

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



Lane Early Learning Alliance Governance Consortium

May 12, 2017

3:30-5:30pm

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

NOTES

Present:

Noreen Dunnells, United Way of Lane County
Leslie Finlay, Early Learning Stakeholder/ Relief Nursery
John Lively, State Representative
Judy Newman, Early Childhood CARES
Sue Norton, Lane Community College
Chris Parra, Bethel School District
John Radich, Department of Human Services
George Russell, George Russell & Associates, LLC
Annie Soto, Head Start of Lane County
Marian Blankenship, Pacific Source Health Plans
John Stapleton, PIVOT Architecture
Kathy Moxley-South, Early Learning Stakeholders/ University of Oregon
Liz Schneider, Parent Representative

Absent:

Alicia Hays, Lane County Government
Darcy Phillips, Cornerstone Community Housing
Sue Rieke-Smith, Springfield School District
Gustavo Balderas, Eugene 4J School District
Karen Gaffney, Lane County Government
Todd Hamilton, Creswell School District
Larry Sullivan, Lane Education Service District
Debi Farr, Trillium Health Plan
Tina Gutierrez-Schmich, Bethel School District

Staff:

Lindsey Hayward, United Way of Lane County
Holly Mar-Conte, United Way of Lane County
Michelle Sheng-Palmisano, United Way of Lane County
Ann Salminen, United Way of Lane County

Public:

No members of the public present

I. Call to Order

The meeting was called to order at 3:43 PM

II. Welcome and Introductions

Lindsey Hayward welcomed the group and announced her new position at Social Bicycles. Noreen discussed the staffing transition plan, and the group acknowledged the amazing work Lindsey has done. Kathy Moxley-South was also acknowledged for her service as the Early Learning Stakeholder's representative she retired from the University of Oregon.

III. Public Comment

No members of the public were present.

IV. Consent Agenda

April Meeting Minutes

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

Motion: George Russell motioned to approve the consent agenda.

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



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

Ayes: Noreen Dunnells, Leslie Finlay, John Lively, Judy Newman, Sue Norton, Chris Parra, Annie Soto, Marian Blankenship, John Stapleton, Kathy Moxley-South.

Nays: None

Abstentions: None

V. Continuous Quality Improvement Plan

The Early Learning Division (ELD) conducted a site visit of our hub on April 27th during which they visited with the Learning Little's Program, met with members of the Governance Consortium, and discussed our Indicators of Success.

Lane Early Learning Alliance Partner Survey:

We received 40 survey responses which equates to a 20% return rate, which was average for other hubs across the state. Some key takeaways were discussed:

- People do not know what the hub does, and it can be complicated to see how we are making progress in our focus areas.
- One business person had great knowledge of the work. But, in the health arena we could be doing more to push out our work and strengthen those relationships.
- Regarding the question "As community barriers arise, I take them to our hub..." had a low score. Hope that early learning partners see the hub as a resource, and staff thought this was area of improvement.
- "The EL hub's success in implementing its strategies will improve the success of my work" received high marks indicated that was a strength of the hub.
- Parent and family voice had some of the lowest scoring and need to think about how do we engage parents in the decision making process and give them a voice. This was a big takeaway from the state site visit and will work on this in our Continuous Quality Improvement plan.
- Influence over the direction of the hub scored low, partners may have appreciation for the work but not as connected with it. This may tie in to the communications piece that is needed. We have many work groups and components, but where can people connect and have a voice?
- Questions regarding "My early learning hub raises awareness about early learning in our region" and "My EL hub invests in priority populations" scored well.
- Curious about how to get more responses in the future. Instead of taking the survey through email, we could distribute at a meetings so people are asked to do it directly to increase response rate. Survey was a bit long.

EL Hub Assessment Rubric:

Rubric scores 10 indicators the ELD believes are indicators of a successful hub. The state rated us in these categories prior to the visit and ELA rated ourselves during the visit. The state uses the document to provide evidence around why we got that score. Rubric is divided in to three sections:

- Process indicators: Governing body is inclusive, governance members are contributing members, utilize data to assess priority population.
- Productivity indicators: engage in community, clear role in implementing strategies, investments aligned to work plan, uses data, demonstrated movement from baseline, strategies and activities have long term change.
- Essential function of a hub

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



The ELA now must identify 3-5 indicators to focus and specific next steps on what we would like improve. These will be provided to the Early Learning Division and then a report will be given to the Early Learning Council and Legislature. Ideas for improvement include:

- *Family Voice in the center to inform our work*
- *Engaging the tribal community*
- *Rural representation:*
 - How we reach out in to the rural parts of our county to get them effective services and impact economic development?
 - This could be a way to get deeper engagement with health partners (CCO) as a shared priority point.
 - We have looked at 90by30 and their rural leadership team. A strategy could be identifying champions in rural communities.
 - Should focus on Blachly and Mapleton where we do not have any current ELA investments and score low on the Oregon Kindergarten Assessment.
 - Given the geographic constraints, we should go out to rural communities instead of asking they come to our metro area.
 - Should have more rural representation on the Governance Consortium, they need representation from within their community because they may see the work happening throughout the county as being done by outsiders.
 - Mega Meeting discussed how to approach rural engagement with shared strategies. We could develop leadership teams in each area and then they work with the Governance Consortium so each community can provide input. Like a hub and spoke model that goes in both directions. This has happened for the CHIP work. Developing a structure so there is intention in how to connect with communities.
- *Communication:*
 - A lot of time people don't know what the ELA does, is there a way to beef up visibility and understanding among community members and partners?
- *Equity Advisors:*
 - Clarity on where we are in that process. We know it is a priority and they are meeting, but would like to know what the organized effort is of our internal groups. There is representation from the Governance Consortium, but in the future should make a more intentional connection between the advisors and the Governance Consortium.
- *How to help children with "big behaviors":*
 - Preschools and kindergartens need some knowledge of the issues children are facing. Ensure that childcare centers have more strategies, funding or support, or can share resources with the larger community.
 - How do we work out shared services in mental health, high quality classrooms and early learning settings to eliminate silos?
 - Would want to be cautious about going directly to mental health workers if the issue is a child does not yet have the self-regulation to be in a classroom (and not a mental health issue). The early learning work is so critical to help kids learn the valuable skills they need before entering Kindergarten.
 - In Kindergarten once kids have those skills, but aren't eligible for early learning resources, can we provide a 4- to 6-week program for them?
 - We need resources in the form of a school counselor.
 - Many Relief Nursery kids are testing out of needing services when they enter school, but parents are used to being given a lot of support (mental health, home

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



visiting, food boxes). These families still need support even if they test out of an IEP.

- Schools are seeing room clears and significant behavior more often, but it ultimately may just be needing to learn how to be a student in a classroom.
- Look at referral system so we are doing the best referrals and services most suited to children. This is a collaborative area for a sub group and could increase success of children and early learning partners.

VI. Equity Considerations

Schools and organizations are adopting statements to show their commitment to equity. The ELA Equity Stance uses language from the Early Learning Division. The document has three parts:

- i. Definition and Intention: Identify what our commitment is to equity and our priority populations.
- ii. Equity Funding Commitment: Funding is tied to serving this population and our investments are in culturally responsive programs. This language has been put in contracts with partners.
- iii. Decision Making Process: Help to put action behind our stance.

The group provided feedback, which will be brought back to Equity Advisors for their next meeting to finalize an equity stance that serves as a foundation to guide our work.

- This document is a way to encourage others to adopt this, it is broader than the agencies we fund. It's written in a way that helps people understand and relate to the purpose.
- Should the document include some of the process for funding?
- Would like to see this even shorter, maybe a half page with the key pieces that can be communicated externally. Rather than disrupting disparities, talk about what we want to see (asset vs deficit model).
- Much of the language is about schools, so may want to change that to "community". This is about learners, and implies we are talking about children. Can we shift language to a family and community focus?

VII. ELA Budget Preview

Review funding projections and draft budget for Hub Coordination dollars. We will bring back the final version for Governance Consortium approval as our fiscal year starts July 1.

Thoughts from the group:

- Outside grants have brought in additional funds, leaving carryover funds from the state budget.
- Diversity awareness line item is contracts with NAACP, Downtown Languages, and Indian Education Program; they have not yet billed in full.
- Equity training was a one-time requirement from the state. We will continue to talk about how to bring in and fund more opportunities, which would come from the ELA budget.
- Funds will be moved out of marketing and print media and added to FTE as this service is now in-house at UWLC.
- Our ELA contract is 18 months, January 2016-June 2017. Bridge funding will be allocated in to 2-year biennium, it's front loaded.

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



- We will still have funds next year in the Preschool Promise start-up and capacity line item, but that amount could decrease. Perhaps those startup funds could be used to support the slots lost? It was noted that it would be helpful to add a descriptor to the budget document that training is a part of preschool promise start-up.

VIII. Data to Drive Decisions

How are we using data to drive our decision and assess disparities in our priority population, and how, when and if we should make changes in the future?

County wide Kindergarten Parent surveys were collected in 2015 and 2016. They were primarily distributed with kinder enrollment packets. The 2016 data was returned to UWLC, entered by volunteers, and analyzed by Oregon Social Learning Center researchers.

In 2016, we received responses from a third of incoming kindergarteners from 10 of 16 districts. The other 6 districts agreed to participate, but did not return surveys and lack of response may be that districts still need to embed this process within their organization. Surveys for 2017 are currently out in kindergarten registration packets. The data is analyzed for each district, by school in the larger districts, surveys completed in Spanish and hope to eventually tie it to the OKA data. PSU is also working with the LESD to get child data that is linked to KITS kids.

Added Question 9 to the survey, as research from OSLC has shown that if a parent is concerned about their child entering school it is reflected in lower OKA scores.

Questions and comments from the group:

- If this is used as a marker for hub success, which families are not doing this survey? They may be families that are participating in services and may have literacy challenges.
- Some of this is surprising, and it not consistent with what we are seeing at the state level. Early Learning Council talked about barriers faced, one being lack of books available in homes. Question Number 6 about children's books in the home shows a high percent of families with books. From a SES standpoint we see lack of books as more prevalent in lower income families.
- Would like to know why families indicated they are worried about their child starting kindergarten.
- If families are reporting in Questions 9 that they are not apprehensive, should we see that outcomes in schools are improved?
- Response to the question about feeling welcome in schools seems like this is not the norm. This is such a huge change for parents who are now in the school with large student/teacher ratio.
- The response rate may be higher if we find other ways to get the survey, through incentives.
- This was a good start and will be helpful having consistent data over time to track.

Oregon Kindergarten Assessment – OKA data is collected six weeks after school starts. PSU will be looking at this through the KITS evaluation. Lindsey and Judy worked with Jerry Tindal from UO to analyze the data. Looked at which schools were below the county average for three consecutive years. Do not have Spanish OKA data on this because the response rate was so low.

What are some thoughts on where to focus our efforts in the next biennium?

- Mapping what experiences children have before kindergarten. Programs that have a way to track their kids, like Head Start, could be tracked in the K-12 system.

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



- Could we determine what the most critical component in training is to early learning providers and target training?
- Understand where are current services and gaps.
- When we see areas that are scoring lower (self-regulation and average approaches to learning) we should be focusing there. "Average approaches to learning" are skills like being able to follow directions, raise your hand, follow group rules expected to follow in kindergarten and are the biggest predictor of success.

IX. Updates

KITS Evaluation Recommendation: Holly Mar Conte asked members to join a small subcommittee next week to dig in to the evaluation to understand what it will look like in future years. PSU has asked that we invest in child level data collection, we will bring this proposal to the subcommittee for their recommendation.

Social Innovation Fund: Holly Mar Conte informed the Governance Consortium that in the FY17 budget the SIF did not receive continued funding. The Corporation for National and Community Service, their funder, will continue on. UWLC plans to spend our SIF funds through a third year of the program, in to January 2018. We are bringing in matching funds still and will work to understand what adjustments should be made for Year 3. By spending the federal dollar over two more years we are giving ourselves time to figure out how to make this program sustainable. We know costs will decrease in future years because training needs will decrease. There are still questions, including what districts could provide in the future to fund the program and how the early childhood community can support this effort?

Legislative Updates: John Lively is co-chair of the House Committee Early Learning and Family Supports. May 16th is the final forecast before budget is adopted. Based on that forecast we will be adopting a balanced budget. There will be conversation about new revenue, but it won't be in seen in the first part of fiscal year. If we are successful in agreeing at legislator level on new revenue package, it will be given to the voters to approve. Might be next biennium when we see this. Education in general will receive a farer share, it is a high priority for legislatures and hope to keep the early learning budget whole. Have \$400 million from last forecast we have not spent, if we get increased revenue the current thinking is all would go to education.

The healthcare provider tax would take \$1 billion out of the deficit. It doesn't solve the state budget problem but would not have to take away health care from 150,000 Oregonians.

Connected Lane County—No update this month.

Please refer to written updates document to see updates about our various initiatives, work groups and innovation teams.

X. Adjourn

The meeting adjourned at 5:36 PM