

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

January 11, 2019

3:00-5:00pm

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

NOTES

Present:

Todd Hamilton, Creswell School District
Sue Norton, Lane Community College
John Radich, Department of Human Services
Gustavo Balderas, Eugene 4J School District
Judy Newman, Early Childhood CARES
Noreen Dunnells, United Way of Lane County
Marian Blankenship, Pacific Source Health Plans
George Russell, Community Leader
Liz Schneider, Parent Representative
John Stapleton, PIVOT Architecture
Eileen Chanti, First Place Family Center
Karen Gaffney, Lane County
Dr. Richard Kincade, Community Health Centers of Lane County

Absent:

Darcy Phillips, Cornerstone Community Housing
Annie Soto, Head Start of Lane County
Bruce Smolnisky, Springfield School District
Chris Parra, Bethel School District
Lise Schellman, Pearl Buck Center
Debi Farr, Trillium Community Health Plan
Tony Scurto, Lane Education Service District
Tina Gutierrez-Schmich, Bethel School District
John Lively, Oregon State Representative

UWLC/ELA Staff:

Bess Day, Director of Education, **meeting facilitator**
Ann Salminen, Preschool Promise Program Mgr
Clarissa Parker, Ed Program Specialist, **note taker**
Michelle Sheng-Palmisano, Ed Program Mgr

Public: No members of the public present

I. Call to Order

The meeting was called to order at 3:09 PM.

II. Welcome and Introductions

Bess welcomed Dr. Richard Kincade, Community Health Centers Lane County, and new Early Learning Stakeholders representative, Eileen Chanti, to the group.

III. Public Comment

No comments were made.

IV. Consent Agenda

- Approval of the December 14, 2018 meeting notes (**action required**)
- Acknowledge receipt of written reports from Advisory Groups and Innovation Teams, Preschool Promise, KITS, and LaneKids

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

Motion: Noreen Dunnells motioned to approve the consent agenda.

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

Ayes: Todd Hamilton, Sue Norton, John Radich, Gustavo Balderas, Judy Newman, Marian Blankenship, George Russell, Liz Schneider, John Stapleton, Eileen Chanti, and Karen Gaffney

Nays: None

Abstentions: None

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V. One Mission, One Story

- Reconnect to our mission by relating one or two stories that illustrate how our partners are making a difference to children and families in our community.
- *In the interest of time, this item was tabled for the next meeting.*

VI. KITS Sustainability Planning, 60 min

The purpose of this discussion is to plan for next year's funding streams and review what has happened up until this point.

Equity considerations: *given limited resources and the varying levels of district spending, how do we help fund the KITS program, in an equitable way, to all participating districts?*

- Year 3 review
 - i. In 2018, there was carryover of Social Innovation Fund (SIF) federal funding from the first two years but it was not enough to fully fund all of the school districts that wanted to run the KITS program again.
 - ii. This past program year, all SIF dollars, including all match funding, were spent. The ELA will be closing out the grant in March 2019.
- Year 4 (and beyond) funding formula (**action required – funding recommendations delayed until next meeting.**) The group decided to host a subcommittee for proposing recommendations that will be brought to the next meeting in February 2019.

Group Discussion Items and Considerations Regarding Future Sustainability Planning

- Creating a mock budget would help schools know how to write theirs.
- The biggest cost is staffing. Training costs may be higher next year if there's high turnover rather than other districts that have little to no turnover.
- Language translation is also an additional cost
- There needs to be a conversation about what the base structure is to put in place. For example, based on the staffing, a school may need to pay above and beyond the model but that's the school's district prerogative.
- This is predicated on the assumption that we will receive the same level of KPI funding from the state.
- We should include the equity piece of having a bilingual interpreter in the classroom and what that means.
 - o When do you know what you need for that cohort of children? – Kindergarten Roundup, so around February or March. It's also not just the kids who need an interpreter, it's the parents and other family members that are part of the KITS program, too.
- Target date to meet as a subcommittee should be before the Feb. 8, 2019 meeting. The discussion will be brought back to that meeting.

VII. Parent Engagement, 30 min

Discuss strategies to better engage parents and incorporate their ideas and input into ELA programs, initiatives, and decision-making. The ELA is working on the various avenues to reach parents, as well as what do kind of input is wanted and what will be done with the information?

Equity considerations: *how can we ensure we are continually reaching a diverse population of parents from our focus populations?*

Group Discussion Items and Considerations

- Find factors that impact the parent's locale and consider implementation geographically.
- Create a decision tool similar to the group's Equity questions but focused on parent engagement. If the answers to those questions are "yes," ask parents for their input.

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- Implementation and parents seeing an outcome are important parts of this group. For example, unhoused families have a hard time accessing the KITS program. How can their voices be present in these meetings and how can the program be made accessible to them?
- Food, childcare, transportation must be made available at these meetings.
- What do the parents want to talk about? – Have a more open-ended structure in meetings to where they can discuss their issues they experience, along with set agenda items.
- Only ask them things they can truly influence and change, and/or that the ELA can help facilitate and change. In what ways does the ELA need help?
- The ELA can tap into a captive audience that already exists to reduce the amount of work for parents.
- More clearly define the parameters of what is wanted
- What is the best way to get information out to them and reach them? – Multi-channels of access for outreach efforts will help capture as wide of an audience as possible.
- Make sure not to waste any time – what is needed, why, how is it done, and what are the outcomes?
- What kinds of professional development or skills can the ELA offer to parents? What are other ways can the ELA provide a meaningful return to them? The ELA can also ask parents what kinds of training and skill building they would like as incentive to attend.
- In some ways, the most important audience that could join the Governance Consortium meetings are parents. There is space for public comment and to reconnect with the mission, so these would be natural places to involve parents in the conversation.
- Existing data points can help identify real needs to address.
- Families who have been through early learning programs may be more likely to participate. They can also offer good insight based on their program experiences.
- Choose three areas of focus to set the agenda for the next year and go from there.

VIII. Other Updates/Announcements, 15 min.

- Pre-K/K-3 Data Project (Judy Newman)
 - i. The data is happening! Head Start, KITS, Early Childhood CARES, and Preschool Promise, collected data of the names of kids served in the past five years. The schools will note which children went through these programs/received these services on their assessments. A researcher will work with the ELA to assess the students' 3rd grade benchmark data. The data is expected to be available by March to analyze these programs' impact on children.
- Imagination Library (Noreen Dunnells & Michelle Sheng-Palmisano)
 - i. The program was launched in Oakridge and Westfir in December 2018. Over 44 children registered the past month and there are 230 eligible in those two areas. The initial focus for this program is on rural communities with plans to expand in the future.
- Campaign for Grade Level Reading
 - i. The ELA is meeting with various stakeholders throughout Lane County to implement this in the community. The ELA will convene a small group of stakeholders to help brand the Campaign and make decisions moving forward. The vision is to have everyone in the community realize and take responsibility for playing a role in children's success in school.
- Equity & Engagement Manager position
 - i. The ELA is looking to convene the Equity Advisors Committee to help review the job description. The goal is to post the job description in early spring, hopefully by March.
- Hub Monitoring Site Visit
 - i. The State will visit the ELA in April for the bi-annual Monitoring Site Visit. They will attend April's Governance Consortium meeting to seek feedback from the group.
- Baby Promise RFPs
 - i. The state sent out a Request for Proposal to the Child Care Resource and Referral (CCR&R) agencies throughout the state to submit to pilot a high quality program for infant/toddler care called Baby Promise. This program will be no cost to families that apply and are accepted, similar to the Preschool Promise model. Twelve of the 13 CCR&R's submitted requests. The state will choose 2-3 sites to pilot the program.

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IX. Adjourn

The meeting adjourned at 4:41pm.

Next Meeting: February 8th, 2019

3:00 – 5:00 pm

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