

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

October 8, 2021
3:00-5:00pm
Virtual Meeting

NOTES

Present:

Adrian Pollut, Parent Representative
John Lively, Oregon State Representative
Sheila Wegener, Department of Human Services
Jeanine Taylor, Early Childhood CARES
Kraig Sproles, Bethel School District
Debi Farr, Trillium Community Health Plan
Tony Scurto, Lane Education Service District
Annie Soto, Head Start of Lane County
Cheryl Henderson, Lane Community College
Leslie Finlay, Relief Nursery
John Stapleton, PIVOT Architecture
Noreen Dunnells, United Way of Lane County
Todd Hamilton, Springfield Public Schools
Judy Newman, Early Childhood CARES
Jacob Fox, Homes For Good
Melissa Ibarra, Eugene 4J School District
Tina Gutierrez-Schmich, Bethel School District

Absent:

Nina Watkins, Parent Representative
Reta Doland, Oakridge School District
Marian Blankenship, Pacific Source Health Plans
Karen Gaffney, Lane County
George Russell, Community Leader
Jocelyn Warren, Lane County Health & Human Services

UWLC/ELA Staff:

Adriana Medina, Bilingual Family Engagement Specialist
Bess Jayme, Director of Education, **meeting facilitator**
Claire Hambly, Ed Program Mgr.
Michelle Sheng-Palmisano, Ed Program Mgr.

I. Call to Order

The meeting was called to order at 3:06 PM.

II. Welcome and Introductions

III. Public Comment

No comments were made.

IV. Consent Agenda

Approval of the September 10, 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: Debi Farr seconded the motion to approve the consent agenda.

Ayes: Adrian Pollut, John Lively, Sheila Wegener, Jeanine Taylor, Kraig Sproles, Annie Soto, Cheryl Henderson, Leslie Finlay, John Stapleton, Noreen Dunnells, Todd Hamilton, and Judy Newman.

Nays: None; **Abstentions:** None

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V. Family Resource Centers (FRCs) 2.0

ELA staff have seen an evolution of the work and priorities of FRCs in recent years, related to the planning that went in to the SSAs, and subsequent funding that has come in to support districts. Does it still make sense for the ELA to support the FRCs in the way we have in years past? How can we continue to serve families in this way and what additional ways can we support families in the spirit of the intent of those funding streams?

Claire Hambly, Program Manager with United Way, reviewed the work, role and priorities of FRCs:

- Three FRC priorities: Kinder Readiness, Parenting Education and Support, and Service Coordination/Navigation.
- FRC funding is through Family Support Services (federal) and Healthy Stable and Attached Families (state funding). FRCs apply for funding annually and receive between \$10K-\$15K per site. Some FRCs implement LaneKids parenting education funded courses or have staff that also work on the KITS program, so can blend funding to support staff time.
- Over the years have had a change in relationship with Crow-Applegate-Lorane, Springfield, and Pleasant Hill FRCs. They continue to provide services to families, but no longer through ELA funding.
- Some districts are wanting to focus more on school-age children, and wonder what factors are influencing this since the FRC model was been to reach families prior to school entry. Should there be a new model to reach families to address FRC priorities and support kinder readiness?
- 2020-2021 program year funding is set, any changes/recommendations from this conversation would be for the following year of funding.

Group Discussion

Role of FRCs

- In Creswell started with the place-based model, and then shifted to a staff person who brought programming and resources directly to families. One of the greatest benefits we saw in Creswell was through the Parenting Education component because they left with resources and information and built relationships with families. In Springfield we have Family Resource Liaisons in every single building, funded through the Student Investment Act. Would like those Liaisons to connect and collaborate with the ELA funded Coordinators. The amount of funding from the ELA for a larger district is a pretty small part of the budget.
- What we really like about the role in the ELA having a connection with the FRCs is that you are bringing pre-k in to the school and focusing on making families feel comfortable in schools.
 - The FRC's have been important partners with the EC CARES child find efforts through the toddler groups or activities that they run, and they can help them find resources and build connections to schools, and give parents an opportunity to meet each other.
- Has COVID in general, changed the mission of your FRC? How you think of delivering resources or services?
 - Many teachers felt like they had more of a connection with families than ever before.
 - The importance of wraparound, is really what FRCs are about, but with SIA there come additional opportunities.
 - All of our districts are seeing very low enrollment in K and 1st grade, they have either opted out of a traditional education or may be homeschooling. Don't think our demographic projections account for the low number of kinders and 1st graders. Wonder about the FRC and how they would be a critical partner in connecting with those young families.
 - With COVID have resources we've never had before through ESSR, and COVID relief, wonder if FRCs could capitalize on this funding that are as resource dependent. More of a coalition of people doing similar work, since others doing similar work through those grants could connect.
 - There were efforts to find more ways to support families, through the wraparound team we secured a location for our wraparound center with a social worker and counselors, basic needs. Working with building Principals to know about this resource and who they can do

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outreach to. For preschool students, we work with our Early Learning Coordinator to help with getting the word out about this.

- Do you think the funding that is coming through the ELA for 4J is that helpful and creates some incentive around serving families with young kids in an intentional way?
 - a. We do have to supplement and have used our SIA funding for the wraparound team.

Funding/Capacity

- There has never appeared to be enough funding for districts, so are there ways to get more funding to the districts?
- How much can you do from the FRC with current resources or additional resources to ensure it serves pre-k age children?
 - They do outreach and recruitment to spread the word directly to families (they offer early literacy programming and playtimes, parenting education, and connecting families to resources.
 - Can we use our funding to help with outreach to get the word out about the FRCs?
- Sometimes think the FRC Coordinators don't have enough bandwidth or connection to what the district is wanting. They can be utilized in stronger ways to help support strategies that districts are working to execute, for example around outreach to families for Kinder enrollment.

Based on this conversation, we will plan to continue supporting FRCs and work with districts and Coordinators to strengthen their bond, and when we have resources think of how to strengthen the work that smaller districts are doing.

VI. Early Learning Alliance Advisory & Innovation Groups 2.0

Bess reviewed the ELA work groups that were developed at the inception of the hub. Some of these groups have been sunset because the work has concluded or overtaken by other priorities. The goal of these groups is to have different stakeholders participating in varying committees and at varying degrees to create bridges of communication, as well as garner input on specific topics.

Advisory groups:

- Data and Evaluation: sunset the committee because did not have the staff bandwidth to manage this. Should we have a standing group of people that have access to data and provide guidance? We do need to review and access data when problem solving or
 - Helpful to have access to data to problem solve, but not if we don't have a clear sense of what that group would do.
 - Having a specific group of people that meet regularly may limit the types of data we are looking at.
- Equity: this group was convened by UW, then hired an Equity and Engagement Manager. Is there still a role for Equity Advisors? Had contracts with our equity advisors to help us with doing outreach for ELA programs and ask for their guidance in our work.
 - Feel like the ELA is doing more collaborating with these partners.
 - If there is a desire to reach out to community partners the ask needs to be clear since they are asked so often for their time. Wondering about building the internal capacity to have ELA staff doing the work vs asking others for guidance.
 - Knowing that many organizations have too much on their plate, if we ask for support we need to respond to their input.
 - Should be integrated into the work we do.
 - Have ELA staff join the Lane Equity Coalition?
- Currently running groups: Pediatric Advisory Group and Parent Advisory Committee

Innovation Teams: these were started when the hub began working on systems building.

- Family Resource Navigation was sunset. It was aimed at looking for resources already in the community around resource navigation.
- Home Visiting: the group is formed around the MIECHV funded programs and we do not need to coordinate this group as a part of our hub work, so will transition out of the facilitation role.

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- Prenatal to 3rd Grade: connecting Pre-K to K-12. It was put on hiatus when needed to develop the Early Care and Education Sector plan. Would like to bring this back to think of how to build relationships and connections between Pre-K and K-12.
 - o Head Start does a lot of transition to program which takes a lot of work to be successful, it is an important piece. The level of support varies in districts.
 - o One big effort of this group was an Oregon Early Learning Kindergarten Guidelines conference. Also, trying to align what happens in early learning with what kids need to get ready for school.
 - o The programs that are done collaboratively across early learning and K-12 are what brings them together, it's not that the systems are aligned.
 - o Gretta Sagolla from 4J, pre-COVID, brought a group together of early learning and K-12 so there could be a more integrated transition process.
 - For Relief Nursery and the high needs families we serve we transition a handful of kids into a few districts and it's a big opportunity to set them up for success, or see support wane. See that as a critical need. The FRC Coordinators could be a part of this work.
 - Opportunity there to think through how to revamp who is coming to the table if we're thinking systems wide because we need people at the district and early learning level who can help make that handoff smooth.

There are efforts currently around building the supply of childcare ad hoc. Is there anything else that is a big gap in system level issues that you would like the hub to talk about?

- Jacob - in 2022 start an innovation team to link early learning/school aged children who are homeless or at risk of homelessness to housing.
 - o Homes for Good has created a preference for Head Start families for them to access our federal housing programs. Talking about early learning hubs on the same campus as affordable housing.
 - o Head Start (HS) does case management and we have the knowledge of which families are a perfect fit and can partner with housing and do a warm handoff.

VII. Updates & Announcements

- 2021-22 Preschool Promise Enrollment Update: goal was to get to full enrollment by 9/30, currently have 22 vacancies out of 329 slots across the county. Doing additional outreach and recruitment. PSP and HS will meet together to discuss kids on the waitlists that might be eligible for each other's programs.
- Regional Stewardship Committee meeting/ECE Sector Plan update: meeting Monday October 11th to talk about the priority populations and our additional slot allocation recommendations. PSP RFA will be out in November and will be informed by this.
- Meeting date & time change? (group poll) Week, day, time, and prefer in person in the future? Poll will be sent to those that could not attend.

VIII. Adjourn

The meeting adjourned at 4:44 pm.

NEXT MEETING: Friday, November 12, 2021, 3:00 – 5:00 PM