

# KLAMATH PROFESSIONAL ADVISORY COMMITTEE

## Meeting Notes

April 22, 2020 | 10:00 AM – 12:00 AM

### Attendance

Amy Quayle	Dena Haudenschild	Rhonda Janecke
Filicia Poteet	Gillian Wesenberg	Rhonda Nyseth
Kay Ortega	Heather Freilinger	Sue Scheiss
Jocelyn Amaya	Holly Story	Tanya Frisendahl
Alexis Millett	Jessie DuBose	Vanessa Pingleton
Analicia Nicholson	Jill O'Donnell	Wendy Brown
Athena Wikstrom	Julie Hurley	Molly Hamilton
Charlene Shaw	Kathleen Walker-Henderson	Danielle Walker
Cliff Jones	Kirsten Fountain	

Please note: the Klamath Professional Advisory Committee was held via conference call due to COVID-19 (Coronavirus) concerns and guidance on public meetings from the Governor.

### Equity Conversation

#### How do you reach geographically isolated families in times of emergency?

Gillian introduced our facilitators, Cliff Jones and Alexis Millett, and discussed the Meyer Memorial Grant to give background for our equity conversations.

Cliff Posed three questions to the group:

1. What do you already know about reaching families who are geographically isolated in times of emergency?
  - It is important to meet them where they're at and not expect them to come to us.
  - Some families have chosen isolation to avoid contact.
  - This may be the most economical way for them to live.
  - Some families receive information through other family members and friends.
  - A personal connection is helpful.
  - They operate in their strengths and are used to not having the resources of big communities, so they are dependent on family, friends and neighbors.
  - Someone who is used to the situation has built resources.
  - They have become self-sufficient in reaching out to resources like family structures.
  - Building trust before an emergency is essential.
2. What do you not know about reaching people who are geographically isolated during times of emergency?
  - We might not know what their actual needs are unless we ask.
  - Are they wanting services and supports?
  - Some operate out of fear to figure out the process to get resources.
  - Receptiveness – There is often a fundamental debate within themselves about needing the help or not.
  - Sometimes the more marginalized we are, we may not feel that we have a right to resources.

- Just because *you* think they need it, doesn't mean *they* think they need it. Not everyone lives the same way you choose to. This often comes across as us telling them the way they live is wrong.
  - We don't know what assumptions they are bringing to the conversation about us and the resources we provide.
  - We don't know the boundaries the individual has set regarding their wants. They may only want partial help, or help with a specific area. We need to be receptive to their needs/wants.
  - Empathy – We don't know what it's like to walk in their shoes.
3. What are the systems that have created these barriers that we are describing?
- Application processes, ex. school registration, OHP, medical assistance, food stamps and other human services.
  - Sustainable lifestyle – social systems; geographically isolated families have found a way to meet their needs where they are.
  - Many families don't want to sign permission slips for fear it would give people access to information they don't want to be shared with certain people (ex. immigration status) Children end up missing out on getting things like books or other necessities.

Participants went into breakout sessions to discuss:

1. What strategies can you use to get the information you don't know?
  - Surveys to find out needs and providing incentives for feedback.
  - Build trust both ways; trust that families are telling the truth when asking for help and accept that they do need what they're asking for.
  - Break down fear
    - i. Immigration status; don't collect unnecessary information.
    - ii. Use "John/Jane Doe" as opposed to asking for names.
2. What can you do to reduce the barriers that families are facing?
  - Barriers can be formed when technology doesn't work.
  - Offer oral surveys when families may not be able to read/write.
  - If possible, require less information from families
  - Recognize and utilize experts in areas to connect with families
  - Meet families where they are
    - Physical Location
    - Technology that they know
    - Speak their language
    - Be clear in communication

Final thoughts:

- Accept parent voice and evaluate procedures to create inclusiveness.
- Be mindful and aware of the assumptions we make about what people need; don't just rely on data.
- Understanding our own biases and how they may limit what we see.
- Time and urgency can create barriers – get a cultural informant or advisory group to provide input.
- Be creative in compensating families.
- Find someone who is trusted in the community who can reach families.
- Learn the history of the neighborhood or area
- If you make a promise, follow through.
- Speak their individual language.
- Communicate clearly and hear family voice.
- Find places where people meet, especially for those who want to meet outside of their homes.
- Find safe places for these meetings; places where people feel comfortable
- Have incentives for surveys and be intentional with questions.

- Have a way to signal to other providers if a family does not want help
- Take the time and effort to build connections within communities and overcome specific barriers.
- Explore what strategies are working well and what strategies aren't working. Affirm what is going well and build upon that.
- Go door to door and meet families where they are; go to them rather than requiring them to come to us.
- Explore and find respectful ways to include cultural artifacts that may be different than the ones we are used to.
- Get folks closest to the people we are reaching out to; seek and receive input.
- Celebrate our successes.
- Recognize the experts in the area and find a trusted champion.
- Don't assume that things are understood, make sure to clarify.

## **COVID-19/Partner Updates**

**Kindergarten Partnership and Innovation (KPI)** – Looking at strategies for offering virtual Ready! For Kindergarten and are hosting virtual Early Learning Team meetings.

**Take Root** – Looking at virtually offer parenting classes via Facebook, Zoom or BlueJeans, and have contracted with Jason Wilcox with LCSW for the next three weeks to talk about strategies on dealing with stress during COVID-19. They have done some Facebook Live broadcasts, and are looking at different ways to get out to families in the region.

**Early Intervention / Early Childhood Special Education (EI/ECSE)** – Providing backpacks with supplies, work packs, Google Classrooms for families to access, distributing meals, and virtual home visits for birth – 3 children and families.

**OCDC** – Virtual education services for all families, offering private Facebook Groups, bi-weekly food boxes and activity bags which families can pick up, or OCDC will deliver.

**SMART** – Getting books to families through funding by The Ford Family Foundation. Trying to find creative ways to get them to children, such as at bus stops and food handout locations.

**Klamath Promise** – Working on the Graduation Sensation, but switching gears to hosting it virtually; date to be determined but will be the end of May or beginning of June.

**Klamath County School District** – Working on making sure that all students are fed and working on distance education. Wifi hot spots have been put out in all communities, and all students who needed one have received Chromebooks. Play2Learns have been cancelled, but will hopefully resume in the fall and Malin will be included in the list of communities.

**Klamath Chapter of the Oregon Association for the Education of Young Children (ORAEYC)** – Cancelled the Children's Early Learning Fair for this year, but are scheduled at the Klamath County Fairgrounds for the next three years.

**Klamath Community College (KCC)** – Enrollment is steady and students are attending online classes. Kathleen Walker-Henderson has been approved to teach a Set 2 training – The Role of Friendship in Early Childhood. The training will start May 4 for providers and employees of child care sites. There are also two SOU Set 2 workshops being held virtually. Kathleen will forward information on these.

**DHS** – There is a drive-up window available for families who want to come to the DHS building for food boxes (which are delivered to DHS by the food bank). SNAP and TANF are still doing intakes.

**WIC** – Staff is working in the office. Currently, the office is closed to the public. Certifications are offered over the phone. Staff will run items out to clients for curbside pick-up, if needed. All trainings are being completed online.

**Community UPLIFT** – Still receiving referrals, and are sharing resources on Facebook. Families can be referred to Community UPLIFT by providers or they may self-refer using [www.community-uplift.com](http://www.community-uplift.com) or text uplift2 to 484848 to receive a link via their smartphone.

**Child Care Resource and Referral (CCR & R)** – Have been supporting early educators through access to free online webinars, and there has been an increase of Klamath County providers taking advantage of this. Emergency care providers in the three counties (25 in Klamath) have been supplied with bleach kits, self-care kits, and program materials through a curbside pickup. Cleaning supplies are provided by the Early Learning Division. Holding weekly Zoom meetings to offer support with small business information, new state guidelines and resources that are available at this time. There is also a weekly newsletter update sent out to providers. Preschool Promise applications are still being accepted and will continue to come in until the new May 4<sup>th</sup> deadline. Their Spring Fling on May 15<sup>th</sup> and 16<sup>th</sup> in Douglas County has been cancelled and speakers have moved to fall conferences.

**Family Advocacy and Support Network** – Still offering support groups, and when families register, they will be sending crafts out to families, such as supplies for piñatas for Cinco De Mayo. Trainings, such as potty training for children with autism, are being held virtually across their network in Oregon; Yecenia will send out information on these trainings.

**Cascade Health Alliance** – Offices are closed to the public and staff are limiting going into homes unless necessary. Families can make arrangements for services when and where they are needed.

**Southern Oregon Education Services District (SOESD)** – Southern Oregon Free Parking Lot WIFI map: <https://www.google.com/maps/d/u/0/edit?mid=1gjUQZ2eefcSVVmmYNavlzs7mhzG7KJ1d&ll=42.73632879589188%2C-122.34953514999995&z=8>

### **Next Meeting:**

May 27, 2020 from 10:00 am – 12:00 pm – hosted virtually in compliance with the Governor’s directive.

Meeting URL

[https://bluejeans.com/242473985?src=join\\_info](https://bluejeans.com/242473985?src=join_info)

Meeting ID

242 473 985

Or Dial one of the following numbers:

+1.408.740.7256 (US (San Jose))

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