

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
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earlylearningalliance.org



GOVERNANCE CONSORTIUM

Lane Early Learning Alliance Governance Consortium

September 10, 2021

Via Zoom Meeting

<https://us02web.zoom.us/j/910589082?pwd=RDE0Mk5WRm1YcHdOcUJMRFraWS9FUT09>

MARIAN BLANKENSHIP
PacificSource Health Plans

RETA DOLAND
Oakridge School District

NOREEN J. DUNNELLS
United Way of Lane County

DEBI FARR
Trillium Community Health Plan

LESLIE FINLAY
Early Learning Stakeholders
Relief Nursery

JACOB FOX
Homes For Good

KAREN GAFFNEY
Lane County

TINA GUTIEREZ-SCHMICH
Bethel School District

TODD HAMILTON
Springfield Public Schools

CHERYL HENDERSON
Lane Community College
Quality Care Connections

MELISSA IBARRA
Eugene 4J School District

JOHN LIVELY
Oregon State Representative

JUDY NEWMAN
Early Childhood CARES

ADRIAN POLLUT
Parent Representative

GEORGE RUSSELL
Community Leader

TONY SCURTO
Lane Education Service District

ANNIE SOTO
Head Start of Lane County

KRAIG SPROLES
Bethel School District

JOHN STAPLETON
Pivot Architecture

JEANINE TAYLOR
Early Learning Stakeholders
Early Childhood CARES

JOCELYN WARREN
Lane County

NINA WATKINS
Parent Representative

SHEILA WEGENER
Department of Human Services

AGENDA

- 1. Welcome and Introductions (15 min)**
- 2. Public Comment**
- 3. Consent Agenda (5 min)**
 - Approval of August 13, 2021 meeting notes (*action required*)
 - Acknowledge receipt of written reports from ELA Advisory Groups and Innovation Teams, Lane AABSS, Preschool Promise, KITS, and LaneKids
- 4. COVID-related Health & Safety Guidelines for Child Care & Schools (15 min)**
 - At-A-Glance table for reference
 - Discuss any lingering family concerns and how they are being handled
- 5. Coordinated Enrollment Implementation Plan (45 min)**
 - Review ELD-provided Implementation Plan Dialogue Slides
 - Discuss Hub/Head Start partnership
 - Discuss how this phased implementation will impact families, partners, and the system as a whole
- 6. Updates & Announcements (15 min)**
 - 2021-22 Preschool Promise Enrollment Update
 - Regional childcare stakeholder convening
 - Cascades West Economic Development District (CWEDD) grant for Florence-area child care providers

NEXT MEETING: Friday, October 8, 2021, 3:00 – 5:00 PM

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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

August 13, 2021
3:00-5:00pm
Virtual Meeting

NOTES

Present:

Adrian Pollut, Parent Representative
Nina Watkins, Parent Representative
Tina Gutierrez-Schmich, Bethel School District
Todd Hamilton, Springfield Public Schools
Noreen Dunnells, United Way of Lane County
Kraig Sproles, Bethel School District
Sheila Wegener, Department of Human Services
Jeanine Taylor, Early Childhood CARES
Judy Newman, Early Childhood CARES
Tony Scurto, Lane Education Service District
Marian Blankenship, Pacific Source Health Plans
Annie Soto, Head Start of Lane County
Karen Gaffney, Lane County

Absent:

John Lively, Oregon State Representative

Jacob Fox, Homes For Good
George Russell, Community Leader
Reta Doland, Oakridge School District
Debi Farr, Trillium Community Health Plan
Leslie Finlay, Relief Nursery
John Stapleton, PIVOT Architecture
Cheryl Henderson, Lane Community College
Jocelyn Warren, Lane County Health & Human Services

Guest:

Katherine Pears, Oregon Social Learning Center

UWLC/ELA Staff:

Bess Jayme, Director of Education, **meeting facilitator**
Michelle Sheng-Palmisano, Ed Program Mgr.

I. Call to Order

The meeting was called to order at 3:04 PM.

II. Welcome and Introductions

Bess welcome Kraig Sproles, new Bethel School District Superintendent. Theya Joslin is now with the LCC Foundation and Cheryl Henderson will act as interim Director of QCC.

III. Public Comment

No comments were made.

IV. Consent Agenda

Approval of the June 11, 2021 meeting notes. Acknowledge receipt of written reports from Advisory Groups and Innovation Teams, Preschool Promise, KITS, LaneKids, and Imagination Library.

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: Todd Hamilton seconded the motion to approve the consent agenda.

Ayes: Adrian Pollut, Nina Watkins, Tina Gutierrez-Schmich, Noreen Dunnells, Kraig Sproles, Sheila Wegener, Jeanine Taylor, Judy Newman, Marian Blankenship, Annie Soto, Karen Gaffney.

Nays: None; **Abstentions:** None

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V. Kids In Transition to School (KITS) Program

Katherine Pears provided an overview of KITS in the last year. KITS is a school readiness program developed at Oregon Social Learning Center (OSLC). In 2010, OSLC worked with United Way to help pilot the program in two Lane County neighborhoods. The program was developed and tested initially for foster children and subsequently tested with Early Childhood CARES families. The program consists of 24 lessons for children focused on school readiness (early literacy, social skills), 10 parent groups to provide positive behavior support, and training/coaching of staff.

KITS At Home/KITS en Casa:

- In spring of 2020 developed KITS At Home/KITS en Casa to provide parents with the support they needed to do KITS lessons and support skill building at home with their child. The Spanish version consisted of cultural adaptations based on feedback from KITS Spanish advisory board.
- 8 weeks of programming in the summer, served families throughout the county. Had good attendance for the virtual groups. Collected data from parents and overall families felt it helped them prepare their child for school, they saw changes in their child and their parenting. Offered this again in the fall of 2020 to help families with the transition to school.
- Currently, have an “at-large” KITS en Casa group that consists of Spanish speaking families around the county who are participating in the virtual program.
- We have learned we can pivot, we can try to help parents when we can’t meet with kids in person, we can make what we do in the classroom adaptable to COVID restrictions. The year gave us the chance to develop KITS at Home and a deep dive into the parent curriculum and think intentionally about that.

2021 Implementation

- In Bethel started in 2019 to move KITS curriculum into the kindergarten classroom in the first 12 weeks of fall. Piloted 8 weeks of programming at kinder entry. In Spring of 2021 offered it at three schools. Planning in the fall to again be in 3 Bethel schools and at Chavez in 4J.
 - Kindergarten model allows districts to leverage what already paying for in the school year to not add to out of pocket costs.
 - For KITS kindergarten model, what training do those teachers get?
 - In 2019 we felt it would be best to provide that training close to the start of the school year, and did that in late August. This year, with all of the PD requirements for staff, the staff went to the June training and will get a quick refresher in August.
- Summer of 2021 offered in-person program, with modifications to adjust for COVID restrictions. Many of the district teams have come back from previous years of providing the program. Every group is full and there were waitlists in many districts. Provided wireless hotspots for those families that needed help with connectivity for the virtual Parent Group sessions.
- A district in Maryland is now implementing KITS.

Funding

- ELA received additional funding through Kindergarten Partnership and Innovation Funds (KPI) to help with summer KITS this year. Which means our entire 21-23 biennium funding will be able to go fully towards programs in 2022 and 2023.
- Put in a request for \$500K for the congressional funds, to Merkley. Made the initial cut.
- School Readiness funding was wrapped into Hub Coordination funding, so the increase in KPI funding will help us be sustained moving forward.
- Could ESSER 1, 2, 3 funds (used to mitigate the impact of COVID), be a resource to support 1st graders and 2nd graders?
 - Katherine talked with districts at beginning of summer but were hamstrung with KPI funding because it is only about kids transitioning to school and not for kids in school. Have talked about the possibility of offering it to kids in 1st and 2nd. The social skills lessons can be used for these kids, and the literacy components could be amped up for children on the brink of reading.
- KPI funding and advocacy for KITS statewide

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- Still thinking about how to advocate for a statewide program and how it could be the accepted transition program for all districts.

VI. 2021 Legislative Recap

See Early Learning Division Legislative recap document for a summary of legislation passed this session and its impact on early learning programs and services.

- For Preschool Expansion this will provide 2000 more slots statewide, but with staffing and facilities shortage this brings a level of challenges to the child care system.
- Restoring hub funding will provide some additional funding, tbd, to the ELA.
- EI/ECSE was fully funded in the General Fund and SIA fund.
- New Department of Early Learning and Care (DELIC) –Alyssa Chatterjee appointed Director.

VII. 2021-23 Hub Goals & Scope of Work

Reviewed Hub goals & current strategies and activities Power Point.

- Will come back to GC with a revised budget, most likely in October. Draft Scope of Work to show where moving for next biennium.
- Received hub coordination, KPI, Preschool Promise (PSP) coordinated enrollment, School Readiness (SR) funding. The SR funding went away to help with PSP enrollment so unrestricted funding could go back to the hubs. Have some significant deliverables coming down the pike.

Review 2021-23 Hub Scope of Work and discuss priorities for 2021-22 as well as opportunities for better parent, community, and governance engagement in our work (see Power Point).

- Have a set of deliverables that we will need to work on over the next year.
- Will map out the work, and bring this forward to the group in the coming months.

VIII. Updates & Announcements

- 2021-22 Preschool Promise Enrollment:
 - Have 325 slots for this year. Did first round of selection, and have staggered selection dates. 125 new families, 125 returning children, and 75 slots left to fill for kids yet to apply.
 - Question: Can families that don't want to do kindergarten access the program? Children need to be 3 or 4 by September 1, 2021.
- Cascades West Economic Development District (CWEDD) grant for Florence-area child care providers:
 - For equipment, facilities, supplies and ready their program to serve more kids. Sarah Moehrke, Florence Economic Development Catalyst, who joined GC's last meeting in June, is pulling together regional stakeholders to talk about how municipalities can support the development of child care.
 - Want Siuslaw SD to be a part of this conversation. How do we get someone from the district here talking about this? There are no resources to help with the transition to kindergarten, the homeschool numbers are increasing and doesn't seem that families feel the district is invested in them. They need to be building the bridge between childcare, transition to school, and school district. Who would we connect with?
 - Rep. Wright is new to legislature, was the Superintendent at Mapleton and a teacher.
 - Lisa Utz, Special Services Director from Siuslaw School District.
- ELD-hosted Learning Collaborative with Hubs, CCR&Rs, Head Start/OPK, EI/ECSE, & Tribes focused on Building the Supply of Childcare in Oregon:
 - Great information from all around the state and a lot of drive on how to build the supply of child care. Would have liked to hear what is going on around the country. Workforce affordability, facilities are still at a crisis as we work to expand the supply in Lane County.

IX. Adjourn

The meeting adjourned at 4:37 pm.

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Early Learning Alliance (ELA) Advisory Teams & Funded Programs Update September 2021

Advisory Teams:

Early Learning Stakeholders

The Stakeholders met on 8/26 and heard updates from the ELA as well as a legislative update from Bess. We engaged in discussion about how this group will meet in the future, i.e. in person, virtual, or hybrid. There was a general consensus that staying virtual feels the most accessible to all, but that when community conditions allow, it would be nice to come together occasionally to meet in person. Agency updates were shared from all in attendance.

Home Visiting Innovation Team (HVIT)

The HVIT met in August and with co-chair Kevin Burns retiring, and the home visiting work being outside of the scope of work of Early Learning hubs, discussed the future of the group. Attendees shared the benefits they receive from participating, including networking, collaborating, and training. Members updated the group on their antiracist work, discussed referral collaboration, future training topics, and agreed to assist ELA staff with training development as well as agenda development as a new chair is identified.

Pediatric Advisory Team

The Pediatric Advisory Team (PAT) met on 8/26 and heard a presentation from Dr. Phil Fisher on his RAPID-EC survey, which has been assessing family functioning over the course of the pandemic. Those interested in the results can visit the RAPID-EC survey website, here: <https://www.uorapidresponse.com/>. The group also reviewed an Early Childhood Mental Health mapping resource created by a LCPH work group, and will share with their networks as a resource for assisting families to access MH resources.

Parent Advisory Council (PAC)

The PAC reconvened after a summer hiatus on Thursday, Sept. 9th. The focus of the meeting was on early literacy, building a community campaign for grade-level reading, and how parents can best support their child in learning to read. It was a lively, passionate discussion and a subject many of the parents feel strongly about. There was widespread acknowledgement of how challenging it is to help a children not only learn to read but to learn to love reading and the added challenges of supporting kids with learning or other disabilities and/or learning to read in a language other than the one spoken at home.

Funded Programs:

Dolly Parton's Imagination Library (DPIL)

In August, 1617 families were served.

Family Resource Centers

The Family Resource Center Coordinators did not meet in August, but will meet on 9/13. Notably, several of the FRCs will be transitioning coordinators this year: Kack Camerer of Oakridge is retiring, Cricket Clarke of McKenzie

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has left her role, and Jim Domingue of Fern Ridge resigned. Pleasant Hill is still in the process of assessing their needs with regard to their FRC.

Lane African American/Black Student Success Plan

We are starting a new school year, 14 families have signed up so far. We had a successful summer park meet-up with weekly park gatherings. Two kids successfully started preschool for the first time (one early head start and one preschool promise) Three kids started kindergarten. On 9/24 we will co-host with H.O.N.E.Y. a family dinner outside at Emerald Park. 8/29 I tabled at the black cultural festival.

LaneKids

LaneKids is undertaking more strategic planning as we prepare for an unprecedented showing of financial support for parenting education. Facilitator training will be a cornerstone of our work, and we are assessing our partners' needs and working to create a training plan.

Kids in Transition to School (KITS)

KITS programs continued through August. OSLC conducted data collection with staff who completed the PD component of the program. Families will be contacted to complete the outcome survey. Both surveys are part of Portland State University's KPI evaluation.

Preschool Promise Coordinated Enrollment

We have completed our third selection. As of September 7th, out of the 325 awarded slots, we have: 121 returning students, 8 transfer students, 38 students who have been selected who are in the eligibility process and 123 new placed students, leaving us with 35 vacancies. The majority of our programs are full and the remaining vacancies can be found primarily in Creswell, Dorena, and in downtown Eugene.

Triple P

The Triple P team met on August 16th where we discussed different possibilities for long-term implementation plans over the coming years. We are currently developing a survey to send to parents as well as community partners who serve families in order to ensure that we are only pursuing Triple P specialty areas that Lane County families are in need of. We also finalized the design for our Triple P billboards that are now up in Springfield and soon to be up in West Eugene.

We are pleased to report that TPOL will now be available at no cost to any interested Lane County family, regardless of whether or not they qualify for OHP. This is made possible by increased revenue for LaneKids' work via various funding streams. We see this a key step in growing TPOL participation and reducing stigma around support seeking.

**COVID-related Health & Safety Guidelines for Child Care & K-12 Schools
As of September 2021**

Guideline:	Child Care (kids ages 0-5)	K-12 Schools (ages 5+)
Vaccinations	<p>The “COVID-19 Vaccination Requirements for Teachers and School Staff” rule (OAR 333-019-1030) applies to early learning and child care programs in school settings. It does not apply to programs that are not located in a school setting.</p> <p>Child care, preschool and recorded programs operating in schools, meaning public, private, parochial, charter or alternative educational programs offering kindergarten through grade 12 or any part thereof, are covered by the rule.</p>	<p>All teachers & staff, including any preschool teachers, are required to be fully vaccinated.</p> <p>OHA FAQ about Vaccine Rule</p>
Masking	<p>Indoors: Face coverings are not required for children in 0 to 5 preschool programs, including school-based classrooms with 3- to 5-year-olds. Face coverings are required for all children ages 5 and up, staff members, and other adults (including parents and family members) while indoors at child care facilities.</p> <p>ELD and OHA <i>strongly recommends</i> that children aged 2-5 years old wear face coverings if the child is able to be successful while wearing it.</p> <p>Outdoors: Children and staff are not required to wear masks.</p>	<p>Indoors: Face coverings are required for all children in kindergarten and up, staff members, and other adults (including parents and family members) while indoors, regardless of vaccination status.</p> <p>Outdoors: Fully vaccinated and unvaccinated people are not required to wear masks.</p>
Physical Distancing	<p>Staff and children from different groups should practice physical distancing.</p>	<p>Maintain at least 3 feet between students to the extent possible. When not possible, layer multiple other prevention strategies, such as wearing face coverings.</p>
Cohorting	<p>Best Practice for Stable Groups (<i>*Note: Stable group restrictions have been lifted</i>):</p> <ul style="list-style-type: none"> - Keep adults and children in the same groups as much as possible. - Interaction with individuals from other groups should be minimized. 	<p>OHA and ODE <i>strongly advise</i> that schools design cohorts for students to the extent possible.</p>

	<ul style="list-style-type: none"> - Consider having contracted services and family engagement activities outdoors. 	
Air flow & Ventilation	<ol style="list-style-type: none"> 1. Increasing circulation of outdoor air as much as possible; 2. Exhausting air from indoors to the outdoors; 3. Cleaning the air that is recirculated indoors by using effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air; and 4. As applicable, ensure that ventilation systems (e.g., HVAC) operate properly. 	<p>ODE and OHA <i>strongly advise</i> schools to ensure effective ventilation and improve the indoor air quality in schools by:</p> <ol style="list-style-type: none"> 1. Increasing the amount of fresh outside air that is introduced into the system; 2. Exhausting air from indoors to the outdoors; and 3. Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air.
Transportation	Federal law requiring face coverings on public transportation, including school buses, <i>applies to children ages two and up.</i>	Federal law requiring face coverings on public transportation, including school buses, <i>applies to children ages two and up.</i>
Response to Outbreaks	<p>Exclusion and Notification</p> <ul style="list-style-type: none"> - Exclude from the program any child or staff member who tests positive for COVID-19. - Exclude from the program any child or staff member who is susceptible as defined in OAR 333-019-0010 and who is exposed to COVID-19, for the time period specified in the rules adopted by the OHA. - Inform families, staff, and individuals who enter the child care program that they should not enter if they are unvaccinated and have been exposed to COVID-19. - Notify the Local Public Health Authority (LPHA) immediately if anyone who has been on the premises of the program is diagnosed with COVID-19. - Communicate, in coordination with LPHA, with all families and other individuals who have been on the premises of the program in the past 14 days about a confirmed case of COVID-19. 	<p>OHA and ODE <i>strongly advise</i> that isolation and quarantine protocols include the following:</p> <ul style="list-style-type: none"> - Exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. - Offer free, on-site COVID-19 testing to students and staff with COVID-19 symptoms or exposure. - Protocols for safely transporting anyone who is sick home or to a healthcare facility. - Adherence to school exclusion processes as laid out in Communicable Disease Guidance for Schools. - Involvement of school nurses, School Based Health Centers, or staff with related experience in development of protocols and assessment of symptoms (where staffing exists). - Recording and monitoring the students and staff being isolated or sent home for the LPHA review.

	<p>Written communicable disease management plan that complies with the rules adopted by the Oregon Health Authority in OAR 333, Division 19 should include:</p> <ul style="list-style-type: none">- A protocol to notify the LPHA of confirmed cases among children or staff;- A protocol for exclusion of individuals with/or susceptible to COVID-19;- A protocol to end program activities if cases or risk levels warrant;- A process for keeping daily logs and record-keeping to assist with contact tracing; and- A designated COVID-19 Point of Contact to facilitate communication, maintain healthy operations, and respond to COVID-19 questions from state or LPHA, state or local regulatory agencies, families and staff.	<p>OHA and ODE <i>strongly advise</i> that Response to Outbreak protocols include the following:</p> <ul style="list-style-type: none">- Reviewing and using the “Planning for COVID-19 Scenarios in Schools” toolkit.- Coordination with local public health authority (LPHA).- Means by which school will ensure continuous education services for students and supports for staff, and meals for students.- Cleaning surfaces following CDC guidance.
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