



SOELS Steering Committee  
 July 17, 2018  
 Southern Oregon ESD, 101 N Grape Street, Medford  
 2:00-4:00 p.m.

**Members Present (X):**

x	Hannah Ancel Jackson Care Connect	x	Mary Hough S.O. Pediatrics	x	Nancy Nordyke S.O. Head Start
	Scott Beveridge SOESD	x	Martha Ibarra Hispanic Comm Rep	x	Lisa O'Connor FNC
	Amy Buehler Jackson Co. Mental Health	x	Rosemary Jernigan DHS, District 8	x	Megan Stevens EI/ECSE
x	Susan Fischer AllCare CCO	*	Jennifer Johnstun Primary Health of Jo Co	x	Pam Thompson-Arbogast EI/ECSE
x	Michelle Gallas Imagine That		Geoffrey Lowry Oregon Child Dev. Coalition		Andrea Wakeland Parent Voice
x	Michelle Gury Parent Voice	*	Karla McCafferty Options of So Oregon	x	Mary Wolf CCRN
	Kerri Hecox, MD	x	Eileen Micke-Johnson RCC	x	Susan Zottola GP SD #7

\*Participating via Zoom

Guests: \*Alyssa Chatterjee (Early Learning Division), Shawna Rodrigues (Early Learning Division)

**Staff:**

x	René Brandon Director	x	Chelsea Reinhart Early Learning Facilitator		Karen Johnson Administrative Assistant
x	Teresa Slater Early Learning Facilitator		Molly McLaughlin Early Learning Facilitator		

**CALL TO ORDER/WELCOME AND GREETINGS**

N. Nordyke called meeting to order and introduced guest speakers Alyssa Chatterjee and Shawna Rodriguez with the Early Learning Division.

**EARLY LEARNING COUNCIL STRATEGIC PLANNING DISCUSSION**

The first hour of the meeting was a facilitated discussion with A. Chatterjee and S. Rodriguez. The Early Learning Council is developing a strategic plan for 2019-2024 and is meeting with stakeholders, including Hub Governance Councils, from each region to gather feedback. The following handouts were provided and discussed:

- *Initial Analysis of Strategic Planning Human Services, Early Care and Education & K-12 Debriefs and Hub Governance Board Strategic Planning Engagement*

➤ *Hub Governance Board Strategic Planning Engagement*

- Strengths and barriers in your community?
  - Aligned organizations involved
  - Collaboration of community partners
  - Strong parent voice
  - Challenges with braided funding
  - Unequal pay/training for preschool teachers
  - Inadequate data communication
  - Salary gap for families who do not qualify for subsidies
  - Limited public transportation
  - Housing crisis and homelessness
  - Lack of affordable preschool options
- What themes resonate with you and your community?
  - Disparity in opportunities for children with behavioral disabilities
  - Insufficient resources for EI/ECSE to manage developmental screenings and serve eligible children
  - Parenting/Peer Support
- What role do you envision the Hubs play in recruiting more children into higher quality early care and education and supporting and building the workforce?
  - Creating equitable compensation and training for preschool teachers
  - Offering half-day option to families
  - Facilitating a discussion for creating sub list for providers
  - Creating a referral process that offers families additional options while on wait-list
  - Collaborating amongst the Hub, providers, and community businesses
  - Encouraging training opportunities for high school students interested in ECE
  - Raising awareness around training like ACES and Strengthening Families
  - Hubs are underfunded, which makes these goals very challenging

**APPROVAL OF MINUTES FROM MAY 15, 2018 MEETING**

Minutes from May 15, 2018 approved. M/M. Gury S/H. Ancel

**ADDITIONS OR CHANGES TO THE AGENDA**

1. E. Micke-Johnson would like to discuss changing name from Steering Committee to Governance Council. *(Note: Item tabled for the next meeting due to time.)*
2. S. Fischer would like to discuss opportunities for advocacy.

**ANNOUNCEMENTS**

S. Fischer shared that The Family Connection received a \$100,000 grant from the Northwest Health Foundation.

R. Brandon introduced Dr. Mary Hough of Southern Oregon Pediatrics. She is filling the spot vacated by L. Murdoch - Position 10, Community-based Health Care, Jackson County.

## **HUB FINANCIAL UPDATE**

S. Fischer and R. Brandon shared that the Hub is in the middle of the quarterly reporting process and there is no new financial information to report since the last meeting.

## **RECRUITMENT OF NEW MEMBERS & ALIGNMENT WITH BYLAWS**

The Hub has been onboarding new Steering Committee members; however, a question arose since the bylaws are not specific on the rules. R. Brandon asked whether the Hub should proceed with the same process, or if prospective members should be voted on before being asked to join the Committee. The group consented to include a vote when onboarding new members. Executive Committee will revise language in the bylaws for the next selection.

R. Brandon shared that we still need to fill two business leader positions on the Committee. Rogue Credit Union and Chamber of Commerce were suggested as two possible sources. R. Brandon recommended that, if a member has a recruit in mind, Hub staff should be part of the introduction and application process. This will be added to the bylaws.

## **HUB ROLES & INDICATORS – PROGRESS TO DATE**

R. Brandon shared PowerPoint presentation on the Hub's progress with Hub Roles and Indicators. The information is in draft form and feedback was solicited from members. A formal document will be reviewed for final adoption in September.

- Shifting from the original metrics to hub roles and indicators of success
  - Original metrics captured the number of children and families a provider served, and the Hub does not provide direct service. This was not the best measurement of hub impact.
  - It was determined the metrics were not an accurate reflection of improvements made in Early Learning and put ELD dollars at risk if the return on investment was not adequately captured.

*(Every role and indicator following refers to “priority populations” identified by stakeholders including: children without early learning opportunities prior to kindergarten; children with special needs; Spanish-speaking families; families experiencing substance use disorder; foster parents; teen parents; rural communities.)*

- Hub Roles and Indicators: School Readiness
  - Role 2.1 – The role of the Hub is to facilitate shared understanding and collaboration between early learning and K-12 partners regarding expectations about the skills and abilities of children entering school.
  - Hub's Response:
    - Rollout Professional Learning Teams in elementary school catchment areas with a focus on *Early Learning & Kindergarten Guidelines*. We will use participant surveys as the metric.
    - For data collection and tracking, we will look at OKA and/or other assessment scores at specific elementary schools to target early learning & K partnership opportunities. As the metric, we will look at increase in kindergarten scores where the Hub has invested for at least one year.

- Role 2.2 – The role of the Hub is to facilitate culturally responsive family engagement activities across the community that promote seamless transitions into kindergarten and the family’s comfort and engagement at their child’s school.
- Hub’s Response:
  - Hub recently surveyed LISTO, OCDC, Phoenix-Talent SD, Jewett and Jackson Elementary, and Migrant Education to find out what kindergarten transition/family engagement strategies they have in place for Spanish-speaking families to learn what is working and identify opportunities to strengthen efforts across the region by sharing best practices. For metrics, we will look at school and family data.
- Role 2.3 – The role of the Hub is to work with partners to coordinate identification of children & families from focus and priority populations, to recruit them for early learning activities, enroll them in services, and make timely referrals with smooth transitions. (*Does not refer to preschool, but services such as early intervention.*)
  - Hub’s response to Part 1: “Part of a timely and effective referral system, from screening to services”
    - Bring EI/ECSE, children’s mental health providers, Bridging Communities, and early learning providers together to develop common knowledge and strategize communication referral system. Metric to be determined.
  - Hub’s response to Part 2: “Engaged in culturally responsive services”
    - Sponsored two emerging early learning leaders to Anti-Bias Leadership training. They will facilitate on-going PLT in each county on. Starting in September, they will host peer-led professional learning groups focusing on equity diversion and inclusion. We will use participating providers’ feedback for metrics. System partner demographic data shows that racial/ethnic data aligns with community demographics.
  - Hub’s response to Part 3: “Prioritization of children from priority populations utilizing ELD programs”
    - Hub will convene sessions with ELD-funded programs to strategize ways to increase access and recruitment for priority populations. Will use ELD reports for metrics. Hub has been meeting with health care providers to improve education and communication process on early learning opportunities and services. Metric to be determined.
- Role 2.4 – The role of the hub is to work with community partners to increase the percentage of children from focus and priority populations who experience early learning activities that prepare them for success in school.
- Hub’s Response:
  - Hub convenes preschool provider meetings & email communications to discuss recruitment and referrals and move families from waitlists to services. Hub monthly report demonstrates programs operating at full capacity.

- Expand Preschool Promise to rural communities. Metric used will be CCRN database and Preschool Promise reports
  - Invest in Backpack initiative at Preschool Promise sites, as well as non-traditional environments through Kaleidoscope Play and Learn Groups and LISTO. Metric will be quarterly Hub report, which illustrates diversity in services and services to rural communities.
  - Coordinating Special Needs Enhancement Workgroup. Hub data shows increase in providers' confidence in serving these children. We expect to provide a presentation at the next meeting.
- Hub Roles and Indicators: Healthy, Stable, and Attached Families
  - Role 3.1 – The role of the Hub is to work with early learning programs and other partners to ensure children and families from focus and priority populations have access to culturally responsive family support services.
  - Hub's Response
    - Family surveys disseminated to partner agencies serving culturally diverse families indicate families have access to services. Data from ELD-funded early learning programs, DHS, and home visiting programs reflect racial/ethnic diversity of region.
  - Role 3.2 – The role of Hub is to collaborate with the health sector to address the social determinants of health that lead to health and well-being for young children and their families.
  - Hub's Response:
    - CCO's and the Hub meet monthly to discuss priorities and align actions. Primary care providers need to be engaged. Metrics to be determined.
    - Health Aspects of Kindergarten Readiness Workgroup has been meeting to identify meaningful metrics and scoring. Hub will support efforts once workgroup has final product.
  - Role 3.3 – The role of the Hub is to work with community partners to increase protective factors and reduce childhood experiences of abuse or neglect.
  - Hub's Response:
    - Hub has trained 21 people in Strengthening Families and Protective Factors Framework. The training is free to every agency in the region. Metrics used are number of agencies/individuals trained, and number of agencies taking self-assessments and committing to improving efforts to support protective factors. Hub also collaborates and meets with The Family Connection staff to promote parenting education. Metric: TFC data, which shows increase in families receiving parent education.
  - Role 3.4 – The role of the Hub is to work with community partners to ensure children and families from focus and priority populations have access to medical, dental, mental health and other health care services.
  - Hub's Responses:

- Promote Health Literacy programs with LISTO, Migrant Ed, Foster Parent Association, families in recovery, Spanish-speaking Preschool Promise & other providers, and teen parents. Metric: Partner data, which shows promotion to access to health care.
- In partnership with CCO's, created user-friendly guide to accessing early intervention and mental health services. Metric: Hub/CCO data shows partners promoting flyer to families.
- Hub Roles and Indicators: Next Steps
  - Refine our local responses
  - Gather baseline data and confirm data sources
  - Determine targets for each metric
  - Revisit annually
  - Refine as necessary

### **UPDATES, EVENTS AND OPPORTUNITIES**

- Early Learning Division Appreciative Visit September 20 and 21<sup>st</sup>.
- Lunch with SOELS Steering Committee & ELD (later determined it will be on September 21<sup>st</sup>)
- Joint Committee on Student Success toured the region on June 5<sup>th</sup>. Behavioral health and importance of early learning was repeatedly emphasized by many participants.
- Southern Oregon Success held Key Leaders Event on June 28<sup>th</sup>. SOELS participated in Data Walk activity and shared the need for more early learning opportunities and the important work the Hub is doing.
- Hub convened first state-funded regional Preschool Promise provider meeting, which are now required by the legislature by HB 3106.
- R. Brandon circulated thank-you cards for L. Murdoch and K. Soter for Committee members to sign.
- S. Fischer shared that early learning providers have been denied discounts at local retailers who offer discounts to teachers. S. Fischer asked for members to consider writing letters to retailers advocating that early learning providers are teachers. M. Gury suggested that perhaps school districts would issue badges to early learning providers residing within their catchment area.
- Michelle Gury add to next meeting's agenda – continue conversation regarding Preschool Promise funding and expansion.

### **NEXT MEETING**

September 18, 2018  
 AllCare Health, 1701 NE 7<sup>th</sup> St, Grants Pass  
 2:00-4:00 p.m.

### **ADJOURNMENT**

The meeting was adjourned at 4:05 pm

Submitted by K. Johnson