

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org

Mission: Working together to prepare children for success in school and life.

Vision: A community in which all Lane County families, organizations, and neighborhoods are unified in an effort to ensure that all children are safe, healthy, cherished and are ready to succeed in school.



Lane Early Learning Alliance Governance Consortium

June 11, 2021
3:00-5:00pm
Virtual Meeting

NOTES

Present:

Adrian Pollut, Parent Representative
Nina Watkins, Parent Representative
John Lively, Oregon State Representative
Jeanine Taylor, Early Childhood CARES
Jacob Fox, Homes For Good
George Russell, Community Leader
Reta Doland, Oakridge School District
Tony Scurto, Lane Education Service District
Noreen Dunnells, United Way of Lane County
Debi Farr, Trillium Community Health Plan
Todd Hamilton, Springfield Public Schools
Leslie Finlay, Relief Nursery

Absent:

Theya Joslin, Quality Care Connections
Marian Blankenship, Pacific Source Health Plans
John Stapleton, PIVOT Architecture
Annie Soto, Head Start of Lane County
Cheryl Henderson, Lane Community College
Chris Parra, Bethel School District

Judy Newman, Early Childhood CARES
Sheila Wegener, Department of Human Services
Tina Gutierrez-Schmich, Bethel School District
Karen Gaffney, Lane County
Jocelyn Warren, Lane County Health & Human Services

Guests:

Brooke Wagner, Eugene 4J
Kerry Brooke Holmes, Head Start of Lane County
Melissa Ibarra, Eugene 4J

UWLC/ELA Staff:

Adriana Medina, Family Engagement Coordinator
Ayanna Moriguchi, Early Learning Specialist
Bess Jayme, Director of Education, **meeting facilitator**
Holly Mary Conte, V.P. of Community Impact
Kori Rodley, Director Equity and Engagement
Michelle Sheng-Palmisano, Ed Program Mgr.

I. Call to Order

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

II. Welcome and Introductions

Welcome new Early Learning Alliance staff member Adriana Medina, Family Engagement Coordinator!
Attendees shared their summer plans.

III. Public Comment

No comments were made.

IV. Consent Agenda

Approval of the May 14, 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: Debi Farr motioned to approve the consent agenda.

Support: George Russel seconded the motion to approve the consent agenda.

Ayes: Adrian Pollut, Nina Watkins, John Lively, Jeanine Taylor, Jacob Fox, Reta Doland, Tony Scurto, Noreen Dunnells, Debi Farr, Todd Hamilton, and Leslie Finlay.

Nays: None; **Abstentions:** None

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V. Parent Advisory Council report

Adrian Pollut and Nina Watkins, Parent Representatives from the Parent Advisory Council, shared updates from the May meeting:

- Emily Reiter provided an overview of the Triple P Online Program, the Triple P virtual discussion groups, and asked what topics parents would like to have in discussion groups.
- Parents would like to see resources for families supporting children with complex medical challenges.
- Would like to see ways to get acclimated and back in society after COVID.
- Discussed what we would like to change and see on the LaneKids website so it is easier to find info.
- Ways to advertise programs through schools, social media.
- The KITS Program has launched for summer.

VI. Early Learning Stakeholders report

Jeanine Taylor and Leslie Finlay, Stakeholders Representatives, reported on discussion at the May meeting:

- [Center for Family Development](#) presented on the resources they provide, including perinatal services and child and family therapy.
- Summer programs presentations from:
 - Willamalane – providing summer camps and will have the free playground in the park.
 - Eugene Public Library - summer reading activities and will have indoor and outdoor story times.
 - Springfield Public Library - can bring their mobile library onsite to programs in the community, offering summer reading program.
 - YMCA – summer camps

VII. Narrowing the Third Grade Reading Gap

Holly Mar Conte, VP of Community Impact, United Way of Lane County, presented how United Way of Lane County (UWLC) and the Early Learning Alliance (ELA) are renewing efforts to bring together community stakeholders, including parents, educators, researchers, experts in equitable teaching practices and anti-racism, and policy makers to take direct aim at eliminating disparities in opportunities for students of color, those living in poverty and/or experiencing a disability in achieving reading proficiency by the end of third grade.

Campaign for Grade Level Reading

- UWLC and the ELA have worked with the [Campaign for Grade Level Reading](#) (CGLR) since 2013. CGLR initiative started by Annie E. Casey and other national funders, and looked at poor third grade reading outcomes particularly for kids of color and kids living in poverty. About half of kids are not meeting that third grade reading benchmark nationwide, in Lane County it is 53%.
- Third grade reading is a predictor of future high school graduation.
- CGLR understands that meeting this benchmark is not something schools can do on their own, it requires community and parental involvement.
- CGLR components to achieve 3rd Grade Reading Proficiency: **Good Attendance, School Readiness, Healthy Minds and Bodies, Summer/Out of School Time Learning, Successful Parents**. These align with UW's goals around student success. In 2017, UW was recognized nationally by CGLR as an All-America City award recipient.
- The CGLR components are in alignment with the Community Health Improvement Plan/Live Healthy Lane, UW's work, and the ELA.
- Locally, from prenatal to third grade, there are key components that the community is working on that align with CGLR components.

What impacts has COVID had on learning gaps? What can we do in the very near future to get students back on pace? What can we do in the near future that helps get more students back on pace?

- Holly – we have seen the growing gap created by COVID and are working to understand what resources can we gather to support schools and families. Is it KITS beyond kindergarten? What grants are out there?
- Brooke- don't have strong way to assess where kids are since 25% of kids are doing Same School Online or Eugene Online. We modified our standards for this year and prioritized them. Offering

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multiple summer school activities that we have not been able to offer in the past. Would like some of the money from the state and federal to be able to be used next summer and have a more comprehensive way to support students, including younger students in their reading. Also having trouble finding staff that want to work during the summer.

- Todd - Our focus is on continuing learning for as many students as possible this summer. We know there is a need, but we don't have substantive data yet. Our focus has been on health & safety and care & connection. Lots of people raising their hands to work with the children.
- Lots of extended learning opportunities on the horizon with ESSER III funds
- Reta - Oakridge is offering 4-week Summer Adventures, academic and enrichment K-12. Also working on activities in July and August. Kids need to reconnect with each other and some structure. Currently we have 50% of our K-6 students registered and 25+ staff and community working. This includes 8 student workers.
- Adrian – It is important to incorporate parents in to the conversation and educate them about the loss that happens when out of school, that it's important to keep kids learning over the summer.

Meyer Memorial Trust Equitable Education Grant and W.K. Kellogg Grant

Last April, UW applied and received a two year, \$200,000 equitable education grant from Meyer Memorial Trust to: 1) develop a website compiling resources that are available to families from prenatal to third grade, 2) launch a marketing campaign getting the word out about early literacy and keeping kids learning over the summer, and 3) teacher training and support. COVID will require we modify this grant and adjust timelines.

At the same time the W.K. Kellogg Foundation had a \$20 million racial equity grant which UW applied for looking at third grade reading and closing the opportunity gap. Centering parents in the conversation around reading instruction, and weaving in practices of antiracism. Worked with the Center on Teaching and Learning and Katherine Pears from the KITS Program, to marry enhanced core reading instruction program with KITS, and engage partners and community members and teachers to co-learn all the facets of this issue and co-create strategies moving forward. Dialogues in Action would have been the evaluator. Did not get the grant but did make connections with Educational Equity consultants, Dr. Detra Price-Dennis, Columbia University and Dr. Marcelle Haddix, Syracuse University.

Key questions that came to the surface as developing the grant were:

- What if the ultimate goal was to change families and community relationships with a school. What if we could repair generational disconnect with schools, for those who have had historical experiences with school, so parents and families were connected to schools in a new way. What does it take to build that world?
- What does it look like to change the way we teach? It comes down to educational philosophy. Then we could hone in on what does the work look like if we want to tackle that challenge.
- Align with what districts are doing around reading proficiency.
- Trauma informed practices. Don't know if have identified specific practices in relation to schools and families, just an understanding that this needs to be a part of the project. Worked with two consultants around trauma and how it impacts the ability to learn. For those that have felt the impacts of systemic racism, changing the narrative in schools to be more acknowledgement and celebration around Black culture, genius, history, and excellence to have kids feel like they belong.

Meyer grant provides a lot of flexibility to revise our proposal. Are these the right components? What would you prioritize? What's the right timing around convening partners and implementing programs?

- Tony – agree with parent engagement, when we talk about academic success this is key particularly with historically marginalized students. Also needing trauma informed practices.
- George – had a guest a few years ago who talk about resiliency, Pair of ACEs in childhood experiences and community, was that a part of this conversation?
 - Bess - Pair of ACEs, from Dr. Wendy Ellis, George Washington University, if you can change those conditions that lead to ACEs there will be a greater ability to lead a healthy and productive life. There is work happening in Portland around the Pair of ACEs.
- What are the possibilities in delivering services where people are, thinking of housing communities?

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- Jacob – working on embedding early learning in housing. Partnering with the McInney-Vento liaison to provide services to Bethel families and want to ensure providing trauma informed services.
- Bess - Need to think creatively about how to support parents in supporting their child. Remove barriers to connecting with their child's education. And, build trust for parents who have had negative experiences in their own lives with school.
- Jeanine - Another effective strategy for building relationships with parents of young children is having preschools in K-12 schools.
- Timeline
 - Year 1 would be continuing building relationships with Equity Consultants to lay the foundation of the project, and convening and bringing stakeholders together, along with Dialogues in Action.
 - Anticipate any programmatic outgrowth and investment would happen in Year 2, whether that's a marriage of KITS and Enhanced Core Reading Instruction or trainings.
 - Does this seem like the right timing? Are there other considerations we should be making? The initial resources from Meyer Memorial Trust is around seeing impact and traction, they are open to how we do the work.
 - a) Group would like something in writing to review and think through, then can provide feedback to Holly.

7. Updates & Announcements

- Legislative session updates:
 - ending on June 27th. Much is still in process with Budget and Ways & Means Committee. Many early learning bills are still up in the air.
 - George met with Gov. Brown to talk about the early childhood budget and she asked for support on HB2166 and SB236, the bills on suspension/expulsion in preschool.
- July meeting hiatus – please note next meeting will be August 13.
- Early Learning Division requirements around cohorting for summer programming has not expanded, but schools have an influx of summer money to provide slots but most programs have been waitlisted because have kept the 1-10 ratio for kids.
- Brooke Wagner will be moving in to a new role with Eugene 4J, and Melissa Ibarra will be joining the meetings moving forward.
- New Bethel Superintended Kraig Sproles will be joining the group.
- Fond farewell & deep appreciation to Chris Parra, Superintendent Extraordinaire of Bethel School District. Thank you for everything; you'll be so missed!

VIII. Adjourn

The meeting adjourned at 4:35 pm.

NEXT MEETING: Friday, August 13, 2021, 3:00 – 5:00 PM