites</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Status</td>
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<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Implement a Triple P system across Lane County with a focus on universal communications campaign, brief intervention in a variety of service settings, discussion groups/seminars, and Triple P Online with a focus on expansion to rural communities.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Routinely assess family-focused community resources and identify gaps in service for our priority populations. Update online resource poster and 211.org, as needed.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Support and encourage families to get their child(ren) developmentally screened prior to school entry and immediately connected to appropriate resources.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Select common outcomes for home visiting programs to collect and report.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Explore ideas and/or incentives for parents (in partnership with Trillium CC, WIC, and the Community Health Clinics) to encourage families to make all six well-child visits.</td>
<td>Upcoming</td>
</tr>
<tr>
<td>Offer parenting education curriculum training specifically for Black/African American families.</td>
<td>Upcoming</td>
</tr>
<tr>
<td><strong>Integrated work with Live Healthy Lane/CHIP partners:</strong>&lt;br&gt;  - Increase integration (dental, behavioral, and physical healthcare; systems integration and patient-centered) in a variety of settings, including school-based health centers, affordable housing, and community health centers.&lt;br&gt;  - Identify opportunities and barriers to service agreements &amp; information sharing.&lt;br&gt;    o Identify settings/facilities where services can be offered.&lt;br&gt;  - Identify opportunities &amp; resources that would increase services &amp; integration, especially with our focus &amp; priority populations.&lt;br&gt;  - Map availability of healthcare (behavioral, oral, physical) screenings/services/ referrals, how they are promoted/ accessed, &amp; provider capacity.&lt;br&gt;    o Identify gaps and barriers to accessing care. Make information accessible &amp; update annually.&lt;br&gt;  - Support and promote initiatives addressing childhood obesity and nutrition education for kids and families.</td>
<td>Upcoming</td>
</tr>
<tr>
<td>Regularly interface with the CCO's Rural Advisory Council (RAC) and Community Health Improvement Plan (CHIP) rural strategies to better align our efforts and strengthen relationships as well as reduce duplicative initiatives or work.</td>
<td>Upcoming</td>
</tr>
</tbody>
</table>
The Lane Early learning Alliance’s vision and expectations and for Family Resource Centers in Lane County:

Every school district in Lane County will have a high functioning and valued Family Resource Center (FRC) that: facilitates connections between early learning age children and their families and elementary school; helps parents prepare their child to be successful in school; engages parents of elementary age children to support their child’s educational success and get involved in school activities. FRCs and school personnel will work in partnership to achieve this vision to reach out to all children and parents living in their school district boundaries to get connected and involved.

Expectations of FRCs include:

- FRCs will spend the full amount of funding they request and are awarded.
- Funds are spent in accordance with grant requirements and goals.
- Required reports will be turned in on or before the due dates.
- FRC managers will have Word and Excel knowledge and skills sufficient to complete the reporting notebook.
- FRC managers will be in regular contact with a school district person who can make decisions and commitments.
- FRC staff will continue their education and professional development.
- FRCs will have a room or at least an office with access to space in the buildings to run groups, meet with parents, do their work.
- FRC will have access to a kitchen and kitchen utilities for parent meetings, groups, etc.
- FRC managers will have regular access to a phone, computer and fax machine. (preferably a phone and computer assigned to them).

**Note: Every FRC may not meet all of the expectations or goals stated in the vision at the time they do their self assessment and apply for funding, but the plan they will complete with the ELA staff to receive the funds will include their individual goals aimed at meeting the expectations and aligning with the vision.**
Family Resource Center
2018-19 Year End Evaluation: <> School District

Coordinator:
District Contact:
At-risk children served:

Rate from 1-5, 1 being the least and 5 being the most, the degree to which the FRC:

1. Met the “FRC Expectations”:

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Score</th>
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<tbody>
<tr>
<td>FRCs will spend the full amount of funding they request and are awarded</td>
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<tr>
<td>FRC managers will have regular access to a phone, computer and fax machine. (preferably a phone and computer assigned to them)</td>
<td></td>
</tr>
</tbody>
</table>

Rate from 1-5 and provide brief supporting comments for the below categories:

2. Attendance at monthly meetings:

3. Ease of Communication:

4. Timeliness of invoicing:

5. Fit with ELA priorities: Kindergarten readiness, early literacy, STEM/STEAM, parenting education:

6. Adherence to work plan

Using your submitted work plan, please reflect on your outcomes for the program year:

Additional comments:
Imagination Library Proposal
August 2018

Objective: To support 2,000 rural Lane County children’s access to Imagination Library books with matching funds from the Lane Early Learning Alliance (500 children at $12,500 per year). This program aligns nicely with our early learning and kindergarten readiness goals.

What is Imagination Library? Dolly Parton launched this “free” book program in 1995 to benefit the children of her home county in Tennessee. Her vision was to foster a love of reading among preschool children and their families. Since the inception, the program has expanded throughout the US and abroad with over 100 million books have been distributed to children since 2000.

How Imagination Library works: Each month, children from birth to age 5 receives a quality, age appropriate book addressed to them, at no cost to the family. Countless parents have shared how excited their child is when their new book arrives each month. The Dollywood Foundation provides the infrastructure of the core program including managing the secure central database, book selections and wholesale purchasing. The actual cost to local communities is $25 per child per year or 12 books at $2.08 each. Books are selected by a national panel of early childhood experts.

Present Situation: Currently, in Lane County there are 18,381 eligible children between birth and age 5 and the typical penetration rate in a community is approximately 60% of children. The Eugene Public Library Foundation currently supports 3,645 children in Eugene, Lane Electric Company funds 18 children in Lowell and Springfield has a new not for profit organization, Young Readers, working to establish funding for Springfield children.

Proposal: United Way has a potential partner interested in supporting early literacy and children’s access to books with a matching sponsorship. With matching funding from both UW at $12,500 (from a bequest) per year and the Lane Early Learning Alliance at $12,500, this potential partner would consider a contribution of $25,000 as a match.

Advantages: Increased number of children have books in their homes and ultimately literacy rates improve.

Disadvantages: The ongoing need to continuously raise resources to support the program.
**Action Plan:** Request that the ELA give consideration to fund 500 children’s enrollment in the Imagination Library program at $12,500 per year for a minimum of two years.

********************************************************************************

**Questions asked at August Governance Consortium meeting, answered:**

1. **How do we reach the kids who need it most?**
   a. We can identify children by zip code areas to fund specifically; e.g. Oakridge, etc.

2. **How do we ensure families that are highly mobile still receive their books?**
   a. The only really effective way to reach families that move a lot is to develop communication system so that we know. However, that is challenging and the best we can do is to create a system for picking up undeliverable books and redistributing them to clinics, WIC offices, nonprofit agencies – anywhere children and families frequent.

3. **What kind of data, if any, is being collected to ensure the program is effective?**
   a. Per Noreen: In Minnesota we conducted annual surveys with parents to determine changed behaviors, their frequency of reading as a result of receiving IL books, etc. I will check in with Pam Hunsacker from the DP Foundation as I believe she mentioned that the foundation was exploring evaluation methods and process. Many United Way-sponsored programs have developed their own evaluation processes. In my experience, IL children and parents provide the best testimonies to the value of reading with rich stories of developing a love of reading.