

**South-Central Oregon Early Learning Hub
Douglas County
Community Governance Council**

Minutes

February 19, 2019
4:30 p.m. – 6:30 p.m.

Council Members:

- Barbara Johnson, *Chair*
- Steve Schenewerk, *Vice Chair*
- Bryan Trenkle
- Betty Wagner
- Charlene Stutes
- Debra Thatcher
- Desta Walsh
- Marta Queant
- Maureen Short
- Michael Lasher
- Tammie Hunt
- Robert Dannenhoffer

Committee Chair Members:

- Shawn Lybarger, *Professional Advisory Committee*

Staff Present:

- Analicia Nicholson *Assistant Superintendent, Douglas ESD*
- Brian Burke, *Early Learning Hub, Douglas ESD*
- Cat Trask, *Early Learning Hub, Douglas ESD*
- Cynthia Hurkes, *KPI-Early Learning Hub, Douglas ESD*
- Gillian Wesenberg, *Director, Early Learning Hub, Douglas ESD*
- Julie Hurley, *Take Root-Parenting Education, Douglas ESD*
- Vanessa Pingleton, *Early Learning Hub, Douglas ESD*

Others Present: Sarah Ruiz-Weight (Yoncalla parent); Erin Helgren (Children’s Institute); Christy Cox (TFFF); Mandy Rigsby (Umpqua Health CCO); Heather Freilinger (UCC CCR&R), Sondra Williams (Regional EI/ECSE); Ann Carey (Winchester Elementary School); Rick Snider (Winchester Elementary School); Rick Burton (Roseburg School Services); Shawn Lybarger (UCAN Head Start); Heidi McGowan (Healthy Business Systems),

Topic	Discussion	Decisions/Action Next Steps
Welcome Introductions	Barb Johnson opened; introductions followed.	
Action Items	Minutes from the October 23, 2018 meeting were adopted.	
Director's Report	Gillian reported that all the Hub directors were invited to the Governor's and Legislators' Kickoff for Raise Up Oregon. All of the people listed on the agenda (copy of Kickoff Agenda attached to these minutes) came together to discuss Early Childhood Learning. Instead of being in their silos, everyone is working together across all the systems. All are aware that there is a child care desert here in Oregon. (Refer to page 10 of the attached "Raise Up Oregon" strategic plan booklet.)	
Douglas Priority: Authentic Family Engagement	<p>Gillian advised that the hub had different priorities for each of the counties within the hub. In Lake County, Community Engagement was chosen as the priority. In Klamath County, Early Literacy and Attendance for Life are priorities. Klamath is also working with Portland State University (PSU) on surveys and Early Attendance for Life. In Douglas County the priority is Authentic Community Family Engagement. Of the county's priority areas, which are Glendale, Riddle, TriCity, Myrtle Creek and Winchester Elementary, Glendale and Winchester Elementary both put in proposals and both were chosen for programs modelled after Yoncalla Early Works (YEW).</p> <p>Erin shared that YEW is a unique opportunity to take some of the strategies used in Yoncalla, and really support and encourage school districts to think about parent voice, and parent leadership all in the context of supporting Early Learning and Kindergarten Readiness and Family Engagement.</p> <p>Gillian stated that PSU has been guiding the project with surveys sent for preschool and kindergarten, and asked Rick S to share some of the results.</p> <p>Rick S. shared that Winchester Elementary School gave surveys to all pre-K and Head Start and both kindergarten classrooms and had an 80% return. The surveys helped to begin to understand our parents and their concerns. Now we will be moving forward using the information from the surveys to help us reach our parents.</p> <p>Erin advised that the real value of the data is to challenge our assumptions as professionals but also be the catalyst to start conversations with families. The data is a tool to share with communities and help communities own their own data.</p> <p>Sarah shared that as a parent what she likes about the program is the familiarity of being able to talk about her child if she's having a bad day and the school staff will help her work through it. Both children and parents can have a bad day, and we need to have grace and loving eyes, and give them the confidence to face the day.</p>	
Planning for the Next Biennium	Heidi affirmed that last year this group was here strategizing and prioritizing, and that Authentic Family Engagement and the strategies being learned from YEW, was collectively chosen. Now you are here talking about the results of your decision.	

Topic	Discussion	Decisions/Action Next Steps
	<p>As you all start looking to the next biennium and start thinking about areas that you would like to prioritize as a county, keep in mind that there are great seeds growing because of YEW and the work you are all doing in implementing some of the strategies that are engaging families.</p> <p>In your packet, you have the Raise Up Oregon Plan, and also the at-a-glance two pager (see two-page summary attached to these minutes). On either page seven in the big book, or on the at-a-glance for the flower petal graphic. Look at all the system partners; health, human services K-12, housing, early care and education. Circled around those are Oregon’s three high level goals that as a system we have been striving toward: children are raised in healthy, stable, attached families; children arrive ready for kindergarten; the early learning system is aligned, coordinated, and family centered.</p> <p>Heidi asked that those present break up into groups of 3 or 4 and identify where your organization is working on one of these priorities. Everyone came back together after a few minutes and had an open discussion sharing where their respective organization was in supporting early childhood.</p> <p>Heidi then called out the Governor’s Proposed Investment as we look toward the next biennium. (Please see photo one of the attached photos of the flip chart which has bullet points from the Governor’s Proposed Investment) Heidi explained that the black dots highlight areas where hubs generally have leadership and decision making at the community level.</p> <p>Everyone at the meeting again broke up into small groups to discuss brainstorming ideas for what you think this hub can do collectively, want to do, and want to see happen between now and the next biennium.</p> <p>The discussion afterward was recorded on the flip chart pages 2 and 3 (Attached)</p>	
Agenda planning and Wrap-up	<p>It was expressed by Barb, Heidi and Gillian that it is very important that the people here today all come together at the next meeting, and to be prepared to continue the work that has been started here today.</p>	
	<p>Next meeting will be at 4:30 pm on April 16, 2019 in the South Umpqua Room at the Diamond Lake (Library) Location</p>	

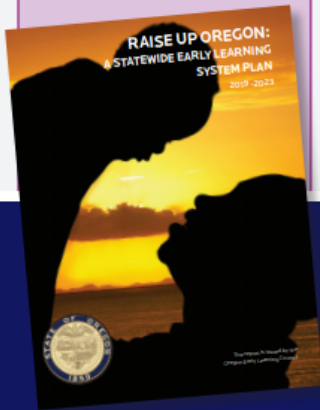


RAISE UP OREGON: A STATEWIDE EARLY LEARNING SYSTEM PLAN 2019-2023

This report is issued by the Oregon Early Learning Council

The science of child development underscores the importance of the first 2,000 days of childhood.

From birth to age three, a child's brain makes one million new neural connections every second, reaching 80% of its adult size by age three, and 90% by age five. The tremendous opportunity presented in these early years for rapid and healthy growth must be met by Oregon's use of the best available research and evidence to drive its early childhood system.



Invest early to get the best return on public investment.

A recent review by RAND Corporation scientists of early childhood program evaluations showed that nearly 90% of programs had a positive effect on at least one child outcome, such as behavior and emotion, cognitive achievement, and adult outcomes. The review revealed that among programs with an economic evaluation, the typical return is \$2 to \$4 for every dollar invested, yet less than 10% of Oregon's combined federal and state investment in children's education occurs before age five.



Racial, geographic, and economic disparities emerge early.

Income, race, and zip code are powerful predictors of whether children and their families experience the conditions that are optimal for young children's development. Nearly 50,000 young children in Oregon—or two in 10—live in deep poverty. More than one in five children in rural Oregon live in poverty, and children of color are disproportionately represented among young children in poverty. Breaking the link between these factors and life outcomes can only happen if we change the circumstances of families by changing the distribution of opportunities in those years.



Communities, families, early care and education, K-12, health, housing, and human services all had a voice in creating *Raise Up Oregon*.

The Early Learning Council spent a year working with cross-agency partners—Department of Human Services, Oregon Department of Education, Oregon Health Authority, Oregon Housing and Community Services, as well as the state's Early Learning Division—and hearing from communities, partners, parents, and providers in the areas of early care and education, K-12, health, housing, and human services.



What are the goals and values framing *Raise Up Oregon*?

The Council framed *Raise Up Oregon* based on its three core goals, the involvement of all sectors needed to drive positive change for Oregon's youngest children and families, and five core values: (1) Embed equity throughout; (2) Represent all sectors within the early learning system that support children prenatal through kindergarten entry and their families; (3) Provide comprehensive objectives and strategies that meet the needs of Oregon's young children and families; (4) Address the whole child, nested in family and nested in community; and (5) Focus on outcomes that support Oregon's young children and families.



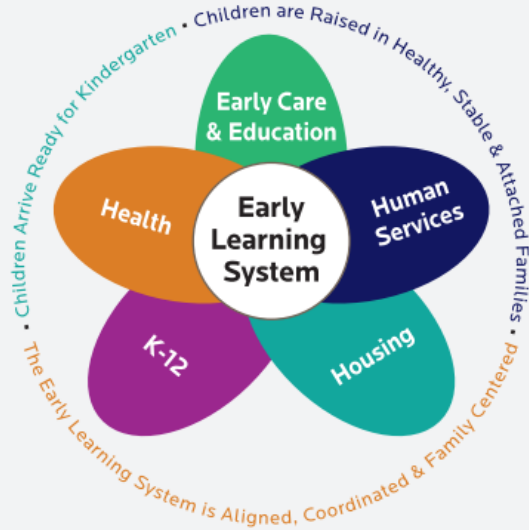
Vision + Action = Results for Oregon's youngest children and families.

Zip code, race, and income should not predict the health, educational, and life outcomes of Oregon's children. The purpose of the five-year *Raise Up Oregon: A Statewide Early Learning System Plan 2019-2023* is to share a vision of where we as a state intend to go and to identify actionable, concrete strategies for working together across traditional boundaries to get there. *Raise Up Oregon* represents our best thinking about how Oregon can most strategically and positively impact families throughout the state and generate results from 2019 through 2023.



Oregon is home to over 275,000 children, birth to kindergarten entry. Our state has an opportunity to change how it supports these children and their families and, in doing so, put itself on the path to an even brighter future. Overwhelming evidence tells us that investing in young children and their families has a lasting, positive impact across their lifetime. *Raise Up Oregon: A Statewide Early Learning System Plan* is grounded in the science of child development, equity, and the firm understanding that it takes leaders from early care and education, K-12, health, housing, and human services—together with families, communities, and the public and private sectors—to work together during this critical period of children's lives. Join the Early Learning Council in moving this plan from vision to reality. Download the full report at www.oregonearlylearning.com/raise-up-oregon.

Raise Up Oregon includes objectives and strategies to reach the Early Learning Council's three system goals. Goals and objectives, along with strategy highlights, are provided below.



1 SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN

- 1 Families are supported and engaged as their child's first teachers.**
 - Provide parenting education and culturally responsive home visiting.
- 2 Families have access to high-quality affordable early care and education that meets their needs.**
 - Expand access to and supply of high-quality affordable infant-toddler and preschool care.
 - Strengthen child care assistance programs.
 - Build and improve state capacity and essential infrastructure for healthy and safe high-quality care.
- 3 The early care and education workforce is diverse, culturally responsive, high quality and well compensated.**
 - Improve professional learning opportunities, pathways to credentials and degrees, and compensation as professionals.
 - Ensure work environments guarantee professional supports.
- 4 Early childhood physical and social-emotional health promotion and prevention is increased.**
 - Ensure comprehensive, high-quality prenatal-to-age-five health care services, including oral health.
 - Increase culturally responsive social-emotional supports for young children and families.
 - Coordinate among sectors to promote health and safety for young children.
- 5 Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.**
 - Improve access, funding, and pathways to services from screening, including Early Intervention/Early Childhood Special Education.
 - Strengthen policies and supports to prevent expulsion and suspension.
- 6 Children and families experience supportive transitions and continuity of services across early care and education and K-12 settings.**
 - Establish shared professional culture and practice for K-3.
 - Improve the Oregon Kindergarten Assessment.

2 SYSTEM GOAL 2: CHILDREN ARE RAISED IN HEALTHY, STABLE, AND ATTACHED FAMILIES

- 7 Parents and caregivers have equitable access to support for their physical and social-emotional health.**
 - Increase equitable access to reproductive, maternal, and prenatal health services.
 - Improve equitable access to multi-generational approaches to physical and social-emotional health.
- 8 All families with infants have opportunities for connection.**
 - Create a universal connection and provide paid family leave for families with newborns.
- 9 Families with young children who are experiencing adversity have access to coordinated and comprehensive services.**
 - Expand housing supports for families with young children and link high-quality early care and education, self-sufficiency, and housing assistance programs.
 - Provide preventive parenting support services to reduce participation in child welfare system.
 - Improve nutritional security of pregnant women and young children.

3 SYSTEM GOAL 3: THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY CENTERED

- 10 State-community connections and regional systems are strengthened.**
 - Family voice is included in system design and implementation to ensure family-friendly referrals.
 - Further develop the local Early Learning Hub system.
- 11 Investments are prioritized in support of equitable outcomes for children and families.**
 - Ensure resources reduce disparities in access and outcomes.
 - Align and expand funding opportunities for culturally specific organizations.
- 12 The alignment and capacity of the cross-sector early learning workforce is supported.**
 - Support consistent, high-quality practice among all professionals in the early learning workforce.
 - Improve cross-sector recruitment, retention, and compensation.
- 13 The business and philanthropic communities champion the early learning system.**
 - Introduce business leaders to the economic value of early care and education and the science of early childhood development.
- 14 The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.**
 - Strengthen data-drive community planning and integrate early learning data into the Statewide Longitudinal Data System.
 - Develop and implement a population survey to track child and family well-being.
 - Create and use an early learning system dashboard for shared accountability.



RAISE UP OREGON:
A STATEWIDE
EARLY LEARNING
SYSTEM PLAN
2019-2023

- Governor Proposed Investment
- Child Care Supply & Quality
 - Infant toddler licensing caseloads
 - Preschool & Kindergarten Readiness
 - Preschool Promise Equity Fund OR PreK & Head Start EI/ECSE
 - Work force Quality
 - Early Learning Professional Network Scholarships Centers for Excellence
 - Community Based Family & Parenting Support

- ✓ ✓ Partnerships - ^{i.e.} Youcolla, special ed P.D., sharing costs
- ✓ Business - industry & child care
- Faith - "adopt" have a school/preschool
(Message to business champions "Community Builders")
- Assess root cause - Why low pay - don't keep bandaid
- Normalizing - empowering parents to do preschool parent co, health care
- Community organizer liaison - Hub support
- Halo effect - pay the same
- ✓ Authentic Family Engagement
Living wage in EC
- uCC closure / need
- Package the work done - tell the story by audience

Flip Chart page 3

✓ Authentic Family Engagements
Living wage in EC

UCC Closure / need
Package the work done -
tell the story by audience
Strengthen / leverage existing supports
Progress monitor → Success